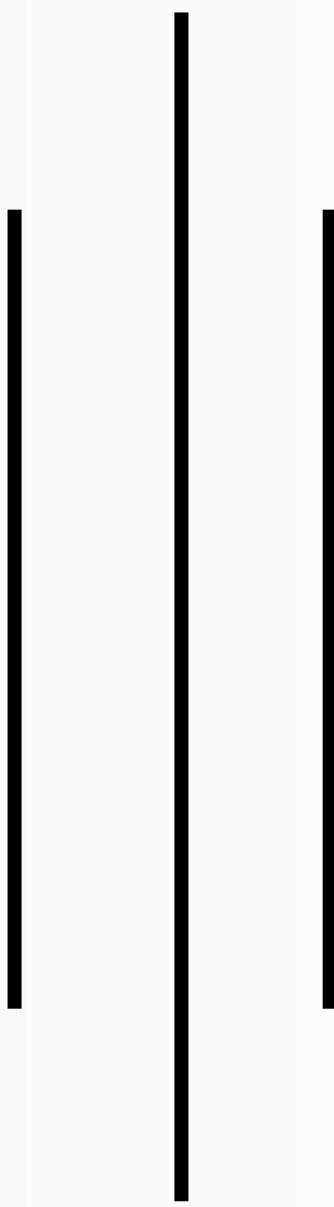


**BASIC
GRAMMAR
LEARNING
MODULE**



Compiled by Setya Ariani, S.Pd., M.Pd.



SURAT TUGAS

Nomor: 959/UN17.13/KP/2022

Dekan Fakultas Ilmu Budaya Universitas Mulawarman dengan ini menugaskan:

No.	Nama Dosen	Penugasan
1	Jonathan Irene Sartika Dewi Max, S.S., M.Hum	menyusun RPS Stilistika (Stylistics)
2	Muhammad Alim Akbar Nasir, S.Pd., M.Hum.	menyusun RPS Pengkajian Puisi Inggris (English Poetry Studies)
3	Wilma Prafitri, M.Pd.	menyusun RPS Pengantar Linguistik Umum
4	Nita Maya Valiantien, M.Pd.	menyusun RPS Listening Comprehension
5	Famala Eka Sanhadi Rahayu, M.Pd.	menyusun RPS Introduction to Speaking
6	Fatimah M., M.Hum.	menyusun RPS Introduction to Literature
7	Eka Pratiwi Sudirman, M.Pd.	menyusun RPS Metode Pengajaran Bahasa
8	Setya Ariani, M.Pd.	menyusun RPS Basic Grammar
9	Alamsyah, Ph.D	menyusun RPS Media dan Budaya
10	Singgih Daru Kuncara, M.Hum.	menyusun RPS Introduction to Translation Studies
11	Ririn Setyowati, M. Hum.	menyusun RPS Sintaksis

Demikianlah surat tugas ini dibuat dengan sebenarnya untuk dipergunakan dengan sebagaimana mestinya.

Samarinda, 30 Desember 2022
Dekan,

Dr. H. Masrur, M.Hum.
NIP 196312311989031037





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RENCANA PEMBELAJARAN SEMESTER (RPS)

Mata Kuliah: Tata Bahasa Dasar	Semester 1	Kode:221302602W009	SKS: 2 (dua)
Mata Kuliah Prasyarat	: -		
Dosen Pengampu	: Setya Ariani, M.Pd		
CPL Prodi	<p>A. Sikap</p> <ol style="list-style-type: none">1. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila (S3).2. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6). <p>B. Keterampilan Umum</p> <ol style="list-style-type: none">1. Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metoda rancangan baku yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2). <p>C. Keterampilan Khusus</p> <ol style="list-style-type: none">1. Mampu menyediakan layanan kebahasaan dalam bahasa Inggris untuk keperluan khusus dalam dunia kerja (KK3).2. Memiliki kompetensi peneliti di bidang bahasa, sastra dan budaya dengan memanfaatkan perkembangan terkini IPTEKS dalam mengkomunikasikan hasil penelitiannya (KK4).3. Memahami teori-teori di bidang bahasa dan sastra, dan mampu menerapkan teori tersebut dalam menghadapi suatu fenomena bahasa dan sastra (puisi, prosa, dan drama) tertentu, atau permasalahan budaya secara umum terutama yang berkaitan dengan kebudayaan tropis (KK5).4. Mahir berbahasa Inggris dalam hal membaca, menulis, berbicara dan menyimak secara profesional (tingkat <i>advanced</i>) (KK6). <p>D. Pengetahuan</p> <ol style="list-style-type: none">1. Menguasai teknik dalam kemahiran berbahasa secara praktis (PP3).		
Capaian Pembelajaran Mata Kuliah	Mahasiswa mampu menyusun kalimat dengan <i>parts of speech</i> dan <i>tenses</i> yang tepat.		
Deskripsi Matakuliah	Mata kuliah ini disusun untuk meningkatkan kemampuan mahasiswa dalam memahami struktur bahasa Inggris pada tingkat dasar. Melalui mata kuliah ini, mahasiswa akan diberikan pemahaman mengenai bermacam-macam jenis kata (<i>parts of speech</i>) dan pola-		



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pola yang terkait dengan beberapa *tenses* dalam bahasa Inggris. Pengintegrasian beberapa metode pembelajaran baik secara *synchronous* maupun *asynchronous* akan diterapkan dalam bentuk kegiatan ceramah, diskusi, tanya jawab, presentasi, penugasan, dan *problem-based learning*. Evaluasi pembelajaran dilaksanakan dalam bentuk tes dan non tes.

Referensi	<ol style="list-style-type: none"> 1. Oshima, A & Hogue, A. (2007). <i>Introduction to academic writing (Third edition)</i>. New York: Pearson Education, Inc. 2. McKenzie, M. (2001). <i>Handbook for writers and editors: Grammar, usage and punctuation</i>. Blackburn South: Dundas Press. 3. Murphy, R and Smalzer, W.R. (2002). <i>Basic grammar in use (Second edition)</i>. Cambridge: Cambridge University Press. 4. Murphy, R. (2004). <i>English grammar in use: A self-study reference and practice book for intermediate students of English (Third edition)</i>. Cambridge: Cambridge University Press. 5. Murphy, R. (2019). <i>English grammar in use (Fifth edition)</i>. Cambridge: Cambridge University Press. 6. Side, R & Wellman, G. (1999). <i>Grammar and vocabulary for Cambridge advanced and proficiency</i>. Essex: Pearson Education Limited. 7. Eastwood, J. (1999). <i>Oxford practice grammar (Second edition)</i>. Oxford: Oxford University Press. 8. Swan, M & Walter C. (2001). <i>The good grammar book</i>. Oxford: Oxford University Press. 9. Ariani, Setya. (2021). Should literary texts be used in teaching and learning grammar? <i>Prosiding Seminar Sastra, Bahasa, dan Seni</i>. Bahasa, Sastra, dan Seni Pascapandemi: 305-313, 27 October 2021: Fakultas Ilmu Budaya Samarinda.
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Pert.ke -	Sub-CPMK	Indikator	Bahan Kajian	Metode Pembelajaran	Pengalaman Belajar	Penilaian			Waktu (mnt)	Ref.
						Jenis	Kriteria	Bobot		
1	Mahasiswa mampu menjelaskan jenis-jenis kata (<i>parts of speech</i>)	Mahasiswa mampu: 1) menyebutkan <i>parts of speech</i> yang muncul pada struktur kalimat 2) menjelaskan fungsi masing-masing <i>parts of</i>	Introduction to parts of speech	Ceramah dan tanya jawab	1) Mahasiswa menyebutkan dan menjelaskan <i>parts of speech</i> yang muncul dalam kalimat 2) Mahasiswa berpartisipasi dalam	Tes: <i>Diagnostic test</i>	Ketepatan menyebutkan dan menjelaskan <i>parts of speech</i>	5%	2 x 50'	2,3



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		<i>speech</i> dalam kalimat			<i>mengerjakan diagnostic test</i>					
2	Mahasiswa mampu menggunakan kata benda (<i>noun</i>) dan kata ganti orang (<i>pronoun</i>) di dalam kalimat	Mahasiswa mampu: 1) menjelaskan fungsi <i>noun</i> dan <i>pronoun</i> 2) mengklasifikasikan kata-kata yang termasuk <i>noun</i> dan <i>pronoun</i> pada kalimat	1) Types of nouns: common, proper, abstract, dan concrete nouns 2) Types of pronouns: subject, object, possessive, dan indefinite pronouns	Ceramah, tanya jawab, dan diskusi	1) Mahasiswa melakukan review terhadap materi pembelajaran sebelumnya terkait <i>parts of speech</i> 2) Mahasiswa menjelaskan fungsi <i>noun</i> maupun <i>pronoun</i> yang muncul pada kalimat 3) Mahasiswa mengklasifikasi jenis-jenis <i>noun</i> dan <i>pronoun</i> pada kalimat 4) Mahasiswa menyimpulkan penggunaan <i>noun</i> dan <i>pronoun</i> dalam struktur kalimat	Tes: Latihan soal	Ketepatan dalam menggunakan <i>noun</i> dan <i>pronoun</i> pada kalimat	7%	2 x 50'	2,5,9
3	Mahasiswa mampu menggunakan kata sifat (<i>adjective</i>) dan	Mahasiswa mampu:	1) Types of adjectives: proper adjective,	Diskusi dan penugasan	1) Mahasiswa melakukan review terhadap materi	Tes:	Ketepatan membedakan antara	9%	2 x 50'	2,7,9



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	kata kerja (<i>verb</i>) di dalam kalimat	1) menjelaskan fungsi <i>adjective</i> dan <i>verb</i> 2) mengklasifikasi kata yang termasuk <i>adjective</i> dan <i>verb</i> pada kalimat	descriptive adjective, possessive adjective, interrogative adjective, etc. 2) Types of verbs: transitive verb, intransitive verb, auxiliary verb.		pembelajaran sebelumnya 2) Mahasiswa menjelaskan fungsi <i>adjective</i> dan <i>verb</i> yang muncul pada kalimat 3) Mahasiswa mengklasifikasi kata-kata yang tergolong <i>adjective</i> dan <i>verb</i> 4) Mahasiswa membedakan perubahan bentuk kata kerja (<i>verb</i>) 5) Mahasiswa menyimpulkan penggunaan <i>adjective</i> dan <i>verb</i> dalam struktur kalimat	Lati- han soal	<i>adjective</i> dan <i>verb</i> kalimat			
4	Mahasiswa mampu menggunakan kata keterangan (<i>adverb</i>) dan kata depan (<i>preposition</i>) di dalam kalimat.	Mahasiswa mampu: 1) menjelaskan fungsi <i>adverb</i> dan <i>preposition</i> 2) mengklasifikasi kata yang	1) Types of adverbs: adverbs of frequency, manner, etc. 2) Prepositional phrase	Ceramah, diskusi, dan penugasan	1) Mahasiswa melakukan review terhadap materi pembelajaran sebelumnya 2) Mahasiswa melakukan	Tes: Lati- han soal	Ketepatan menun- jukkan <i>adverb</i> dan <i>preposition</i> dalam kalimat	7%	2 x 50'	1,2,9



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		termasuk <i>adverb</i> dan <i>preposition</i> pada kalimat			diskusi kelompok dalam menentukan kata-kata yang tergolong <i>adverb</i> serta menunjukkan bentuk <i>prepositional phrase</i> dalam kalimat					
5	Mahasiswa mampu menggunakan <i>conjunction</i> dan <i>interjection</i> di dalam kalimat	Mahasiswa mampu: 1) Menjelaskan jenis dan fungsi kata hubung (<i>conjunction</i>) 2) Menjelaskan fungsi dan bentuk <i>interjection</i> .	1) <i>Coordinating, correlative, and subordinating conjunctions</i> 2) <i>Interjection in the form of a word or group of words</i>	Diskusi dan tanya jawab	1) Mahasiswa melakukan review terhadap materi pembelajaran sebelumnya 2) Mahasiswa menjelaskan dan menampilkan contoh penggunaan <i>conjunction</i> dan	Tes: Latihan soal	Ketepatan menampilkan contoh penggunaan <i>conjunction</i> dan <i>interjection</i>	7%	2 x 50'	1,2,3,9



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6 & 7	Mahasiswa mampu menyimpulkan <i>phrase, clause</i> dan <i>sentence</i>	Mahasiswa mampu: 1) Mengidentifikasi <i>phrase, clause</i> dan <i>sentence</i> 2) Menyimpulkan tentang <i>phrase, clause</i> dan <i>sentence</i>	1) Types of phrases: prepositional phrase, appositive phrase dan non-finite phrase 2) Types of clauses: independent clause dan dependent clause 3) Types of sentences: simple sentence, compound sentence, complex sentence dan compound-	<i>Problem-based learning</i>	3) Mahasiswa menyimpulkan penggunaan <i>conjunction</i> dan <i>interjection</i> dalam kalimat 1) Mahasiswa melakukan review terhadap materi pembelajaran sebelumnya 2) Mahasiswa berlatih mengidentifikasi <i>phrase, clause</i> dan <i>sentence</i> melalui teks seperti artikel, cerita pendek, dll. 3) Mahasiswa menarik kesimpulan atas konsep <i>phrase, clause</i> , dan <i>sentence</i>	Non Tes: Writing Report	Ketepatan dalam menjelaskan <i>phrase, clause</i> , dan <i>sentence</i>	25%	2 x 50'	1,2,8,9



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			complex sentence.							
8	Ujian Tengah Semester									
9 & 10	Mahasiswa mampu menyusun kalimat sesuai pola <i>present continuous</i> dan <i>present tense</i> yang tepat	Mahasiswa mampu: 1) menjelaskan <i>present continuous tense</i> dan <i>present tense</i> 2) mengubah <i>verb</i> sesuai konteks waktu pada kalimat 3) menggunakan <i>present continuous tense</i> dan <i>present tense</i> dalam kalimat	<i>Present continuous tense and present tense</i>	Diskusi dan presentasi	1) Mahasiswa melakukan presentasi dengan pembahasan mengenai analisis contoh <i>present continuous tense and present tense</i> dalam kalimat 2) Mahasiswa melaksanakan diskusi kolaboratif dan tanya jawab terkait materi	Non tes: Presentasi Kelompok	Ketepatan penyampaian materi presentasi	10%	2 x 50'	3,4,5
11&12	Mahasiswa mampu menyusun kalimat sesuai pola <i>past tense</i> dan <i>past continuous tense</i> yang tepat	Mahasiswa mampu: 1) menjelaskan <i>past tense</i> dan <i>past continuous tense</i> 2) mengubah <i>verb</i> sesuai konteks waktu pada kalimat	<i>Past tense and past continuous tense</i>	Diskusi dan presentasi	1) Mahasiswa melakukan presentasi dengan pembahasan mengenai analisis contoh <i>past tense</i> dan <i>past continuous tense</i> dalam kalimat	Non tes: Presentasi Kelompok	Ketepatan penyampaian materi presentasi	10%	2 x 50'	3,4,5,9



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		menggunakan <i>past tense</i> dan <i>past continuous tense</i> dalam kalimat			2) Mahasiswa melaksanakan diskusi kolaboratif dan tanya jawab terkait materi					
13	Mahasiswa mampu menyusun kalimat sesuai pola <i>future tense (will dan going to)</i> yang tepat	Mahasiswa mampu: 1) menjelaskan <i>future tense</i> 2) membedakan penggunaan <i>will</i> dan <i>going to</i> dalam <i>future tense</i> 3) mengubah <i>verb</i> sesuai konteks waktu pada kalimat Menggunakan <i>future tense</i> dalam kalimat	<i>Future tense (will and going to)</i>	Diskusi dan presentasi	1) Mahasiswa melakukan presentasi dengan pembahasan mengenai <i>future tense (will and going to)</i> dalam kalimat 2) Mahasiswa melaksanakan diskusi kolaboratif dan tanya jawab terkait materi	Non tes: Presentasi Kelompok	Ketepatan penyampaian materi presentasi	10%	2 x 50'	3,4,5
14 & 15	Mahasiswa mampu menyusun kalimat sesuai pola <i>present perfect tense</i> dan <i>present perfect continuous tense</i> yang tepat	Mahasiswa mampu: 1) menjelaskan <i>present perfect tense</i> dan <i>present perfect continuous tense</i>	<i>Present perfect tense dan present perfect continuous tense</i>	Diskusi dan Presentasi	1) Mahasiswa melakukan presentasi dengan pembahasan mengenai analisis contoh <i>present perfect tense</i> dan <i>present perfect</i>	Non tes: Presentasi Kelompok	Ketepatan penyampaian materi presentasi	10%	2 x 50'	3,4,5



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		2) mengubah <i>verb</i> sesuai konteks waktu pada kalimat 3) menggunakan <i>present perfect tense</i> dan <i>present perfect continuous tense</i> dalam kalimat			<i>continuous tense</i> dalam kalimat 2) Mahasiswa melaksanakan diskusi kolaboratif dan tanya jawab terkait materi					
16	Ujian Akhir Semester									

Penilaian

1. Afektif (10%)
2. Ujian Tengah Semester (30%)
3. Ujian Akhir Semester (40%)
4. Tugas (20%)



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Mengetahui,

Koordinator Program Studi Sastra Inggris
Fakultas Ilmu Budaya Universitas Mulawarman

Famala Eka Sanhadi Rahayu, M.Pd.
NIP 199005112018032001

Dosen Penanggung Jawab Mata Kuliah

Setya Ariani, M.Pd.
NIDN 0004048602



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Keterangan Pengisian

No Kolom	Judul Kolom	Penjelasan Pengisian
1	Capaian pembelajaran lulusan	Rumusan capaian pembelajaran lulusan program studi yang telah ditetapkan prodi di kurikulum yang sesuai dengan mata kuliah, bisa CP sikap, CP pengetahuan, CP keterampilan umum atau CP keterampilan khusus yang dibebankan pada matakuliah
2	Capaian pembelajaran mata kuliah	Rumusan capaian pembelajaran mata kuliah yang ditetapkan dosen bersama yang selaras dengan CP lulusan yang dirumuskan dalam mata kuliah
3	Deskripsi mata kuliah	Rumusan deskripsi mata kuliah yang telah dideskripsikan dalam kurikulum prodi
4	Pertemuan ke	Menunjukkan kapan suatu kegiatan dilaksanakan, yakni mulai minggu ke 1 sampai ke 16 (satu semester) (bisa 1/2/3/4 mingguan).
5	Sub-CPMK	Rumusan kemampuan dibidang kognitif, psikomotorik, dan afektif diusahakan lengkap dan utuh (<i>hard skills & soft skills</i>). Merupakan tahapan kemampuan yang diharapkan dapat mencapai kompetensi mata kuliah ini diakhir perkuliahan.
6	Indikator	Indikator merupakan unsur-unsur yang menunjukkan ketercapaian tahap kemampuan
7	Bahan kajian (Materi Kuliah)	Bisa diisi pokok bahasan / sub pokok bahasan, atau topik bahasan (dengan asumsi tersedia diktat/modul ajar untuk setiap pokok bahasan).
8	Metode pembelajaran	Bisa berupa ceramah, diskusi, presentasi tugas, seminar, simulasi, responsi, praktikum, latihan, kuliah lapang, praktek bengkel, survai lapangan, bermain peran, atau gabungan berbagai bentuk. Penetapan bentuk pembelajaran didasarkan pada keniscayaan bahwa kemampuan yang diharapkan diatas akan tercapai dengan bentuk/ model pembelajaran tersebut.
9	Waktu	Takaran waktu yang menyatakan beban belajar dalam satuan sks (satuan kredit semester). Satu sks setara dengan 50 (lima puluh) menit kegiatan belajar per minggu per semester
10	Penilaian	Sistem evaluasi yang digunakan, jenis tes, penialaian tugas dan kriteria penilaian akhir
11	Kriteria	Berisi indikator yang dapat menunjukan unsur kemampuan yang dinilai (bisa kualitatif misal ketepatan analisis, kerapian sajian, Kreativitas ide, kemampuan komunikasi, juga bisa juga yang kuantitatif : banyaknya kutipan acuan/unsur yang dibahas, keben



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		aran hitungan).
12	Bobot	Disesuaikan dgn waktu yang digunakan utk membahas / mengerjakan tugas, atau besarnya sumbangan suatu kemampuan
13	Referensi	Referensi yang digunakan dalam proses pembelajaran



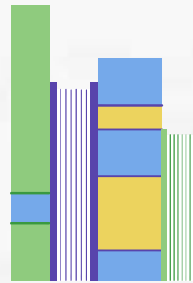
INTRODUCTION TO THE COURSE

Basic Grammar
Ist Meeting

Profile

Setya Ariani

*Lecturer at English
Literature Department,
Faculty of Cultural
Sciences, Mulawarman
University*



Education: Graduated from English Education Department of Teacher Training and Education Faculty, Mulawarman University in 2012.

Research interests: English skills and second language acquisition

Contact:

setya.ariani@fib.unmul.ac.id

 0852 5089 7147

What is grammar?

- An example of language in use (an answer phone message):

This is 2680239. We are not at home right now. Please leave a message after the beep.

That example can be analysed for four levels: text, sentence, word and sound.

Grammar: the study of what forms (or structures) are possible in a language. It studies/explains why sentences are acceptable because the analysis is at the level of the sentence.

(Source: Thornbury, 1999)

COURSE DESCRIPTION

The purpose of this course is to provide additional resources for students to improve their understanding of English structures at an elementary level. It focuses on specific areas of basic grammar, including parts of speech and tenses.

COURSE OBJECTIVE

Students should be able to correctly identify and use parts of speech and tenses in oral and written communication by the end of the course.

COURSE REQUIREMENTS

- Arrive on class on time and stay for the entire class period. Tolerance for being late maximum 10 minutes.
- Bring the handout during the class. You are not allowed to attend the class without handout.
- All mobile phones and other electronic devices must be switched off (or on vibrate).
- No tolerance for submitting the late assignments.
- Only beverages are permitted in classroom.
- Submit medical certificates or provide other information if absent from class.
- Be polite and respectful towards lecturers and fellow classmates.

TEACHING AND LEARNING ACTIVITIES

- Presentation
- Discussion
- Grammar practice

Basic Grammar Topics

Meeting	Topics
1	Introduction to the course Introduction to parts of speech
2	Noun and pronoun
3	Adjective and verb
4	Adverb and preposition
5	Conjunction and interjection
6 & 7	Phrase, clause and sentence
8	Mid test
9	Present continuous tense and present tense
10	Future tense (will and going to)
11	Future continuous tense and future perfect tense
12	Past tense and past continuous tense
13	Present perfect tense and present perfect continuous tense
14	Past perfect tense and past perfect continuous tense
15	Material review
16	Final test

EVALUATION

- Attendance and active participation : 10%
- Assignment and Presentation : 20%
- Mid test : 30%
- Final test : 40%

Parts of Speech

A part of speech is a term used in traditional grammar for one of the eight main categories in the construction of sentences.

The eight parts of speech are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

(Source: Mckenzie, 2001)

Part of Speech	Function
Noun	A specific word for a person, place, thing, quality or condition
Pronoun	A word used in place of a noun
Adjective	A word that modifies or describes a noun or pronoun
Verb	A word that expresses an action or a state of being
Adverb	A word that modifies a verb, adjective or other adverbs
Preposition	A word that connects a noun/pronoun to another word in the sentence
Conjunction	A word that connects words or groups of words
Interjection	A word that expresses a feeling or attitude

Practice

Name part of speech of each word in bold.

William Shakespeare is probably the greatest **dramatist** and **poet** in the English Language. **He** grew up in Stanford-upon-Avon **and** married Anne Hathaway **when** he was eighteen. **They** had **three** children. In his early twenties, he began to work in the **theatre** in London. **In** the 1590s, he started writing plays **for** a theatre company and probably acted as well. He **performed** **at** the Globe Theatre in **London** and also **went** on tour.



Noun & Pronoun

Basic Grammar 2nd Meeting

By Setya Ariani



Material Review



Parts
of
Speech

- ❖ Noun ✓
- ❖ Pronoun ✓
- ❖ Adjective
- ❖ Verb
- ❖ Adverb
- ❖ Preposition
- ❖ Conjunction
- ❖ Interjection



Learning Outcomes

Students are able to:

- define noun and pronoun
- explain the types of nouns and pronouns
- differentiate between noun and pronoun
- use nouns and pronouns correctly in sentences



Noun

A specific word for
a person, place,
thing, quality or
condition



Read the following dialog.

Isabella Swan : It's like diamonds...
you're beautiful.

Edward Cullen : Beautiful? This is
the skin of a killer, Bella... I'm a
killer.

(Twilight Movie, 2008)



Common Nouns



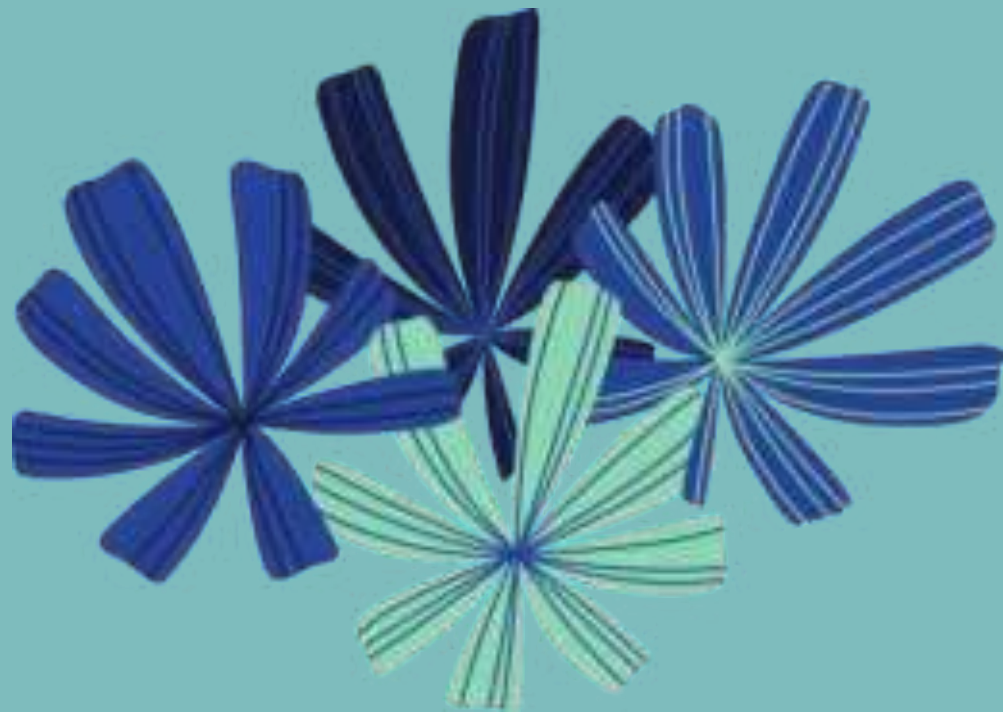
general places, things or people
not capitalized unless used to begin a sentence

Proper Nouns



specific places, things, or people
begin with a capital letter.

Example: I think Bella is the most beautiful girl.



Concrete Nouns



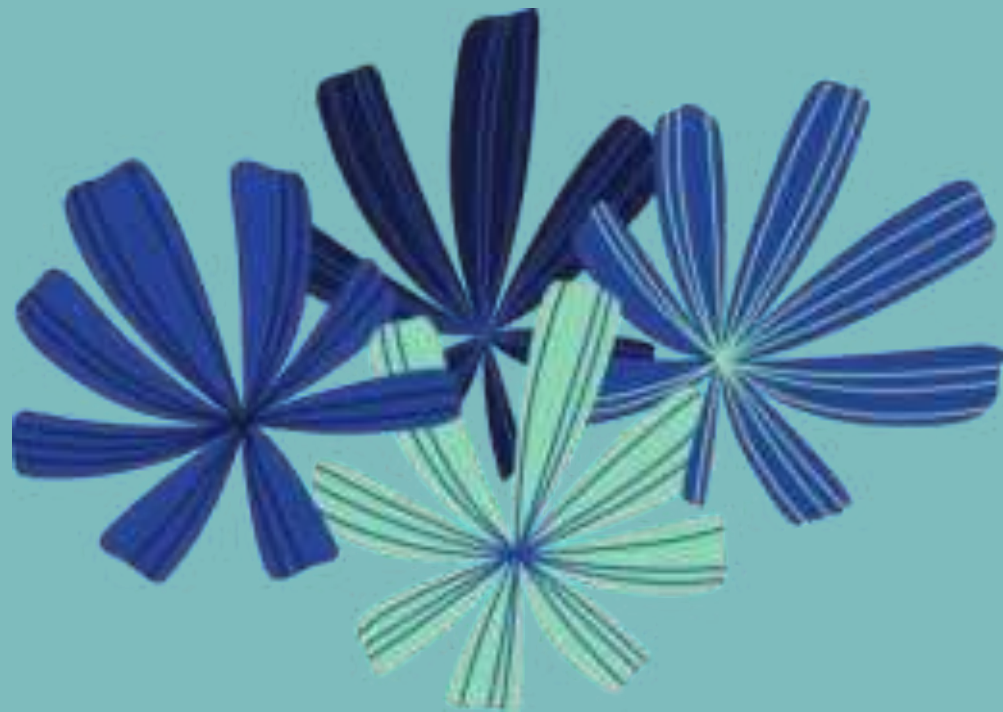
something that we can understand with our senses- sight, hearing, touch, taste, smell.

Abstract Nouns



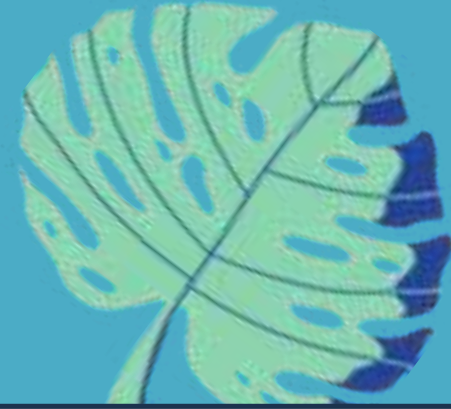
something intangible (tidak dapat diraba) such as a concept or emotion

Example: My **cat** (concrete) gives me unconditional **love** (abstract).



KEY WORDS FOR SINGULAR AND PLURAL NOUNS

For Singular Nouns	<i>each</i>	<i>every</i>	<i>single</i>	<i>one</i>	<i>a</i>
For Plural Nouns	<i>both</i>	<i>two</i>	<i>many</i>	<i>several</i>	<i>various</i>



KEY WORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS

For Countable Nouns	<i>many</i>	<i>number</i>	<i>few</i>	<i>fewer</i>
For Uncountable Nouns	<i>much</i>	<i>amount</i>	<i>little</i>	<i>less</i>

IRREGULAR PLURALS

Vowel change	<i>man / men</i> <i>woman / women</i>	<i>foot / feet</i> <i>tooth / teeth</i>	<i>goose / geese</i> <i>mouse / mice</i>
Add -EN	<i>child / children</i>	<i>ox / oxen</i>	
Same as singular	<i>deer / deer</i> <i>fish / fish</i>	<i>salmon / salmon</i> <i>sheep / sheep</i>	<i>trout / trout</i>
-IS → -ES	<i>analysis / analyses</i> <i>axis / axes</i> <i>crisis / crises</i>	<i>diagnosis / diagnoses</i> <i>hypothesis / hypotheses</i> <i>parenthesis / parentheses</i>	<i>synthesis / syntheses</i> <i>thesis / theses</i>
Ends in -A	<i>bacterium / bacteria</i> <i>curriculum / curricula</i>	<i>datum / data</i> <i>phenomenon / phenomena</i>	<i>criterion / criteria</i>
-US → -I	<i>alumnus / alumni</i> <i>bacillus / bacilli</i> <i>cactus / cacti</i>	<i>fungus / fungi</i> <i>nucleus / nuclei</i> <i>radius / radii</i>	<i>stimulus / stimuli</i> <i>syllabus / syllabi</i>

Pronoun

A pronoun is a word used in place of a noun. It prevents needless repetition of nouns.

'Antecedent' is applied to the noun because it usually precedes the pronoun.



See this following example.
The woman hesitated before she went inside.

(The woman ' is the antecedent for the pronoun 'she'.)

Types of Pronouns

Personal pronouns, possessive pronouns, reflexive pronouns, emphatic (intensive) pronouns, etc.



Now there lived in the same forest a sweet little girl, **who** was called Goldilocks. **She** was the Woodman's daughter, and **her** hair looked just like sunbeams. She knew every tree in the greenwood, and every flower in **it**. She loved the birds, and liked to listen to **their** song; and **everything** in the wood loved **her**.

(Taken from *Goldilocks and The Three Bears*)



Personal Pronouns

She knew every tree in the greenwood, and every flower in **it**

└─┬─┘
Subject

└─┬─┘
Object

Personal pronouns are used to replace people or other nouns that have already been mentioned in a sentence

Person	Singular	Plural
1 st person	I, me	we, us
2 nd person	you	you
3 rd person	he, him, she, her, it	they, them



Possessive Pronouns

They are used to show ownership, but they never have an apostrophe.

Person	Singular	Plural
1 st person	mine	ours
2 nd person	yours	yours
3 rd person	his, hers, its	theirs

Examples:

She loved the birds, and liked to listen to **their** song.

possessive adjective

These songs are **theirs**.

possessive pronoun



Relative Pronouns

They introduce clauses that relate to a preceding noun or pronoun to add information about someone or something.

Example:



Now there lived in the same forest a sweet little girl, **who** was called Goldilocks.



Indefinite Pronouns

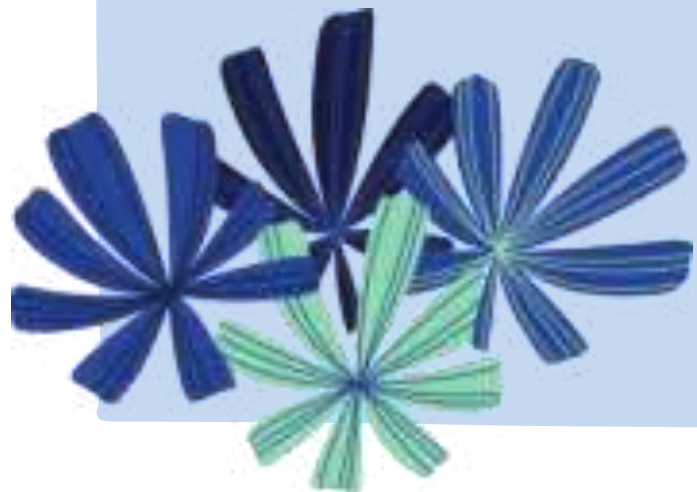
Pronouns that do not have a specific antecedent.

They are concerned with numbers.

Example:

She loved the birds, and liked to listen to their song; and and **everything** in the wood loved her.

anything, anyone, each, all, somebody,
something, nothing, several, some,.....



PRACTICE 1

Join at www.mentimeter.com and use this code 6833 6330

Read the following passage and find the nouns.

The new student approached the compulsory subject with caution. The outline stated that she would have to study grammar and punctuation. She vaguely recalled lessons in primary school on naming and doing words. Now she wished she had concentrated more in class and prayed there would not be an exam.



PRACTICE 2

Write sentences containing the following types of nouns and underline each one.

- One common and one proper noun
- One abstract noun and one concrete noun



PRACTICE 3

Fill in the blank with correct pronouns.

Pak Adi is at home. _____ is sitting on a chair. _____ has a new book. The book is in Pak Adi's hand. _____ is not reading it. _____ is calling _____ wife. _____ cannot see anything.

Pak Adi is looking for _____ glasses. _____ is putting one hand in _____ pocket. _____ is looking inside the drawer. _____ glasses are not in _____ pocket. _____ are not in the drawer. _____ wife is laughing. Pak Adi's glasses are on _____ head.



PRACTICE 4

Underline the antecedent for each pronoun.

- Be sure to put a stamp on the letter before mailing **it**.
- Sarah and Clara deserved what happened to **them**.
- Textbooks cost money, but **they** are worth **it**.
- The tourists hired a guide to show **them** around the town.
- She told me a story, **which** I found incredible.
- Although Ana studied English, **she** did not feel comfortable speaking **it**.
- After Michael and I read the books, **we** sold **them** at a garage sale.



What can be learnt from noun and pronoun?

Difference between Noun and Pronoun

Noun		Pronoun
Jane		He



Adjective & Verb

Basic Grammar
3rd Meeting

Adjective

A word that modifies or describes a noun or pronoun.

See the following examples:

1. My uncle lives in a **big** house.
2. Social media has become an **essential** tool for spreading information.



Types of Adjectives

Proper adjective is formed from proper or common noun.

- British accent is hard to understand.
- My friend is an American citizen.

Possessive adjective modifies a noun to show ownership. It is used in front of a noun.

- My motorcycle is red.
- Her name is Andrea.
- Their house is near the school.

Descriptive adjective describes the quality of something or someone.

- They have adorable children.
- A rabbit has long ears and short tail.

Demonstrative adjective is an adjective (*this, that, these, or those*) that can be used to specifically describe the position of something or someone in space or time.

- This song is addictive.
- Those clothes are wet.

(Note: Compare demonstrative pronoun and demonstrative adjective)

Types of Adjectives

Interrogative adjective is an adjective that modifies a noun by asking questions.

- Which color is your favorite?
- Whose car is it?

(Note: Compare interrogative pronoun and interrogative adjective)

Numerical adjective is used to modify the number of nouns or the order of the noun being described.

- She has written ten stories.
- This is the third time I have visited Jake's house.

Indefinite adjective indicates the number of nouns, but it is not specific.

- A few cats live in my house.
- He thought of his father many times a day.

Distributive adjective is used to point out people/things individually/collectively.

- I will support either decision.
- Every student has visited the museum.

Types of Adjectives (continued)

Quantitative adjective indicates the quantity of something.

- Would you like some water?
- Use less sugar in your coffee.

Adjectives ending in -ing and -ed



Jane has been doing the same job for a very long time. Every day she does exactly the same thing again and again. She doesn't enjoy her job any more and would like to do something different.

Jane's job is boring.

Jane is bored (with her job).

Articles

(Words such as a, an and the placed at the beginning of noun/noun phrase)

Indefinite articles 'a/an' is used before a singular noun when one doesn't have a specific person, place, thing or concept in mind.

- I want to buy a car.
- She wants to eat an apple.

Definite article 'the' is used before singular, plural, and non countable nouns when one has a specific person, place, thing, or concept in mind.

- The black car is my father's.
- The apple I'd like to eat is sweet.

The Adjective Order

Opinion adjectives usually go before fact adjectives.

	<i>opinion</i>	<i>fact</i>	
a	nice	long	summer holiday
an	interesting	young	man
	delicious	hot	vegetable soup
a	beautiful	large round wooden	table

Sometimes we use two or more fact adjectives together. Usually (but not always) we put fact adjectives in this order:



a tall young man (1 → 2)

big blue eyes (1 → 3)

a small black plastic bag (1 → 3 → 5)

a large wooden table (1 → 5)

an old Russian song (2 → 4)

an old white cotton shirt (2 → 3 → 5)

Degrees of Comparison

Positive degree is the basic form that shows no comparison.

- Her house is big.
- Ari is thoughtful.

Comparative degree is used to compare two people or things by adding the suffix 'er' for one-syllable adjective and 'more' or 'less' for two or more syllables.

- Her house is bigger *than* mine.
- Ari is more thoughtful than Jessi.

Superlative degree

expresses the highest degree of quality among people or things by adding the suffix 'est' for one-syllable adjective and 'most' or 'least' for two or more syllables. It is also preceded by 'the'.

- > She has the biggest house.
- > Ari is the most thoughtful student in her class.

Exceptions.

Irregular adjectives,

Irregular Adjective	Comparative Form	Superlative Form
good	better	best
bad	worse	worst
far	farther	farthest
little	less	least
many	more	most

Italian food is **better** *than* American food.

My dog is **the best** dog *in* the world.

My mother's cooking is **worse** *than* your mother's cooking.

Of all the students in the class, Max is **the worst**.

Other types of comparison

The phrase *asas* -> to compare equal things.

- Sarah's new dress is not as nice as her old one.

A proportional statement: *the more A.....the more B.*

> The colder the weather, the more uncomfortable people feel.

Verb

A word that shows an action or a state of being and is an essential element in a sentence. It tells us what the subject *does*, what the subject *is*, or what the subject *receives*.

- She is a student.
- My mother bought vegetables yesterday.
- Gracia is writing a letter to her best friend.

Action Verb

Action verb tells what a noun, noun phrase or pronoun does. If it has an object, it is said to be *transitive*. It will answer the question with “Who?” or “What?”

- Hendry practices his singing skill every Tuesday after school.
- He threw the ball.

The subject of the sentence can perform or receive the action.

- The architect designed the building. (active verb)
- The building was designed by the architect. (passive verb)

If a verb does not require an object, it is called an *intransitive* verb. The verb may be followed by modifiers that answer the questions with “When?”, “Where?”, and “How”?

- The baby is sleeping in the crib.
- My friends always smile happily.

Linking verb : A verb that shows a condition or state of being. It is called linking verb because it connects to an adjective, noun or pronoun.

- Nana is beautiful. (the verb *to be*)
- He looks great in that suit. (the be-substitute verb)
- This chocolate tastes too sweet. (the sense verb)

Auxiliary verb

“Auxiliary verbs (helping verbs) help the main verb express an exact meaning, ask question, or form a particular tense” (McKenzie, 2001, p.21).

- The students are taking the English exam.
- She has been to Florida.
- Do you like chocolate?

Verbals: Infinitive, Gerund, Participle

They are formed from the verb, but not the main verb used in sentences.

1. Participle is a verbal adjective. It consists of present participle (verb ends with *-ing*) and past participle (verb ends with *-ed* or irregular verbs)

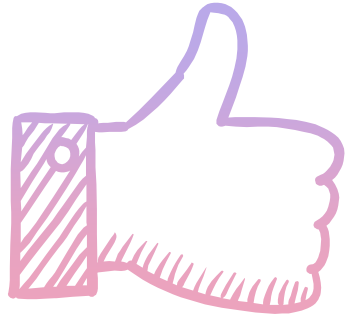
- It was a *disappointing* show. (present participle)
- I am *disappointed* with the show. (past participle)

2. Gerund is a verbal noun. It is formed from the verb end in *-ing* to show an action or activity.

- *Singing* is my hobby. (*singing* is gerund)

3. Infinitive consists of the word *to* and basic form of verb to show purpose or intention.

- > My niece wants *to study* abroad. (*to study* is infinitive)



Thanks!

Any questions?

Practice 1

Underline the adjectives in these sentences (but not the articles)

1. The gorgeous woman is coming towards us.
2. I always feel happy when my teacher speaks English.
3. My late uncle always arrived late at important meetings.
4. Three students were arrested over posts they shared on social media.
5. I am afraid of the hungry dog.

Practice 2

Complete these sentences using a comparative/superlative adjective.

1. Her work isn't very good. I'm sure she can do
.....
2. Veronica is 19 years old. Sinta is 20 years old. Sinta is
..... Veronica.
3. That wasfilm I've ever seen.
4. This place has weather.
5. I'm quite beautiful, but you're more beautiful. I am not
.....

Practice 3

Circle the verb in each sentence.

1. There are twenty-five students in my class.
2. My parents have three children.
3. The students are reading some books.
4. We enjoyed the movie very much.
5. She felt uneasy as she entered the class.
6. One Sunday morning, my friends came to surprise me.
7. Knock the door before you enter my house.
8. Helen always drives to work.
9. I did not hear you called my name.
10. She has cooked this soup herself.

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A green speech bubble is positioned on the right side of a wooden plank background. To the left of the speech bubble, there is a small green plant with several leaves and a thin stem. The text 'ADVERBS & PREPOSITIONS' is written in white, bold, uppercase letters inside the speech bubble.

ADVERBS & PREPOSITIONS

Basic Grammar
4th Meeting

ADVERBS

Adverbs are words that describe or modify verbs, adjectives, and other adverbs. Study these sentences carefully.

- The huge chopper transported the soldiers *quickly*. (*Quickly* modifies the verb *transported*.)
- The *extremely* tall guard dribbled the basketball *slowly*. (*Extremely* modifies the adjective *tall*, and *slowly* modifies the verb *dribbled*.)
- The tall guard dribbled the basketball *very* slowly. (*Very* modifies the adverb *slowly*.)

ADVERBS

Adverbs usually answer the following questions: *When? Where? How? To what extent?*

- **When?** Joe *immediately* realized that he had confused Megan with her sister. (The adverb *immediately* modifies the verb *realized*.)
- **Where?** Please wait *here*. (The adverb *here* modifies the verb *wait*.)
- **How?** The deer struggled *unsuccessfully* to escape. (The adverb *unsuccessfully* modifies the verb *struggled*.)
- **To what extent?** The state capitol building was *completely* remodeled after the election. (The adverb *completely* modifies the verb *was remodeled*.)

TYPES OF ADVERBS

(McKenzie, 2001, p. 28-29)

Adverbs of time (to answer the question 'When?')

- I arrived last week.
- You can speak now.

Adverbs of manner (to answer the question 'How?')

- The girl could run fast.
- She waited patiently in a long queue.

Adverbs of place (to answer the question 'Where?')

- You should come here when I call you.
- My parents live nearby.

Adverbs of degree (to answer the question 'To what extent?')

- It was terribly cold yesterday.
- Her homework is nearly complete.

Adverbs of frequency (to answer the question 'How often?')

- We usually go to the restaurants on Saturdays.
- They sometimes have cereal for breakfast.

Interrogative adverbs (to ask questions such as why, where, how, and when)

- How was the movie?
- Why did you come late?

What to know more about adverbs?

- If adverbs are used at the beginning of sentences, use a comma.
(Example: Generally, I like my living room.)
- Most adverbs of manner are formed by adding the suffix *-ly* or *-ally* to an adjective.
(Example: He treated his employees honestly.)
- A few adverbs such as *fast*, *hard*, *high* have the same form as adjectives.
(Example: I study hard for my English test.)
- *Well* is the irregular adverb form of adjective *good*.
(Example: She speaks English well.)
- Be careful with some adjectives end in *-ly*: *friendly*, *daily*, *yearly*, *costly*, etc.
- Like adjectives, adverbs also have comparative and superlative forms.
(Example: The sun shines more brightly.)



Conjunctive Adverbs

- They are sometimes called 'sentence connectors' and mainly used in formal writing (McKenzie, 2001).
- Common conjunctive adverbs (McKenzie, 2001, p.29)

Meaning	Examples
addition	also, besides, furthermore, moreover
contrast	however, instead, nevertheless, conversely, otherwise, still, nonetheless
emphasis	certainly, indeed, surely
comparison	likewise, similarly
consequence	accordingly, consequently, hence
summary	therefore, thus
time	subsequently, meanwhile, finally

PREPOSITIONS

- Prepositions are usually followed by a noun or pronoun.
- The word follows the preposition is called the object of preposition.
- The preposition + its object + any modifying words = a prepositional phrase

Preposition	Object	Modifier	Phrase	Sentence
on	the table	kitchen	on the kitchen table	She stood on the kitchen table.
for	years	several	for several years	We did not speak for several years.

(Source: McKenzie, 2001, p. 31-32)

Common Prepositions

about	concerning	out
above	despite	out of
according to	down	outside
across	due to	over
after	during	past
against	except	regarding
ahead of	for	round
along	from	since
among	in	through
around	in addition to	to
away from	in front of	together with
because of	inside	toward
before	instead of	under
behind	into	underneath
below	like	unlike
beneath	near	until
besides	next to	up
between	of	upon
beyond	off	with
but (when it means <i>except</i>)	on	within
by	onto	without
	on account of	

PRACTICE 1

Complete each sentence with an adverb. The first letters of the adverb are given.

- 1 We didn't go out because it was raining heavily.
- 2 Our team lost the game because we played very badly.
- 3 I had little difficulty finding a place to live. I found a flat quite easily.
- 4 We had to wait for a long time, but we didn't complain. We waited patiently.
- 5 Nobody knew Steve was coming to see us. He arrived unexpectedly.
- 6 Mike keeps fit by playing tennis regularly.
- 7 I don't speak French very well, but I can understand perfectly if people speak slowly and clearly.

PRACTICE 2

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

careful(ly)	complete(ly)	continuous(ly)	financial(ly)	fluent(ly)
happy/happily	nervous(ly)	perfect(ly)	quick(ly)	special(ly)

- 1 Our holiday was too short. The time passed very quickly.
- 2 Steve doesn't take risks when he's driving. He's always _____.
- 3 Sue works _____. She never seems to stop.
- 4 Rachel and Patrick are very _____ married.
- 5 Maria's English is very _____ although she makes quite a lot of mistakes.
- 6 I cooked this meal _____ for you, so I hope you like it.
- 7 Everything was very quiet. There was _____ silence.
- 8 I tried on the shoes and they fitted me _____.
- 9 Do you usually feel _____ before examinations?
- 10 I'd like to buy a car, but it's _____ impossible for me at the moment.

PRACTICE 3

Label the underlined word as preposition or adverb.

1. I had heard the joke before.
2. I had a drink before the dinner.
3. People gathered around the body and gave advice.
4. The boy rode around and around on his new bike.
5. As the man walked past I thought I recognize him.
6. I don't like to think I'm past my prime.

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Conjunction and Interjection

Fifth Meeting
Basic Grammar

Review

Adjective or adverb?

- 1) She's a friendly student.
- 2) What happened to your jacket?
There's a big rip in the sleeve.
- 3) People were leaving and I'd only just arrived.
- 4) You must be absolutely silent or the birds won't appear.
- 5) I think the kitchen clock is fast

Review (cont)

Preposition or adverb?

- 1) I usually wake up at six o'clock.
- 2) I saw a few familiar faces among the crowd.
- 3) Emma went to work in New York a year ago, and we haven't seen her since.
- 4) As the man walked past I thought I recognized him.

Conjunctions

Conjunctions join words or groups of words in a sentence.

Types:

- 1) **Coordinating conjunctions**
- 2) **Correlative conjunctions**
- 3) **Subordinating conjunctions**

Coordinating Conjunctions

Coordinating conjunctions join grammatically equal elements: the same parts of speech, the same kind of phrase or clause.

For, And, Nor, But, Or, Yet, So (FANBOYS)

Examples:

You and I are classmates. (pronouns)

I told a good joke but nobody laughed. (clause)

Coordinate conjunction joins equal sentence parts: single words, phrases and independent clauses.

Coordinate Conjunction	Use	Examples
and	addition	Hereford cows are brown <i>and</i> white. He washed his car <i>and</i> cleaned out the garage.
or	choice, possibility	This plant can be grown in a house <i>or</i> in a garden. Her action was very brave <i>or</i> very foolish.
but	contrast, opposition	He brought his wallet <i>but</i> forgot his checkbook. The book discussed some interesting ideas, <i>but</i> it wasn't very well written.
nor	negation	He's never taken a class in sociology, <i>nor</i> does he intend to.
so	effect	It was a bright day, <i>so</i> she put on her sunglasses.

Correlative Conjunctions

Correlative conjunctions are paired connecting words that join equivalent elements.

(both..and, not only..but also, either ...or, neither ...nor, whether ...or)

Examples:

Either the coffee is weak or you have added too much cream. (two clauses)

Both Fred and Ginger could dance divinely. (two nouns)

Correlative conjunctions are two-part conjunctions. Like coordinate conjunctions, they are used to join clauses, phrases, and words.

Correlative Conjunction	Use	Example
both . . . and	addition	<i>Both</i> wolves <i>and</i> coyotes are members of the dog family.
not only . . . but also	addition	Dominic studied <i>not only</i> mathematics <i>but also</i> computer science.
either . . . or	choice, possibility	We need <i>either</i> a nail <i>or</i> a screw to hang up this picture.
neither . . . nor	negation (not A and not B)	<i>Neither</i> the television <i>nor</i> the stereo had been turned off.

Subordinating Conjunctions

Subordinating conjunctions join unequal elements in a sentence because they introduce a subordinate (dependent) clause.

Time	After, as, before, once, until, when, whenever, while
Possibility	As if, if, as though, unless, whether, provided that
Comparison and contrast	Although, even though, than
Cause and effect	Because, since, whereas, so that
Manner and location	How, where, wherever

Examples:

Unless you pay me, I will not be able to afford to eat.

When the play ended, the audience applauded.

as	time	One train was arriving <i>as</i> another was departing.
since	time	We haven't seen Professor Hill <i>since</i> she returned from her trip.
until	time	Don't put off going to the dentist <i>until</i> you have a problem.
once	time	<i>Once</i> the dean arrives, the meeting can begin.
before	time	<i>Before</i> he left the country, he bought some traveler's checks.
after	time	She will give a short speech <i>after</i> she is presented with the award.



Interjection

An interjection is a word or group of words that is ‘thrown into’ a sentence.

An interjection isn’t always an exclamation; it may be more of a ‘filler’.

It has no grammatical relationship to the rest of the sentence.

An interjection may consist of more than one word.

Examples:

Whew! I'm glad that test is over.

Hey! Stop that.

Oh, never mind.

Okay, you win.

Well, you do surprise me.

It was, you know, sort of fun.

Reference

McKenzie, M. (2001). *Handbook for writers and editors: Grammar, usage and punctuation*. Blackburn South: Dundas Press.

Label the underlined words as a conjunction or preposition.

- 1) These days were hot, but the nights were cool.
- 2) Everyone got a present but me.
- 3) He brought her roses, for he wanted to impress her with his charm and generosity.
- 4) Repeat the sentence after me.
- 5) I can't live without him.

Phrase, Clause & Sentence

Basic Grammar
6th & 7th Meeting

Look at these following differences.

- **Phrase** is a group of words that does not contain a subject and a verb.
- **Clause** is a group of words that contains (at least) a subject and a verb.
- **Sentence** is formed from one or more clauses and expresses a complete thought.

Independent & Dependent Clause

Clause is a group of words that contains (at least) a subject and a verb.

A. Independent clause

Example : She always goes to school by car.

B. Subordinate/dependent clauses:

1. Adjective clause

*Tom walks to his office, which is located on Broadway, **every day during the summer.***

2. Adverb clause

The man took a vitamin pill because he had a cold.

3. Noun clause

I didn't realize that Nancy was here.

Clauses with *There* and *It*

The expletive *there* shows that someone or something exists, usually at a particular time or place. These sentences generally follow the pattern *there* + verb *to be* + subject:

There are many skyscrapers in New York City.

There was a good movie on television last night.

The expletive *it* is used in a number of different situations and patterns:

It is important to be punctual for appointments.

(with the verb *to be* + adjective + infinitive)

It was in 1959 that Alaska became a state.

(with the verb *to be* + adverbial + noun clause)

It takes a long time to learn a language.

(with the verb *to take* + time phrase + infinitive)

It was David who did most of the work.

(with the verb *to be* + noun + relative clause)

Underline the independent clause once and the dependent clause twice in each sentence below.

1. Because he ran, he was able to catch the bus.
2. Until the sun sets, I will stay with you.
3. As the lights dim, I will say good-bye.
4. Wherever he might go, I will follow him.
5. If the dress is on sale, she will buy it.

ADJECTIVE CLAUSE

Adjective clause/relative clause modifies (describes) a noun in another clause of the sentence and begins with an adjective clause marker / a relative pronoun.

Relative Pronoun & Use	Example
Who (people as subject)	A neurologist is a doctor who specializes in the nervous systems.
Whom (people as object)	This is the patient whom the doctor treated.
Whose (people, possessive)	Mr. Collins is the man whose house I rented.
Which (things as subject & object)	-That is the topic which interests me. (subject) - That is the topic on which I will write. (object of preposition)
That (people & things as subject & object)	-Art that is in public places can be enjoyed by everyone. (subject) -The painting that Ms. Wallace bought was very expensive. (object)
Where (place)	Here is the site where the bank plans to build its new headquarters.
When (time)	This is the hour when the children usually go to bed.

Comma Rule

Use commas to separate an extra information adjective clause from the rest of the sentence. Do not use commas with necessary adjective clauses.

NECESSARY

Every culture in the world has special days **that people observe with traditional food, customs, and events.**

In this sentence, the clause *that people observe with traditional food, customs, and events* is an adjective clause modifying the noun *days*. Since it is necessary to identify which days the writer is discussing, the clause is necessary and commas are not used. *That* always introduces a necessary clause.

EXTRA INFORMATION

Another example of a modern holiday with pagan origins is Halloween, **which is on October 31.**

In this sentence, the clause *which is on October 31* is an adjective clause modifying the noun *Halloween*. The clause is unnecessary to identify *Halloween*; it merely gives extra information about it. Therefore, commas are used. *Which, who, and whom* introduce extra information clauses.

ADVERB CLAUSE

According to the Collins Dictionary, an adverb clause is defined as "a subordinate clause that functions as an adverb within a main clause". The Oxford Dictionary of English Grammar defines an adverb clause as "any *clause (*finite, *non-finite, or *verbless) functioning as an adverbial."

Example: *The man took a vitamin pill* because he had a cold.

- *The man took a vitamin pill* = Independent clause
- *because he had a cold* = Dependent clause

Subordinate conjunctions: *because, since, although, even though, while, if, unless, when, while, as, until, once, before, after, whenever, wherever, however*

NOUN CLAUSE

The Collins Dictionary defines a noun clause as “a clause that fulfils the same function as a noun”.

- statements begin with the noun-clause marker *that* (ex: I'm sure that Dr. Jackson's office is in this building.)
- yes/no questions begin with the noun-clause markers *whether* or *if* (ex: I don't know if Dr. Jackson's office is on this floor.)
- Information questions begin with wh- words: what, where, when, so on (ex: Please tell me where Dr. Jackson's office is.)

Examples of Noun Clause

To have a clearer understanding of how noun clauses are used in sentences and how they perform different functions, go through the following examples.

Noun Clauses as Subjects

- *What amuses my son* is always surprising.
- *How we would finish the assignment on time* is still a question.

Noun Clauses as Objects

- I have been wondering *if I should take an auto.*
- Does anyone know *where I could find a clinic?*

Noun Clauses as Subject Complements

- This was *exactly what I was looking for.*
- A tub of tender coconut ice cream is *what I need now.*

Nouns Clauses as Objects of Prepositions

- You will have to be ready to face the consequences of *whatever decision you make.*
- Priya would be happy with *anything we give her.*

Sentence

1. Simple sentence: one independent clause. (1 IC)
2. Compound sentence: two or more independent clauses joined together. Conjunctions: FANBOYS (2 or more IC + FANBOYS)
3. Complex sentence: one independent clause and one (or more) dependent clause (s) (1 IC + 1 or more DC)
4. Compound-complex sentence: 2 main clauses and one or more subordinate clauses (2 IC + 1 or more DC)

Simple Sentence

A **simple sentence** has one subject-verb pair. The subject tells *who* or *what* did something. The verb tells the action (*jump, work, think*) or condition (*is, was, seem, appear*).

┌───┐ ┌───┐
└───┘ └───┘
s v
Filmmaker George Lucas has changed the film industry in many ways.

┌───┐ ┌───┐
└───┘ └───┘
s v
One new technology was a special computer-assisted camera crane.

A simple sentence can have one of several possible "formulas." Here are four possibilities. The subject(s) in each sentence are underlined with one line. The verb(s) are underlined with two lines.

- | | Sentence
"formula" |
|---|-----------------------|
| 1. <u>The Star Wars movies</u> <u>were</u> international hits. | S V |
| 2. <u>Young people and adults</u> <u>enjoyed</u> them. | S S V |
| 3. <u>The films</u> <u>entertained</u> and <u>thrilled</u> audiences everywhere. | S V V |
| 4. <u>Luke Skywalker and his friends</u> <u>battled</u> evil and <u>made</u> us laugh at the same time. | S S V V |

Compound Sentence

A **compound sentence** is composed of at least two simple sentences joined by a comma and a coordinating conjunction. A compound sentence has this "formula":

The gold disappeared with the mice, ^{COORD. CONJ.} so the greedy man got nothing.

There are seven coordinating conjunctions in English: *and*, *but*, *so*, *or*, *for*, *nor*, and *yet*.

Use a comma before a coordinating conjunction in compound sentences only. Do not use a comma to join two words or two phrases in a simple sentence.

COMPOUND SENTENCES
(COMMA)

Yesterday we went shopping, but we didn't buy anything.
The stores were crowded, and they were noisy.
We ate lunch, and then we went home.

SIMPLE SENTENCES
(NO COMMA)

Yesterday we went shopping but didn't buy anything.
The stores were crowded and noisy.
We ate lunch and then went home.

Complex Sentence

A **complex sentence** is a combination of one independent clause and one (or more) dependent clause(s).

INDEP. CLAUSE DEP. CLAUSE
Anna left the party early because she was tired.

INDEP. CLAUSE DEP. CLAUSE
Hold the cat's mouth closed while you count to ten.

Comma Rule

In a complex sentence, when the dependent clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them.

Because she was tired, Anna left the party early.

Anna left the party early because she was tired.

Compound-Complex Sentence

Definition	<ul style="list-style-type: none">• A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.
Examples	<ul style="list-style-type: none">• Although she felt guilty for missing her friend's birthday, she took her out to dinner the next day, and they had a great time.• If he got the job, he would have to commute 50 miles to work, so he decided the job was not worth it.

Practice 1

Bracket each clause and label it Main or Subordinate. Label each sentence as *simple sentence, compound sentence, complex sentence, or compound-complex sentence*.

- a) When I was at school, I was a little terror.
- b) I used to pass notes in the class when the teacher wasn't looking and place cherry pips under her chair while she was out of the room.
- c) I was rubbish bin monitor, and I would rub a kid's nose in the rubbish if she wouldn't pick it up.
- d) Nevertheless, I grew up to be a model citizen; in fact, I became a teacher.

**ENGLISH
TENSES
WORKSHEETS
MEETING 9 -15**

Present continuous (I am doing)

A Study this example situation:

Sarah is in her car. She is on her way to work.
She is driving to work.

This means she is driving now, at the time of speaking.
The action is not finished.

Am/are + -ing is the present continuous:

I	am	(= I'm)	driving
he/she/it	is	(= he's etc.)	working
we/you/they	are	(= we're etc.)	doing etc.



B I am doing something = I'm in the middle of doing it; I've started doing it and I haven't finished yet:

- Please don't make so much noise. I'm trying to work. (not I try)
- 'Where's Mark?' 'He's having a shower.' (not He has a shower)
- Let's go out now. It isn't raining any more. (not It doesn't rain)
- 'at a party?' Hello, Jane. Are you enjoying the party? (not Do you enjoy)
- 'What's all that noise? What's going on?' (= 'What's happening?')

The action is not necessarily happening at the time of speaking. For example:

Sieve is talking to a friend on the phone. He says:



I'm reading a really good book at the moment.
It's about a film star...

Sieve is not reading the book at the time of speaking.
He means that he has started it, but has not finished it yet.
He is in the middle of reading it.

Some more examples:

- Kate wants to work in Italy, so she's learning Italian. (not perhaps she isn't learning Italian at the time of speaking)
- Some friends of mine are building their own house. They hope to finish it next summer.

C You can use the present continuous with today / this week / this year etc. (periods around now):

- a: You're working hard today. (not You work hard today)
- b: Yes, I have a lot to do.
- The company I work for isn't doing so well this year.

D We use the present continuous when we talk about changes happening around now, especially with these verbs:

get change become increase rise fall grow improve begin start

- Is your English getting better? (not Does your English get better)
- The population of the world is increasing very fast. (not increases)
- At first I didn't like my job, but I'm beginning to enjoy it now. (not I begin)

1.1 Complete the sentences with the following verbs in the correct form:

get happen look lose make start stay try work

- 1 'You are working hard today.' 'Yes, I have a lot to do.'
- 2 I was looking for Christmas. Do you know where she is?
- 3 It is getting dark. Shall I turn on the light?
- 4 They don't have anywhere to live at the moment. They are staying with friends until they find somewhere.
- 5 Things are not so good at work. The company is losing money.
- 6 Have you got an umbrella? It is raining so fast.
- 7 You are making a lot of noise. Can you be quieter? I am trying to concentrate.
- 8 Why are all these people here? What is happening?

1.2 Put the verb into the correct form. Sometimes you need the negative (I'm not doing etc.).

- 1 Please don't make so much noise. I am trying (try) to work.
- 2 Let's go out now. It isn't raining (rain) any more.
- 3 You can turn off the radio. I am listening (listen) to it.
- 4 Kate phoned me last night. She's on holiday in France. She isn't coming (have) a great time and doesn't want to come back.
- 5 I want to lose weight, so this week I am eating (eat) lunch.
- 6 Andrew has just started evening classes. He is learning (learn) German.
- 7 Paul and Sally have had an argument. They aren't talking (speak) to each other.
- 8 I am feeling (get) tired. I need a rest.
- 9 Tim isn't working (work) this week. He's on holiday.

1.3 Complete the conversations.

- 1 a) I saw Brian a few days ago.
b) Oh, did you? What's he doing these days? (what / he / do)
a) He's at university.
b) What's he studying? (what / he / study)
a) Psychology.
b) Does he enjoy it? (he / enjoy)
a) Yes, he says it's a very good course.
- 2 a) Hi, Liz. How are you getting on at your new job? (you / get / on)
b) Not bad. It wasn't so good at first, but it's getting better now. (things / get)
a) What about Jonathan? Is he OK?
b) Yes, but he's not enjoying his work at the moment. (he / not / enjoy)
He's been in the same job for a long time and he's not getting on with it. (he / begin)

1.4 Complete the sentences using the following verbs:

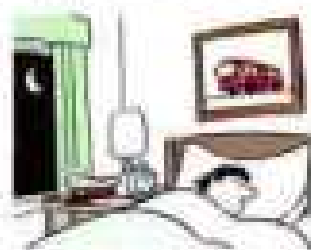
begin change get increase rise

- 1 The population of the world is increasing very fast.
- 2 The world is changing. Things never stay the same.
- 3 The situation is already bad and it is getting worse.
- 4 The cost of living is increasing. Every year things are more expensive.
- 5 The weather isn't trying to improve. The rain has stopped, and the wind (isn't) as strong.

Present simple (I do)

A

Study this example situation:



Alex is a bus driver, but now he is in bed asleep.
He is not driving a bus. (He is asleep.)

but He drives a bus. (He is a bus driver.)

Drive(s)/work(s)/do(es) etc. is the present simple:

I/we/you/they drive/work/do etc.

he/she/it drives/works/does etc.

B

We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general.

- Nurses look after patients in hospitals.
- I usually go away at weekends.
- The earth goes round the sun.
- The café opens at 7.30 in the morning.

Remember:

I work ... but He works ... They teach ... but My sister teaches ...

For spelling (-s or -es), see Appendix 6.

C

We use do/does to make questions and negative sentences:

do	I/we/you/they	work?	I/we/you/they	don't	work
does	he/she/it	drive? do?	he/she/it	doesn't don't	drive do

- I come from Canada. Where do you come from?
- I don't go away very often.
- What does this word mean? (not What means this word?)
- Rice doesn't grow in cold climates.

In the following examples, do is also the main verb (do you do / doesn't do etc.):

- 'What do you do?' 'I work in a shop.'
- He's always so late. He doesn't do anything to help.

D

We use the present simple to say how often we do things:

- I get up at 8 o'clock every morning.
- How often do you go to the dentist?
- Julie doesn't drink tea very often.
- Robert usually goes away two or three times a year.

E

I promise / I apologise etc.

Sometimes we do things by saying something. For example, when you promise to do something, you can say 'I promise ...'; when you suggest something, you can say 'I suggest ...':

- I promise I won't be late. (not I'm promising)
- 'What do you suggest I do?' 'I suggest that you ...'

In the same way we say: I apologise ... / I advise ... / I insist ... / I agree ... / I refuse ... etc.

2.1 Complete the sentences using the following verbs:

cause(s) connect(s) drink(s) live(s) open(s) speak(s) take(s)

- 1 Tanja is from German very well.
- 2 I don't often drink coffee.
- 3 The swimming pool opens at 7.30 every morning.
- 4 Bad driving causes many accidents.
- 5 My parents live in a very small flat.
- 6 The Olympic Games take place every four years.
- 7 The Panama Canal connects the Atlantic and Pacific oceans.

2.2 Put the verb into the correct form.

- 1 Julie drinks (not / drink) tea very often.
- 2 What time do the banks close (the banks / close) here?
- 3 I've got a computer, but I don't use (not / use) it much.
- 4 "Where is Martin from?" "He's Scottish."
- 5 "What do you do?" "I'm an electrician."
- 6 It takes (take) me an hour to get to work. How long does it take (it / take) you?
- 7 Look at this sentence. What does this word mean (this word / mean)?
- 8 David isn't very fit. He doesn't do (not / do) any sport.

2.3 Use the following verbs to complete the sentences. Sometimes you need the negative:

believe eat flow go grow make me tell translate

- 1 The earth goes round the sun.
- 2 Rice grows in Britain.
- 3 The sun flows in the east.
- 4 Bees eat honey.
- 5 Vegetarians don't eat meat.
- 6 An atheist doesn't believe in God.
- 7 An interpreter translates from one language into another.
- 8 Lies are people who don't tell the truth.
- 9 The River Amazon flows into the Atlantic Ocean.

2.4 You ask Liz questions about herself and her family. Write the questions.

- 1 You know that Liz plays tennis. You want to know how often. Ask her.
How often do you play tennis?
- 2 Perhaps Liz's sister plays tennis too. You want to know. Ask Liz.
Does your sister play tennis?
- 3 You know that Liz reads a newspaper every day. You want to know which one. Ask her.
Which newspaper do you read?
- 4 You know that Liz's brother works. You want to know what he does. Ask Liz.
What does your brother do?
- 5 You know that Liz goes to the cinema a lot. You want to know how often. Ask her.
How often do you go to the cinema?
- 6 You don't know where Liz's grandparents live. You want to know. Ask Liz.
Where do your grandparents live?

2.5 Complete using the following:

I apologise I insist I promise I recommend I suggest

- 1 It's a nice day. I suggest we go out for a walk.
- 2 I won't tell anybody what you said. I promise
- 3 (in a restaurant) You must let me pay for the meal. I insist
- 4 I apologise for what I did. It won't happen again.
- 5 The new restaurant in Hill Street is very good. I recommend it.

1.1 Are the underlined verbs right or wrong? Correct them where necessary.

- 1 Water boils at 100 degrees Celsius. OK
- 2 The water boils. Can you turn it off? is boiling
- 3 Look! That man tries to open the door of your car. _____
- 4 Can you hear those people? What do they talk about? _____
- 5 The moon gates round the earth in about 27 days. _____
- 6 I must go now. It gets late. _____
- 7 I usually go to work by car. _____
- 8 'Hurry up! It's time to leave.' 'OK, I come.' _____
- 9 I hear you've got a new job. How do you get on? _____
- 10 Paul is never late. He's always getting to work on time. _____
- 11 They don't get on well. They are always arguing. _____

1.2 Put the verb into the correct form, present continuous or present simple.

- 1 Let's go out. It isn't raining. (not / rain) now.
- 2 Julia is very good at languages. She speaks (speak) four languages very well.
- 3 Hurry up! Everybody _____ (wait) for you.
- 4 '_____ (you / listen) to the radio?' 'No, you can turn it off.'
- 5 '_____ (you / listen) to the radio every day?' 'No, just occasionally.'
- 6 The River Nile _____ (flow) into the Mediterranean.
- 7 The river _____ (flow) very fast today - much faster than usual.
- 8 We usually _____ (grow) vegetables in our garden, but this year we _____ (not / grow) any.
- 9 a: How's your English?
b: Not bad, I think it _____ (improve) slowly.
- 10 Rachel is in London at the moment. She _____ (stay) at the Park Hotel.
She always _____ (stay) there when she's in London.
- 11 Can we stop walking when? I _____ (start) to feel tired.
- 12 a: Can you drive?
b: I _____ (learn). My father _____ (teach) me.
- 13 Normally I _____ (finish) work at five, but this week I _____ (work) until six to earn a little more money.
- 14 My parents _____ (live) in Manchester. They were born there and have never lived anywhere else. Where _____ (your parents / live)?
- 15 Sonia _____ (look) for a place to live. She _____ (stay) with her sister until she finds somewhere.
- 16 a: What _____ (your brother / do)?
b: He's an architect, but he _____ (not / work) at the moment.
- 17 Let's party! I usually _____ (enjoy) parties, but I _____ (not / enjoy) this one very much.

1.3 Finish the sentences. Use always -ing.

- 1 a: I've lost my pen again.
b: Not again! You're always losing your pen.
- 2 a: The car has broken down again.
b: That car is useless. It _____.
- 3 a: Look! You've made the same mistake again.
b: Oh no, not again! I _____.
- 4 a: Oh, I've forgotten my glasses again.
b: Typical! _____.

Present continuous and present simple 2
(I am doing and I do)

A

We use continuous forms for actions and happenings that have started but not finished (they are eating / it is raining etc.). Some verbs (for example, know and like) are not normally used in this way. We don't say 'I am knowing' or 'they are liking'; we say 'I know', 'they like'.

The following verbs are not normally used in the present continuous:

like love hate want need prefer

know realise suppose mean understand believe remember

belong fit contain consist seem

- I'm hungry, I want something to eat. (not I'm wanting)
- Do you understand what I mean?
- Ann doesn't seem very happy at the moment.

B

Think

When think means 'believe' or 'have an opinion', we do not use the continuous:

- I think Mary is Canadian, but I'm not sure. (not I'm thinking)
- What do you think about my plan? (= What is your opinion?)

When think means 'consider', the continuous is possible:

- I'm thinking about what happened. I often think about it.
- Nicky is thinking of giving up her job. (= she is considering it)

C

He is selfish and He is being selfish

He's being = He's behaving / He's acting. Compare:

- I can't understand why he's being so selfish. He isn't usually like that. (being selfish = behaving selfishly at the moment)
- He never thinks about other people. He is very selfish. (not He is being) (= He is selfish generally, not only at the moment)

We use *am/is/are being* to say how somebody is behaving. It is not usually possible in other sentences:

- It's hot today. (not It is being hot)
- Sarah is very tired. (not is being tired)

D

See hear smell taste

We normally use the present simple (not continuous) with these verbs:

- Do you see that man over there? (not Are you seeing?)
- This room smells. Let's open a window.

We often use *can* + see/hear/smell/taste:

- I can hear a strange noise. Can you hear it?

E

Look feel

You can use the present simple or continuous to say how somebody looks or feels now:

- You look well today. (= You're looking well today.)
- How do you feel now? (= How are you feeling now?)

but

- I usually feel tired in the morning. (not I'm usually feeling)

4.1 Are the underlined verbs right or wrong? Correct them where necessary.

- 1 Nicky is thinking of giving up her job. OK
- 2 Are you believing in God? _____
- 3 I'm feeling hungry. Is there anything to eat? _____
- 4 This sauce is given. It's tasting really good. _____
- 5 I'm thinking this is your key. Am I right? _____

4.2 Use the words in brackets to make sentences. (You should also study Unit 3 before you do this exercise.)

<p>1</p>  <p>you / not / seem / very happy today You <u>don't seem</u> very happy today.</p>	<p>2</p>  <p>What / you / do? He <u>isn't</u> / / there</p>
<p>3</p>  <p>lets / the umbrella / belong to? I <u>have</u> to see.</p>	<p>4</p>  <p>the dinner / taste / good</p>
<p>5</p>  <p>Could he / anybody / sit / there? No, it's <u>his</u>.</p>	<p>6</p>  <p>These gloves / not / fit / me! They're too small.</p>

4.3 Put the verb into the correct form, present continuous or present simple.

- 1 Are you hungry? OK, go with (you / want) something to eat?
- 2 Don't put the dictionary away. I use it.
- 3 Don't put the dictionary away. I read it.
- 4 Who is that man? What he / want?
- 5 Who is that man? Why he / look at us?
- 6 Alan says he's 50 years old, but nobody believes him.
- 7 She told me her name, but I not / remember it now.
- 8 I think of selling my car. Would you be interested in buying it?
- 9 I think you should sell your car. You not / use it very often.
- 10 Air consists mainly of nitrogen and oxygen.

4.4 Complete the sentences using the most suitable form of be. Sometimes you must use the simple (am/is/are) and sometimes the continuous (am/are being).

- 1 I can't understand why he's being so selfish. He isn't usually like that.
- 2 Sarah is very nice to me at the moment. I wonder why.
- 3 You'll like Debbie when you meet her. She is very nice.
- 4 You're usually very patient, so why are you being so unreasonable about waiting ten more minutes?
- 5 Why isn't Steve at work today? isn't he

Past simple (I did)

A Study this example

Wolfgang Amadeus Mozart was an Austrian musician and composer. He lived from 1756 to 1791. He started composing at the age of five and wrote more than 600 pieces of music. He was only 35 years old when he died.

Lived/started/wrote/was/died are all past simple.



B Very often the past simple ends in -ed (regular verbs)

- I **work** in a travel agency now. Before that I **worked** in a department store.
- We **invited** them to our party, but they **decided** not to come.
- The police **stopped** me on my way home last night.
- Laura **passed** her examination because she **studied** very hard.

For spelling (stopped, studied etc.), see Appendix 6.

But many verbs are irregular. The past simple does *not* end in -ed. For example:

- | | |
|---------------|---|
| write → wrote | <input type="checkbox"/> Mozart wrote more than 600 pieces of music. |
| see → saw | <input type="checkbox"/> We saw Rose in town a few days ago. |
| go → went | <input type="checkbox"/> I went to the cinema three times last week. |
| shut → shut | <input type="checkbox"/> It was cold, so I shut the window. |

For a list of irregular verbs, see Appendix 1.

C In questions and negatives we use did/didn't + infinitive (enjoy/write/go etc.)

I she they	enjoyed saw went	did	you she they	enjoy? see? go?	I she they	didn't	enjoy see go
------------------	------------------------	-----	--------------------	-----------------------	------------------	--------	--------------------

- a: Did you go out last night?
- b: Yes, I went to the cinema, but I didn't enjoy the film much.
- 'When did Mr Thomas die?' 'About ten years ago.'
- They didn't invite her to the party, so she didn't go.
- 'Did you have time to write the letter?' 'No, I didn't.'

In the following examples, do is the main verb in the sentence (did ... do / didn't do)

- What **did** you **do** at the weekend? (not What did you at the weekend?)
- I **didn't do** anything. (not I didn't anything)

D The past of be (am/is/are) is was/were

I/he/she/it was/wasn't	was I/he/she/it?
we/you/they were/weren't	were we/you/they?

Note that we do not use did in negatives and questions with was/were

- I **was** angry because they **were** late.
- Was** the weather good when you **were** on holiday?
- They **weren't** able to come because they **were** so busy.
- Did** you go out last night or **were** you too tired?

5.1 Read what Laura says about a typical working day:



Laura

I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock, and I always sleep well.

Yesterday was a typical working day for Laura. Write what she did or didn't do yesterday.

- | | |
|------------------------------|-----------------------------------|
| 1 She got up at 7 o'clock. | 7 _____ at 5 o'clock. |
| 2 She _____ a big breakfast. | 8 _____ tired when _____ home. |
| 3 She _____. | 9 _____ a meal yesterday evening. |
| 4 It _____ to get to work. | 10 _____ out yesterday evening. |
| 5 _____ at 8.45. | 11 _____ at 11 o'clock. |
| 6 _____ lunch. | 12 _____ well last night. |

5.2 Complete the sentences, using the following verbs in the correct form:

buy catch cost fall hurt sell spend teach throw write

- Mozart ~~wrote~~ more than 600 pieces of music.
- 'How did you learn to drive?' 'My father _____ me.'
- We couldn't afford to keep our car, so we _____ it.
- Dave _____ down the stairs this morning and _____ his leg.
- Jim _____ the ball to Sue, who _____ it.
- Ann _____ a lot of money yesterday. She _____ a dress which _____ £100.

5.3 You ask James about his holiday. Write your questions.

Hi. How are things?

Fine, thanks. I've just had a great holiday.

- Where did you go ?
To the U.S. We went on a trip from San Francisco to Denver.
- How _____ / By car?
Yes, we hired a car in San Francisco.
- It's a long way to drive. How long _____ ?
Two weeks.
- Where _____ / In hotels?
Yes, small hotels or motels.
- _____ ?
Yes, but it was very hot - sometimes too hot.
- _____ the Grand Canyon?
Of course. It was wonderful.

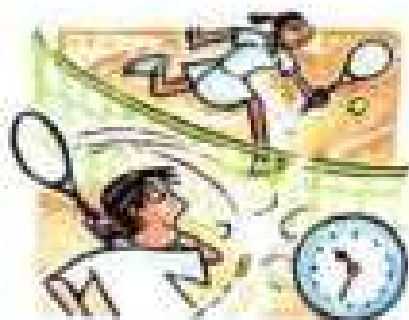
5.4 Complete the sentences. Put the verb into the correct form, positive or negative.

- It was warm, so I ~~took~~ off my coat. (take)
- The film wasn't very good. I ~~didn't enjoy~~ it very much. (enjoy)
- I knew Sarah was very busy, so I _____ her. (disturb)
- I was very tired, so I _____ the party early. (leave)
- The bed was very uncomfortable. I _____ very well. (sleep)
- The window was open and a bird _____ into the room. (fly)
- The hotel wasn't very expensive. It _____ very much. (cost)
- I was in a hurry, so I _____ time to phone you. (have)
- It was hard carrying the bags. They _____ very heavy. (be)

Unit 6

Past continuous (I was doing)

A Study this example situation:



Yesterday Karen and Jim played tennis. They began at 10 o'clock and finished at 11.30.

So, at 10.10 they were playing tennis.

They were playing = they were in the middle of playing. They had not finished playing.

Was/were +ing is the past continuous.

I/he/she/it	was	playing
we/you/they	were	doing
		working, etc.

B I was doing something = I was in the middle of doing something at a certain time. The action or situation had already started before this time, but had not finished:



- This time last year I was living in Brazil.
- What were you doing at 10 o'clock last night?
- I waved to Helen, but she wasn't looking.

C Compare the past continuous (I was doing) and past simple (I did).

Past continuous (in the middle of an action)

- I was walking home when I met Dave. (in the middle of an action)
- Kate was watching television when we arrived.

Past simple (complete action)

- I walked home after the party last night (= all the way, completely)
- Kate watched television a lot when she was ill last year.

D We often use the past simple and the past continuous together to say that something happened in the middle of something else:

- Matt phoned while we were having dinner.
- It was raining when I got up.
- I saw you in the park yesterday. You were sitting on the grass and reading a book.
- I hurt my back while I was working in the garden.

But we use the past simple to say that one thing happened after another:

- I was walking along the road when I saw Dave. So I stopped, and we had a chat.

Compare:

- | | |
|---|---|
| <input type="checkbox"/> When Karen arrived, we were having dinner. (= we had already started before she arrived) | <input type="checkbox"/> When Karen arrived, we had dinner. (= Karen arrived, and then we had dinner) |
|---|---|

E Some verbs (for example, know and want) are not normally used in the continuous (see Unit 4A):

- We were good friends. We know each other well. (not We were knowing)
- I was enjoying the party, but Chris wanted to go home. (not was wanting)

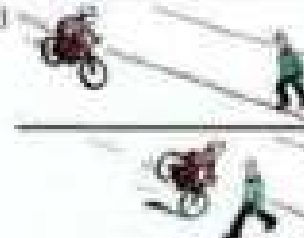
6.1 What were you doing at these times? Write sentences as in the examples. The past continuous is not always necessary (see the second example).

- 1 (at 8 o'clock yesterday evening) ... I was having dinner.
- 2 (at 5 o'clock last Monday) ... I will be at the bus stop on my way home.
- 3 (at 10.15 yesterday morning) _____
- 4 (at 4.30 this morning) _____
- 5 (at 7.45 yesterday evening) _____
- 6 (half an hour ago) _____

6.2 Use your own ideas to complete the sentences. Use the past continuous.

- 1 Matt phoned while we were having dinner.
- 2 The doorbell rang while I _____.
- 3 We saw an accident while we _____.
- 4 Ann fell asleep while she _____.
- 5 The television was on, but nobody _____.

6.3 Put the verb into the correct form, past continuous or past simple.

<p>1 </p> <p>I <u>was</u> (see) Sam in town yesterday, but she _____ (not / see) me. She _____ (look) the other way.</p>	<p>2 </p> <p>I _____ (meet) Tim and Jane at the airport a few weeks ago. They _____ (go) to Paris and I _____ (go) to Rome. We _____ (have) a chat while we _____ (wait) for our flights.</p>	<p>3 </p> <p>I _____ (cycle) home yesterday when a man _____ (trip) out into the road in front of me. I _____ (go) quite fast, but luckily I _____ (manage) to stop in time and _____ (not / hit) him.</p>
---	--	--

6.4 Put the verb into the correct form, past continuous or past simple.

- 1 Jenny was waiting (wait) for me when I arrived (arrive).
- 2 'What _____ (you / do) at this time yesterday?' 'I was asleep.'
- 3 '_____ (you / go) out last night?' 'No, I was too tired.'
- 4 How fast _____ (you / drive) when the accident _____ (happen)?
- 5 Sam _____ (take) a photograph of me while I _____ (not / look).
- 6 We were in a very difficult position. We _____ (not / know) what to do.
- 7 I haven't seen Alan for ages. When I last _____ (see) him, he _____ (try) to find a job.
- 8 I _____ (walk) along the street when suddenly I _____ (hear) footsteps behind me. Somebody _____ (follow) me. I was scared and I _____ (start) to run.
- 9 When I was young, I _____ (want) to be a pilot.
- 10 Last night I _____ (drop) a plate when I _____ (do) the washing up. Fortunately it _____ (not / break).

Present perfect 1 (I have done)

A Study this example situation:



Tom is looking for his key. He can't find it.
He has lost his key.

He has lost his key = He lost it recently, and he still doesn't have it.

Have/has lost is the present perfect simple:

I/we/they/you have (= I've etc.)	finished lost
he/she/it has (= he's etc.)	done been etc.

The present perfect simple is *have/has + past participle*. The past participle often ends in *-ed* (finished/decided etc.), but many important verbs are *irregular* (lost/done/written etc.)

For a list of irregular verbs, see Appendix 1.

B When we say that 'something has happened', this is usually new information:

- Owl I've cut my finger.
- The road is closed. There's been (there has been) an accident.
- (from the news) Police have arrested two men in connection with the robbery.

When we use the present perfect, there is a connection with *now*. The action in the past has a result *now*:

- 'Where's your key?' 'I don't know, I've lost it.' (= I don't have it now)
- He told me his name, but I've forgotten it. (= I can't remember it now)
- 'Is Sally here?' 'No, she's gone out.' (= she is out now)
- I can't find my bag. Have you seen it? (= Do you know where it is now?)

C You can use the present perfect with *just*, *already* and *yet*.

Just = a short time ago

- 'Are you hungry?' 'No, I've just had lunch.'
- Hello. Have you just arrived?

We use **already** to say that something happened *sooner* than expected:

- 'Don't forget to send the letter.' 'I've already sent it.'
- 'What time is Mark leaving?' 'He's already gone.'

Yet = until now. **Yet** shows that the speaker is expecting something to happen. Use **yet** only in questions and negative sentences:

- Has it stopped raining yet?
- I've written the letter, but I haven't sent it yet.

D Note the difference between *gone* (to) and *been* (to)

- Jim is on holiday. He has gone to Italy. (= he is there now or on his way there)
- Jane is back home now. She has been to Italy. (= she has now come back)

7.1 Read the situations and write sentences. Use the following verbs:

arrive break fall go up grow improve lose

- | | |
|---|-----------------------------|
| 1 Tom is looking for his key. He can't find it. | He has <u>lost</u> his key. |
| 2 Margaret can't walk and her leg is in plaster. | She _____ |
| 3 Last week the bus fare was 80 pence. Now it is 90. | The bus fare _____ |
| 4 Maria's English wasn't very good. Now it is better. | Her English _____ |
| 5 Dan didn't have a beard before. Now he has a beard. | He _____ |
| 6 This morning I was expecting a letter. Now I have it. | The letter _____ |
| 7 The temperature was 20 degrees. Now it is only 12. | The _____ |

7.2 Complete B's sentences. Use the verb in brackets + just/already/yet.

A	B
1 Would you like something to eat?	No, thanks. <u>I've just had lunch.</u> (I / just / have / lunch)
2 Do you know where Julia is?	Yes, _____ (I / just / see / her)
3 What time is David leaving?	_____ (he / already / leave)
4 What's in the newspaper today?	I don't know. _____ (I / not / read / it yet)
5 Is Sue coming to the cinema with us?	No, _____ (she / already / see / the film)
6 Are your friends here yet?	Yes, _____ (they / just / arrive)
7 What does Tim think about your plan?	_____ (we / not / tell / him yet)

7.3 Read the situations and write sentences with just, already or yet.

- After lunch you go to see a friend at her house. She says, 'Would you like something to eat?'
You say: No thank you. I've just had lunch. (have lunch)
- Joe goes out. Five minutes later, the phone rings and the caller says, 'Can I speak to Joe?'
You say: I'm afraid _____ (go out)
- You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away. You say: Wait a minute! _____ (not / finish)
- You are going to a restaurant tonight. You phone to reserve a table. Later your friend says, 'Shall I phone to reserve a table?' You say: No, _____ (do it)
- You know that a friend of yours is looking for a place to live. Perhaps she has been successful. Ask her. You say: _____? (find)
- You are still thinking about where to go for your holiday. A friend asks, 'Where are you going for your holiday?' You say: _____ (not / decide)
- Linda went to the bank, but a few minutes ago she returned. Somebody asks, 'Is Linda still at the bank?' You say: No, _____ (come back)

7.4 Put in been or gone.

- Jim is on holiday. He's gone to Italy.
- Hello! I've just _____ to the shops. I've bought lots of things.
- Alice isn't here at the moment. She's _____ to the shop to get a newspaper.
- Tom has _____ out. He'll be back in about an hour.
- 'Are you going to the bank?' 'No, I've already _____ to the bank.'

Present perfect 2 (I have done)

A

Study this example conversation:

- DAVE: Have you travelled a lot, Jane?
 JANE: Yes, I've been to lots of places.
 DAVE: Really? Have you ever been to China?
 JANE: Yes, I've been to China twice.
 DAVE: What about India?
 JANE: No, I haven't been to India.



When we talk about a period of time that continues from the past until now, we use the present perfect (have been / have travelled etc.). Here, Dave and Jane are talking about the places Jane has visited in her life (which is a period that continues until now).

Some more examples:

- Have you ever eaten caviar? (in your life)
- We've never had a cat.
- Have you read *Hamlet*? "No, I haven't read any of Shakespeare's plays."
- Susan really loves that film. She's seen it eight times!
- What a boring film! It's the most boring film I've ever seen.

Been (to) = visited:

- I've never been to China. Have you been there?

In the following examples too, the speakers are talking about a period that continues until now (recently / in the last few days / so far / since breakfast etc.):

- Have you heard from Brian recently?
- I've met a lot of people in the last few days.
- Everything is going well. We haven't had any problems so far.
- I'm hungry. I haven't eaten anything since breakfast. (a. from breakfast until now)
- It's good to see you again. We haven't seen each other for a long time.



B

We use the present perfect with today / this evening / this year etc. when these periods are not finished at the time of speaking (see also Unit 14B):

- I've drunk four cups of coffee today.
- Have you had a holiday this year (yet)?
- I haven't seen Tom this morning. Have you?
- Rob hasn't studied very hard this term.



C

We say it's the (first) time something has happened. For example:

- Don is having a driving lesson. It's his first one.
It's the first time he has driven a car. (not driven)
- or He has never driven a car before.
- Sarah has lost her passport again. This is the second time this has happened. (not happens)
- Bill is phoning his girlfriend again. That's the third time he's phoned her this evening.



8.1 You are asking people questions about things they have done. Make questions with *ever* using the words in brackets.

- (ride / horse?) ... Have you ever ridden a horse? _____
- (be / California?) Have _____
- (run / marathon?) _____
- (speak / famous person?) _____
- (most beautiful place / visit?) What's _____

8.2 Complete B's answers. Some sentences are positive and some negative. Use the following verbs:

be be eat happen have ~~mean~~ play read see see try

A

B

- | | | |
|----|---|---|
| 1 | What's Mark's sister like? | I've no idea. I've never met her. |
| 2 | How is Diane these days? | I don't know. I _____ her recently. |
| 3 | Are you hungry? | Yes. I _____ much today. |
| 4 | Can you play chess? | Yes, but _____ for ages. |
| 5 | Are you enjoying your holiday? | Yes, it's the best holiday _____ for a long time. |
| 6 | What's that book like? | I don't know. _____ it. |
| 7 | Is Brussels an interesting place? | I've no idea. _____ there. |
| 8 | Mike was late for work again today. | Again? He _____ late every day this week. |
| 9 | Do you like cars? | I don't know. _____ it. |
| 10 | I hear your car broke down again yesterday. | Yes, it's the second time _____ this week. |
| 11 | Who's that woman by the door? | I don't know. _____ her before. |

8.3 Complete the sentences using *today / this year / this term* etc.

- I saw Tom yesterday, but I ~~haven't~~ seen him today.
- I read a newspaper yesterday, but I _____ today.
- Last year the company made a profit, but this year _____.
- Tracy worked hard at school last term, but _____.
- It snowed a lot last winter, but _____.
- Our football team won a lot of games last season, but we _____.

8.4 Read the situations and write sentences as shown in the example.

- Jack is driving a car, but he's very nervous and not sure what to do.
You ask: ... How do you drive a car before?
He says: ... No, this is the first time I've driven a car.
- Ben is playing tennis. He's not good at it and he doesn't know the rules.
You ask: Have _____
He says: No, this is the first _____
- Sue is riding a horse. She doesn't look very confident or comfortable.
You ask: _____
She says: _____
- Maria is in London. She has just arrived and it's very new for her.
You ask: _____
She says: _____

Present perfect continuous (I have been doing)



A

It has been raining

Study this example situation:



Is it raining?
No, but the ground is wet.
It has been raining.

Have/has been -ing is the *present perfect continuous*:

I/wh/they/you	have (= I've etc.)	been	doing
he/she/it	has (= he's etc.)		waiting playing etc.

We use the *present perfect continuous* for an activity that has recently stopped or just stopped. There is a connection with *now*:

- You're out of breath. **Have you been running?** (= you're out of breath *now*!)
- Paul is very tired. **He's been working** very hard. (= he's tired *now*!)
- Why are your clothes so dirty? **What have you been doing?**
- I've been talking to Amanda about the problem and she agrees with me.
- Where have you been? **I've been looking** for you everywhere.

B

It has been raining for two hours.

Study this example situation:



It began raining two hours ago and it is still raining.
How long has it been raining?
It has been raining for two hours.

We use the *present perfect continuous* in this way with *how long*, *for ...* and *since ...*. The activity is still happening (as in this example) or has just stopped.

- How long have you been learning English? (= you're still learning English)
- Tim is still watching television. **He's been watching television** all day.
- Where have you been? **I've been looking** for you for the last half hour.
- Chris hasn't been feeling well recently.

You can use the *present perfect continuous* for actions repeated over a period of time:

- Debbie is a very good tennis player. **She's been playing** since she was eight.
- Every morning they meet in the same café. **They've been going** there for years.

C

Compare **I am doing** (see Unit 1) and **I have been doing**:

I am doing <i>present continuous</i>	I have been doing <i>present perfect continuous</i>
now	now
<ul style="list-style-type: none"> <input type="checkbox"/> Don't disturb me now. I'm working. <input type="checkbox"/> We need an umbrella. It's raining. <input type="checkbox"/> Hurry up! We're waiting. 	<ul style="list-style-type: none"> <input type="checkbox"/> I've been working hard. Now I'm going to have a break. <input type="checkbox"/> The ground is wet. It's been raining. <input type="checkbox"/> We've been waiting for an hour.

8.1 What have these people been doing or what has been happening?

<p>1</p>  <p>They <u>are still shopping.</u></p>	<p>2</p>  <p>She _____</p>
<p>3</p>  <p>They _____</p>	<p>4</p>  <p>He _____</p>

8.2 Write a question for each situation.

- You meet Paul as he is leaving the swimming pool.
You ask (you / swim) Have you been swimming?
- You have just arrived to meet a friend who is waiting for you.
You ask (you / wait / long?) _____
- You meet a friend in the street. His face and hands are very dirty.
You ask (what / you / do?) _____
- A friend of yours is now working in a shop. You want to know how long.
You ask (how long / you / work / there?) _____
- A friend tells you about his job - he sells computers. You want to know how long.
You ask (how long / you / sell / computers?) _____

8.3 Read the situations and complete the sentences.

- It's raining. The rain started two hours ago.
It is still raining for two hours.
- We are waiting for the bus. We started waiting 20 minutes ago.
We _____ for 20 minutes.
- I'm learning Spanish. I started classes in December.
I _____ since December.
- Mary is working in London. She started working there on 18 January.
_____ since 18 January.
- Our friends always spend their holidays in Italy. They started going three years ago.
_____ for years.

8.4 Put the verb into the present continuous (I am -ing) or present perfect continuous (I have been -ing).

- Maria has been learning. (Maria / learn) English for two years.
- Hello, Tom. _____ (I / look) for you. Where have you been?
- Why _____ (you / look) at me like that? Stop it!
- Leida is a teacher. _____ (she / teach) for ten years.
- _____ (I / think) about what you said and I've decided to take your advice.
- 'Is Paul on holiday this week?' 'No, _____ (he / work).'
- Sarah is very tired. _____ (she / work) very hard recently.

Present perfect continuous and simple
(I have been doing and I have done)

A

Study this example situation:



Kate's clothes are covered in paint.
She has been painting the ceiling.

Has been painting is the *present perfect continuous*.

We are interested in the activity. It does not matter whether something has been finished or not. In this example, the activity (painting the ceiling) has not been finished.



The ceiling was white. Now it is red.
She has painted the ceiling.

Has painted is the *present perfect simple*.

Here, the important thing is that something has been finished. **Has painted** is a completed action. We are interested in the result of the activity (the painted ceiling), not the activity itself.

Compare these examples:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> My hands are very dirty. I've been repairing the car. <input type="checkbox"/> Joe has been eating too much recently. He should eat less. <input type="checkbox"/> It's nice to see you again. What have you been doing since we last met? <input type="checkbox"/> Where have you been? Have you been playing tennis? | <ul style="list-style-type: none"> <input type="checkbox"/> The car is OK again now. I've repaired it. <input type="checkbox"/> Somebody has eaten all my chocolates. The box is empty. <input type="checkbox"/> Where's the book I gave you? What have you done with it? <input type="checkbox"/> Have you ever played tennis? |
|--|---|

B

We use the continuous to say *how long* (for an activity that is still happening):

- How long have you been reading that book?
- Lisa is still writing letters. She's been writing letters all day.
- They've been playing tennis since 2 o'clock.
- I'm learning Spanish, but I haven't been learning it very long.

We use the simple to say *how much*, *how many* or *how many times* (for completed actions):

- How much of that book have you read?
- Lisa has written ten letters today.
- They've played tennis three times this week.
- I'm learning Spanish, but I haven't learnt very much yet.

C

Some verbs (for example, know/believe) are not normally used in the continuous:

- I've known about it for a long time. (not I've been knowing)

For a list of these verbs, see Unit 4A. But note that you can use want and mean in the present perfect continuous:

- I've been meaning to phone Jane, but I keep forgetting.

10.1 For each situation, write two sentences using the words in brackets.

- Tom started reading a book two hours ago. He is still reading it and now he is on page 53.
 (read / for two hours) He has been reading for two hours.
 (read / 53 pages so far) He has read 53 pages so far.
- Rachel is from Australia. She is travelling round Europe at the moment. She began her trip three months ago.
 (travel / for three months) She _____
 (visit / six countries so far) _____
- Patrick is a tennis player. He began playing tennis when he was ten years old. This year he is national champion again – for the fourth time.
 (win / the national championships / four times) _____
 (play / tennis since he was ten) _____
- When they left college, Lisa and Sue started making films together. They still make films.
 (make / five films since they left college) They _____
 (make / films since they left college) _____

10.2 For each situation, ask a question using the words in brackets.

- You have a friend who is learning Arabic. You ask:
 (how long / learn / Arabic?) How long have you been learning Arabic?
- You have just arrived to meet a friend. She is waiting for you. You ask:
 (wait / long?) Have _____
- You see somebody fishing by the river. You ask:
 (catch / any fish?) _____
- Some friends of yours are having a party next week. You ask:
 (how many people / invite?) _____
- A friend of yours is a teacher. You ask:
 (how long / teach?) _____
- You meet somebody who is a writer. You ask:
 (how many books / write?) _____
 (how long / write / books?) _____
- A friend of yours is saving money to go on holiday. You ask:
 (how long / save?) _____
 (how much money / save?) _____

10.3 Put the verb into the more suitable form, present perfect simple (I have done) or continuous (I have been doing).

- Where have you been? Have you been fishing? (you / play) tennis?
- Look! _____ (somebody / break) that window.
- You look tired. _____ (you / work) hard?
- _____ (you / ever / work) in a factory? "No, never."
- "Lu is away on holiday." "Is she? Where _____ (she / go)?"
- My brother is an actor. _____ (he / appear) in several films.
- "Sorry I'm late." "That's all right. _____ (I / not / wait) long."
- "Is it still raining?" "No, _____ (it / stop)."
- _____ (I / lose) my address book.
 (you / see) it?
- _____ (I / read) the book you lent me, but _____
 _____ (I / not / finish) it yet. It's very interesting.
- _____ (I / read) the book you lent me, so you can have it back now.

How long have you (been) ... ?

A

Study this example situation:



Dan and Jenny are married. They got married exactly 20 years ago – today is their 20th wedding anniversary.

They have been married for 20 years.

We say: They are married. (*present*)

but How long have they been married? (*present perfect*)
(not How long are they married?)

They have been married for 20 years.
(not They are married for 20 years)

We use the *present perfect* to talk about something that began in the past and still continues now. Compare the *present* and the *present perfect*:

- Bill is in hospital.
- but He has been in hospital since Monday.
(not Bill is in hospital since Monday)
- Do you know each other well?
- but Have you known each other for a long time?
(not Do you know?)
- She's waiting for somebody.
- but She's been waiting all morning.
- Do they have a car?
- but How long have they had their car?



B

I have known/had/lived etc. is the *present perfect simple*.

I have been learning / been waiting / been doing etc. is the *present perfect continuous*.

When we ask or say 'how long', the *continuous* is more usual (see Unit 10):

- I've been learning English for six months.
- It's been raining since lunchtime.
- Richard has been doing the same job for 20 years.
- "How long have you been driving?" "Since I was 17."

Some verbs (for example, know/like/believe) are not normally used in the *continuous*:

- How long have you known Jane? (not have you been knowing)
- I've had a pain in my stomach all day. (not I've been having)

See also Units 4A and 10C. For *have*, see Unit 17.

C

You can use either the *present perfect continuous* or *simple* with *live* and *work*:

- Julia has been living / has lived in Paris for a long time.
- How long have you been working / have you worked here?

But we use the *simple* (I've lived / I've done etc.) with *always*:

- I've always lived in the country. (not always been living)

D

We say 'I haven't done something since/for ...' (*present perfect simple*):

- I haven't seen Tom since Monday. (= Monday was the last time I saw him)
- Sue hasn't phoned for ages. (= the last time she phoned was ages ago)

11.1 Are the **underlined** verbs right or wrong? Correct them where necessary.

- 1 Bob is a friend of mine. Knows him very well. OK
- 2 Bob is a friend of mine. Knows him for a long time. I've known him
- 3 Sue and Alan are married since July.
- 4 The weather is awful. It's raining again.
- 5 The weather is awful. It's raining all day.
- 6 I like your house. How long are you living there?
- 7 Gary is working in a shop for the last few months.
- 8 I don't know Tim well. We've only met a few times.
- 9 I gave up drinking coffee. I don't drink it for a year.
- 10 That's a very old bike. How long do you have it?

11.2 Read the situations and write questions from the words in brackets.

- 1 John tells you that his mother is in hospital. You ask him:
(how long / be / in hospital?) How long has your mother been in hospital?
- 2 You meet a woman who tells you that she teaches English. You ask her:
(how long / teach / English?) _____
- 3 You know that Jane is a good friend of Caroline's. You ask Jane:
(how long / know / Caroline?) _____
- 4 Your friend's brother went to Australia some time ago and he's still there. You ask your friend:
(how long / be / in Australia?) _____
- 5 Tim always wears the same jacket. It's a very old jacket. You ask him:
(how long / have / that jacket?) _____
- 6 You are talking to a friend about Joe. Joe now works at the airport. You ask your friend:
(how long / work / at the airport?) _____
- 7 A friend of yours is learning to drive. You ask him:
(how long / learn / to drive?) _____
- 8 You meet somebody on a plane. She says that she lives in Chicago. You ask her:
(always / live / in Chicago?) _____

11.3 Complete B's answers to A's questions.

A	B
1 Bill is in hospital, isn't he?	Yes, he <u>has been</u> in hospital since Monday.
2 Do you see Ann very often?	No, I <u>haven't seen</u> her for three months.
3 Is Margaret married?	Yes, she <u>is</u> married for ten years.
4 Are you waiting for me?	Yes, I <u>am</u> for the last half hour.
5 You know Linda, don't you?	Yes, we <u>know</u> each other a long time.
6 Do you still play tennis?	No, I <u>haven't</u> tennis for years.
7 Is Jim watching TV?	Yes, he <u>is</u> TV all evening.
8 Do you watch TV a lot?	No, I <u>don't</u> TV for ages.
9 Have you got a headache?	Yes, I <u>have</u> a headache all morning.
10 George is never ill, is he?	No, he <u>isn't</u> ill since I've known him.
11 Are you feeling ill?	Yes, I <u>am</u> ill all day.
12 Sue lives in London, doesn't she?	Yes, she <u>is</u> in London for the last few years.
13 Do you go to the cinema a lot?	No, I <u>don't</u> to the cinema for ages.
14 Would you like to go to New York one day?	Yes, I <u>would</u> to go to New York. (see always / want)

For and since
When ... ? and How long ... ?

A

We use **for** and **since** to say how long something has been happening.We use **for** + a period of time (two hours, six weeks etc.):

- I've been waiting **for two hours**.



for		
two hours	a long time	a week
20 minutes	six months	ages
five days	30 years	years

- Sally has been working here **for six months**. (not since six months)
- I haven't seen Tom **for three days**. (not since three days)

We use **since** + the start of a period (8 o'clock, Monday, 1999 etc.):

- I've been waiting **since 8 o'clock**.



since		
8 o'clock	April	lunchtime
Monday	1985	we arrived
12 May	Christmas	I got up

- Sally has been working here **since April**. (= from April until now)
- I haven't seen Tom **since Monday**. (= from Monday until now)

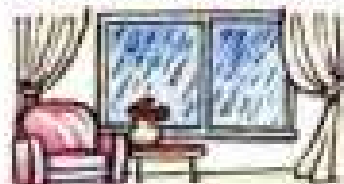
It is possible to leave out **for** (but not usually in negative sentences):

- They've been married (for) ten years. (with or without for)
- They haven't had a holiday for ten years. (you must use for)

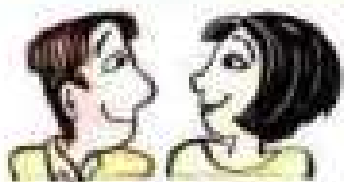
We do not use **for** + all ... (all day / all my life etc.):

- I've lived here **all my life**. (not for all my life)

B

Compare **when ... ?** (= past simple) and **how long ... ?** (= present perfect):

- a) **When** did it start raining?
b) It started raining **an hour ago / at 1 o'clock**.
- a) **How long** has it been raining?
b) It's been raining **for an hour / since 1 o'clock**.



- a) **When** did Joe and Carol first meet?
b) They first met **a long time ago** / **when they were at school**.
- a) **How long** have they known each other?
b) They've known each other **for a long time** / **since they were at school**.

C

We say 'It's (a long time / two years etc.) **since** something happened':

- It's two years **since** I last saw Joe. (= I haven't seen Joe for two years)
- It's ages **since** we went to the cinema. (= We haven't been to the cinema for ages)

You can ask 'How long is it **since** ... ?'

- How long is it **since** you last saw Joe? (= When did you last see Joe?)
- How long is it **since** Mrs Hill died? (= When did Mrs Hill die?)

You can also say 'It's been (= It has been) ... **since** ...':

- It's been two years **since** I last saw Joe.

How long have you (been) ... ? → (10) 1)

12.1 Write *for* or *since*.

- 1 It's been raining since lunchtime.
- 2 Sarah has lived in Paris since 1995.
- 3 Paul has lived in London for ten years.
- 4 I'm tired of waiting. We've been sitting here for an hour.
- 5 Kevin has been looking for a job since he left school.
- 6 I haven't been to a party for ages.
- 7 I wonder where Joe is. I haven't seen him for last week.
- 8 Jane is away. She's been away for Friday.
- 9 The weather is dry. It hasn't rained for a few weeks.

12.2 Write questions with *how long* and *when*.

- 1 It's raining.
(how long?) How long has it been raining?
(when?) When did it start raining?
- 2 Kate is learning Japanese.
(how long / learn?) _____
(when / start?) _____
- 3 I know Simon.
(how long / you / know?) _____
(when / you / first / meet?) _____
- 4 Rebecca and David are married.
(how long?) _____
(when?) _____

12.3 Read the situations and complete the sentences.

- 1 It's raining. It's been raining since lunchtime. It started raining at lunchtime.
- 2 Ann and Sue are friends. They first met years ago. They've known each other for years.
- 3 Joe is ill. He became ill on Sunday. He has _____ Sunday.
- 4 Joe is ill. He became ill a few days ago. He has _____ a few days.
- 5 Liu is married. She's been married for a year. She got _____.
- 6 You have a headache. It started when you woke up.
I've _____ I woke up.
- 7 Sue has been in Italy for the last three weeks.
She went _____.
- 8 You're working in a hotel. You started six months ago.
I've _____.

12.4 Write *It's* sentences using the words in brackets.

- 1 a: Do you often go on holiday?
b: (no / five years) No, I haven't had a holiday for five years.
- 2 a: Do you often see Sarah?
b: (no / about a month) No, I haven't seen her for about a month.
- 3 a: Do you often go to the cinema?
b: (no / a long time) No, I haven't been to the cinema for a long time.
- 4 a: Do you often eat in restaurants?
b: (no / ages) No, I haven't eaten in a restaurant for ages.

Now write *It's* answers again. This time use *It's ... since ...*

- 5 a: _____
b: Yes, it's five years since I had a holiday.
- 6 a: _____
b: No, it's not since I last saw her.
- 7 a: _____
b: No, it's not since I last saw her.
- 8 a: _____
b: No, it's not since I last saw her.

A Study this example situation.



Tom is looking for his key. He can't find it.
He has lost his key. (present perfect)
This means that he doesn't have his key now.

Ten minutes later:



Now Tom has found his key. He has it now.
Has he lost his key? No, he has found it.
Did he lose his key? Yes, he did.
He lost his key (past simple)
but now he has found it. (present perfect)

The present perfect (something has happened) is a present tense. It always tells us about the situation now. 'Tom has lost his key' = he doesn't have his key now (see Unit 7).

The past simple (something happened) tells us only about the past. If somebody says 'Tom lost his key', this doesn't tell us whether he has the key now or not. It tells us only that he lost his key at some time in the past.

Do not use the present perfect if the situation now is different. Compare:

- They've gone away. They'll be back on Friday. (they are away now)
They went away, but I think they're back at home now. (not They've gone)
- It has stopped raining now, so we don't need the umbrella. (it isn't raining now)
It stopped raining for a while, but now it's raining again. (not It has stopped)

B You can use the present perfect for new or recent happenings:

- 'I've repaired the TV. It's working OK now.' 'Oh, that's good.'
- Have you heard the news? Sally has won the lottery!

Use the past simple (not the present perfect) for things that are not recent or new:

- Mozart was a composer. He wrote more than 600 pieces of music.
(not has been ... has written)
- My mother grew up in Scotland. (not has grown)

Compare:

- Did you know that somebody has invented a new type of washing machine?
- Who invented the telephone? (not has invented)

C We use the present perfect to give new information (see Unit 7). But if we continue to talk about it, we normally use the past simple:

- a: Ow! I've burnt myself.
b: How did you do that? (not have you done?)
a: I picked up a hot dish. (not have picked)
- a: Look! Somebody has spilt something on the sofa.
b: Well, it wasn't me. I didn't do it. (not hasn't been ... haven't done)

13.1 Complete the sentences using the verbs in brackets. Use the present perfect where possible. Otherwise use the past simple.

<p>1</p> <p>I can't get in. I <u>vs. lost</u> <u>my</u> keys.</p> 	<p>2</p> <p>The office is empty now. Everybody <u>vs. left</u> home.</p> 
<p>3</p> <p>I meant to call you last night, but I <u>vs. forgot</u>.</p> 	<p>4</p> <p>Mary <u>vs. has left</u> for a holiday, but she's back home in England now.</p> 
<p>5</p> <p>Are you OK?</p> <p>Yes, I <u>vs. have</u> <u>travelled</u> a headache, but I feel fine now.</p> 	<p>6</p> <p>Can you help us? Our car <u>vs. has</u> <u>broken</u> down.</p> 

13.2 Put the verb into the correct form, present perfect or past simple.

- It vs. stopped raining for a while, but now it's raining again. (stop)
- The town is very different now. It vs. has changed a lot. (change)
- I did German at school, but I vs. forgot most of it now. (forget)
- The police vs. arrested three people, but later they let them go. (arrest)
- What do you think of my English? Do you think it vs. has improved? (improve)
- a: Are you still reading the paper?
b: No, I vs. don't read with it. You can have it. (finish)
- I vs. applied for a job as a tour guide, but I wasn't successful. (apply)
- Where's my bike? It vs. was outside the house, but it's not there now. (be)
- Look! There's an ambulance over there. There vs. was an accident. (be)
- a: Have you heard about Ben? He vs. broke his arm. (break)
b: Really? How vs. did it happen? (happen)
a: He vs. fell off a ladder. (fall)

13.3 Are the underlined parts of these sentences right or wrong? Correct them where necessary.

- Do you know about Sue? She's gotten up her job. OK
- My mother has moved up to Scotland. OK
- How many plays has Shakespeare written? _____
- Oh! Excuse my finger. It's bleeding. _____
- Drugs have become a big problem everywhere. _____
- The Chinese have invented paper. _____
- Where have you been born? _____
- Mary isn't at home. She's gone shopping. _____
- Albert Einstein has been the scientist who has developed the theory of relativity. _____

A

Do not use the present perfect (I have done) when you talk about a *finished* time (for example, yesterday / ten minutes ago / in 1999 / when I was a child). Use a past tense:

- It **was** very cold yesterday. (not has been)
- Paul and Lucy **arrived** ten minutes ago. (not have arrived)
- Did you **eat** a lot of sweets when you were a child? (not have you eaten)
- I **got** home late last night. I was very tired and went straight to bed.

Use the past to ask 'When ...?' or 'What time ...?':

- When did** your friends arrive? (not have ... arrived)
- What time did** you finish work?

Compare:

Present perfect

- Tom **has** lost his key. He can't get into the house.
- Is Carla here or **has** she left?

Past simple

- Tom **lost** his key yesterday. He couldn't get into the house.
- When did** Carla leave?

B

Compare:

Present perfect (have done)

- I've done a lot of work today.

We use the present perfect for a period of time that continues until now. For example: today / this week / since 1985.



- It **hasn't** rained this week.
- Have you seen Anna **this morning**? (it is still morning)
- Have you seen Tim **recently**?
- I don't know where Lisa is. I **haven't** seen her. (= I **haven't** seen her recently)
- We've been waiting for an hour. (we are still waiting now)
- Ian lives in London. He **has** lived there for seven years.
- I **have** never played golf. (in my life)
- It's **the last day** of your holiday. You say: It's been a really good holiday. I've really enjoyed it.

Past simple (did)

- I **did** a lot of work yesterday.

We use the past simple for a *finished* time in the past. For example: yesterday / last week / from 1995 to 2001.



- It **didn't** rain last week.
- Did you see Anna **this morning**? (it is now afternoon or evening)
- Did you see Tim **on Sunday**?
- a: Was Lisa at the party **on Sunday**?
b: I don't think so. I **didn't** see her.
- We **waited** (or were waiting) for an hour. (we are no longer waiting)
- Ian **lived** in Scotland for ten years. Now he lives in London.
- I **didn't** play golf last summer.
- After you **come back from holiday** you say: It was a really good holiday. I really enjoyed it.

14.1 Are the underlined parts of these sentences right or wrong? Correct them where necessary.

- I've lost my key. I can't find it anywhere. OK
- Have you eat a lot of sweets when you were a child? Did you eat
- I've bought a new car. You must come and see it. _____
- I've bought a new car last week. _____
- Where have you been yesterday evening? _____
- Lucy has left school in 1999. _____
- I'm looking for Mike. Have you seen him? _____
- 'Have you been to Paris?' 'Yes, many times.' _____
- I'm very hungry. Hasn't he eaten much today. _____
- When has this book been published? _____

14.2 Make sentences from the words in brackets. Use the present perfect or past simple.

- it / not / rain / this week) It hasn't rained this week.
- (the weather / be / cold / recently) The weather _____
- (it / cold / last week) It _____
- (I / not / read / a newspaper yesterday) I _____
- (I / not / read / a newspaper today) _____
- (Emily / earn / a lot of money / this year) _____
- (she / not / earn / as much / last year) _____
- (you / have / a holiday recently) _____

14.3 Put the verb into the correct form, present perfect or past simple.

- I don't know where Lisa is. Hasn't she left? (you / see) her?
- When I _____ (get) home last night, I _____ (be) very tired and I _____ (go) straight to bed.
- a) _____ (you / finish) painting the bedroom?
b) Not yet. I'll finish it tomorrow.
- George _____ (not / be) very well last week.
- Mr Clark _____ (work) in a bank for 15 years. Then he gave it up.
- Molly lives in Dublin. She _____ (live) there all her life.
- a) _____ (you / go) to the cinema last night?
b) Yes, but it _____ (be) a mistake. The film _____ (be) awful.
- My grandfather _____ (die) before I was born. I _____ (never / meet) him.
- I don't know Carol's husband. I _____ (never / meet) him.
- a) Is Maria here? b) No, he _____ (go) out.
a) When exactly _____ (he / get) out? b) About ten minutes ago.
- a) Where do you live? b) In Boston.
a) How long _____ (you / live) there? b) Five years.
a) Where _____ (you / live) before that? b) In Chicago.
a) And how long _____ (you / live) in Chicago? b) Two years.

14.4 Write sentences about yourself using the ideas in brackets.

- (something you haven't done today) I haven't eaten any food today.
- (something you haven't done today) _____
- (something you didn't do yesterday) _____
- (something you did yesterday evening) _____
- (something you haven't done recently) _____
- (something you've done a lot recently) _____

A

Present continuous (I am doing) with a future meaning:



This is Ben's diary for next week.

He is playing tennis on Monday afternoon.
He is going to the dentist on Tuesday morning.
He is having dinner with Kate on Friday.

In all these examples, Ben has already decided and arranged to do these things.

I'm doing something (tomorrow) = I have already decided and arranged to do it:

- a: What are you doing on Saturday evening? (not What do you do?)
b: I'm going to the theatre. (not I go)
- a: What time is Cathy arriving tomorrow?
b: Half past ten. I'm meeting her at the station.
- I'm not working tomorrow, so we can go out somewhere.
- Ian isn't playing football next Saturday. He's hurt his leg.

'I'm going to (do)' is also possible in these sentences.

- What are you going to do on Saturday evening?

But the present continuous is more natural for arrangements. See also Unit 20B.

Do not use will to talk about what you have arranged to do:

- What are you doing this evening? (not What will you do?)
- Alex is getting married next month. (not will get)

You can also use the present continuous for an action *just before* you begin to do it. This happens especially with verbs of movement (go/come/leave etc.):

- I'm tired. I'm going to bed now. Goodnight. (not I go to bed now)
- 'Tina, are you ready yet?' 'Yes, I'm coming.' (not I come)

B

Present simple (I do) with a future meaning

We use the present simple when we talk about timetables, programmes etc. (for public transport, cinemas etc.):

- My train leaves at 11.30, so I need to be at the station by 11.15.
- What time does the film begin this evening?
- It's Wednesday tomorrow. / Tomorrow is Wednesday.

You can use the present simple to talk about people if their plans are fixed like a timetable:

- I start my new job on Monday.
- What time do you finish work tomorrow?

But the continuous is more usual for personal arrangements:

- What time are you meeting Ann tomorrow? (not do you meet)

Compare:

Present continuous

- What time are you arriving?
- I'm going to the cinema this evening.

Present simple

- What time does the train arrive?
- The film begins at 8.15 (this evening).

- 19.1 A friend of yours is planning to go on holiday soon. You ask her about her plans. Use the words in brackets to make your questions.



- 1 (where / go) ... Where are you going?
- 2 (how long / go for) _____
- 3 (when / leave) _____
- 4 (go / alone?) _____
- 5 (travel / by car?) _____
- 6 (where / stay?) _____

Scotland.
Ten days.
Next Friday.
No, with a friend.
No, by train.
In a hotel.

- 19.2 Tom wants you to visit him, but you are very busy. Look at your diary for the next few days and explain to him why you can't come.



- tom: Can you come on Monday evening?
you: Sorry, but I'm playing volleyball. (1)
tom: What about Tuesday evening then?
you: No, not Tuesday. I _____ (2)
tom: And Wednesday evening?
you: _____ (3)
tom: Well, are you free on Thursday?
you: I'm afraid not. _____ (4)

- 19.3 Have you arranged to do anything at these times? Write sentences about yourself.

- 1 (this evening) I'm going out this evening, or I'm not doing anything this evening.
- 2 (tomorrow morning) I _____
- 3 (tomorrow evening) _____
- 4 (next Sunday) _____
- 5 (choose another day or time) _____

- 19.4 Put the verb into the most suitable form, present continuous or present simple.

- 1 I am going (go) to the cinema this evening.
- 2 Does Mrs. Fan begin (the film / begin) at 3.30 or 4.30?
- 3 We _____ (have) a party next Saturday. Would you like to come?
- 4 The art exhibition _____ (finish) on 3 May.
- 5 I _____ (not / go) out this evening. I _____ (stay) at home.
- 6 '_____ (you / do) anything tomorrow morning?' 'No, I'm free. Why?'
- 7 We _____ (go) to a concert tonight. It _____ (start) at 7.30.
- 8 I _____ (leave) now. I've come to say goodbye.
- 9 a: Have you seen Lic records?
b: No, but we _____ (meet) for lunch next week.
- 10 You are on the train to London and you ask another passenger:
Excuse me. What time _____ (this train / get) to London?
- 11 You are talking to Helen:
Helen, I _____ (go) to the supermarket. _____ (you / come) with me?
- 12 You and a friend are watching television. You say:
I'm bored with this programme. What time _____ (it / end)?
- 13 I _____ (not / use) the car this evening, so you can have it.
- 14 Sue _____ (come) to see us on tomorrow. She _____ (travel) by train and her train _____ (arrive) at 10.15.

(I'm) going to (do)

A

I am going to do something = I have already decided to do it, I intend to do it

- a: Are you going to watch the late film on TV tonight?
b: No, I'm going to have an early night.
- a: I hear Sarah has won some money. What is she going to do with it?
b: She's going to buy a new car.
- I'm just going to make a quick phone call. Can you wait for me?
- This cheese looks horrible. I'm not going to eat it.

B

I am doing and I am going to do

We use I am doing (present continuous) when we say what we have arranged to do – for example, arranged to meet somebody, arranged to go somewhere:

- What time are you meeting Ann this evening?
- I'm leaving tomorrow. I've got my plane ticket.

I am going to do something = I've decided to do it (but perhaps not arranged to do it)

- "Your shoes are dirty." "Yes, I know. I'm going to clean them." (= I've decided to clean them, but I haven't arranged to clean them)
- I've decided not to stay here any longer. Tomorrow I'm going to look for somewhere else to stay.

Often the difference is very small and either form is possible.

C

You can also say that 'something is going to happen' in the future. For example:



The man can't see the wall in front of him.
He is going to walk into the wall.

When we say that 'something is going to happen', the situation may make this clear. The man is walking towards the wall now, so we can see that he is going to walk into it.



situation now

going to



future happening

Some more examples:

- Look at those black clouds! It's going to rain. (the clouds are there now)
- I feel terrible. I think I'm going to be sick. (I feel terrible now)
- The economic situation is bad now and things are going to get worse.

D

I was going to (do something) = I intended to do it, but didn't do it

- We were going to travel by train, but then we decided to go by car instead.
- Peter was going to do the exam, but he changed his mind.
- I was just going to cross the road when somebody shouted 'Stop!'

You can say that 'something was going to happen' (but didn't happen):

- I thought it was going to rain, but it didn't.

20.1 Write a question with *going to* for each situation.

- Your friend has won some money. You ask:
(what / do with it?) *What are you going to do with it?* _____
- Your friend is going to a party tonight. You ask:
(what / wear?) _____
- Your friend has just bought a new table. You ask:
(where / put it?) _____
- Your friend has decided to have a party. You ask:
(who / invite?) _____

20.2 Read the situations and complete the dialogues. Use *going to*.

- You have decided to tidy your room this morning.
MARTIN: Are you going out this morning?
YOU: No, *I'm going to tidy my room.* _____
- You bought a sweater, but it doesn't fit you very well. You have decided to take it back.
MARTIN: That sweater is too big for you.
YOU: *I know.* _____
- You have been offered a job, but you have decided not to accept it.
MARTIN: I hear you've been offered a job.
YOU: *That's right, but* _____
- You have to phone Sarah. It's morning now, and you have decided to phone her tonight.
MARTIN: Have you phoned Sarah yet?
YOU: *No.* _____
- You are in a restaurant. The food is awful and you've decided to complain.
MARTIN: This food is awful, isn't it?
YOU: *Yes, it's disgusting.* _____

20.3 What is going to happen in these situations? Use the words in brackets.

- There are a lot of black clouds in the sky.
(rain) *It's going to rain.* _____
- It is 8.30. Tom is leaving his house. He has to be at work at 8.45, but the journey takes 30 minutes.
(late) He _____
- There is a hole in the bottom of the boat. A lot of water is coming in through the hole.
(sink) The boat _____
- Lucy and Chris are driving. There is very little petrol left in the tank. The nearest petrol station is a long way away.
(run out) They _____

20.4 Complete the sentences with *was/were going to* + the following verbs:

buy give up have phone play travel

- We *were going to travel* by train, but then we decided to go by car instead.
- I _____ some new clothes yesterday, but I was very busy and didn't have time to go to the shops.
- Martin and I _____ tennis last week, but he was injured.
- I _____ Jane, but I decided to email her instead.
- a) When I last saw Tim, he _____ his job.
b) That's right, but in the end he decided to stay where he was.
- We _____ a party last week, but some of our friends couldn't come, so we cancelled it.

Will/shall 1

A

We use **I'll** (= I will) when we decide to do something at the time of speaking:

- Oh, I've left the door open. **I'll** go and shut it.
- 'What would you like to drink?' 'I'll have an orange juice, please.'
- 'Did you phone Lucy?' 'Oh no, I forgot. **I'll** phone her now.'

You cannot use the **present simple** (I do / I go etc.) in these sentences:

- I'll** go and shut the door. (not I go and shut)

We often use **I think I'll ...** and **I don't think I'll ...**:

- I feel a bit hungry. **I think I'll** have something to eat.
- I don't think I'll** go out tonight. I'm too tired.

In spoken English the negative of **will** is usually **won't** (= will not):

- I can see you're busy, so I **won't** stay long.

B

Do not use **will** to talk about what you have already decided or arranged to do (see Units 19–20):

- I'm going on holiday next Saturday. (not I'll go)
- Are you working tomorrow? (not Will you work)

C

We often use **will** in these situations:

Offering to do something

- That bag looks heavy. **I'll** help you with it. (not I help)

Agreeing to do something

- a: Can you give Tim this book?
- b: Sure, **I'll** give it to him when I see him this afternoon.

Promising to do something

- Thanks for lending me the money. **I'll** pay you back on Friday.
- I won't tell anyone what happened. **I promise.**

Asking somebody to do something (Will you ... ?)

- Will** you please turn the stereo down? I'm trying to concentrate.

You can use **won't** to say that somebody refuses to do something:

- I've tried to give her advice, but she **won't** listen.
- The car **won't** start. (= the car 'refuses' to start)



D

Shall I ... ? **Shall we ... ?**

Shall is used mostly in the questions **shall I ... ? / shall we ... ?**

We use **shall I ... ? / shall we ... ?** to ask somebody's opinion (especially in offers or suggestions):

- Shall I** open the window? (= Do you want me to open the window?)
- I've got no money. **What shall I** do? (= What do you suggest?)
- Shall we** go? 'Just a minute. I'm not ready yet.'
- Where shall we** go this evening?

Compare **shall I ... ?** and **will you ... ?**:

- Shall I** shut the door? (= Do you want me to shut it?)
- Will you** shut the door? (= I want you to shut it)

21.1 Complete the sentences with **FE** + a suitable verb.

- I'm too tired to walk home. I think I'll take a taxi.
- 'It's cold in this room.' 'Is it?' _____ as the heating then.'
- A: 'We haven't got any milk.'
B: 'Oh, I forgot to buy some. _____ and get some now.'
- 'Shall I do the washing-up?' 'No, it's all right. _____ it later.'
- 'I don't know how to use this computer.' 'OK, _____ you.'
- 'Would you like tea or coffee?' '_____ coffee, please.'
- 'Goodbye! Have a nice holiday.' 'Thanks, _____ you a postcard.'
- Thanks for letting me borrow your camera. _____ it back to you on Monday, OK?
- 'Are you coming with us?' 'No, I think _____ here.'

21.2 Read the situations and write sentences with **I think I'll ...** or **I don't think I'll ...**

- It's a bit cold. The window is open and you decide to close it. You say:
I think I'll close the window.
- You are feeling tired and it's getting late. You decide to go to bed. You say:
I think _____
- A friend of yours offers you a lift in his car, but you decide to walk. You say:
Thank you, but _____
- You arranged to play tennis today. Now you decide that you don't want to play. You say:
I don't think _____
- You were going to go swimming. Now you decide that you don't want to go. You say:

21.3 Which is correct? (If necessary, study Units 19–20 first.)

- 'Did you phone Lucy?' 'Oh no, I forgot. I phoned / I'll phone her now.' (I'll phone is correct)
- I can't meet you tomorrow. I'm playing / I'll play tennis. (I'm playing is correct)
- 'I meet / I'll meet you outside the hotel in half an hour, OK?' 'Yes, that's fine.'
- 'I need some money.' 'OK, I'm lending / I'll lend you some. How much do you need?'
- I'm having / I'll have a party next Saturday. I hope you can come.
- 'Remember to get a newspaper when you go out.' 'OK, I don't forget / I won't forget.'
- What time does your train leave / will your train leave tomorrow?
- I asked Sue what happened, but she doesn't tell / won't tell me.
- 'Are you doing / Will you do anything tomorrow evening?' 'No, I'm free. Why?'
- I don't want to go out alone. Do you come / Will you come with me?

21.4 What do you say in these situations? Write sentences with **shall I ... ?** or **shall we ... ?**

- You and a friend want to do something this evening, but you don't know what. You ask your friend. What shall we do this evening?
- You try on a jacket in a shop. You are not sure whether to buy it or not. You ask a friend for advice. _____
- It's Helen's birthday next week. You want to give her a present, but you don't know what. You ask a friend for advice. What _____
- You and a friend are going on holiday together, but you haven't decided where. You ask him/her. _____
- You and a friend are going out. You haven't decided whether to go by car or to walk. You ask him/her. _____ or _____
- Your friend wants you to phone later. You don't know what time to phone. You ask him/her. _____

Will/shall 2

We do not use will to say what somebody has already arranged or decided to do:

- Diane is working next week. (not Diane will work)
- Are you going to watch television this evening? (not Will you watch?)

For 'is working' and 'Are you going to ...?', see Units 19-20.

But often, when we talk about the future, we are not talking about what somebody has decided to do. For example:

Kate is doing an exam next week. Chris and Joe are talking about it.



She'll pass does not mean 'she has decided to pass'. Joe is saying what he knows or thinks will happen. He is predicting the future.

When we predict a future happening or situation, we use will/won't.

Some more examples:

- Jill has been away a long time. When she returns, she'll find a lot of changes here.
- 'Where will you be this time next year?' 'I'll be in Japan.'
- That plate is hot. If you touch it, you'll burn yourself.
- Tom won't pass the exam. He hasn't studied hard enough.
- When will you get your exam results?

We often use will ('ll) with:

- | | |
|-----------------|--|
| probably | <input type="checkbox"/> I'll probably be home late tonight. |
| I expect | <input type="checkbox"/> I haven't seen Carol today. I expect she'll phone this evening. |
| (I'm) sure | <input type="checkbox"/> Don't worry about the exam. I'm sure you'll pass. |
| (I) think | <input type="checkbox"/> Do you think Sarah will like the present we bought her? |
| (I) don't think | <input type="checkbox"/> I don't think the exam will be very difficult. |
| I wonder | <input type="checkbox"/> I wonder what will happen. |

After I hope, we generally use the present (will is also possible):

- I hope Kate passes the exam. (or I hope Kate will pass ...)
- I hope it doesn't rain tomorrow.

Generally we use will to talk about the future, but sometimes we use will to talk about now. For example:

- Don't phone Ann now. She'll be busy. (or she'll be busy now)

I shall ... / we shall ...

Normally we use shall only with I and we. You can say:

- I shall (or I will) / I'll we shall (or we will) / we'll
- I shall be late this evening. (or I will be)
- We shall probably go to Scotland in the summer. (or We will probably go)

In spoken English we normally use I'll and we'll

- We'll probably go to Scotland.

The negative of shall is shall not or shan't:

- I shan't be here tomorrow. (or I won't be)

Do not use shall with he/she/it/you/they:

- She will be very angry. (not She shall be)

22.1 Which form of the verb is correct (or more natural) in these sentences? The verbs are underlined.

- 1 Diane isn't free on Saturday. She'll work / She's working. (She's working is correct)
- 2 I'll go / I'm going to a party tomorrow night. Would you like to come too?
- 3 I think Jenny will get / is getting the job. She has a lot of experience.
- 4 I can't meet you this evening. A friend of mine will come / is coming to see me.
- 5 a. Have you decided where to go for your holidays?
b. Yes, we'll go / we're going to Italy.
- 6 There's no need to be afraid of the dog. It won't hurt / It isn't hurting you.

22.2 Complete the sentences with will ('ll) + the following verbs:

be come get like live look meet pass

- 1 Don't worry about the exam. I'm sure you will pass.
- 2 Why don't you try on this jacket? It will nice on you.
- 3 You must meet George sometime. I think you will him.
- 4 It's raining. Don't go out. You will wet.
- 5 Do you think people will longer in the future?
- 6 Goodbye. I expect we will again before long.
- 7 I've invited Sue to the party, but I don't think she will.
- 8 When the new road is finished, my journey to work will much shorter.

22.3 Put in will ('ll) or won't.

- 1 Can you wait for me? I won't be very long.
- 2 There's no need to take an umbrella with you. It won't rain.
- 3 If you don't eat anything now, you will be hungry later.
- 4 I'm sorry about what happened yesterday. It won't happen again.
- 5 I've got some incredible news! You will never believe what happened.
- 6 Don't ask Amanda for advice. She will know what to do.

22.4 Where do you think you will be at these times? Write true sentences about yourself. Use:

I'll be ... or I'll probably be ... or I don't know where I'll be

- 1 next Monday evening at 7.45: I'll be at home.
or I'll probably be at home.
or I don't know where I'll be.
- 2 (at 5 o'clock tomorrow morning)

- 3 (at 10.30 tomorrow morning)

- 4 next Saturday afternoon at 4.15:

- 5 (this time next year)

22.5 Write questions using do you think ... will ... ? + the following:

be back cost end get married happen like rain

- 1 I've bought Rosa this picture. Do you think she'll like it?
- 2 The weather doesn't look very good. Do you think it will rain?
- 3 The meeting is still going on. When do you think it will end?
- 4 My car needs to be repaired. How much do you think it will cost?
- 5 Sally and David are in love. Do you think they will get married?
- 6 'I'm going out now.' 'OK. What time do you think you will be back?'
- 7 The future situation is uncertain. What do you think will happen?

I will and I'm going to

A

Future actions

Study the difference between will and (be) going to.

Sue is talking to Helen:



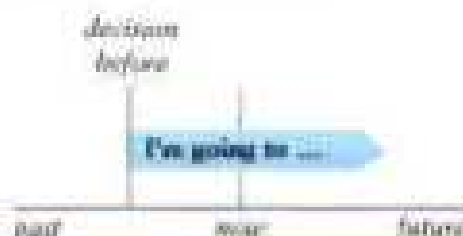
will ('ll): We use *will* when we decide to do something at the time of speaking. The speaker has not decided before. The party is a new idea.



Later that day, Helen meets Dave:



(be) going to: We use *(be) going to* when we have *already* decided to do something. Helen had already decided to invite lots of people before she spoke to Dave.



Compare:

- 'Gary phoned while you were out.' 'OK, I'll call him back.'
- 'Gary phoned while you were out.' 'Yes, I know, I'm going to call him back.'
- 'Ann is in hospital.' 'Oh really? I didn't know. I'll go and visit her.'
- 'Ann is in hospital.' 'Yes, I know, I'm going to visit her this evening.'

B

Future happenings and situations (predicting the future)

Sometimes there is not much difference between *will* and *going to*. For example, you can say:

- I think the weather *will* be nice this afternoon.
- I think the weather *is going to* be nice this afternoon.

When we say something *is going to* happen, we think this is because of the situation *now* (see Unit 20C). For example:

- Look at those black clouds. It's *going to* rain. (*not* It will rain.)
(We can see that it is *going to* rain from the clouds that are in the sky *now*.)
- I feel terrible. I think I'm *going to* be sick. (*not* I think I'll be sick.)
(I think I'm *going to* be sick because I feel terrible *now*.)

Do not use *will* in this type of situation.In other situations, use *will*:

- Tom *will* probably get here at about 8 o'clock.
- I think Sarah *will* like the present we bought for her.
- These shoes are very well-made. They'll last a long time.

23.1 Complete the sentences using will (II) or going to.

- 1 a: Why are you turning on the television?
b: I'm going to watch the news. (I / watch)
- 2 a: Oh, I've just realised. I haven't got any money.
b: Haven't you? Well, don't worry. I'll lend you some. (I / lend)
- 3 a: I've got a headache.
b: Have you? Wait a second and I'll get an aspirin for you. (I / get)
- 4 a: Why are you filling that bucket with water?
b: I'm washing the car. (I / wash)
- 5 a: I've decided to repaint this room.
b: Oh, have you? What colour are you going to paint it? (you / paint)
- 6 a: Where are you going? Are you going shopping?
b: Yes, I'm buying something for dinner. (I / buy)
- 7 a: I don't know how to use this camera.
b: It's easy. I'll show you. (I / show)
- 8 a: What would you like to eat?
b: I'd like to have a sandwich, please. (I / have)
- 9 a: Did you post that letter for me?
b: Oh, I'm sorry. I completely forgot. I'll do it now. (I / do)
- 10 a: The ceiling in this room doesn't look very safe, does it?
b: No, it looks as if it's going to fall down. (it / fall)
- 11 a: Has George decided what to do when he leaves school?
b: Yes. Everything is planned. He's going to have a holiday for a few weeks. (he / have) Then he's going to do a computer programming course. (he / do)

23.2 Read the situations and complete the sentences using will (II) or going to.

- 1 The phone rings and you answer. Somebody wants to speak to Jim.
CALLER: Hello. Can I speak to Jim, please?
YOU: Just a moment. I'll get him. (I / get)
- 2 It's a nice day, so you have decided to take a walk. Just before you go, you tell your friend.
YOU: The weather's too nice to stay in. I'm going to take a walk. (I / take)
MARTIN: Good idea. I think you should join you. (I / join)
- 3 Your friend is worried because she has lost an important letter.
YOU: Don't worry about the letter. I'm sure you'll find it. (you / find)
MARTIN: I hope so.
- 4 There was a job advertised in the paper recently. At first you were interested, but then you decided not to apply.
MARTIN: Have you decided what to do about that job you were interested in?
YOU: Yes, I'm not going to apply for it. (I / not / apply)
- 5 You and a friend come home very late. Other people in the house are asleep. Your friend is noisy.
YOU: Shh! Don't make so much noise. I'll wake everybody up. (you / wake)
- 6 Paul has to go to the airport to catch a plane tomorrow morning.
PAUL: Liz, I need somebody to take me to the airport tomorrow morning.
LIZ: That's no problem. I'll take you. (I / take) What time is your flight?
PAUL: 10.50.
LIZ: OK, we'll leave at about 9 o'clock then. (we / leave)
Later that day, Joe offers to take Paul to the airport.
JOE: Paul, do you want me to take you to the airport?
PAUL: No thanks, Joe. I'll take me. (I / take)