

# STRUCTURE DRILLS

**A Student's Handbook**

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# RECOMMENDATION

After reading, analyzing and giving suggestion needed, I conclude that this handbook entitled STRUCTURE DRILLS: A Student's Handbook written by:

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Is qualified to be used as a handbook for Structure Drills classes, especially for the first year students at Tarbiyah Faculty State Institute for Islamic Studies North Sumatra Medan.

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Supervisor,

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# PREFACE

This handbook is prepared for the first and the second semester students to be used as the major material. This handbook contains the grammatical study about sentences, nouns, pronouns, adjectives, articles, verbs, adverbs, prepositions, conjunctions, tenses, active and passive voice, direct and reported speech, and conditional sentences. These contents are sequence in accordance with the needs of the students for the two semesters.

It is hoped that this book be useful for the students to add their knowledge on the basic understanding of English structures.

**RAHMAH FITHRIANI**

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# I. SENTENCES

A group of words, which makes *complete sense*, is called a sentence. Sentences can be divided into four categories:

1. Declarative or Assertive sentences are those that form a statement or assertion.

- The prince will visit the town next week.
- The students are studying mathematics

2. Interrogative sentences are those that form a question.

- What is your name?
- Is Mr. John a teacher?

3. Imperative sentences are the sentences that make a command or request.

- Don't smoke!
- Open the door!

4. Exclamatory sentences are the sentences that attempt to powerful feelings, or emotions.

- What a beautiful girl she is!
- How kind you are!

## 1. SUBJECT AND PREDICATE

A sentence must at least consist of a subject and a predicate. The subject is the part of a sentence that refers to the person, place, thing or idea talked about and the predicate is the part that refers to what the language user wants to say about the subject. A predicate may consist of a single verb or the combination of the verb plus the modifiers and objects or complements of that verb.

Subject	Predicate
Mira	Laughs.
The baby	Is crying loudly.

They	Play football.
The boys	Do their work happily.
My father	Bought me a book
The teacher	Explains the material clearly.

Grammarians classify certain words based on the fact that they more naturally occur as subject, as certain parts of the subject, only as predicate or certain parts of the predicate. This view of grammar is that the linguist classifies and defines the **parts of speech** which are divided into eight categories; Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

## 2. PHRASES AND CLAUSES

A phrase is a group of two or more words functioning as a single unit. A phrase does not contain a subject or predicate, however, most phrases have a central word defining the type of phrase which is called **the head of the phrase**. Some phrases, however, can be headless.

- He put the box *on the wooden table*.
- *Consuming vegetables and fruits* makes us healthy.
- Could you show me *how to make this delicious cake*?

Like a sentence, a clause contains a subject and a predicate. A clause that makes a complete statement and can stand alone as a sentence is called an independent clause and a clause that can not stand alone as a sentence is called a subordinate or dependent clause. A sentence may consist of one or more independent clauses plus one or more subordinate clauses.

- I don't understand *what he means*.
- The man *who gave me this present* passed away last week.
- *I was born in August* and *My husband was born in May*.



## II. NOUNS

A noun is a word used to name a person, animal, place, thing, and abstract idea. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

- *My brother plays badminton every Saturday.*
- *Sophan Sopian was an actor.*
- *The bus inspector looked at all the passengers' passes.*

### 1. TYPES OF NOUN

There are many different types of nouns. In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun, the non-countable noun, and the collective noun. A noun may belong to more than one type: it may be proper or common, abstract or concrete, *and* countable or non-countable or collective.

#### A. PROPER NOUNS

A proper noun should be written with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun:

- *I had lived in Indonesia for five years before moving to Europe.*
- *Many people dread Monday mornings.*
- *My brother's birthday is celebrated on the fourth of July.*

#### B. COMMON NOUNS

A common noun is a noun referring to a person, place, or thing in a general sense. It is written with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

- The *chair* was broken.
- Most *people* in my *town* go to the *beach* at the *weekends*.
- There are some *milk* and *cereal* in the *refrigerator*.

### C. CONCRETE NOUNS

A concrete noun is a noun which names anything (or anyone) that can be perceived through physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of an abstract noun.

- The *thief* was sent to *jail*.
- Put all the *books* on my *table*!
- The black *cat* on the *roof* is licking his *foot*.

### D. ABSTRACT NOUNS

An abstract noun is a noun which names anything which can *not* be perceived through five physical senses, and is the opposite of a concrete noun.

- Everybody pursues *happiness* in life.
- Buying that gadget is a total *waste*.
- *Justice* often seems to slip out of our *grasp*.

### E. COUNTABLE NOUNS

Many nouns have two forms, the singular form, which is used to refer to one person or thing, and the plural form, which is used to refer to more than one person or thing. These nouns refer to people or things which can be counted. Thus they are called countable nouns which are the opposite of non-countable nouns and collective nouns.

- Two *cars* were parked under the big *tree*.
- *Children* like *toys* and *candies*.
- Shasa put some *books* in her *school bag*.

### F. NON-COUNTABLE NOUNS

A non-countable noun is a noun which does not have a plural form, and which refers to something that could (or would) not be counted. A non-countable noun always takes a

singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

- *Water* is essential to human life.
- The Johnsons decided to sell their old *furniture*.
- My father always has *bread* and *tea* for breakfast.

Note: There are some nouns that can be uncountable nouns when they refer to a thing in general and countable nouns when they refer to a particular instance of it.

- She has long blonde *hair*.
- My father's getting a few grey *hairs* now.

## G. COLLECTIVE NOUNS

There are a number of nouns in English which refer to a group of people or things. The individual members of the group could be counted, but they are usually considered as one unit. These nouns are called collective nouns.

A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

- The *family* is so poor that they eat once a day.
- The *team* has physical training every Saturday.
- The *class* was dismissed earlier because the teacher didn't come.

## 2. FUNCTIONS OF NOUN

A noun can function in a sentence as the subject, the direct object of a verb, the indirect object of a verb, the object of a preposition, the subject complement, the object complement, the apposition, the modifier and the adverbial.

### A. SUBJECT OF A SENTENCE

The first grammatical function that noun can perform is the subject of a sentence.

- *The baby* cried.
- *Dogs and cats* make excellent pets.

- *The students* will have extensively studied English grammar.

## B. DIRECT OBJECT OF A VERB

A noun can be a direct object of a verb.

- The children ate *all the cookies*.
- The woman has killed *some mice*.
- The students learn *Mathematics* every Monday morning.

## C. INDIRECT OBJECT OF A VERB

A noun can also perform the function of an indirect object

- My uncle who lives in Manchester always buys *his sons* season ticket to watch football games.
- The husband bought *his wife* flowers.
- The salesman sold *the company* new computers.

## D. OBJECT OF A PREPOSITION

A noun can be the object of a preposition which is also defined as **prepositional complements**.

- The husband bought flowers for *his wife*.
- The students studied during *their spring break*.
- The girl is interested in *the famous artist's works*.

## E. COMPLEMENT

An intransitive verb cannot accept an object. A noun that follows an intransitive verb and completes the meaning of a sentence is called a complement. The word complement means to complete. The complement may also be called a predicate noun or predicate nominative. Complement which comes after linking verbs is called subject complement. An object complement is a complement that is used to predicate a description of the direct object.

- The man is *the new manager in our company*.
- My sister turned *a fortune teller*.
- Indonesian people elected Susilo Bambang Yudhoyono *president*.

## F. APPOSITIVE

The next function that nouns can perform is the appositive. Appositives are defined as nouns that modify or explain another noun or noun phrase.

- My mother, *the new teacher in your school*, is teaching English Grammar.
- The rich farmer, *my uncle*, bought a new tractor.
- The physician, *Stevie Nicks*, won the Pulitzer last year.

## G. MODIFIER

A noun can perform the function of modifier. Noun as a modifier describes another noun.

- The *child* actor won an award.
- The carpenter fixed the broken *table* leg.
- We reserved twenty *hotel* rooms.

## H. ADVERBIAL

The last function of a noun is the adverbial. Adverbials are defined as words, phrases, and clauses that modify an entire clause by providing information such as time, place, manner, condition, reason, or purpose.

- *Today* the children woke up early.
- *Yesterday* the children slept in late.
- We decided to go *home*.

## 3. NOUN GENDER

In general there is no distinction between masculine, feminine and neuter in English nouns. However, gender is sometimes shown by different forms which occasionally tend to refer to occupational categories or different words.

## A. DIFFERENT FORMS

Masculine	Feminine
Actor	Actress
Prince	Princess
Hero	Heroine
Waiter	Waitress
Widower	Widow

## B. DIFFERENT WORDS

Masculine	Feminine
Man	Woman
Father	Mother
Uncle	Aunt
Boy	Girl
Husband	Wife

## 4. NOUN PLURALS

Most nouns change their form to indicate number by adding “-s” or “-es”.

- John threw a *ball* into the box and three *balls* under the table.
- She gave me a *pencil* and five *markers* for my birthday present.
- The *boxes* belong to my father.

There are other nouns which form the plural by changing the last letter before adding "s". Some words ending in "f" form the plural by deleting "f" and adding "ves," and words ending in "y" form the plural by deleting the "y" and adding "ies".

Singular	Plural
Knife	Knives
Wife	Wives
City	Cities
Candy	Candies

Other nouns form the plural irregularly.

Singular	Plural
Mouse	Mice
Man	Men
Child	Children
Sheep	Sheep
Foot	Feet

## 5. POSSESSIVE NOUNS

In the possessive case, a noun changes its form to show that it owns or is closely related to something else. Usually, nouns become possessive by adding a combination of an apostrophe and the letter "s."

The possessive case of a singular noun that does not end in "s" can be formed by adding an apostrophe and "s,"

- That is *John's* car.
- The *teacher's* bag fell from her desk.
- The boy stepped on the *cat's* tail.

The possessive case of a singular noun that ends in "s" can be formed by adding an apostrophe alone or by adding an apostrophe and "s,"

- The *bus's* seats are very uncomfortable.
- The *bus'* seats are very uncomfortable.
  
- My *boss's* car is always parked in the garage.
- My *boss'* car is always parked in the garage.
  
- We gathered in *Ross's* living room.
- We gathered in *Ross'* living room.

The possessive case of a plural noun that does not end in "s" can be formed by adding an apostrophe and a "s,"

- The *children's* clothes were scattered on the floor.
- The hunter followed the *moose's* trail to the wood.
- The *men's* hockey team will play as soon as the *women's* team is finished.

The possessive case of a plural noun that *does* end in "s" can be formed by adding an apostrophe:

- The *janitors'* room is on the second floor.
- Children follow their *parents'* footsteps.
- The lecturer is busy correcting his *students'* papers.



# III. PRONOUNS

A pronoun is a word or words used in place of a noun, a noun and its modifiers, or another pronoun. The word **pronoun** itself stands for (pro + noun) or refers to a noun. The element replaced is called the **antecedent** of the pronoun.

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

## 1. PERSONAL PRONOUNS

A personal pronoun refers to a specific person or thing and changes its form to indicate person, number, gender, and case. Personal pronouns can be divided into three categories; subjective, objective, and possessive pronouns.

### A. SUBJECTIVE PERSONAL PRONOUNS

A subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence.

### B. OBJECTIVE PERSONAL PRONOUNS

An objective personal pronoun indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase.

### C. POSSESSIVE PERSONAL PRONOUNS

A possessive pronoun indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person.

Subjective Pronoun	Objective Pronoun	Possessive Pronoun
I	Me	Mine
You	You	Yours

He	Him	His
She	Her	Hers
It	It	Its
We	Us	Ours
You	You	Yours
They	Them	Theirs

- *I love him.*
- *He loves me.*
  
- *They consider us friends.*
- *We consider them friends.*
  
- The book on the table is *hers*.
- *Mine* is on the chair.

## 2. DEMONSTRATIVE PRONOUNS

A demonstrative pronoun points to and identifies a noun or a pronoun. This and these refer to things that are nearby either in space or in time, while that and those refer to things that are farther away in space or time.

The demonstrative pronouns are this, that, these, and those. This and that are used to refer to singular nouns or noun phrases and these and those are used to refer to plural nouns and noun phrases.

- *That* is one of the most expensive diamonds in the store.
- I really like *this*.
- Beetles' songs sound better than *those* of Bee Gees

Note: Demonstrative pronouns are identical to **Demonstrative Adjectives**, though, obviously, they are used differently. Demonstrative adjectives will be discussed under the topic ADJECTIVES.

### 3. INTERROGATIVE PRONOUNS

A pronoun that forms a question in the sentence is called interrogative pronoun. The interrogative pronouns are who, whom, which, and what.

Who, and whom are used to refer to people, while which and what to refer to things and to animals.

- Who stole the cookies from the cookie jar?
- Which could help me moving this cupboard?
- What do you want, John?
- Which of these two mittens is yours?

Note: Either which or what can also be used as an *interrogative adjective* which is explained in the next chapter.

### 4. RELATIVE PRONOUNS

A relative pronoun is used to link one phrase or clause to another phrase or clause. The relative pronouns are who, whom, that, and which. The compounds formed with the suffix *ever* (whoever, whomever, and whichever) are also relative pronouns.

The relative pronouns **who** and **whoever** can be used to refer to the subject of a clause or sentence, and **whom** and **whomever** to refer to the objects of a verb, a verbal or a preposition.

- The book *which* I bought last week is about Love and War.
- I know a girl *who* can rub her belly and pat her head at the same time.
- You may invite *whomever* you like to the party.

### 5. INDEFINITE PRONOUNS

An indefinite pronoun is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.

The most common indefinite pronouns are all, other, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody, and someone.

- *Many* were invited to the dinner but only twelve showed up.
- I will do *none* to help you.
- Although I've spend days looking everywhere for extra copies of the book, I find *none*.

## 6. REFLEXIVE PRONOUNS

A pronoun that refers to a subject and directs the verb action back onto the subject is reflexive. The reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

- They did not think of *themselves* as greedy at the time.
- We will punish *ourselves* for our mistake.
- He had got *himself* into a mess.

## 7. INTENSIVE PRONOUNS

An intensive pronoun which is also known as Emphatic Pronoun is a pronoun used to emphasize its antecedent. Intensive pronouns are identical in form to reflexive pronouns.

- I will do it *myself*.
- The Prime Minister *himself* said that he would lower taxes.
- They *themselves* promised to come to the party even though they had a final exam at the same time.

Note: A trick to deciding whether a pronoun is reflexive or intensive is to take it out of the sentence and see if the meaning is changed. If it is not, then it is an intensive noun.

# IV. ARTICLES

An article is a word that combines with a noun to indicate the type of reference being made by the noun. The three main articles in the English language are **an**, **a** and **the**, which can be classified as indefinite or definite.

It is sometimes wondered which part of speech articles belong to. Since articles modify nouns, either alone or in combination with an adjective, they are sometimes classed as adjectives. However, some linguists place them in a different category, that of determiners.

## 1. TYPES OF ARTICLE

### A. INDEFINITE ARTICLES

**An** and **a** are the indefinite article in English. It is called indefinite article because it usually leaves indefinite the person or thing spoken of. Indefinite article can only go with countable nouns. **An** is used with words starting with a vowel sound and **a** with words starting with a consonant sound.

- The couple has just got *a* baby boy.
- *An* apple *a* day keeps the doctor away.
- It took her half *an* hour to finish the puzzle.
- I met *a* university student in the pool house.

### B. DEFINITE ARTICLE

The definite article **the** may be used with a singular or plural noun and a non-countable noun to point out some particular person or thing. **The** is pronounced [ði] before a noun starting with a vowel sound and [ðə] before a noun starting with a consonant sound.

- *The* old man living next to our house is a millionaire.
- He lent me *the* money needed to pay *the* fine.
- *The* children play happily.

## 2. THE USE OF ARTICLES

### A. THE USE OF INDEFINITE ARTICLE

The indefinite article is used:

a. To refer to something for the first time:

- Once upon a time, there was *a* man living in a jungle.
- I've finally got *a* good job.

b. With names of jobs:

- John is *a* doctor.
- Mary is training to be *an* engineer.

c.. With nationalities and religions:

- John is *an* Englishman.
- Kate is *a* Catholic.

d. With musical instruments:

- Sherley was playing *a* piano when the visitor arrived.
- I can play *a* guitar and *a* bass.

e. To refer to a kind of, or example of something:

- The mouse had *a* tiny nose.
- It was *a* very strange car.

f. With singular nouns, after the words 'what' and 'such':

- What *a* shame!
- She's such *a* beautiful girl.

g. Meaning *one*, referring to a single object or person:

- I'd like *an* orange and two lemons please.
- The burglar took *a* diamond necklace and *a* valuable painting.

## B. THE USE OF DEFINITE ARTICLE

The definite article is used:

a. To refer to something which has already been mentioned.

- Once upon a time, there was a man living in a jungle. *The* man was friends with a chimpanzee. *The* chimpanzee helped him gathering food to eat.

b. When both the speaker and listener know what is being talked about, even if it has not been mentioned before.

- Where's *the* bathroom?
- It's on *the* first floor.

c. In sentences or clauses where we define or identify a particular person or object:

- *The* man who wrote this book is famous.
- My house is *the* one with a blue door.'

d. To refer to objects we regard as unique such as the sun, the moon, the world, the universe, the sky, etc.

- *The* sun sets in the east.
- She is staring at *the* moon while thinking of her boyfriend.

e. Before superlatives and ordinal numbers:

- Petronas tower is *the* highest building in South East Asia.
- We are discussing *the* last chapter.

f. With adjectives, to refer to a whole group of people:

- *The* Chinese eats rice with chopsticks.
- *The* young must respect the old.

g. With names of geographical areas and oceans, such as the Caribbean, the Sahara, the Atlantic, etc.

- I wish I could see snow fall on *the* Sahara.
- The ship sails across *the* Atlantic.

h. With decades, or groups of years:

- She grew up in *the* seventies.
- Grease was released in *the* eighties.

### C. EXCEPTIONS TO USING THE DEFINITE ARTICLE

The definite article is not used:

a. With names of countries (if singular).

- Germany is an important economic power.
- He's just returned from Egypt.

(But: The woman has lived in the United States for 25 years.)

b. With the names of languages

- French is spoken in Tahiti.
- English uses many words of Latin origin.

c. With the names of meals.

- I usually have salad for dinner.
- He always skips breakfast on Sunday.

d. With people's names (if singular):

- John is the bread winner in his family.
- The winner of the competition is Dian.

(But: we're having lunch with the Morgans tomorrow.)

e. With titles and names:

- Prince Charles is Queen Elizabeth's son.
- President Kennedy was assassinated in Dallas.

(But: The Queen of England is Elizabeth II.)

f. After the 's possessive case:



- He drove his brother's car.
- We are invited to Elke's wedding party.

g. With professions:

- Engineering is a useful career.
- He'll probably go into medicine.

h. With years:

- Susi Susanti won the gold medal in 1992.
- 1997 was a wonderful year.

i. With uncountable nouns:

- Rice is the main food in Asia.
- Milk is often added to tea in England.

j. With plural countable nouns used in general sense:

- Boys don't cry
- Students in Indonesia learn English at school.

k. With the names of individual mountains, lakes and islands:

- Mount McKinley is the highest mountain in Alaska.
- She lives near Lake Toba.

l. With most names of towns, streets, stations and airports:

- She lives in Bandung.
- They're flying from Polonia.

m. In some fixed expressions, for example:

By car	At school
By train	At work
By air	At university

On foot	In church
On holiday	In prison
On air (in broadcasting)	In bed

- My niece goes to school on foot.
- My aunt picks her children up by car after school.

# V. ADJECTIVES

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

- The man in the corner is reading an *R. L. Stine's* novel.
- *What* book are you reading?
- *Many* people believe that workers in Indonesia are *under-paid*.

## 1. TYPES OF ADJECTIVE

### A. DESCRIPTIVE ADJECTIVES

A descriptive adjective tells something about the nature of the noun they modify. It describes feeling, quality, origin, age, size, colour, shape, condition, material, and the like.

- The widower is a *lonely* man.
- They are *honest* people
- Pierre is *French*
- The new president of the United States is a *young* man.
- Paul wore a *red* shirt.

### B. POSSESSIVE ADJECTIVES

A possessive adjective is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase. The possessive adjectives are my, your, his, her, its, our, your, and their.

- That is *his* book and this is mine.
- She will lend me *her* book if I lend her *my* dictionary.
- They had submitted *their* final paper.

### C. DEMONSTRATIVE ADJECTIVES

The demonstrative adjectives this, these, that, and those are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases.

- Who owns *that* house?
- *This* car looks much cleaner than *those* ones.
- Do you remember *that* wonderful day in June?

#### D. INTERROGATIVE ADJECTIVES

An interrogative adjective is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own. The interrogative adjectives are what, which, and whose.

- *Which* books have you read?
- *What* movies do you like the most?
- *Whose* bag is this?

#### E. INDEFINITE ADJECTIVES

An indefinite adjective gives indefinite or general information. Often, it answers the question "How many/much?" It is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase. Some indefinite adjectives can only go with either countable or non-countable nouns. Some other can be used with both countable and non-countable nouns, as seen in the table below:

With non-countable nouns	With non-countable and countable nouns	With countable nouns
Much	-	Many
-	All	Both
-	Other	Another
A little	No/none	A few
A bit (of)	Not any	A number (of)
-	Some (any)	Several
A great deal of	A lot of	A large number of
a large amount of	Plenty of	a great number of
-	Lots of	-

- There's not *much* sugar in the cupboard.
- There weren't *many* people at the concert.
- I had *some* rice for lunch.

## F. DISTRIBUTIVE ADJECTIVES

A distributive adjective modifies a person or a thing *one at a time*. Thus it is always followed by singular nouns. The distributive adjectives are each, every, either, and neither

- *Each* guest received a present from the host
- *Every* child in the world deserves affection
- I can stay at *either* hotel, they are both good
- *Neither* accusation is true.

## G. NUMERAL ADJECTIVES

A numeral adjective denotes an exact number of the noun it modifies. Numeral adjectives can be classified into two kinds; cardinal number showing how many, and ordinal numbers showing which one of a series, or how large a part.

Cardinal Number	Ordinal Number
One	First
Two	Second
Three	Third
Ten	Tenth
Thirty, ...	Thirtieth, ...

- The rich man donated *three* new ambulances to the hospital.
- I'm the *second* child in my family.
- Finishing the project as soon as possible is his *first* priority.

## 2. ORDER OF ADJECTIVES

Where a number of descriptive adjectives are used together, the order depends on the function of the adjective. The usual order is: value/opinion, size, age/temperature, shape, colour, origin, and material.

Value/opinion	delicious charming, beautiful
Size	small, huge, tiny, large
Age/Temperature	old, hot, young, cold
Shape	round, square, rectangular
Colour	red, blonde, black, brunette
Origin	Swedish, Victorian, Chinese
Material	plastic, wooden, silver, iron

- There is a lovely old red post-box in front of our house.
- Some small round plastic tables are placed in the class.
- The young Italian tourist bought some charming small silver ornaments in the gift shop.

## 3. COMPARISON OF ADJECTIVES

A noun can be described that it has more of a quality than another noun by using comparative adjectives and it has more of a quality than anything else of its kind by using superlative adjectives. When a noun is modified by an adjective without any comparison or with an equal comparison, it is called positives. This comparison of adjective is known as Degrees of Comparison. Only descriptive adjectives usually have the three degrees of comparison.

Positives normally consist of the basic form of adjective which can also be placed between as...as or so...as to make the equal comparison between two things.

- The student is so diligent.
- My sister is as tall as my brother.
- These books are not as expensive as those novels.

Comparatives normally consist of the basic form of adjectives with either -er added to the end or more placed in front.

- My room is cleaner than my brother's.
- The mother looks more beautiful than her daughter.
- The third series is much more interesting than the second ones.

Superlatives normally consist of either -est added to the end of an adjective and the placed in front of it or the most placed in front of the adjective.

- Mick is the cleverest student in our class.
- This is the most exciting experience I've ever had.
- Watermelon is the freshest fruit of all.

#### A. FORMATION OF COMPARATIVE AND SUPERLATIVE

To form comparative and superlative of adjectives with one syllable, simply add -er and -est to end of them.

Positive	Comparative	Superlative
Short	Shorter	Shortest
Young	Younger	Youngest
Rich	Richer	Richest

If one-syllable adjectives have the spelling of consonant + single vowel + consonant, double the final consonant.

Positive	Comparative	Superlative
Big	Bigger	Biggest
Sad	Sadder	Saddest
Hot	Hotter	Hottest

Most two-syllable adjectives can take either *-er* and *-est* or *more* and *most* to form comparative and superlative. Some two-syllable adjectives can take only *more* and *most*.

Positive	Comparative	Superlative
Polite	Politer/more polite	Politest/most polite
Simple	Simpler/more simple	Simplest/most simple
Famous	More famous	Most famous

Two-syllable adjectives ending in *-ful*, *-less*, *-ing*, and *-ed* take *more* and *most* to form comparative and superlative.

Positive	Comparative	Superlative
Careful	More careful	Most careful
Useless	More useless	Most useless
Tiring	More tiring	Most tiring

Add *more* and *most* to adjectives of three or more syllables to form comparative and superlative.

Positive	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Expensive	More expensive	Most expensive
Difficult	More difficult	Most difficult

## B. IRREGULAR COMPARATIVES AND SUPERLATIVES

These adjectives have completely irregular comparative and superlative forms:

Positive	Comparative	Superlative
Good, well	Better	Best
Bad	Worse	Worst
Little	Less	Least
Much, many	More	Most
Far	Further/farther	Furthest/farthest



Late	Later/latter	Latest/last
Old	Older/elder	Oldest/eldest

## 4. THE CORRECT USE OF SOME ADJECTIVES

### A. SOME and ANY

Some and any are used with countable and non-countable nouns, to describe an indefinite or incomplete quantity.

Some is used in positive statements:

- I had some bread for breakfast.
- He's got some books from the library.

It is also used in questions where the speaker is sure about the answer:

- Did he give you some tea? (= the speaker is sure he did.)
- Is there some fruit juice in the fridge? (= the speaker thinks there is)

Some is used in situations where the question is not a request for information, but a method of making a request, encouraging or giving an invitation:

- Could I have some books, please?
- Why don't you take some books home with you?
- Would you like some books?

Any is used in questions and with not in negative statements:

- Have you got any tea?
- He didn't give me any tea.
- I don't think we've got any coffee left.

## B. A FEW and FEW, A LITTLE and LITTLE

These expressions show the speaker's attitude towards the quantity he/she is referring to. A few and few are used with countable nouns, a little and little with non-countable nouns.

A few and a little describe the quantity in a positive way:

- I've got a few friends. (= maybe not many, but enough)
- I've got a little money. (= I've got enough to live on)

Few and little describe the quantity in a negative way:

- Few people visited him in hospital (= he had almost no visitors)
- He had little money (= almost no money)

## C. ANOTHER, OTHER, and THE OTHER

Another is used with singular nouns to show *one more* of the things modified.

- He took another book from his bag. (= one more pencil)
- After checking me, the doctor checked another patient. (= one more patient)

Other is used with plural and non-countable nouns to indicate *more of the set*.

- The teacher lends her students other markers to colour their drawing. (= some more markers)
- I'm still thirsty, give me other water. (= some more water)

The other can be used with singular nouns to show *the last of the set*, with plural nouns to show the rest of the set and with non-countable nouns to show all the rest.

- The student used the other pencil. (= the last pencil present)
- The rich man bought the other J.K. Rowling's novels in the bookstore. (= all remaining J.K. Rowling's novels).
- The woman added the other sugar in the jar to her coffee. (= the remaining sugar)

Note: If the nouns modified are understood, they can be omitted and another, other, and the other will function as pronouns. If the nouns are plural, other and the other become others and the others.

- Because the chair is broken, he sits on another.
- This plant is poisonous but others aren't.
- I need more flour, just give me the other.

# VI. VERBS

The verb is perhaps the most important part of the sentence. A verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb is the critical element of the predicate of a sentence. When a verb is used together with an auxiliary, it is called a **compound verb**. In particular, an auxiliary can be used with the verb in order to create the many of the tenses available in English.

- Dracula *bites* his victims on the neck.
- The sick man *looks* so pale.
- Children *should obey* their parents.

## 1. TYPES OF VERBS

### A. TRANSITIVE AND INTRANSITIVE VERBS

Some verbs require an object to complete their meaning. These verbs are called transitive.

- Some students in my class *are conducting* an experiment research.
- I *received* a letter from my uncle.
- My mother *was preparing* dinner in the kitchen when I slept.

Some transitive verbs may take more than one object (direct and indirect objects) at a time. This kind of verbs is called ditransitive verbs.

- The generous man *gave* some money to the beggar.
- The father *bought* his son a new bicycle.
- The hostess always *serves* her guests hot tea.

Verbs that are intransitive do not require objects:

- The building collapsed.
- If you come late, you must stand in front of the classroom.
- If hungry, a baby usually cries.

## **B. ERGATIVE VERBS**

Many verbs may be used either transitively or intransitively. This kind of verbs is called Ergative.

- The building collapsed.
- The monster collapsed the building by sitting on it.
  
- The driver stopped the bus.
- The bus stopped suddenly.
  
- Titanic sank after hitting an iceberg.
- The storm has sunk the ship.

Some verbs have different form when they are used transitively and intransitively.

- The woman lied on the floor.
- The woman laid her baby on the couch.
  
- The sun rises in the east.
- You should raise you hand first before asking questions.
  
- Don't sit on the desk!
- He set the desk in the corner.

## **C. FACTITIVE VERBS**

Verbs which can take an object followed by a complement to describe or identify the object are called factitive verbs. Some factitive verbs in English are

- The faculty elected Mr. Irwan the new Academic Dean.
- His presence made the party merrier.
- Her friends call her 'Juragan'.

#### D. LINKING (COPULATIVE) VERBS

A linking verb, sometimes called *copulas*, connects a subject and its complement. Linking verbs are often forms of the verb *to be*, but are sometimes verbs related to the five senses (*look, sound, smell, feel, taste*) and verbs that somehow reflect a state of being (*appear, seem, become, grow, turn, prove, remain*). What follows the linking verb will be either a noun complement or an adjective complement:

- Those people *are* all professors..
- This room *smells* bad.
- I *feel* great.

#### E. AUXILIARY VERBS

Helping verbs or auxiliary verbs are used in conjunction with main verbs to express shades of time and mood. The combination of helping verbs with main verbs creates what are called **verb phrases** or **verb strings**. The most common auxiliary verbs are *be, do, and have*. Less common auxiliary verbs are *will, shall, may, might, can, could, must, ought to, should, would, used to, need*

- I *shall* go now.
- They *did* write that novel together.
- He was swimming in the pool.
- They *have* been writing that novel for a long time.

#### F. REGULAR AND IRREGULAR VERBS

Verbs are subdivided into two groups, regular verbs and irregular verbs, on the basis of how their past tense and past participles are formed. All verbs, whether regular or irregular, have four forms (often called *principal parts*). These forms are simple present, simple past, past participle, and present participle.

Most verbs are regular verbs. Regular verbs are those whose past tense and past participles are formed by adding -d or -ed to the end of the verb.

Simple Present	Simple Past	Past Participle	Present Participle
Cook	Cooked	Cooked	Cooking
Laugh	Laughed	Laughed	Laughing
Offer	Offered	Offered	Offering
Smile	Smiled	Smiled	Smiling
Wash	Washed	Washed	Washing

Irregular verbs have forms that differ from the regular ones. There is no formula to predict how an irregular verb will form its past-tense and past-participle forms. Dictionaries are perhaps the most valuable tool one can use in distinguishing between regular and irregular verbs.

Simple Present	Simple Past	Past Participle	Present Participle
Drink	Drank	Drank	Drinking
Eat	Ate	Eaten	Eating
Hide	Hid	Hidden	Hiding
Read	Read	Read	Reading
Speak	Spoke	Spoken	Speaking

## 2. SUBJECT-VERB AGREEMENT

A. The verb has the grammatical properties of person and number, properties which require agreement with the subject. The basic principle is singular subjects need singular verbs; plural subjects need plural verbs.

- My brother is a nutritionist.
- My sisters are mathematicians.

- B. The indefinite pronouns anyone, everyone, someone, no one, anybody, everybody, somebody, and nobody are always singular and, therefore, require singular verbs.
- Everyone has done his or her homework.
  - Somebody has left her purse.
- C. Some indefinite pronouns such as *all* and *some* are singular or plural depending on what they're referring to.
- Some of the beads are missing.
  - Some of the water is gone.
- D. On the other hand, there is one indefinite pronoun, *none*, that can be either singular or plural; it often doesn't matter whether a singular or a plural verb is used unless something else in the sentence determines its number.
- None of you claims responsibility for this incident?
  - None of you claim responsibility for this incident?
- E. Each is always singular and requires a singular verb. Sometimes it is followed by a prepositional phrase ending in a plural word, thus confusing the verb choice.
- Each guest gets one goody bag.
  - Each of the students is responsible for doing his or her work in the library.
- F. Phrases such as *together with*, *as well as*, *accompanied by* and *along with* are not the same as *and*. The phrase introduced by *as well as* or *along with* will modify the earlier word, but it does not compound the subjects.
- The teacher as well as his students is visiting the museum.
  - Jack accompanied by his classmates has painted the dirty walls in their classroom.
- G. The pronouns neither and either are singular and require singular verbs even though they seem to be referring, in a sense, to two things.
- Neither of the two traffic lights is working.
  - Which shirt do you want for Christmas? Either is fine with me.



When neither or either is used with nor or or, the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.

- Either my father or my brothers are going to sell the house.
- Neither my brothers nor my father is going to sell the house.
  
- Are either my brothers or my father responsible?
- Is either my father or my brothers responsible?

H. The words there and here are never subjects.

- There are two reasons for this.
- There is no reason for this.
- Here are two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

I. Verbs in the present tense for third-person, singular subjects (he, she, it and anything those words can stand for) have s-endings. Other verbs do not add s-endings.

- She lives with her parents.
- He lives alone.
- They live in an apartment.

J. Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

- The mayor, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, is finally going to jail.

- K. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).
- My glasses were on the bed.
  - My pants were torn.
  - A pair of plaid trousers is in the closet.
- L. Some words end in -s and appear to be plural but are really singular and require singular verbs.
- The news from the front is bad.
  - Measles is a dangerous disease for pregnant women.
- M. On the other hand, some words ending in -s refer to a single thing but are nonetheless plural and require a plural verb.
- My assets were wiped out in the depression.
  - The average worker's earnings have gone up dramatically.
  - Our thanks go to the workers who supported the union.
- N. Fractional expressions such as half of, a part of, a percentage of, a majority of are sometimes singular and sometimes plural, depending on the meaning.
- Two-fifths of the troops were lost in the battle.
  - Two-fifths of the vineyard was destroyed by fire.
  
  - Forty percent of the students are in favour of changing the policy.
  - Forty percent of the student body is in favour of changing the policy.
- O. Sums and products of mathematical processes are expressed as singular and require singular verbs.
- Two and two is four.
  - Four times four divided by two is eight.

P. The expression *more than one* (oddly enough) takes a singular verb.

- More than one student has tried this.
- More than flower is needed win her heart.

Q. If the sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

- The department members but not the chair have decided not to teach on Valentine's Day.
- It is not the faculty members but the president who decides this issue.
- It was the speaker, not his ideas, that has provoked the students to riot.

## VII. ADVERBS

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, and how much.

- Could you speak *loudly*, please?
- The young athlete runs *very* fast.
- I think this food is *too* hot for my tongue.

Most adverbs are formed by adding suffix "ly" to the adjectives. But some adverbs have the same form as the adjective

Adjective / Adverb	
Early	Late
Fast	Near
Hard	Straight
High	Wrong

### 1. TYPES OF ADVERBS

The types of adverb can be categorized based on the questions they answer.

A. Adverbs of manner answer the question 'how'.

- The child can answer all the questions *well*.
- The teacher has explained the topic *clearly*.
- You should always chew the food *slowly* first before you swallow it.

B. Adverbs of degree answer the question 'how much'.

- The water was *extremely* cold in winter.
- The coffee was *too* hot to drink.
- The woman is old *enough* to deliver a baby.

C. Adverbs of time answer the question ‘when’, ‘how long’, and ‘how often’

- My grandparents came *last night* and will stay *for 2 weeks* in Medan.
- *Later* he gave me the information needed.
- He *often* calls me just to say ‘Hi’

D. Adverbs of place answer the question where

- Come *here!*
- We should not argue too much and move *forwards* to solve this problem.
- He looked *everywhere*, hoping to see his girlfriend in the crowd.

E. Adverbs of Certainty answers the question ‘how certain or sure’

- He will *probably* come before lunch.
- He has *certainly* forgotten you.
- *Undoubtedly*, she will make a good mother.

## 2. CONJUNCTIVE ADVERBS

Conjunctive adverbs are adverbs used to join two clauses together. Some of the most common conjunctive adverbs are *also*, *finally*, *furthermore*, *hence*, *indeed*, *instead*, *meanwhile*, *nevertheless*, *next*, *otherwise*, *then*, *therefore*, and *thus*. A conjunctive adverb is not strong enough to join two independent clauses without the aid of a semicolon.

- She did not have all the ingredients needed to make the cake; *therefore*, she decided to make something else.
- The passenger had waited patiently for five hours; *finally*, the plane was ready to take off.
- The board has decided to reject her proposal; *however*, she keeps running her plan.

### 3. COMPARISON OF ADVERBS

Like adjectives, adverbs have three comparative forms, namely: Positive, Comparative, and Superlative to indicate greater or lesser degrees of the characteristics described. In general, Comparative and Superlative forms of adverbs are the same as for adjectives.

To form comparative and superlative of adverbs, add *-er* and *-est* to end of short adverbs.

Positive	Comparative	Superlative
Hard	Harder	Hardest
Fast	Faster	Faster
Late	Later	Later

With adverbs ending in *-ly*, use *more* for the comparative and *most* for the superlative.

Positive	Comparative	Superlative
Patiently	More patiently	Most patiently
Wisely	More wisely	Most wisely
Happily	More happily	Most happily

Some adverbs have irregular comparative forms

Positive	Comparative	Superlative
Far	Farther/Further	Farthest/Furthest
Well	Better	Best
Badly	Worse	Worst

## VIII. PREPOSITIONS

A preposition is a word that conveys a meaning of position, direction, time, or other abstraction. It links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

- The family will be sunbathing *at* the seashore tomorrow morning.
- Close your eyes and throw the ball *under* the table.
- He left *without* saying goodbye.

Some common prepositions of time:

Preposition	Use	Example
In	In months	In May; in August
	Year	In 1973; in 1979
	Seasons	In summer; in winter
	Part of the day	In the morning; in the evening
	Duration	In an hour; in two months
At	Part of the day	At night; at noon
	Time of day	At 3 p.m.; at midnight
	Celebrations	At Christmas; at Easter
	Fixed phrases	At the same time
On	Days of the week	On Monday; on Thursday
	Date	On the 10th of May
After	Later than something	After work
Ago	How far something happened in the past	2 weeks ago
Before	Earlier than something	Before Friday
Between	Time that separates two points	Between Monday and Friday
By	Not later than a special time	By Saturday
During	Through the whole of a period	During last summer break
For	Period of time	For five days
Within	During a period of time	Within a month

Some common prepositions of place and direction:

Preposition	Use	Example
Above	Higher than something	The lamps hang above me.
Across	From one side to the other side	Go pass across the bridge
After	One follows the other	I will do it after you
Against	Directed towards something	The bird flew against the window.
Along	In a line; from one point to another	We walks slowly along the road
Among	In a group	Do you recognize her among the crowd?
Around	In a circular way	We're sitting around the fire.
Behind	At the back of	There is a big tree behind my house
Below	Lower than something	My hometown is 70 meters below sea level.
Beside	Next to	He always sits beside me at school.
Between	Somebody/something is on each side	Jane sits between John and Jack
By	Near	I work in the building by the street
Close to	Near	The post office is close to the mosque
Down	From high to low	The shepherd walked his sheep down the hill.
From	The place where it starts	Are you from New York?
In front of	The part that is in the direction it faces	The singer sings beautifully in front of audience
Inside	Opposite of outside	We should stay inside if it rains.



Into	Entering something	Let's not come into that
Near	Close to	Place the chair near the cupboard!
Next to	Beside	Our house is next to the supermarket.
Off	Away from something	The squirrel jumped off the roof.
Onto	Moving to a place	The squirrel jumped onto the roof.
Opposite	On the other side	His house is opposite mine
Out of	Leaving something	The squirrel jumped out of the window.
Outside	Opposite of inside	Do you know the guy outside?
Over	Above something/somebody	The horse jumped over the fence
Past	Going near something/somebody	Go past the roundabout
Through	Going from one point to the other point	The knight rides his horse through the forest.
To	Towards something/somebody	Please talk to me I've never been to Africa.
Towards	In the direction of something	He ran towards the crowd
Under	Below something	The ball is under the chair
Up	From low to high	He went up the hill

# IX. CONJUNCTIONS

A conjunction is a part of speech that connects two words, phrases or clauses together. Conjunctions can be classified as coordinating or subordinating conjunction.

## 1. COORDINATING CONJUNCTIONS

Coordinating conjunctions, also called coordinators, are conjunctions that join two or more of independent clauses. The most common coordinating conjunctions are *and*, *but*, *for*, *nor*, *or*, *so*, and *yet*.

- Dion likes to comics and story books.
- She looks charming in that dress but the colour of her shoes doesn't go with the dress.
- You could come with me or stay here

## 2. SUBORDINATING CONJUNCTIONS

Subordinating conjunctions, also called subordinators, are conjunctions that introduce a dependent clause. The most common subordinating conjunctions in the English language include *after*, *although*, *as much as*, *as long as*, *as soon as*, *because*, *before*, *if*, *in order that*, *lest*, *since*, *so that*, *than*, *that*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, *while*.

- He will stand still until she opens the door.
- Although I'm not rich, I enjoy my life.
- As soon as she turned the light off, her son sneaked out of his room.

# X. TENSES

Tense is the characteristics of verbs that indicates the time of the action or state of being described. In general, Tenses can be divided into two categories; Present and Past. Furthermore, those two categories of tense can be classified into sixteen tenses.

PRESENT	PAST
Simple Present Tense	Simple Past Tense
Present Future Tense	Past Future Tense
Present Continuous Tense	Past Continuous Tense
Present Perfect Tense	Past Perfect Tense
Present Perfect Continuous Tense	Past Perfect Continuous Tense
Simple Future Continuous Tense	Past Future Continuous Tense
Present Future Perfect Tense	Past Future Perfect tense
Present Future Perfect Continuous	Past Future Perfect Continuous

## 1. SIMPLE PRESENT TENSE

The simple present tense is the grammatical tense expressing actions taking place in the present or future.

### A. FUNCTION

The simple present tense is used:

a. to express habits.

- I don't eat seafood.
- She speaks English and French.
- Most students at my school go to school by bus.

b. to express repeated actions.

- My father often falls asleep while watching television.
- The teacher always gives us homework at weekends.

- It rains everyday in December.

c. to express general truths.

- The sun rises in the East and sets in the West.
- Medan is the capital of North Sumatra.
- Water boils at 100 Celsius Degrees.

d. to give instructions or directions

- Boil the noodle for about 5 minutes and stir well.
- Walk forward on this road and turn left at the first crossroad.
- If you want to go to IAIN, you take the No. 121 bus.

e. to express fixed arrangements and scheduled events.

- The train leaves tomorrow morning.
- I have a Biology exam next Monday at 8 a.m.
- The restaurant closes at 22. 30 tonight.

f. to express future time (after some conjunctions).

- The secretary will let you know when the boss comes.
- After she washes all the dishes, she will call you.
- The light will automatically be off as the door closes.

## B. FORM

Affirmative	Negative	Interrogative
I read	I do not read	Do I read?
You read	You do not read	Do you read?
He, She, It reads	He, She, It does not read	Does he, she, it read?
We read	We do not read	Do we read?
They read	They do not read	Do they read?

Note: 1. It is common to shorten 'do not' to don't'

2. He, she, it; in the third person singular the verb always ends in -s, -es, -ies:  
he plays football, she watches TV, it cries loudly.

3. Negative and question forms use **does** + the infinitive of the verb

## 2. SIMPLE PAST TENSE

The simple past tense describes an action which happened before the present time and is no longer happening. The simple past tense is used:

### A. FUNCTION

The simple past tense is used:

a. to describe an action finished in the past.

- Her cousins didn't come to her wedding yesterday.
- The president visited some South East Asian Country last June.
- What did he say to you?

b. to interrupt an action which was in progress in the past.

- We were having dinner when someone knocked the door.
- My child was sleeping when the electricity suddenly died.
- Were you standing near the window when it was broken?

### B. FORM

Affirmative	Negative	Interrogative
I smiled	I did not smile	Did I smile?
You smiled	You did not smile	Did you smile?
He, She, It smiled	He, She, It did not smile	Did he, she, it smile?
We smiled	We did not smile	Did we smile?
They smiled	They did not smile	Did they smile?

Note: The short form of did not is didn't

### 3. SIMPLE FUTURE TENSE

The simple future tense is the grammatical tense used talking about something that will happen or exist.

#### A. FUNCTION

The present future is used:

a. to predict or give assumption.

- It will rain again tomorrow.
- She thinks the team will win the championship this season.

b. to express willingness.

- I'll help you whenever you need.
- She will try her best to do it.

c. to express spontaneous actions.

- Stay there, I'll have a word with you.
- We will go home soon

#### B. FORM

Affirmative	Negative	Interrogative
I will/shall come	I will/shall not come	Will/Shall I come?
You will come	You will not come	Will you come?
He, She, It will come	He, She, it will not come	Will he, she, he come?
We will/shall come	We will/shall not come	Will/Shall we come?
They will come	They will not come	Will they come?

Note: 1. **Shall** is slightly dated but can be used instead of **will** with the subject I or We.

2. The short form of **will** is 'll and the short form of the negative from **will not** is **won't**.

## 4. PRESENT CONTINUOUS TENSE

Present continuous or sometimes called progressive tense refers to actions or events that are happening now or developing.

### A. FUNCTION

The present continuous/progressive tense is used:

a. to describe an action happening at the moment of speaking.

- Dian is reading a Harry Potter novel at this moment.
- I am watching television in my living room.
- My friends are talking to the boss now.

b. to describe an action that is going on during this period of time or temporary actions.

- The student is writing his thesis.
- Are you still working for that company?
- Many people are becoming vegetarians lately.

c. to express fixed plan in the near future.

- I'm moving to Jakarta next Monday.
- She is meeting her fiancé tonight.
- Are you spending your summer break in Rio?

### B. FORM

Affirmative	Negative	Interrogative
I am running	I am not running	Am I running?
You are running	You are not running	Are you running?
He, She, It is running	He, She, it is not running	Is he, she, he running?
We are running	We are not running	Are we running?
They are running	They are not running	Are they running?

Note: Some verbs are not used in the continuous form, such as: feel, hear, see, smell, taste, believe, consider, doubt, forget, imagine, understand, know, remember, envy, hate, love, like, regret, contain, cost, measure, etc.

## 5. PAST CONTINUOUS TENSE

Past continuous/progressive tense describes actions or events in a time before now, which began in the past and was still going on at the time of speaking.

### A. FUNCTION

The past continuous/progressive tense is used:

- a. to describe an action which was in progress at a special time in the past
  - The driver was driving to Tanjung Morawa at 10 o'clock last night.
  - The children were taking a nap at this time last Saturday.
  - Ichsan was training his employees yesterday morning.
  
- b. to describe an unfinished action that was interrupted by another event or action.
  - The couple was discussing their wedding plan when the girl showed up.
  - While the teacher was explaining the lesson, the student suddenly laughed.
  - I was having a beautiful dream when the alarm clock rang.
  
- c. to describe two action which were happening at the same time (the actions do not influence each other).
  - My mother was watching television while my father was reading *Kompas*.
  - The boy was sleeping while his little sister was playing in the backyard.
  - While the mother was preparing dinner, the children were sitting in the living room.



## B. FORM

Affirmative	Negative	Interrogative
I was sleeping	I was not sleeping	Was I sleeping?
You were sleeping	You were not sleeping	Were you sleeping?
He, She, It was sleeping	He, She, It was not sleeping	Was he, she, it sleeping?
We were sleeping	We were not sleeping	Were we sleeping?
They were sleeping	They were not sleeping	Were they sleeping?

## 6. PRESENT PERFECT TENSE

The present perfect refers to actions or events which have been completed or which have happened in a period of time up to now. It is used to indicate a link between the present and the past. The time of the action is before now but not specified.

### A. FUNCTION

The present perfect tense is used:

- a. to describe an action that started in the past and continues in the present.
  - I have lived in Medan since I was born.
  - My mother has taught for more than 20 years.
  - He has been a professional singer for years.
  
- b. to describe an action performed during a period that has not yet finished.
  - The lazy student has been absent 5 times this month.
  - We have gone the cinema twice this week.
  - I've drunk three glasses of milk today.
  
- c. to describe recently completed actions.
  - Have you just swept the floor?
  - I have just finished my lunch.
  - He has just gone home.

d. to describe an action when the time is not important.

- My brother has watched all Harry Potter Films
- Someone has stolen my watch.
- My family has been to Bali.

## B. FORM

Affirmative	Negative	Interrogative
I have eaten	I have not eaten	Have I eaten?
You have eaten	You have not eaten	Have you eaten?
He, She, It has eaten	He, She, It has not eaten	Has he, she, it eaten?
We have eaten	We have not eaten	Have we eaten?
They have eaten	They have not eaten	Have they eaten?

Note: 1. *Have* can be shortened to 've and *has* to 's when they are attached to the subject, such as; I've eaten, She's eaten.

2. *Ever* and *Never* can be used with present perfect to express the idea of an unidentified time before now; Have you ever been to Paris?, I have never met her new husband.
3. *Already* is used to refer to an action that has happened at an unspecified time before now; The waitress has already served the beverages we ordered.
4. *Yet* is used with negative and interrogative sentences to mean (not) in the period of time between before now and now, (not) up to and including the present; Have you done your homework yet?, He hasn't mentioned his name yet.

## 7. PAST PERFECT TENSE

### A. FUNCTION

The past perfect tense refers to a time earlier than before now. It is used to describe an action that had already finished when another action happened in the past.

- Hesti had cleaned her bedroom when I entered.
- After my mother had served the food on the table, all the guests were invited to the dining room.
- The doctor had checked the patient's condition before he gave the prescription.

## B. FORM

Affirmative	Negative	Interrogative
I had written	I had not written	Had I written?
You had written	You had not written	Had you written?
He, she, It had written	He, She, It had not written	Had he, she, it written?
We had written	We had not written	Had we written?
They had written	They had not written	Had they written?

Note: *Just* can be used with past perfect to refer to an event that was only a short time earlier before the other action took place; The bus had *just* left when the passengers arrived at the station.

## 8. PRESENT PERFECT CONTINUOUS TENSE

The present perfect continuous is used to show that something started in the past but perhaps did not finish in that period of time. It is a combination of past and present where actions in the past have something to do with the present. The focus is not on the result (this is the Present Perfect) but on the action itself.

### A. FUNCTION

The present perfect continuous is used:

- to describe actions that started in the past and continue in the present.
  - The mother has been waiting there for 3 hours.
  - He has been teaching English for more than ten years.
  - I've been working on this handbook since 9 o'clock this morning.

b. to show recently completed actions (focus is on the action)

- The kid has been watching too much cartoon (=it was a long time).
- It's been raining (=and the streets are still wet)
- Someone has been drinking my juice (=half of it has gone)

## B. FORM

Affirmative	Negative	Interrogative
I have been learning	I haven't been learning	Have I been learning?
You have been learning	You haven't been learning	Have you been learning?
He, She, It has been learning	He, she, It hasn't been learning	Has he, she, it been learning?
We have been learning	We haven't been learning	Have we been learning?
They have been learning	They haven't been learning	Have they been learning?

Note: with verbs which can not be used in progressive form, use the present perfect tense; I've known him since we were kids, She's forgotten him completely since he cheated on her.

## 9. PAST PERFECT CONTINUOUS TENSE

### A. FUNCTION

The past perfect continuous is used to show that something started in the past and continued up until another time in the past. This is related to the Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past.

- They had been talking for 3 hours before I came.
- Had you been waiting long before the train arrived?
- The old lady wanted to sit because she had been jogging for an hour.

## B. FORM

Affirmative	Negative	Interrogative
I had been watching	I had not been watching	Had I been watching?
You had been watching	You had not been watching	Had you been watching?
He, She, It had been watching	He, She, It had not been watching	Had he, she, it been watching?
We had been watching	We had not been watching	Had we been watching?
They had been watching	They had not been watching	Had they been watching?

## 10. FUTURE CONTINUOUS TENSE

The future continuous tense refers to an unfinished action or event that will be in the progress at a time later than now

### A. FUNCTION

The future continuous tense is used:

- a. to refer to an action that will be in progress at a certain time in the future.
  - When you come home tonight, I will be cooking your favourite dish.
  - My boss will be flying to Perth at four o'clock on Tuesday afternoon.
  - Will you be staying with your uncle when you go to Palembang next month?
  
- b. to refer to an action that will happen in the normal course of events.
  - You will be seeing James at the international seminar next week.
  - We will be discussing this problem again at the meeting tomorrow.
  
- c. to refer to parallel actions in the Future
  - My husband will be repairing the roof and I will be preparing dinner.
  - While the child is taking a nap, the mother will be cleaning the house.

- Tonight, he will be proposing his girlfriend and discussing the wedding plan.

## B. FORM

Affirmative	Negative	Interrogative
I will be walking	I won't be walking	Will I be walking?
You will be walking	You won't be walking	Will you be walking?
He, She, It will be walking	He, She, It won't be walking	Will he, she, it be walking?
We will be walking	We won't be walking	Will we be walking?
They will be walking	They won't be walking	Will they be walking?

## 11. FUTURE PERFECT TENSE

The future perfect tense refers to complete action in the future. It is often used with a time expression using *by* + a point in future time.

### A. FUNCTION

The future perfect tense is used:

a. to refer to a completed action before something in the future.

- I will have finished writing this handbook by Monday morning.
- By next March, she will have received her promotion.
- By the time he finishes his study, he will have taken 120 classes.

b. to refer to duration before something in the future.

- I will have worked at that company for 3 years by the time I continue my study.
- By next month, we will have stopped communicating for a year.

## B. FORM

Affirmative	Negative	Interrogative
I will have lived	I won't have lived	Will I have lived?
You will have lived	You won't have lived	Will you have lived?
He, She, It will have lived	He, She, It won't have lived	Will he, she, it have lived?
We will have lived	We won't have lived	Will we have lived?
They will have lived	They won't have lived	Will they have lived?

## 12. FUTURE PERFECT CONTINUOUS TENSE

### A. FUNCTION

The future perfect continuous tense refers to events or actions that will have already begun and will be continuing in the future.

- Next year, I will have been working here for three years.
- How long have you been studying by the time you graduate?
- We will have been driving for 22 hours straight by the time we reach Kinali.

### B. FORM

Affirmative	Negative	Interrogative
I will have been teaching	I won't have been teaching	Will I have been teaching?
You will have been teaching	You won't have been teaching	Will you have been teaching?
He, She, It will have been teaching	He, She, It won't have been teaching	Will He, She, It have been teaching?
We will have been teaching	We won't have been teaching	Will we have been teaching?
They will have been teaching	They won't have been teaching	Will they have been teaching?

# XI. ACTIVE AND PASSIVE VOICE

Voice refers to the characteristics of a verb that tells whether the subject of the verb is performing the action of the verb (active voice) or whether the subject of the verb is acted upon (passive voice). The subject in an active voice will be the object or agent in passive voice and vice versa. That is why only sentences with transitive verbs whose voice can be transformed into active or passive.

## 1. FUNCTION

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.

- The house will be sold soon.
- The building is regularly painted every three months.
- The car is being repaired.

Sometimes, the passive voice is used because the person or object that does the action is unidentified.

- My wallet has been stolen (by someone)
- The hospital was built in 1985 (by someone)
- The victim were killed (by someone) with a knife.

The passive voice is often used in formal or scientific texts to avoid subjectivity.

- It is concluded that...
- This article is aimed to answer the questions stated previously.
- Our planet is wrapped in a mass of gases.

## 2. FORM

TENSE	VOICE	EXAMPLE
Simple Present	Active	The boys play basketball
	Passive	Basketball is played by the boys
Simple Past	Active	The boys played basketball



	Passive	Basketball was played by the boys
Present Continuous	Active	The boys are playing basketball
	Passive	Basketball is being played by the boys
Past Continuous	Active	The boys were playing basketball
	Passive	Basketball was being played by the boys
Simple Future	Active	The boys will play basketball
	Passive	Basketball will be played by the boys
Present Perfect	Active	The boys have played basketball
	Passive	Basketball has been played by the boys
Past Perfect	Active	The boys had played basketball
	Passive	Basketball had been played by the boys
Future Continuous	Active	The boys will be playing basketball
	Passive	Basketball will be being played by the boys
Present Conditional	Active	The boys would play basketball
	Passive	Basketball would be played by the boys
Past Conditional	Active	The boys would have played basketball
	Passive	Basketball would have been played by the boys

Note: 1. When the person or object that does the action is unidentified, someone or somebody is used in the active voice but it must be omitted in the passive construction.

2. When there are two objects in an active sentence, there will be two possibilities of the passive construction;

Active : The man bought sent her a love poem.

Passive : She was sent a love poem by the man.

A love poem was sent to her bay the man.

### 3. ACTIVE AND PASSIVE CAUSATIVE

This construction is passive in meaning. It may describe situations where the subject wants someone else to do something for him/her.

#### A. HAVE

Active	Passive
My father has the barber cut his hair once a month.	My father has his hair cut (by the barber) once a month
The students have the clerk stamp their exam cards	The students have their exam cards stamped (by the clerk)
I had the mechanic check the brakes	I had the brakes checked (by the mechanic)

#### B.GET

Active	Passive
Tari got her servant to clean her bedroom every morning	Tari got her bedroom cleaned (by her servant) every morning
The baker gets his assistants to make the Black Forest	The baker gets the Black Forest made (by his assistant)
Get someone to wipe the whiteboard!	Get the whiteboard wiped!

### 4. 'X' NEEDS DOING-CONSTRUCTION

This construction has a passive meaning where the subject of the sentence experiences the action stated in the verb.

- The windows need repairing (=the windows need to be repaired)
- Your nails needs cutting (=your nails need to be cut)
- The dress needs ironing (=the dress needs to be ironed)

## XII. DIRECT AND REPORTED SPEECH

Direct speech repeats or quotes the exact words spoken. It is presented without modification, as it might have been uttered by the original speaker. When direct speech is used in writing, the words spoken should be placed between inverted commas (“...”)

- “I need to buy a new note book’, said the boy to his father.
- The teacher explained,’ Whale is the biggest living mammal’
- My mother asked, “When will you come home.”
- “Don’t say a word”, cried the girl.

Reported speech, also known as indirect speech or quoted speech, refers to a sentence reporting what someone has said. It is usually used to talk about the past so normally the tense of the words spoken is changed.

Reporting verbs like *say, tell, ask, request, command, order, advise, etc* are used to introduce the quoted speech.

- The boy told to his father (that) he needed to buy a new note book.
- The teacher explained (that) whale is the biggest living mammal.
- My mother wanted to know when I would come home.
- The girl ordered not to say a word.

### 1. FORM

Type of Sentence	Direct Speech	Reported Speech
DECLARATIVE: a. Affirmative	<ul style="list-style-type: none"> <li>• The girl said, “I am a student.”</li> <li>• He said, “I have studied English since 1995”</li> </ul>	<ul style="list-style-type: none"> <li>• The girl said (that) she was a student.</li> <li>• He said (that) he had studied English since 1995.</li> </ul>

b. Negative	<ul style="list-style-type: none"> <li>• He said to her: I didn't see you yesterday"</li> <li>• The man said, "my wife will not open the door if I come home late"</li> </ul>	<ul style="list-style-type: none"> <li>• He said (that) he hadn't seen her the day before.</li> <li>• The man said (that) his wife would not open the door if he came home late.</li> </ul>
<p>INTERROGATIVE:</p> <p>a. Yes/No Question</p> <p>b. WH-Question</p>	<ul style="list-style-type: none"> <li>• My mother asked me, "Have you washed the clothes?"</li> <li>• The secretary asked her boss, "Can I go home now"</li> <li>• The stranger asked, "Where is the closest restaurant?"</li> <li>• He said to me, "What are you doing?"</li> </ul>	<ul style="list-style-type: none"> <li>• My mother wanted to know if/whether I had washed the clothes.</li> <li>• The secretary asked her boss if/whether she could go home at that time.</li> <li>• The stranger enquired where the closest restaurant was.</li> <li>• He asked me what I was doing.</li> </ul>
<p>IMPERATIVE:</p> <p>a. Command</p> <p>b. Request</p>	<ul style="list-style-type: none"> <li>• My father said to me, "Don't close the window!"</li> <li>• The chief shouted, "Stand up!"</li> <li>• My sister said to us, "could you help me?"</li> <li>• The boy said to his friends, "Please don't go!"</li> </ul>	<ul style="list-style-type: none"> <li>• My father ordered me not to close the window.</li> <li>• The chief commanded to stand up.</li> <li>• My sister requested us to help her.</li> <li>• The boy asked his friends not to go.</li> </ul>

EXCLAMATION	• She said, “Hurray! I pass my final examination”	• She exclaimed happily that she passed her final examination.
	• He said, “How beautiful the girl is.”	• The boy exclaimed that the girl was very beautiful.

## 2. TENSE CHANGE

When reporting something someone has said, the tense usually changes. This is because when reported speech is used, it is usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

Direct Speech	Reported Speech
Simple Present She said, “I live in Medan”	Simple Past She said (that) she lived in Medan.
Simple Past He said, “Bill didn’t call me last night”	Past Perfect He said (that) Bill hadn’t called him the night before.
Present Continuous The dean said, “I am preparing my speech.”	Past Continuous The dean said (that) he was preparing his speech.
Present Perfect The nurse said, “I’ve worked at this hospital for five years”	Past Perfect The nurse said (that) she had worked at that hospital for five years.
Past perfect The presenters said, ‘We had known each other for years’	Past Perfect The presenters said (that) they had known each other for years.
Present Perfect Continuous The director said, “I have been directing	Past Perfect Continuous The director said (that) he had been

this series for hundreds episodes.”	directing that series for hundreds episodes.
Past Continuous They said, “We were having dinner here”	Past Perfect Continuous They said (that) they had been having dinner there.
Simple Future He said, “I will do my best’	Present Conditional He said (that) he would do his best
Future Continuous You said, “I will be sleeping in the tent”	Past Continuous You said (that) you would be sleeping in the tent.

Note: The tense doesn't need changing, if:

1. the reporting verb is in the present:

Direct speech: He says to me, “I wasn't there when you came.”

Reported speech: He says (that) he wasn't there when I came.

2. the original statement is about something that is still true:

Direct speech: She said, “My name is Jane Brokovich.”

Reported speech: She said (that) her name is Jane Brokovich.

3. the original statement is about a future event:

Direct speech: The teacher said, “next week's lesson is on passive voice”

Reported speech: The teacher said (that) next week's lesson is on passive voice.

### 3. CHANGE OF TIME AND PLACE REFERENCE

If the reported sentence contains an expression of time or place, it must be changed to fit in with the time of reporting.

Direct Speech	Reported Speech
Today	That day
Yesterday	The day before/previous day
The day before yesterday	Two days before
Tomorrow	The next/following day
The day after tomorrow	In two days time/ two days later
Next week/month/year	The following week/month/year
Last week/month/year	The previous week/month/year
Ago	Before
Now	Then
This (for time)	That
This/that (adjectives)	The
Here	There

# XIII. CONDITIONAL SENTENCES

Conditional sentences are sentences discussing factual implications or hypothetical situations and their consequences. Full conditional sentences contain two clauses: the condition and the consequence. Syntactically, the condition is the subordinate clause, and the consequence is the main clause.

- If I could, I would turn back time to the day I met you for the first time.
- I would have lent you the money if you had asked.
- Unless it rains, he will pick you up at the airport.

Basically, there are four types of conditional sentences, namely: zero conditional, the first conditional, the second conditional, and the third conditional. Zero and the first conditional refer to real condition while the other two refer to the unreal condition.

## 1. ZERO CONDITIONAL

Zero conditional is used to state a certainty, a general truth or a law of science. The situation is real and possible. It is formed with both clauses in the present tense.

Subordinate Clause	Main Clause
If + Simple Present	Simple Present

- If the sea is stormy, the waves are high.
- You will get dehydrated if you don't drink for a long time.
- When you heat ice, it melts

## 2. THE FIRST CONDITIONAL

The first conditional refers to a possible condition and its probable result. It is based on facts and used to make statements about the real world, and about particular situation. The time is the present or future and the situation is real.



Subordinate Clause	Main Clause
If + Simple Present	Simple Future

- If he makes another mistake, he will be fired
- Maybe I can help you if you tell me the truth
- What will she say if she knows about this?

### 3. THE SECOND CONDITIONAL

The second conditional refers to an unlikely or hypothetical condition and its probable result. The use of the past tense in subordinate clause indicates unreality. The time is now or any time and the situation is unreal.

Subordinate Clause	Main Clause
If + Simple Past	Present Conditional

- If he came earlier, he wouldn't be punished
- His uncle would buy him a new car if he won the game
- If I were a bird, I would fly high.

### 4. THE THIRD CONDITIONAL

The third conditional refers to an unreal past condition and its probable past result. It is based on facts which are the opposite of what is expressed. The time is past and the situation is contrary to reality.

Subordinate Clause	Main Clause
If + Past Perfect	Perfect Conditional

- If I had studied harder, I would have passed the exam.
- The actor would have won the Oscar if he hadn't involved in that incident.
- The class would have been dismissed if the lecturer had finished explaining the topic.

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