

READY-TO-USE

English Sentence Structure and Patterns

This book is prepared to help students establish good-grammatical English. It contains the grammatical study about sentences, nouns, pronouns, articles, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, tenses, active and passive voice, causative sentence, direct and reported speech, conditional sentences and subjunctive mood.

Furthermore, beside presenting those chapters, this book also provides ideas to comprehend English sentence structure and patterns with more advance methods and extensive drills purposively to hone student's ability in both skills of language competence, receptively in reading and listening and productively in speaking and writing in higher education context.

After reading this book, students will be expectedly prevailed a better understanding on how to build sentences in grammatically correct structure and patterns. Therefore, this ability could be applicable when they will have dedicated to the world of teaching English either for second or foreign language setting in the future.

Many of the ideas for writing this book have grown out of conversations and interaction with our colleagues and fellow English lecturers at Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra. Thus, we would like to thank them for all fruitful discussions without which this book would not exist.



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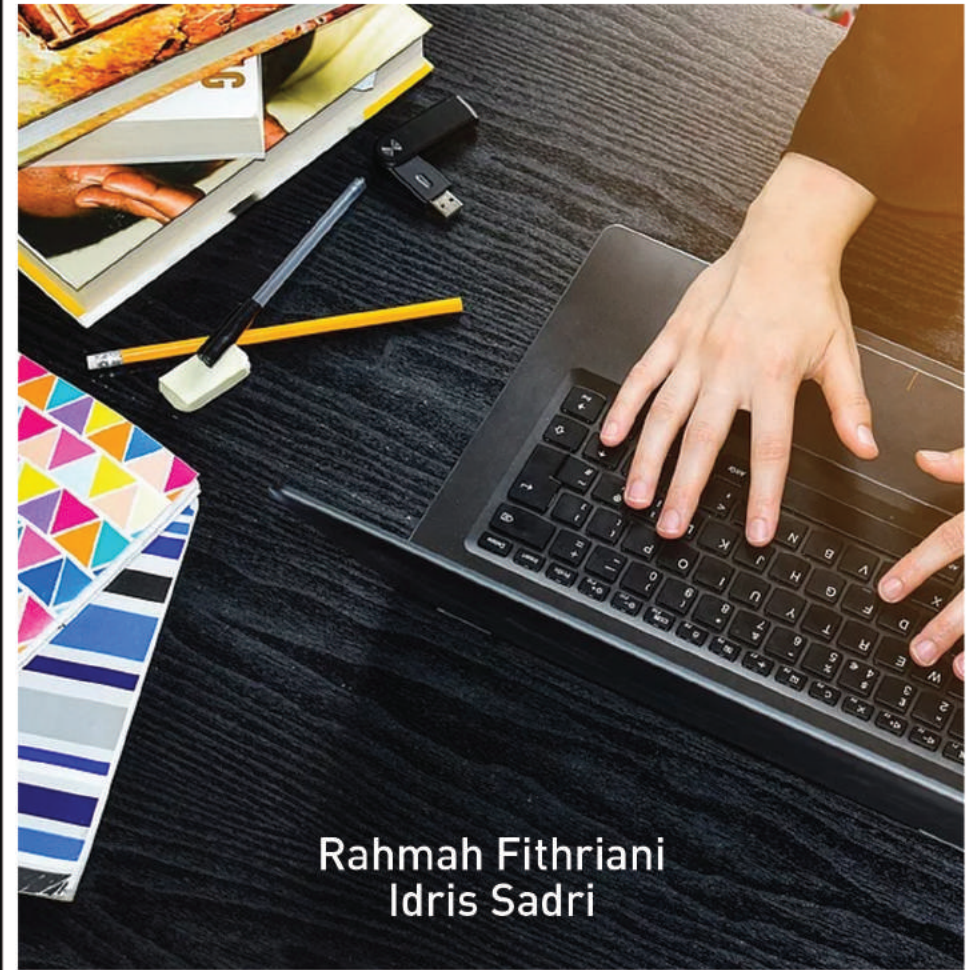
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Structure and Patterns

Rahmah Fithriani | Idris Sadri



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Idris Sadri



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Divisi Buku Perguruan Tinggi
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AUTHORS' PREFACE

This book is prepared to help students establish good-grammatical English. It contains the grammatical study about sentences, nouns, pronouns, articles, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, tenses, active and passive voice, causative sentence, direct and reported speech, conditional sentences and subjunctive mood.

Furthermore, beside presenting those chapters, this book also provides ideas to comprehend English sentence structure and patterns with more advance methods and extensive drills purposively to hone student's ability in both skills of language competence, receptively in reading and listening and productively in speaking and writing in higher education context.

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Rahmah Fithriani

Idris Sadri



EDITOR'S PREFACE

I am overwhelmingly proud of this piece of academic work by Rahmah Fithriani and Idris Sadri. These authors of this book deserve my humble compliment and recognition as they have been hard-working in attempt to help university students to clearly understand English sentence structure and patterns.

This book demonstrates an obviously comprehensive idea on how university students should learn grammar, drills on English sentence structure and patterns, and build understandable syntaxes of English sentence to help them converse confidently as well.

Moreover, this well-written piece of work does not only provide in-depth understanding on materials in terms of clear syntaxes of English sentence structure and patterns, but also presents handy and easily understood contents.

I encourage EFL learners and students to have this book as their daily counterpart in learning and conducting English study on English sentence structure and patterns. I also hope that the writers publish more extensive works to bridge students and learners to their competence in English language.



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1

SENTENCE

Although many people can't explain what a sentence is, they probably know how to make or at least recognize one when they hear or see it. A sentence can simply be defined as a group of words which makes *complete sense*.

Many sentences in English have subjects, verbs followed with objects, like the following examples:

- The manis composingan email.
Subject Verb Object
- Someone rang the doorbell.
Subject Verb Object
- Cats drink milk.
Subject Verb Object

However, not all sentences contain these elements, as seen in the sentences below:

- The egg cracked.
Subject Verb

- She laughed cheerfully.
Subject Verb Adverb
- Still water runs deep.
Subject Verb Object

In conclusion, it would be more accurate to say ‘a group of words should contain at least a subject and a predicate to have *complete sense* and thus, could be called a sentence.’

1. Subject and Predicate

As stated previously, a sentence should contain at least a subject and a predicate. The subject of a sentence is generally in the form of noun phrase (NP). It 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 is the set of words that describes a subject. The predicate in a sentence is usually in the form of a verb phrase (VP). It may consist of a single verb or the combination of the verb plus the modifiers and objects or complements of that verb as seen in the following examples.

Subject (NP)	Predicate (VP)
• Nadia	smiles. (Verb)
• The baby	is crying loudly. (Verb + Adverb)
• They	play football. (Verb + Object)
• The boys	do their work happily. (Verb + Object + Adverb)
• My father	bought me a book (Verb + Indirect Object + Direct Object)
• The teacher	looks so tired. (Verb + Compliment) 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 linguists classify and define as the **parts of speech** which are divided into eight categories; Noun, Pronoun, Adjective, Verb,

Adverb, Preposition, Conjunction, and Interjection (they will be discussed in the following chapters).

Exercise 1:

Read each sentence. Underline the subject of each sentence with single underline. Underline the predicate with double underline.

Example:

The green grapes grew on the vine.

The bird sang a song.

1. A swarm of bees was buzzing around the hive.
1. She rode her bike to the library.
2. E. B. White is the author of Charlotte's Web.
3. The bright red barn in the field had horses in it.
4. The ducks that were swimming in the pond ate bread.
5. Georgia and her friends raced to school.
6. Kyle, Billy, and Justin built a tree house.
7. The scary movie gave the little boy nightmares.
8. The blue whale dove to the bottom of the ocean.
9. The car with the flat tire was on the side of the road.

Source: <http://www.superteacherworksheets.com>

Exercise 2:

Draw a line between the complete subject and the complete predicate in the following sentences.

Example:

The dusty old car | won't start anymore.

- 1) I want a new car.
- 2) James is nice.
- 3) The sun is moving.
- 4) Max wrote the letter.

- 5) The letter was written by Max.
- 6) The farmers are plowing the field.
- 7) Billy Reynolds is an amazing baseball player.
- 8) The storm clouds are getting darker.
- 9) Dogs, cats, and turtles make the best pets.
- 10) The stern judge ruled that the defendant was not guilty.
- 11) Only I am able to know what I am thinking.
- 12) All of the townspeople ran from the burning building.
- 13) His broken leg will heal in three months.
- 14) The saber-toothed tiger is a good example of an extinct predator.

Source: <https://englishforeveryone.org>

Exercise 3:

Directions: Now try to write two sentences of your own. Draw a line between the complete subject and the complete predicate.

- 1) _____
- 2) _____

Source: <https://englishforeveryone.org>

Exercise 4:

Draw a line between the complete subject and the complete predicate in the following sentences. Then underline the simple subject and draw a box around the simple predicate. Example: David's entire family | ate dinner at a Mexican restaurant last night.

- 1) Daniel can come with us to the movie.
- 2) Li is my best friend.
- 3) The moon is shining bright.
- 4) Cassia is writing a letter.
- 5) Dinner will be ready in fifteen minutes.
- 6) The firemen are extinguishing the fire.

- 7) We went to lunch with Amar and his friend today.
- 8) Juan and Julian worked so hard on their project.
- 9) A large number of swimmers competed in the race this year.
- 10) The tired old man came in from the rain.
- 11) People really need to stop littering.
- 12) I am very hungry.
- 13) Oh my gosh, I forgot my homework!
- 14) This beautiful 15th century painting is priceless.
- 15) The wild bunny hopped across the road.
- 16) The bird's feathers were long and colorful.

Source: <https://englishforeveryone.org>

2. Phrase and Clause

A phrase is a group of two or more words functioning as a single part of speech. 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*?
- We don't know *what to do*.
- *The men in black* are the director's bodyguards.

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 as seen in Table 2.

No.	Sentence		
	DC	IC	DC
1		She can't speak Arabic	
2	Although she can't speak Arabic	She understands when people speak the language	
3		I will wait for you	until you arrive
4	As what I have promised you	I will wait for you	until you arrive

Note: DC = Dependent clause

IC = Independent Clause

Exercise 1

Read each group of words. If it is an independent clause, write independent on the line. If it is a dependent clause, add an independent clause to create a complete sentence.

1. Although I asked him _____
2. Her opinion is silly _____
3. Before our last class _____
4. Until I see it for myself _____
5. I got a good job _____
6. Because I have a cold _____
7. After I have my lunch _____
8. Jim won the bet _____
9. The cake is done _____
10. Since we asked him _____
11. I realized you were right _____

Source: <https://www.easyteacherworksheets.com/pages/pdf/languagearts/1/independentclauses/16.html>

3. The Four Types of Sentence

When speaking or writing in English, one can use many types of sentences to express what s/he wants to say. However, there are only four main types of sentences, namely: declarative, interrogative,

imperative, and exclamatory. Each has its own function and pattern. Let's take a look at each of them.

A. Declarative or Assertive Sentence

A declarative sentence is one that forms a statement, declaration, assertion or claim. It is used to share facts and ideas. Declarative sentences can be either affirmative/positive or negative. An affirmative declarative sentence states that something is true.

- The man in white are doctors.
- Nadine left her pursue on the table.
- The prince will visit the town next week.
- The students are studying mathematics.
- The teacher has just cleaned the whiteboard.

A negative declarative sentence states that something is not true or incorrect. In order to claim that something is not true, a negative sentence is formed by adding the word 'not' after the first auxiliary verb in the affirmative sentence. If there is no auxiliary verb in the affirmative sentence, as in the Present Simple and Past Simple tenses, then he auxiliary verb do is added before not.

- The men in white are not doctors.
- Nadine did not leave her pursue on the table.
- The prince will not visit the town next week.
- The students are not studying mathematics.
- The teacher has not cleaned the whiteboard.

Exercise

Read the following and tick the correct answers!

1. (a) This piano is not heavy.
(b) not heavy piano is this
(c) Piano this is heavy not

2. (a) old woman an opened door the
(b) the opened door an old woman
(c) An old woman opened the door.
3. (a) ducklings swimming are some
(b) Some ducklings are swimming.
(c) Swimming are some ducklings
4. (a) Dad left home at 12 o'clock.
(b) Dad 12 o'clock left home at
(c) Dad at left 12 o'clock home

Source: edubuzzkids.com

B. Interrogative Sentence

An interrogative sentence forms a question. Interrogative sentences can be divided into two categories: yes-no question and wh-question. A yes-no question sentence is an interrogative sentence beginning with an auxiliary and it takes yes or no as the respond.

- Are you ok?
- Is Utami a lecturer?
- Did he invite his friends to the private party?
- Have you decided where to go this summer?
- Will you forgive me?

A wh- question is an interrogative sentence beginning with a wh-word (who, what, whom, whose, which, when, where, why, and how) auxiliary and it takes yes or no as the respond.

- How are you?
- What is your name?
- Where have you been?
- Who sent you the letter?
- Why did you do that to her?

Exercise

Tick (the interrogative sentences and cross (X) the declarative sentences.

1. I have received your letter []
Have you received my letter? []
2. Why are you laughing? []
I am laughing at the monkey. []
3. She is a beautiful queen. []
Is she a beautiful queen? []
4. Have you seen my red bag? []
We haven't seen your red bag. []
5. Mom is busy. She can't get. []
Can mom get some snacks for the children? []

Source: edubuzzkids.com

C. Imperative Sentence

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

- Don't smoke!
- Open the door!
- Would you like to close the window?
- Could you tell me what time it is?
- Be quiet please!

Exercise

State whether the following statements are Imperative or not-

- 1) Ronny close the door.
- 2) Listen carefully.
- 3) You switch off the lights.
- 4) Don't feed the dog.

- 5) Please be nice to the guests!
- 6) Sally took my book home.
- 7) Teacher listens attentively to students.
- 8) Drivers should drive carefully.
- 9) Drive carefully and safely.
- 10) Drink all your milk.

Source: <https://www.teachingbanyan.com> ›

D. Exclamatory

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

- What a beautiful girl she is!
- How kind you are!
- What a man!
- How smart the boy is!
- What a tiring day!

Exercise

Determine whether the following rules about the exclamatory sentences are true or false. Also cross check your answers with those provided at the end of the exercise-

- 1) An exclamatory sentence always ends with an exclamation (!).
- 2) An exclamatory sentence may give command sometimes.
- 3) Use of more than one exclamation mark is prohibited.
- 4) "Happy Birthday" is the shortest exclamatory sentence.
- 5) "Get off my way!" is an exclamatory sentence representing anger.
- 6) In a group of statements; the more the exclamations the better.
- 7) We should avoid the over use of exclamation (!) in a group of sentences.
- 8) Exclamatory sentences don't begin with an interrogative clause.

- 9) Exclamatory sentences may use interjections to amplify emotions.
- 10) “Exclaimed” is used while converting a direct exclamatory sentence into an indirect one.

<https://www.teachingbanyan.com> ›

The Four Types of Sentence

There are four types of sentence.

- A declarative sentence

A declarative sentence states a fact and ends with a period/full stop. For example:

- o He has every attribute of a dog except loyalty. (Thomas P Gore)
- o I wonder if other dogs think poodles are members of a weird religious cult.

(Remember, a statement which contains an indirect question (like this example) is not a question).

- An imperative sentence

An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period/full stop. For example:

- o When a dog runs at you, whistle for him. (Henry David Thoreau, 1817-1862)

- An interrogative sentence

An interrogative sentence asks a question and ends with a question mark. For example:

- o Who knew that dog saliva can mend a broken heart? (Jennifer Neal)

- An exclamatory sentence

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark. For example:

- o In Washington, it's dog eat dog. In academia, it's exactly the opposite! (Robert Reich)

4. The Four Sentence Structures

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.

The Four Sentence Structures

A sentence can consist of a single clause or several clauses. When a sentence is a single clause, it is called a simple sentence (and the clause is called an independent clause). A sentence must contain at least one independent clause. Below are the four types of sentence structure (with their independent clauses shaded):

- A Complex Sentence
A complex sentence has an independent clause and at least one dependent clause. For example:
 - o Diplomacy is the art of saying “nice doggie” until you can find a rock. (Will Rogers, 1879-1935)
 - o When you’re on the Internet, nobody knows you’re a dog. (Peter Steiner)
- A Compound Sentence
A compound sentence has at least two independent clauses. For example:
 - o Cry “Havoc,” and let slip the dogs of war. (William Shakespeare, 1564-1616)
- A Simple Sentence
A simple sentence has just one independent clause. For example:
 - o You can’t surprise a man with a dog. (Cindy Chupack)
- A Compound-Complex Sentence
A compound-complex sentence has at least two independent clauses and at least one dependent clause. For example:

- o When a dog bites a man, that is not news because it happens so often, but if a man bites a dog, that is news. (John B Bogart)
- 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*?
- We don't know *what to do*.
- 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*.
- *What he has explained* doesn't make any sense.
- The fact that his parents have divorced doesn't influence his campaign.

Exercise 1:

Make five sentences using your own words with each in the form of Affirmative sentence, Negative sentence, Interrogative sentence, and Imperative sentence.

- Affirmative (Positive) Sentence

1. _____
2. _____
3. _____
4. _____
5. _____

- Negative Sentence

1. _____
2. _____
3. _____
4. _____
5. _____

- Interrogative Sentence

1. _____
2. _____
3. _____
4. _____
5. _____

- Imperative Sentence

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 2:

Underline the subject and the predicate in the following sentences:

1. Jim has a very bad cold.
2. Our barn is on fire.
3. Write your name on this card.
4. Where did I put my keys?
5. We heard several owls during the night.
6. Set your glass on the table.
7. He is screaming for help.

8. Is it bad luck to walk under a ladder?
9. Mountain climbers need strength and skill.
10. Meet me at the baseball field after supper.

Exercise 3:

Underline the Subject (s) and Verb (v) of each Sentence. Also find the Object (o) of the Verb if the sentence has an object.

1. The carpenter built a table.
2. My dog barked.
3. My roommate opened the window.
4. Teachers assign homework.
5. Birds fly.
6. Reni is watching her sister's children.
7. Steam rises.
8. The dog chased the cat.
9. Most birds build nests.
10. Accident happens.

Exercise 4:

State whether the following are a Clause or a Phrase.

1. The big, old house
2. They were thinking about the issue
3. The student considering everything written on this subject
4. After the morning rush hour
5. Because of the coat
6. When the train arrived at the station
7. The bankers having an annual meeting in the room
8. Who stole your car?
9. Wherever there is a large American city, there will be poverty.
10. The books which the professor assigned.



2

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 of a verb, an indirect object of a verb, an object of a preposition, a subject complement, an object complement, an appositive, a modifier, and an adverbial.

- *My brother* plays *badminton* every *Saturday*.
- *Sophan Sopian* was an actor.
- The *bus inspector* looked at all the *passengers' passes*.
- The young *scientist* won a *Pullitzer* last year.
- The new *teacher* teaches us *mathematics*.

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*.
- The students have studied at *State Institute for Islamic Studies* for 3 years.
- *Singapore* is a member of ASEAN.

Exercise

Directions: Read the sentences below and circle all of the proper nouns.

1. Jerrod enjoyed his visit to the Pacific Ocean over the summer.

2. Jason and Jenny brought their fishing poles to the pond after school. _____
3. The group took a boat called Shiny Star out on a Sunday. 4. I caught some bass at the mouth of the St. Lawrence River in New York.
4. There were many boats out on Clear Lake in California on the beautiful day.
5. My father likes to take me to the Tennessee River on Labor Day.
6. On Sunday, we went to Fishing Gear Company to buy fishing poles and bait.
7. The small pond in the Farmingdale neighborhood was full of fish in May.
8. Mr. Johnson told my class about the Great Lakes as a great spot to visit.

9. He learned to fish when he was on a Boy Scouts trip in Idaho.
-

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*.
- The old *woman* always saves her money in a *piggy bank*.
- Close the *door* when you leave!

Exercise

DIRECTIONS: Is the underlined noun common or proper? Write your answer on the line.

1. I love that restaurant. _____
2. I never have homework in math. _____
3. We shop at Safeway. _____
4. Mrs. Miller is my neighbor. _____
5. I like to use colored pencils. _____
6. I live in Oregon. _____
7. That band played in the park yesterday. _____
8. Is that dog a German Shephard? _____
9. I got a job with Goldman Sachs _____

Source: <https://www.easyteacherworksheets.com/pages/pdf/languagearts/1/commonnouns/2.html>

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*.
- His *perfume* smells good.
- *Wind* blows slowly at the seashore.

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*.
- *Wisdom* needs *maturity*.
- *Health* is more precious than money.

Exercise

In each of the following sentences, a noun is in bold. Circle the noun if it is a concrete noun and underline the noun if it is an abstract noun.

1. He was given an award for his **courage**.
2. The **door** slammed shut.
3. She thought that **happiness** was the most important thing in life.
4. He dropped his **phone** with a crash.
5. **Time** is a great teacher.
6. His art teacher applauded his **creativity**.
7. She moved the **chair** into place.
8. He always made his **bed** before leaving for school.
9. She accidentally stubbed her toe on the **table**.
10. He had put on too much **perfume**.

11. The **car** zoomed by the pedestrians.
12. She believed in **justice** above all.
13. The children spilled juice on the **keyboard**.
14. She looked at herself in the **mirror**.
15. She craved **freedom**.

Source: http://www.teach-nology.com/worksheets/language_arts/nouns/no5.pdf

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*.
- Titin put some *books* in her *school bag*.
- Some *delegations* were absent in the summit.
- Ican has got two *sisters* and two *brothers*.

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.
- The *news* sounds interesting.
- The boys are doing their *homework* in the room.

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.

Exercise

Decide whether these nouns are countable (C) or uncountable (U)

1. The children are playing in the garden. C U
2. I don't like milk. C U
3. I prefer tea. C U
4. Scientists say that the environment is threatened by pollution.
C U
5. My mother uses butter to prepare cakes. C U
6. There are a lot of windows in our classroom. C U
7. We need some glue to fix this vase. C U
8. The waiters in this restaurant are very professional. C U
9. My father drinks two big glasses of water every morning. C U
10. The bread my mother prepares is delicious. C U
11. Drivers must be careful; the road is slippery. C U
12. Some policemen are organizing road traffic to avoid any accidents. C U
13. I bought three bottles of mineral water for our picnic. C U
14. I'd like some juice please! C U
15. Successful candidates will join the camp later this year. C U
16. A rise in oil prices is inevitable since there is more and more world demand for energy. C U
17. The exercises on this website are interesting. C U
18. Dehydrated babies must drink a lot of water. C U

19. Adult illiterates learn through a special government program.
C U

20. I met some nice people when I was walking along the beach.

Source: https://www.myenglishpages.com/site_php_files/grammar-exercise-countable-uncountable-nouns.php

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.

- His *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.
- The *jury* found the defendant guilty.
- The captain commanded his *crew* to sail.

Exercise

Complete each sentence by choosing the correct collective noun from the list at the bottom.

1. Swimming in the shallow water was a _____ of herrings.
2. A _____ of sheep was happily grazing in the field.
3. All night we could hear the _____ of wolves howling.
4. Looking out to sea, we noticed a _____ of dolphins swimming.
5. The _____ of lions slept all day on the African plains.
6. A long _____ of steps led to the top of the tower.
7. Our cat has just had a _____ of seven kittens.

8. We each picked a _____ of juicy grapes from the vine.
9. The hen waddled by with her _____ of chicks.
10. A _____ of thieves stole the precious diamonds.
11. In the jungle, we could see a _____ of monkeys swinging in the trees.
12. An enormous _____ of locusts ate all the crops.
13. The _____ of elephants stomped through the water hole.
14. The _____ of geese made a terrible squawking sound.
15. We were in awe as we watched the _____ of whales swimming.

pod	swarm	pride	flight	school
herd	litter	gaggle	band	brood
pack	troop	flock	bunch	shoal

Source: https://www.abcteach.com/free/g/grammar_colnoun.pdf

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.
- Some men do not like watching football games.
- Barrack Obama is visiting Indonesia this coming June.

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.
- I clean *my bedroom* once a week.
- Children like *Candies* and *Chocolate*.

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.
- My grandma used to read *her grandchildren* a story.
- Siti sends *her nieces and nephews* greeting cards on their birthdays.

Exercise 1

Identifying Completers for Action Verbs: Direct Objects and Indirect Objects. Identify the underlined word or words in each sentence as a direct (D) or an indirect (I) object.

1. David gave the Tomkeys candy.
2. They bought a boat in October.
3. The Tomkeys did not own a television.
4. On Halloween David collected candy from the neighbors.
5. David emptied his bag of candy on the bed.
6. He tore the wrapper off and crammed the candy bar in his mouth.
7. David's mother took him to the store to get a Halloween costume.

8. The chocolate gave David a headache.
9. David looked through the window and saw the Tomkeys eating dinner.
10. She put the candy in the Tomkeys bags.

Exercise 2

Identifying Direct and Indirect Objects Write the direct and indirect objects that appear in the following sentences. If a sentence does not contain a direct or indirect object, write none.

1. Emery and Dinah jogged steadily around the track.
2. The Hellers met us at the restaurant.
3. Heidi is telling the editor her series of story ideas.
4. Give your brother some waffles and strawberries for breakfast.
5. The cousins gathered at the Broadmoor Hotel in Colorado Springs.
6. Their meeting gave each cousin many chances to visit with one another.
7. Mr. Daleberg gave his speech another name.
8. In California, people pick calla lilies at the roadside.
9. Josefina wove blankets on an old wooden loom.
10. Andy sent his girlfriend an e-mail and a surprise gift every day.

Exercise 3

Using Direct and Indirect Objects in Your Writing Think about a situation in your school or community that has invited strong opinions. Write a letter to the editor of the local newspaper to express your thoughts about the situation. Provide some background about the situation, and clearly state your own opinion about it. Use direct and indirect objects in your letter. Use your own sheet of paper for this exercise.

Source: <https://www.gctsd.k12.ar.us/images/AMIPackets/JHS/Baldwin/AMI5.pdf>

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*.
- The class will start after *lunch*.
- The girl is sick of *her mother's preach*.

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*.
- The food looks *delicious*.
- Indonesian people elected Susilo Bambang Yudhoyono *president*.
- My family always supports me and makes me *happy*.

Exercise

Underline the complement and state whether it is subject complement or object complement.

1. We elected Gopal President.
2. She is an engineer.
3. Mary looked upset.
4. They named the boy Aryan.
5. They made me secretary of the association.

6. The jury found him guilty.
7. We chose him our leader.
8. The Romans wanted to crown Caesar king.
9. They found the town deserted.
10. The noise drove him mad.
11. That book made her famous.
12. He painted the car red.
13. We found the house abandoned.
14. He thought the plan unviable.
15. We find the cost of living rather high.
16. We consider the matter very urgent.
17. He remained a bachelor.
18. He looked upset.
19. The mob turned violent.
20. That sounds interesting.

Source: <https://www.wayne.k12.ms.us/userfiles/355/Classes/9759/P.%20A.%20and%20P.%20N.%20Practice.pdf>

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.
- Susilo Bambang Yudhoyono, *the President of Indonesia* was elected by more than 50 percent voters.
- The governor, *Mr. Samsul Arifin* went to his hometown, Langkat.

Exercise

Identify and underline the appositive found in each sentence.

1. The monkey, a nimble animal, is often found in the jungle.
2. Dave Lewis, a teacher at Lawson, works with many aspiring musicians.
3. Before you trash BoBo, your last childhood stuffed animal, consider saving it.
4. The coast of Africa, one of the world's largest continents, is a prosperous trading region.
5. Mr. Sonntag hired two new teachers, Mr. Davies and Ms. Parker.
6. The fastest animal, the peregrine falcon, can travel more than 100 miles per hour at certain times.
7. Our family visited The Smithsonian Institution, a vast network of galleries in Washington, D.C.
8. Our neighbor and his daughters, Parvi and Sonya, take walks every evening.
9. The giant plane, a Boeing 747, launched into the air.
10. The flashlight should be returned to Mark, the owner.

Exercise

Rewrite the following sentences, adding appositive phrases as specified in parenthesis. Punctuate the appositive phrases used and underline them.

1. Tom turned the car to the left. (Begin your appositive with a negation).
2. The smugglers took the contaminated fish to market. (Begin your appositive with the word "fish").
3. The pilot ate his dessert while he was piloting the plane. (Begin your appositive with the pronoun "something").
4. The students entered the talent show. (Begin your appositive with the connective word "especially").

5. The woman drank tea before sleeping. (Begin your appositive with the word “tea”).
6. The boys choose to go watch action movies. (Begin your appositive with the negation “never”).
7. Doughnuts are often high in fat. (Begin your appositive with the pronoun “the kind”).
8. The dinner was given by the people at the church. (Begin your appositive with the connective “mainly”).

Source: <https://www.rethinkela.com/wp-content/uploads/2015/02/appositives-worksheet.pdf>

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.
- People prefer living in *brick* houses nowadays.
- Cinderella left her *glass* shoe in the ballroom.

Exercise

Complete the word form.

Select the response from the list that best completes the sentence.

- It is a **bridge** that is made of **rope**. It is a ropes/rope **bridge**.
- It is a **bat** for **baseballs**. It is a baseball/baseballs **bat**.
- It is a **cloth** that goes on top of the dining **table**. It is a table/tables **cloth**.
- It is a **key** for my **car**. It is my cars/car **key**.
- We bought a **bone** for **dogs**. We gave Zak a dog/dogs **bone**.
- We need a **trap** for **mice**. We need a mice/mouse **trap**.
- These are my **slippers** that I wear in the **house**. They are my houses/house **slippers**.

- This is a **ladder** with **steps**. It is a steps step **ladder**.
- My grandmother gave me a **plate** that is used for serving **desserts**. It is a dessert/desserts **plate**.

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*.
- I have decided to continue my study *abroad*.
- The boy walked *backward*.

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
Master	Mistress
God	Goddess
Host	Hostess
Hero	Heroine
Waiter	Waitress
Widower	Widow
Executor	Executrix
Landgrave	Landgravine

B. Different Words

Masculine	Feminine
Man	Woman
Father	Mother
Grandfather	Grandmother
Uncle	Aunt
Boy	Girl
Brother	Sister
Son	Daughter
Husband	Wife
Nephew	Niece
King	Queen

1. Classify the following gender nouns into different types and put them in their proper columns.

Cup	Chair	Queen	Bird	Host	Bam	fox
Duck	Steward	Wizard	Hero	Table	Doctor	Clown
Duchess	Car	Ball	Door	Cousin	Engineer	Banker
Waitress	Teacher	Stag	Vixen	Bull	Artist	Bitch
Parent	Hen	Hunter	Drone	Lass	Person	Poet

Masculine	Feminine	Neuter	Common

2. Rewrite each sentence, changing the gender of nouns. Make the necessary changes.

- The actress was wearing a beautiful dress.

.....

- This boy is my nephew.

.....

- The nurse helped her cousin.

.....

- My uncles live in Delhi with his son.

.....

- The tall man has gone to see his sister.

.....

- The enchanter turned the cock into stone.

.....

- The horse stood under the tree.

.....

- There are three cows and four nanny-goats on the farm.

.....

- The Empress of Egypt is a good singer.

.....

- The bride laid her garland on the table.

.....

Source: <https://www.takshilalearning.com/the-noun-gender-worksheet-cbse-class-3rd-english/>

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.
- The *books* given by my uncles were quite expensive.
- A few *students* are talking in the canteen.

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
Wolf	Wolves
Leaf	Leaves
Calf	Calves
City	Cities
Candy	Candies
Baby	Babies
Spy	Spies
Poppy	Poppies

Other nouns form the plural irregularly.

Singular	Plural
Mouse	Mice
Louse	Lice
Man	Men
Woman	Women
Child	Children
Ox	Oxen
Sheep	Sheep
Deer	Deer
Foot	Feet
Tooth	Teeth

Name: _____

Date: _____

Irregular Plural Nouns Practice 2

Fill in the blanks with the irregular plural form of the noun in the parentheses.
The first one is done for you.

1. The (elf) elves worked in the toy shop.
2. Cinderella saw lots of blue (dress) _____ at the ball.
3. We put our books back on the (shelf) _____.
4. Stephen used three (loaf) _____ of bread to make sandwiches.
5. Nathan noticed three (fly) _____ by the trash cans.
6. Paula bought two (potato) _____.
7. Ms. Jackie told the class two (story) _____ at circle time.



Name: _____

Date: _____

Irregular Plural Nouns Practice

Fill in the blanks with the irregular plural form of the noun in the parentheses.
The first one is done for you.

1. There were at least one hundred (butterfly) butterflies in the tree.
2. We saw two (baby) _____ watching a butterfly land on their stroller.
3. We all sat on (bench) _____ in the park.
4. There were two (man) _____ working in the garden.
5. We saw lots of (goose) _____ near the water.
6. The teachers took our lunches out of three (box) _____.
7. We made (wish) _____ in the fountain after lunch.



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 *man’s* wife passed away last week.
- She lent me her *mother’s* dresses.

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 this game is finished.
- The *women’s* club opens until 10 p.m. everyday.
- The cat caught the *mice’s* tails.

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.
- *Teachers'* meeting is held on Tuesday every second week.
- The horses' stable was burnt down.

Exercise 1:

Indicate the type of the underlined nouns

1. The board discussed the new appointments.
2. The board on my sawhorse needs sanding.
3. Waiter, there's a hair in my soup!
4. Reconciliation seems out of the question.
5. George Washington was the first president of the United States.
6. Ram Mohan Roy is called the 'Father of Modern India'.
7. Practice makes man perfect.
8. There are many kinds of religion in Indonesia, such as Islam and Christian.
9. Date is a main food for Arabian.

10. The King of Brunei Darussalam built his mosque of gold and silver.
11. Saudi Arabia does not produce salt although they have “Red Sea”.
12. They shepherd their two goats and a flock of sheep in the prairie.

Exercise 2:

Write the Plural Forms of the Nouns

1. One potato, two
2. A mouse, several
3. One sheep, two
4. One tooth, two
5. A possibility, several
6. A wolf, some
7. One foot, three
8. A butterfly, several
9. A thief, many
10. One child, two

Exercise 3:

Change the Words in brackets into Nouns.

1. It is interesting to trace scientific (develop) in the world.

2. These are many kinds of (organize) in democratic countries.

3. The (resign) of Yugoslavia from UNO does not decrease the war in Bosnia.

4. There is no (admit) from God for unbelievers.

5. Further (discover) about their own belief can be made by the Chinese.

6. Indonesian people have a considerable (desire) to live in welfare.

7. At least they have a (wise) to say it in my point of view.

8. God's (great) is on his (create).

9. A young man usually studies in a college to enter the (priest).

10. To develop our country, we need people's (moral) and policy.

Exercise 4:

The following Sentences have many mistakes in the use of Nouns.

- Find each noun.
- Decide if the noun should be plural.
- Write the correct plural form as necessary.

1. The mountain in Chile are beautiful.

2. Cat hunt mouse.

3. Mosquito are small insect.

4. Everyone has eyelash.

5. There are many different kind of people in the world.

6. Goose are larger than duck.

7. Forest sometimes have fire. Forest fire endanger wild animal.

8. The factory make automobile.

9. Flag fly from pole.

10. Many modern device require battery to work. Flashlight, pocket calculator, portable radio, tape recorder, and many kind of toy often need battery.

Exercise 5:

Identify the function of the underlined noun.

1. The jury found the defendant guilty.
2. What is Joe doing on his birthday?
3. On Tuesday, we will hand Jerry, the winner, the keys
to his new car.
4. The screen on my monitor seems dull.
5. The committee elected MacKenzie's new CEO.
6. Smith is a good friend to Jones.

7. In the driveway sat two old cars.
8. My cousin Jerry prides himself on his collection of ancient marbles.
9. Bertrand may be nice, but he is my enemy.
10. The Great Gatsby is my favorite novel by Fitzgerald.

● *Fill in the blanks below to complete the sentences. Use the words in the above box.*

1. We bought that house last year. It is _____.
2. This car belongs to Mr. and Mrs. Smith. It is _____.
3. I think I saw John drop this pen. I think it is _____.
4. This book is _____. It has my name on it.
5. My brother and I made that chair. It's _____.
6. Excuse me. This phone is _____. You forgot to take it with you.
7. Her sister drew the picture. It's _____.
8. The little boy shouted, "Give the ball to me! It's _____!"
9. That's _____. We bought it last night at the department store.
10. The bicycles were _____, so they rode them home after school.
11. A: Are you sure this book belongs to your mother? B: Yes, it's _____.
12. This is _____ - you ordered the pizza. I ordered the spaghetti.
13. A: Is this Robert's? B: No, it's not _____.
14. I think these keys are _____. I left them on the table.
15. Thomas can find his classroom, but Susan and Mary can't find _____.

Source: <https://www.allthingsgrammar.com/possessive-pronouns.html>



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.

1. Check your grammar: multiple choice – personal pronouns and possessives

Choose the correct word to complete the sentences.

1. Could **you / her / your** take a message, please?
2. They showed us all **they / their / ours** holiday photos last night.
3. I'm sorry but these seats are **my / their / ours**.
4. Sandy and **I / me / her** are going to the café.
5. Do you want **I / me / my** to turn this off?
6. I saw your sister's paintings yesterday. **She / They / Its** were very good.
7. They've got two babies and they take **they / their / them** everywhere.
8. Let **he / my / him** help you with that.

Exercise

3. Check your grammar: gap fill – personal pronouns and possessives

Complete the gaps with a word from the box.

me	he	me	I	me	you
we	its	I	She	you	mine
it	our	us			

1. That's my brother's cup and this is _____. My grandmother gave it to _____.
2. Good morning. Can _____ help _____?
3. Ah, there's Jade's watch. Could _____ pass it to _____? I'll keep it safe.
4. That poor dog has lost one of _____ legs.
5. Look! I've got Poppy's phone number! She gave _____ it last night.
6. _____ don't mind where _____ go but _____ doesn't like the beach.
7. _____ never lets _____ watch TV after 9 p.m.
8. Do you like _____ new car? _____ is second-hand.

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● *Fill in the blanks below to complete the sentences. Use the words in the above box.*

1. We bought that house last year. It is _____.
2. This car belongs to Mr. and Mrs. Smith. It is _____.
3. I think I saw John drop this pen. I think it is _____.
4. This book is _____. It has my name on it.
5. My brother and I made that chair. It's _____.
6. Excuse me. This phone is _____. You forgot to take it with you.
7. Her sister drew the picture. It's _____.
8. The little boy shouted, "Give the ball to me! It's _____!"
9. That's _____. We bought it last night at the department store.
10. The bicycles were _____, so they rode them home after school.
11. A: Are you sure this book belongs to your mother? B: Yes, it's _____.
12. This is _____ - you ordered the pizza. I ordered the spaghetti.
13. A: Is this Robert's? B: No, it's not _____.
14. I think these keys are _____. I left them on the table.
15. Thomas can find his classroom, but Susan and Mary can't find _____.

Complete each sentence with the appropriate pronoun.

- | | | |
|---------------------------|-------|---|
| 1. (Joe, Scott, and Bob) | _____ | went hiking on the mountain together. |
| 2. (My Aunt Jane) | _____ | likes to watch scary movies on television. |
| 3. (Nick and I) | _____ | have a favorite restaurant in town. |
| 4. (The neighbor's car) | _____ | has a very noisy engine. |
| 5. (Jenny and Fatima) | _____ | wore heavy coats to school because of the rain. |
| 6. (The little old lady) | _____ | walks very slowly with a cane. |
| 7. (Adam's grandfather) | _____ | retired from the U.S. Army four years ago. |
| 8. (The blue notebook) | _____ | contains all the notes from Science class. |
| 9. (The pens and pencils) | _____ | belong in the cup on the counter. |
| 10. (Your Uncle Peter) | _____ | works for a large company in Europe. |
| 11. (The Andersons) | _____ | were our neighbors for seven years. |
| 12. (Amanda Sanderson) | _____ | is the prettiest girl in school. |
| 13. (The boy wearing red) | _____ | scored the most points in the basketball game. |
| 14. (The small girl) | _____ | is the youngest student in the class. |
| 15. (Your parents) | _____ | live in a beautiful home in the country. |
| 16. (The green apple) | _____ | will be ripe in a couple of weeks. |
| 17. (The sweet oranges) | _____ | are on sale at the grocery store today. |
| 18. (Sally and Jeff) | _____ | rode on the fastest roller coaster yesterday. |
| 19. (You and I) | _____ | can carpool together to the meeting. |
| 20. (Timothy Johnson) | _____ | wrote a book about space travel. |
| 21. (The city of Tokyo) | _____ | is the capital city of Japan. |
| 22. (Melanie and Susan) | _____ | got fired because they were late to work. |
| 23. (My friend, Susannah) | _____ | was honored by the principal at the assembly. |
| 24. (Your parents and I) | _____ | got to know each other at the party. |
| 25. (Our cousin Kenny) | _____ | just graduated from high school. |

Directions use the object pronouns in the word bank to complete the sentences.
Write the object pronoun that best fits the sentence in the box.

me	him	her	it	us	them
----	-----	-----	----	----	------

The Individuals	The Sentence	Object Pronoun
Your mom	I went to the store with ____.	
Your siblings	We ate dinner with ____.	
Jason	She told a lie about ____.	
Sarah	Please give the pencil back to ____.	
Yourself	The toy belongs to ____.	
A book	The teacher saw them take ____.	
John	Did you get a chance to call ____.	
You and I	Is your sister coming with ____?	
A bug	She took her shoe and squished ____.	
Your Dad	I waited afterschool for ____.	
Your friends	I received some presents from ____.	
Your sister	I wanted to speak to ____.	
Amy	The tennis racket belonged to ____.	
Your aunt	I am going to the circus with ____.	
A coat	She wanted to borrow ____.	
Your classmates	I went a long bus ride with ____.	
A male dog	She bought a bone for ____.	
A toy	The two children fought over ____.	
Your brother	I look just like ____.	
Your uncle	My mom went to visit ____.	

Choose the possessive pronouns that best complete each sentence.

1. _____ (My/Mine) brother planted a beautiful apricot tree in _____ (our/ours) front yard.
2. Annalisa finished _____ (her/hers) homework early, but Julissa did not do _____ (her/hers) until later.
3. The little boy who lives next door played with _____ (him/his) toys.
4. The furniture belongs to my mother. It is _____ (her/hers).
5. _____ (Our/Ours) family enjoys spending time together.
6. Jenny's dad trimmed the branches off the tree. It looked bare without all of _____ (it/its) branches.
7. You must remember to clean _____ (your/yours) room before you go to the party.
8. Mr. and Mrs. Rochester bought a plant for _____ (their/theirs) house.
9. The bicycle over there is _____ (him/his), but this one right here is _____ (my/mine).
10. Angela likes to wear _____ (her/hers) hair long, while Peggy prefers to wear _____ (her/hers) short.

Choose the correct pronoun

1. I / me like London.
2. The children are as hungry as we / us.
3. All the students passed except I / me.
4. A: Who's there? B: I / Me!
5. They / them love vegan food.
6. A: Is that the man you told me about? B: Yes, that's he / him.
7. We all like cake except she / her.
8. He / him will get a new phone soon.
9. His sister isn't as tall as he / him.
10. Is that chocolate for I / me?

11. She / her wants to go home early.
12. Everyone arrived on time but he / him.
13. Please keep up with we / us.
14. A: Who ate all the chocolate? B: She / Her!
15. We / us have been to Rio.
16. Could you pass the coffee to she / her?
17. My brother is taller than I / me.
18. I / me went to the bookshop yesterday.
19. Our new teacher is friendlier than she / her.
20. All the children came inside except they / them.

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.
- *This* belongs to the girl.
- The books over there are about Animals, *these* about plants.

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

C- Put the words into the correct order.

1. over there / box / is / that / a _____?
2. what / pillows / are / color / these _____?
3. this / her / is / playstation / new _____
4. difficult / are / exercises / these _____
5. that / whose / is / village _____?
6. knives / those / look / at _____
7. daughters / my / are / these _____
8. guests / are / in / garden / those / the / our _____
9. this / model's / is / favourite / your / poster _____?
10. eyeglasses / are / my / these / father's _____

A- Complete the sentences with "this", "that", "these", "those"

1. Can I introduce you? Sandra, _____ is John. John, _____ is Sandra.
2. "Is _____ Peter over there?" "No, _____ Tim."
3. Are _____ bananas in the bowl?
4. Is _____ a kitten over there?
5. "Sorry, is _____ your pencilcase?" "Oh, yes. Thank you."
6. Good morning! _____ is Mark Williams speaking?
7. Who are _____ tall men over there in front of the newsagent?
8. "Excuse me! Is _____ seat free?" "No, it isn't."
9. "What are _____ over there? Are they owls?" "Yes, they are."
10. "I'm sorry I'm late." " _____ is all right. Come and sit."

Source: https://www.k12reader.com/pronouns/Pronoun12_Demonstrative_Pronouns.pdf

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?
- *Whom* did you invite to your party?
- *Which* could help me moving this cupboard?
- *What* do you want, John?
- *Which* of these two mittens is yours?

Exercise:

Practice

- He's the artist (____) painting sell for millions of dollars.
- That's the song (____) reminds me of being 15.
- (____) sweater is that on the chair?
- She was the only person (____) really understood me.
- (____) would you like to do today?
- He tore up my paper, (____) upset me.

Source: <https://www.cnhs.org/ourpages/auto/2018/2/5/63082986/28%20Relative%20and%20Interrogative%20Pronouns.pdf>

Fill in the blanks with suitable interrogative pronouns

1. _____ did you invite to preside over the meeting?
 - a) Who
 - b) Whom
 - c) What
 - d) Whose
2. She asked _____ I preferred, tea or coffee?
 - a) Who
 - b) That
 - c) Which
 - d) Whom

3. Of ----- are you speaking?

- a) Who
- b) Whom
- c) Whose
- d) None of these

4. ----- do you want to do?

- a) What
- b) Which
- c) That
- d) Whom

5. ----- shall I give this to?

- a) Whom
- b) What
- c) Whose
- d) Which

Source: <https://www.englishpractice.com/quiz/interrogative-pronouns-exercise/?pdf=334>

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.
- The young woman to *whom* he is getting married is the only daughter of the governor.

- You may invite *whomever* you like to the party.
- The editor is reading the article *that* she wrote for the magazine.

A Complete each sentence with a word below.

who ■ whose ■ when ■ where ■ which

1. Jim can't remember the room he left his glasses.
2. He showed us the car he wants to buy.
3. That's the man stole my bag.
4. I still remember the moment I first saw her.
5. We have never met the neighbours flat is above ours.

B Combine each pair of sentences with a relative clause. Make any necessary changes.

1. I bought my first car ten years ago. I was a salesman then.
.....
2. There is a girl in my class. Her family emigrated from India.
.....
3. Mark's sister is getting married tomorrow. She has just graduated.
.....
4. Lots of people walk in the park. I jog there every morning.
.....
5. My uncle's farm is twenty kilometres from here. We often visit it.
.....
6. The young boy was given a reward. He had saved the drowning child.
.....

C Correct the error in each of the sentences.

1. The boy which sits next to me in class is very clever.
.....
2. Our cat, that we all loved very much, died last week.
.....
3. The man who car was stolen was very upset.
.....
4. The school which I had studied as a child was destroyed in a fire.
.....
5. At the weekend, that my family is at home, we have breakfast together.
.....

D Complete the passage with suitable words. There may be more than one correct answer.

March 17th is an Irish holiday ¹..... honours the patron saint of Ireland, St Patrick,
²..... brought Christianity to the Irish people. According to tradition, St Patrick,
³..... father was a wealthy man, was actually born in England. At the age of 16, he was
 kidnapped by pirates and sold as a slave. Some years later, he escaped to France, ⁴..... he lived
 for many years and became a priest. At the age of 60, ⁵..... he returned to Ireland, he built his
 first church. On March 17th, the day ⁶..... St Patrick died, people wear green clothes decorated
 with the shamrock, ⁷..... is the national symbol of Ireland.

Source: https://bbresources.s3.amazonaws.com/sites/3/Grammar-RelativePronouns_2670.pdf

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.
- We will do *none* to help you.
- He knows *everybody* in the room.
- I will buy *some* of the things she offered.
- Although I've spent days looking everywhere for extra copies of the book, I find *none*.

Exercise:

Put in the correct indefinite pronoun (somebody / something / somewhere / anybody / anything / anywhere / nobody / nothing / nowhere / everybody / everything / everywhere).

1. She wants to live _____ by the sea (in a certain place).
2. She put _____ in the box, all the things that she had.
3. Does _____ have a phone charger? (I don't know if a person has a charger or not.)
4. We went _____ this weekend. We stayed at home.
5. She didn't bring _____ to the party.
6. Is there _____ in the room?
7. A: What's wrong? B: _____, I'm fine.
8. _____ lives in that house. It's empty.
9. Would you like to go _____ this weekend? (I don't expect a particular answer.)
10. _____ was really friendly, all the managers and even the CEO.
11. _____ is going really well and so I'm really happy.

12. I know _____ in this company. It's my first day.
13. Did you go _____ during the summer? (I don't know if you did or not.)
14. She doesn't want _____ to help her.
15. She loves _____. She's a really kind person.
16. I must have left my keys _____!
17. They looked _____ for the money. They looked in all the places in the house.
18. Would you like _____ to drink? (This is an offer, not a real question.)
19. _____ in the UK has hot weather today. It's cold all over the country.
20. _____ unusual happened. It was a very ordinary day.
21. I gave the children _____ to eat because they were hungry.
22. I wish _____ would clean this mess up!
23. _____ came to the door earlier but I don't know who it was.
24. I'd love to travel _____ – all over the whole world!

Source: <https://www.perfect-english-grammar.com/support-files/indefinite-pronouns-exercise-1.pdf>

6. Distributive Pronouns

A distributive pronoun considers members of a group separately, rather than collectively. It refers to persons or things one at a time. The words *each*, *either*, and *neither* are distributive pronouns. They are always singular and are followed by singular verbs.

Each refers to everyone of a group of persons or things taken separately. *Either* means one or the other of the two. *Neither* means not one nor the other of the two.

- *Each* of us was given a prize.
- You can take *either* of these two shirts.
- *Neither* of them was selected.
- *Each* took it in turn.
- I like *neither* of the novels.

Note: *either* and *neither* can be used only when speaking about two persons or things. When speaking about more than two persons *any*, *no one*, *none* should be used.

- *None* of the answers is correct.
- I don't like *any* of these shirts.
- *No one* offered to accompany him.

Each, every, all, both, most, some, none, both, either, neither

1. Here are some incorrect sentences. Rewrite the underlined part so that it is correct.

Sometimes, there is more than one way to correct the sentence.

1. Both of his parents is a teacher.
2. Each student have a book.
3. Most the people watch TV.
4. She invited all to her party.
5. Most of students in this school are Chinese.
6. All of countries in Europe are democratic.
7. Every students were late yesterday.
8. He stole all of money that was in the room.
9. Every weeks, there is a barbecue.
10. Most of Dutch people speaks good English.

Source: <https://myskypelessons.com/tests/each-every-all-most.pdf>

7. 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.
- You can introduce *yourself* to the audience.
- She blamed *herself* for not trying harder to win the game.

● **Complete each of the sentences below.**

1. My brother likes to practice his English by talking to himself.
2. James wasn't careful and he cut _____ with a knife.
3. My sister and I looked at _____ in the mirror.
4. The repair shop was closed, so I fixed the car _____.
5. Did you enjoy _____ at the party last night?
6. Cats can get clean by licking _____.
7. (A) Did the cleaners cleaned the house? (B) No, I did it _____!
8. Mr. Smith burned _____ while he was cooking.
9. He dried _____ after he took a shower and went downstairs.
10. Can you teach _____ to play the piano?
11. My little sister dressed _____. She didn't need any help.
12. Why is your dog scratching _____? Does it have fleas?
13. John and Thomas, did you ask _____ the question?
14. Mrs. Brown, please help _____ to the cookies and drinks.
15. I introduced _____ to my new classmates.

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8. 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.
- We saw the king *himself* in the parade.
- Good mothers raise their children *themselves*.

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.

Reflexive & Intensive Pronouns Practice

Identifying Reflexive Pronouns

Directions: Circle the reflexive pronoun in each sentence below.

1. Make sure to remind yourself of the things you need to do.
2. She thought to herself while she was in the library.
3. I saw myself in the mirror.
4. We blamed ourselves for the mistake.
5. Can you help yourselves?
6. They cannot look after themselves.

Identifying Intensive Pronouns

Directions: Circle the intensive pronoun in each sentence below.

1. Did you yourself make the dinner?
2. I myself like to take walks after breakfast.
3. She herself did a great job on setting up the party.
4. Leave it alone! I will do it myself.
5. Did you discover that yourself?
6. I myself feel like I did a great job.

Reflexive or Intensive Pronoun

Directions: Write an "R" on the line if the pronoun in the sentence is **reflexive**.
Write an "I" on the line if the pronoun is **intensive**.

- _____ 1. We ourselves made sure to be on time.
- _____ 2. I bought a gift for myself.
- _____ 3. Why do you blame yourself for everything?
- _____ 4. You yourself need to be more careful.
- _____ 5. They themselves are ready for the game.

Source: https://charlton6.weebly.com/uploads/1/0/6/2/10621939/reflexive_and_intensive_pronouns_handouts.pdf

9. Reciprocal Pronouns

Reciprocal Pronouns show a mutual relationship. They are *each other* and *one another*. *Each other* is used when the group consists of just two people, animals or things. *One another* is used when the groups consists of more than two people, animals or things.

- Husband and wife should respect *each other*.
- The boys hit *one another*.
- John and Jane looked at *each other* during the ceremony.
- The children of the family fought *one another* for the legacy.
- The two teams respect *each other*.

Ex. 1. Put in the correct pronoun so that the pronoun refers back to the subject. Use either the object form of the pronoun (e.g. *me*) or the reflexive pronoun (e.g. *myself*).

1. It's time you learnt to look after, or else you'll find you're firmly on an unreachable shelf.
2. And Mary stood by, her hands folded in front of, looking thoughtfully down at her son.
3. I know that I have to believe in to overcome it but I can't when I'm destroying myself.
4. We learn about by making mistakes, as well as through success; we learn nothing by staying in a rut.
5. I reminded him and he went out banging the door behind
6. Don't wonder. Just have faith in
7. In what I hope was a rare lapse into intolerance, I asked the reporter next to: 'Does that little sod always talk like that?'
8. Then Alice saw a large mushroom near It was as tall as she was.

9. I hope he can grow up to be a normal young man in spite of what has happened to me. I don't care about But what you said about my family I care about.
10. Unless we have attitude training in preparation for our work, we are quite likely to bring with into the library our prejudices and biases.
11. There was still a world to face and in that world she had learned to take care of
12. There are some in this town who should be ashamed of today.

Ex. 2. Fill in the gaps with *each other*, *ourselves* or *themselves*.

1. The warehouse walls blended into like a painting drenched with turpentine.
2. Having freed from the naturalistic fallacy, we ask what are the chief good things known to us.
3. They have also found agreeing to the introduction of temporary workers in return for employers granting increased job security for the majority of the labour force.
4. They were laughing into 's faces at some private joke; they hadn't seen me.
5. The children were dividing off into small groups.
6. The scientists looked at in astonishment, and in that instant, Benny bolted.
7. In an emotional reunion they hugged as West Brom's chairman Bert Millichip told the assembled press that Johnson's career at the Hawthorns was secure.
8. Creatures from pigeons to monkeys have shown capable of performing this task successfully.

Source: http://ieas.unideb.hu/admin/file_7387.pdf

Exercise I:

Identify the type of the pronoun in each of these sentences

1. The noun, *which* the pronoun replaces, is called its antecedent.
2. They *themselves* completed the exercise.
3. *What* do you know about pronouns?
4. *Everybody* can learn English Grammar.
5. *This* is a quiz for students of English as a Foreign Language.
6. Ask *yourself*, what is a pronoun?

7. I know what *you* are talking about.
8. The book on the table is *mine*. Which is *yours*?
9. We did all the work *ourselves*.
10. The girl *who* told me the story lives down the street.
11. We *ourselves* bought this cage.
12. Anybody could have done *it*, but nobody did.

Exercise 2:

Supply the appropriate personal pronouns into the blanks.

1. Soekarno was born in Blitar and _____ was brought up by his parent.
2. To seek knowledge, _____ enrolls Bandung Institute of Technology.
3. _____ was a favorite Institute of Technology in Indonesia.
4. Soekarno began to think about Indonesia when _____ took some part of battles and struggles.
5. In 1945 AD _____ declared the Independence of Indonesia..
6. Hatta accompanied _____ very well.
7. Indonesian people choose _____ for president.
8. You are an Indonesian, I am an Indonesian, so _____ are Indonesians.
9. There are many notions in the world. One of _____ is Indonesia.
10. I choose IAIN for my lecture because I believe _____ very much.

Exercise 3:

Choose the appropriate Demonstrative Pronoun in brackets.

1. SBY is the president of Indonesia. God gives (this/these) for Indonesian people.
2. He founded the Republic at Jakarta and (that/those) was the place where he moved.
3. He asked his people to follow his act but he found (this/these) who did not obey him.
4. Life is a travel in the land and sees the consequences to (this/these) who have rejected.
5. God exists, and (this/these) is believed by believers.
6. (These/Those) who live in glass houses should not throw stones at others.
7. (Those — That) road leads to Mysore.
8. This is my book, whose is (that/those)?

Exercise 4:

Fill in the blanks with Interrogative Pronouns *Who*, *What*, or *Which*!

1. was born in Blitar?
2. of those men is Soekarno?
3. did Soekarno do for Indonesia?
4. did Soekarno do in 1945 AD?
5. chooses Soekarno for president?
6. was chosen as his accompany to declare the independence of Indonesia?
7. are the duties of Indonesian people?
8. I mean I say

Exercise 5:

Fill in the blanks with Relative Pronouns *Who*, *Whom*, or *Which*.

1. The island was visited by tourists in Indonesia is Bali.
2. His uncle from I heard the news, went to college.
3. The book I brought yesterday is biology.
4. The man I met yesterday just came from London.
5. The teacher teaches the science leads student into believing their God.
6. Everyone honors Ahmad is able to sing well.
7. I like the student is religious.
8. Something I don't like is to lie.

Exercise 6:

Combine the following points of sentences using Relative Pronouns.

1. The woman is very attractive. She lives near the Post Office.

2. The pen is good. I bought the pen last week.

3. The girl is Martha. The girl has just moved to Binjai.

4. The teacher is very handsome. The teacher's wife has just died.

5. My father gave me a pen last night. The pen is very beautiful.

6. The girl will become my teacher. She is very beautiful.

7. The lady is standing by the door. She is my special girlfriend.

8. We bought a new television set yesterday. The TV set is SONY.

9. The police arrested a man last night. The man is my friend.

10. Pasha likes a woman. The woman is my friend.

Exercise 7:

Fill in the blanks with the Emphatic or Reflexive Pronoun.

1. On the last day, you could judge what you did in your life.
2. Amien Rais used to sit by praying for Indonesian development.
3. I will ask if I am ready to face the examination.
4. All of you will be asked to memorize the poem together.
5. My grandmother is very old and she always talks to
6. Fanny and Dewi blamed for their coming late.
7. The books fall from the table.
8. Do not ask other. Think whether it is wise or not to do that.
9. We do not believe the story.
10. The students cleaned the classroom

Exercise 8:

Complete the sentences by using Each Other or One Another!

1. Good people always try to help
2. The students are studying English ask and answer using English.
3. Jana and her sister looked after peacefully.
4. There are so many officials in Indonesia who do not know
5. In Indonesia, Muslim and non-Muslim lived peacefully.
6. Among the country, Iraq and USA used to fight
7. In democracy atmosphere, people respect
8. Look! The children are playing happily although they just meet for the first time.
9. My friends spend their vacation at the seaside, they don't like
10. They looked at



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.
- We met *a* university student in the pool house.
- I was scolded by *an* usher for making a noise in the theatre.

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.
- You can't drink *the* water in *the* bottle.
- *The* sun sets in *the* west.

2. Use of Article

A. The Use of Indefinite Article

The indefinite article is used:

- 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.
 - My brother saw *a* burglar entering our neighbour's house.
 - He is reading *a* J. K. Rowling's novel.
 - My mother bought *a* gossip tabloid but none of us like to read it.
- With names of jobs:
 - John is *a* doctor.
 - Gilang Ramadhan is *a* famous drummer.

- My brother wants to be *a* rocket scientist.
 - Mary is trained to be *an* engineer.
- c. With nationalities and religions:
- I am *a* Moslem.
 - John is *an* Englishman.
 - Hitler was *a* communist.
 - My husband is *a* Javanese.
 - 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.
 - My brother is learning to play *a* violin.
 - Kenny G. is playing *a* saxophone.
 - Can you show me how to play *a* tambourine?
- e. To refer to a kind of, or example of something:
- The mouse had *a* tiny nose.
 - It was *a* very strange car.
 - This is *a* fantastic story.
 - She has *a* super power.
 - The flower spreads *a* disgusting smell.
- f. With singular nouns, after the words ‘what’ and ‘such’:
- What *a* shame!
 - She’s such *a* beautiful girl.
 - I have never had such *a* difficult problem like this.
 - What *a* day!
 - Don’t be such *a* baby!
- 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.

- She is carrying *a* heavy bag with five thick books in it.
- The rich family has five cars and *a* luxurious yacht.
- I've got *an* older sister and *a* younger brother.

B. The Use of Definite Article

The definite article is used:

- 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.
 - I met a very handsome man on my way here. When *the* man looked at me, I gave him my best smile.
- 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.
 - He is *the* man.
- In sentences or clauses where we define or identify a particular person or object:
 - *The* man who wrote this book is famous.
 - He will take me to *the* town where he was born.
 - *The* only thing she doesn't like about you is your bad temper.
 - My house is *the* one with a blue door.
 - *The* book which he lent me was left in your room.
- 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.
 - *The* sky grew dark.
 - My father is the best man in *the* world.
 - The stars shine brightly tonight.

- e. Before superlatives and ordinal numbers:
- Petronas tower is *the* highest building in South East Asia.
 - We are discussing *the* last chapter.
 - *The* first man landing on the moon is Neil Armstrong.
 - My father is *the* best man in the world.
 - I am *the* second child in my family.
- f. With adjectives, to refer to a whole group of people:
- *The* Chinese eats rice with chopsticks.
 - *The* young must respect *the* old.
 - *The* Christians celebrates Christmas on 25th of December.
 - *The* nationalists
 - *The* rich must help *the* poor.
- 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.

3. 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.

Exercise 1:

Fill in the blanks with *A* or *An* where necessary.

1. Pilgrimage is ____ Physical and spiritual exercise.
2. Haji is a series of travels by ____ air, ____ sea or ____ land.
3. After ____ two days rest, he would leave for Surabaya.
4. Write the book in ____ ink not with ____ pencil.
5. ____ sword is made of ____ metal.
6. Ronny believes God as ____ eternal beauty.
7. ____ cat is ____ faithful animal.
8. ____ Indonesian is ____ Asian.
9. Put ____ salt in the ____ soup.
10. ____ observation and ____ analogy are two kinds of intellectual development.

Exercise 2:

Complete with *a*, *an*, or *the*

____ 18 years old man was arrested and charged with robbing ____ convenient store while dressed in ____ woman outfit. According to

the witnesses, Rich Fudge threatened 'give me the money if you till want to live' as he pointed _____ plastic gun at _____ cashier. Fudge was also charged with robbing another store _____ week later while wearing _____ iron mask.

Exercise 3:

Use *a*, *an*, *the* or *0* (no article) in the blanks.

1. Did you put _____ gasoline in your car today?
2. _____ Ashari Santoso has three sons. He named all his sons _____ Ashari. The kids at _____ school often tease _____ Asharis.
3. Does _____ director in your company speak foreign languages?
4. Frank bought _____ dvd player. _____ dvd player is not very good, because it breaks often. Last night, _____ dvd player broke again. Frank became so angry that he threw _____ machine away.
5. A few weeks ago, Icha read _____ book about computer. She thinks _____ book is so interesting that she decides to take _____ computer course.
6. My brother drank _____ water that I put in _____ refrigerator this morning.
7. I want _____ laptop computer, because _____ laptop computers can be very useful. _____ laptop can do word processing, keep records, and compute numbers. _____ laptop can also be used to send email and search the Internet. People who own _____ laptops say that they can save a lot of time.

A) Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.

1. There was waiter standing at entrance of restaurant. I ordered him glass of vodka with some juice in it.
2. There was question I wanted to ask biology teacher about kangaroo. She had said kangaroo carried her baby in kind of bag in front part of her body. I wanted to know how many baby kangaroos it could carry at time.
3. "Is that your wife?"
"No, my wife's woman in red dress."
4. I work with man and two women. man is quite nice, but women are not very friendly.
5. What's in newspaper?
6. Can you show me that book, please?
7. What's name of woman in blue dress?
8. water turns into ice at 0 degree C.
9. I like steak, but I don't like eggs.
10. She lives in nice flat on fifth floor of old house.
11. It's terrible - eggs are \$ 2 dozen.
12. There was boy and girl in the room. boy was Japanese but girl looked foreign. She was wearing fur coat.
13. This morning I bought newspaper and magazine. newspaper is in my bag but I don't know where magazine is.
14. "Have you got car?"
"No, I've never had car in my life."
15. We don't go to cinema very much these days. In fact, in town where we live there isn't cinema.
16. Don't stay in that hotel. beds are very uncomfortable.
17. After I leave school, I want to go to university.

B) Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.

1. John Colloway is bank manager. He works in bank in center of London. Every morning he gets up at seven o'clock, has breakfast and cup of coffee, and reads "Times". Then he goes to work by bus. In morning, he usually makes telephone calls, sees customers and dictates letters. He has lunch at restaurant near bank. In afternoon he works until five or five-thirty, and then goes home. He doesn't work on Saturdays or Sundays; he goes to cinema or reads. He likes novels and history. He is not married. He has sister in Oxford and brother in London.
2. Have you got camera?
3. You need visa to visit foreign countries, but not all of them.
4. When we reached the city center, shops were still open but most of them were already closed.
5. Jack has got very long legs, so he's fast runner.
6. I'm looking for job. And did Ann get job she applied for?
7. Did police find person who stole your bicycle?
8. We went out for meal last night. restaurant we went to was excellent.
9. This morning I had boiled egg and toast for breakfast.
10. Tom always gives Ann flowers on her birthday.
11. I went into the shop and asked to speak to manager.
12. There's no need to buy any milk. milkman brings it every morning.

13. It was warm and sunny, so we decided to sit in garden.
14. Jane is teacher. Her parents were teachers too.
15. Bill's got big feet.
16. Would you like to be actor?

C) Put a suitable article into the blanks:

1. My neighbour is photographer; let's ask him for advice about colour films.
2. I had very bad night; I didn't sleep wink.
3. He is vegetarian; you won't get meat at his house.
4. youngest boy has just started going to school; eldest boy is at college.
5. I went to school to talk to headmistress. I persuaded her to let Ann give up gymnastics and take ballet lessons instead.
6. There was knock on door. I opened it and found small dark man in check overcoat and soft hat.
7. - Are John and Mary cousins?
- No, they aren't cousins; they are brother and sister.
8. postman's little boy says that he'd rather be dentist than doctor, because dentists don't get called out at night.
9. - Would you like to hear story about Englishman, Irishman and Scotsman?
- No. I've heard stories about Englishmen, Irishmen and Scotsmen before and they are all same.
10. "..... modern burglars don't hide under beds." said her daughter.
11. most of stories that people tell about Irish aren't true.
12. Like many women, she loves tea parties and gossip.
13. On Sundays my father stays in bed till ten o'clock, reading Sunday papers.
14. I have little money left; let's have dinner in restaurant.
15. - I hope you have lovely time and good weather.
- But I'm not going for holiday; I'm going on business.
16. During meal he gives her instructions about garden and she tells him village gossip.
17. My mother goes to church in morning, and in afternoon goes to visit friends.

D) Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed.

1. Tobacco is one of most important products of South.
2. fresh air is needed by all people.
3. cotton which comes from Alabama is better than cotton which comes from Oklahoma.
4. air in this room is fresh.
5. important products which we get from India are tea, cotton, and rice.
6. telephone seldom rings in our home.
7. silver is conductor of electricity.
8. I get on train at same place every day.
9. rain and sun are needed for raising of vegetables.

10. Mary is waving to us from across street.
11. sun is shining but part of sky is still covered with clouds.
12. women use much make-up.
13. Sometimes everyone must take medicine.
14. coffee will keep you awake all night.
15. medicine which doctor prescribed helped me.
16. tea seems to keep some people awake.
17. He likes to study French.
18. coffee is very strong.
19. In that course, we study history of all important countries of Asia.
20. coffee which comes from Brazil is best.

E) Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed.

1. He went to Spain last month.
2. When you go to Spain, be sure to see Madrid.
3. He works in building on corner of Tenth Ave. and 62nd St.
4. Tokyo is largest city in World.
5. traffic on Jones Avenue is heavy.
6. Miami is center of tobacco industry.
7. Rio Grande River forms boundary between U.S. and Mexico.
8. rivers of eastern part of United States flow toward East Coast.
9. largest river in America is Mississippi.
10. New York subway trains are very comfortable.
11. climate of southern Florida is very nice all year.
12. capital of France is Paris, but capital of England is London.
13. Tenth Street has some very nice shops.
14. Some of Tenth Street shops are very inexpensive, too.
15. President will be on TV tonight.

Source: <https://eduteach.es/worksheets-grammar.pdf>



5

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.

- **Fill in the blanks below to complete the sentences. Use the words in the box above.**

1. My friend likes to exercise and eat fruits and vegetable, so he's healthy.
2. A: Are you a lazy person? B: No, in fact, I'm very _____.
3. My son Thomas is very _____. He's only five years old.
4. He should play basketball because he is _____. He's not short.
5. My sister isn't very _____. She's shy and doesn't like to meet new people.
6. He worked very hard his whole life and saved lots of money. He's _____.
7. I went on a diet last year and lost five kilograms, so now I'm _____.
8. Sarah always says, "Thank you". She's a _____ person.
9. Of course, I'm very _____! I got an A+ on all of my exams!
10. My uncle loves to tell jokes to make us laugh. He's _____.
11. My friend can lift 200 kilograms, so he's really quite _____!
12. Jennifer and Kelly always look left and right before they cross a busy street. They are _____ when they cross a busy street.
13. My classmate always smiles and has many friends. She's _____.
14. Nothing seems to make my grandfather sad. He's a _____ person.
15. Khaled can make many different animal sounds. Most people can't do that. He's _____.

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B. Possessive Adjectives

A possessive adjectives 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.

Choose the possessive pronouns that best complete each sentence.

1. _____ (My/Mine) brother planted a beautiful apricot tree in _____ (our/ours) front yard.
2. Annalisa finished _____ (her/hers) homework early, but Julissa did not do _____ (her/hers) until later.
3. The little boy who lives next door played with _____ (him/his) toys.
4. The furniture belongs to my mother. It is _____ (her/hers).
5. _____ (Our/Ours) family enjoys spending time together.
6. Jenny's dad trimmed the branches off the tree. It looked bare without all of _____ (it/its) branches.
7. You must remember to clean _____ (your/yours) room before you go to the party.
8. Mr. and Mrs. Rochester bought a plant for _____ (their/theirs) house.
9. The bicycle over there is _____ (him/his), but this one right here is _____ (my/mine).
10. Angela likes to wear _____ (her/hers) hair long, while Peggy prefers to wear _____ (her/hers) short.

Source: https://www.k12reader.com/pronouns/Pronoun6_Possessive_Pronouns.pdf

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?

A- Complete the sentences with "this", "that", "these", "those"

1. Can I introduce you? Sandra, _____ is John. John, _____ is Sandra.
2. "Is _____ Peter over there?" "No, _____ Tim."
3. Are _____ bananas in the bowl?
4. Is _____ a kitten over there?
5. "Sorry, is _____ your pencilcase?" "Oh, yes. Thank you."
6. Good morning! _____ is Mark Williams speaking?
7. Who are _____ tall men over there in front of the newsagent?
8. "Excuse me! Is _____ seat free?" "No, it isn't."
9. "What are _____ over there? Are they owls?" "Yes, they are."
10. "I'm sorry I'm late." " _____ is all right. Come and sit."

B- Rewrite the sentences in "plural form".

1. That is a dictionary. _____
2. That is a baby. _____
3. This is a present. _____
4. This is an umbrella. _____
5. That isn't a hamster. _____
6. Is that a newspaper? _____
7. Is this a postcard? _____
8. Is that a Spanish flag? _____
9. Is this a fly? _____
10. Is this a sheep? _____

C- Put the words into the correct order.

1. over there / box / is / that / a _____?
2. what / pillows / are / color / these _____?
3. this / her / is / playstation / new _____
4. difficult / are / exercises / these _____
5. that / whose / is / village _____?
6. knives / those / look / at _____
7. daughters / my / are / these _____
8. guests / are / in / garden / those / the / our _____
9. this / model's / is / favourite / your / poster _____?
10. eyeglasses / are / my / these / father's _____

D- Fill in the blanks with "this", "that", "these", "those".

Ex: "This is a bus and these are cars".

1. _____ a wolf and _____ wolves.
2. _____ some oil and _____ some sugar.
3. _____ a mouse and _____ mice.
4. _____ a fish and _____ fish.
5. _____ a toy and _____ some toys.

Source: <https://www.globalinsightelt.com/download/grammar/starter/DEMONSTRATIVE%20ADJECTIVES.pdf>

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?

Exercise 1 Recognizing Demonstrative Pronouns and Adjectives. Circle *this*, *that*, *these*, or *those* in each sentence. On each line at the right, tell whether the word is used as a *pronoun* or an *adjective*.

EXAMPLE: Let's move (this) chair into your room. adjective

1. These are the best ice skates I have ever owned. _____
2. Betsy chose this topic for her speech. _____
3. These trees must be one hundred years old. _____
4. This is going to be a beautiful day. _____
5. If we score this goal, we will win. _____
6. Winslow Homer painted these. _____
7. These designs were created by Leonardo da Vinci. _____
8. This year my birthday falls on Saturday. _____
9. I never thought of that. _____
10. That chair is too big for the room. _____

Exercise 2 **Identifying Interrogative Pronouns and Adjectives.** Circle the word *which*, *what*, or *whose* in each sentence. If it is used as a *pronoun*, write pronoun after it. If it is used as an *adjective*, write the noun it modifies after it.

EXAMPLE: (Which) pen did you buy? pen

1. Which way is it? _____
2. What kind of model did you build? _____
3. Whose hairdryer are you using? _____
4. Which novel did you enjoy best? _____
5. What have you planned for your vacation? _____
6. Which test was the hardest for you? _____
7. Whose play are you rehearsing? _____
8. What vegetable would you like for dinner? _____
9. Which of the children went to the party? _____
10. What happened in the world today? _____

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Demonstrative and Interrogative Adjectives •

Source: <https://d2ct263enury6r.cloudfront.net/47qnqZaWFf7xdwuGRTIBMc2vNrMAT1zHWx8Fvuim9nE7FBNL.pdf>

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.

Using Indefinite Adjectives

1. Choose the best indefinite adjective to fill in the blank.

I'm sorry. We had _____ toys earlier, but we sold them.

- a. few
- b. any
- c. most
- d. some

2. Choose the best indefinite adjective to fill in the blank.

Are there _____ questions before I continue?

- a. many
- b. most
- c. any
- d. several

3. Choose the best indefinite adjective to fill in the blank.

Yes, I would like _____ cake.

- a. most
- b. few
- c. many
- d. some

4. Choose the best indefinite adjective to fill in the blank.

_____ people think our country needs a new tax code.

- a. Many
- b. Any
- c. Few
- d. Each

5. Choose the best indefinite adjective to fill in the blank.

Due to the rain we didn't get _____ support.

- a. few
- b. several
- c. many
- d. much

6. Choose the best indefinite adjective to fill in the blank.

I think _____ people purchased their wristbands online.

- a. most
- b. much
- c. each
- d. any

7. Choose the best indefinite adjective to fill in the blank.

I saw a _____ cookies in the jar.

- a. much
- b. many
- c. few
- d. several

8. Choose the best indefinite adjective to fill in the blank.

We have _____ options to consider before we make a decision.

- a. most
- b. several
- c. any
- d. each

9. Choose the best indefinite adjective to fill in the blank.

_____ children would choose broccoli over a candy bar.

- a. Few
- b. Most
- c. Any
- d. Much

10. Choose the best indefinite adjective to fill in the blank.

After this question, you do not have _____ questions left on the worksheet

- a. most
- b. few
- c. any
- d. much

Source: <https://www.helpsteaching.com/tests/724051/using-indefinite-adjectives>

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.

Both, neither or either

1 Complete the following sentences with both, neither or either.

1. _____ houses are very expensive.
2. _____ of us wanted to go to the cinema.
3. Would _____ of you fancy eating out today?
4. She's _____ shy and quiet.
5. He speaks _____ Spanish nor English.
6. She hasn't seen _____ of those paintings for ages.
7. _____ of my sisters live in Asturias.
8. _____ of them want to go swimming.

2 Correct the mistakes in the following sentences.

1. I haven't seen neither of them since last week.
2. She speaks either Spanish nor French.
3. I like either of them.
4. She's either intelligent and witty.
5. Both of them is married.
6. I don't like both jackets.
7. Either of them came to our party.
8. I want to buy either bags !

Exercise 3.

1. That's enough! _____ you pay your debt to me or I take you to court.
2. When we heard the good news, we were _____ happy and excited.
3. They had _____ food to eat nor money to go to a restaurant.
4. Mr. Harrison wants to have _____ vanilla and chocolate in his ice-cream.
5. You should stop making up excuses. _____ you study hard or you will fail in the Maths exam tomorrow.
6. _____ of the two students had books with them so the teacher got very angry.
7. We have _____ bread nor cheese so we can't make a cheese sandwich.
8. She can _____ buy a laptop or a tablet pc. She has got enough money.
9. I like _____ the green and the blue t-shirt, but I don't have enough money to buy two t-shirts.

10. The sports car was _____ nice and cheap so my father decided to buy it.
11. My baby sister likes _____ soup nor spinach. She just likes milk.
12. We have some flour and eggs. We can _____ make an omelette or pancake.
13. If you want to lose weight, you should _____ do exercises and go on a diet.
14. You can _____ grow corn or wheat here in this season.
15. _____ of the two friends knew how to go to the museum so they asked the way to a policeman.
16. I think I won't be able to come to the party. _____ my father nor my mother gave me permission.
17. My friend Sophia is _____ tall and talented so she can be chosen for the

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school basketball team.

18. Archie can play _____ the guitar or the drums at the concert. He can play them well.
19. _____ the teacher and the students were shocked when they saw a mouse in the classroom.
20. Mrs. Pearce was very tired when she got home. She _____ did the washing up nor vacuumed the floor. She went to bed early.

Source: https://www.cristinacabal.com/grammar/both_neither_either_grammar.pdf

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. Functions of Adjective

The main function of adjectives is to describe noun. In detail, adjectives may perform four grammatical functions in the English language, namely: Pre-Modifier, Post Modifier, Subject Complement and Object Complement.

A. Pre Modifier

The first grammatical function that adjectives can perform is the pre modifier. Adjectives as a pre modifier are placed before a noun or noun phrase described.

- My sister wore a *beautiful long* dress.
- The *famous* restaurant served *plain but tasty* soup.
- The audition calls for *young talented* singers.

B. Post Modifier

Some adjectives can also function as post modifiers. It means the adjectives come after the nouns describes.

- I want to meet someone *interested* in traditional dances.
- The man *fond* of Manchester United collect some football souvenirs.
- The woman is waiting for her prince *charming*.

Work in pairs to find out modifiers in the following passage. Write them in the table below to show which of them are premodifiers and which of them are postmodifiers.

Premodifiers	Postmodifiers

Charles Dickens, of all the great nineteenth Century English novelists, is perhaps the most beloved by his readers. The ideas for many of the events and people in Dickens's novels grew from his own experiences. Dickens was born in Portsmouth, on the southern coast of England, and grew up in a poor neighbourhood in London. His father, a clerk, accumulated huge debts. Dickens endured a difficult childhood, for he was forced to work in factories from an early age. His employers were often needlessly cruel. The painful experiences Dickens endured as a child worker inspired him to write *Oliver Twist* and *David Copperfield*. In these two well-known novels appear some of the cruelest characters in English fiction. Vivid portraits of schoolmasters, criminals and innocent victims are found in many of his novels. Dickens, who died as a result of continuing poor health at the age of fifty-eight, left an enduring legacy.

Source: https://www.ebookbou.edu.bd/Books/Text/OS/HSC/hsc_2852/Unit-09.pdf

C. Subject Complement

Adjectives thirdly function as subject complements, which are sometimes also called **predicate adjectives**. Adjectives as subject complements are defined as adjectives that follow a copular or linking verb and modify or describe the subject.

- The old man appears *dehydrated and feverish*.
- The apple pie my mother made tastes *very sweet*.
- He was *disappointed* with his exam result.

EXERCISE Underline the predicate nominatives in the following sentences.

Example 1. Is that your new bicycle?

1. Your lab partner will be either Michael or she.
2. Buenos Aires is the capital of Argentina.
3. The people who volunteered to help us were Moira and he.
4. Is Julie a sophomore or a junior?
5. Everyone in that ballet is an excellent dancer.
6. Two members of the wrestling team are Leslie and Jesse.
7. Beth is the tennis player whom I am coaching.
8. You have been a loyal friend to me!
9. Rodrigo, in my opinion, would be the best person to call for this job.
10. Barbara is the only soprano auditioning for the role.
11. Was she the one who called?
12. Is Leon your first name or your middle name?
13. The only applicants for the job were Josh, Enrique, and I.
14. Agoraphobia is the fear of being in large open places.
15. Is the current president of the United States a Democrat or a Republican?
16. Are you and Willis close friends?
17. We have always been avid fans of ice hockey.
18. Spanish is one of the Romance languages.
19. Is French a Romance language, too?
20. A fine mess this is!

EXERCISE Underline the predicate adjectives in the following sentences.

Example 1. Is that volcano extinct?

1. This song was popular during the summer of 1999.
2. In my opinion, your plan is more reasonable than any of the others.
3. All of the contestants appear calm and confident.
4. Does that salsa taste too spicy?
5. Are these horses free to roam the ranch?
6. The poetry of Shel Silverstein is delightful.
7. My stepsister is two years older than I am.
8. Why are you reluctant to express your opinion?
9. Usually, the children remain quiet and still during storytelling time.
10. Not all of the protagonist's actions, however, are heroic.
11. All summer the weather here has been hot and dry.
12. Why does the cellar always smell dank and musty?
13. Keep this information, for it may be helpful to you later.
14. The strawberries should be ripe in a few days.
15. Are any of these library books overdue?
16. This whole-grain cereal is not only delicious but also good for you.
17. The audience grew restless waiting for the concert to begin.
18. Both of the students seemed genuinely sorry for what they had said.
19. The actor portraying the dragon in the play did not feel comfortable in the elaborate costume.
20. Long, narrow, and winding was the unpaved road leading to the castle.

EXERCISE A Underline each subject complement in the following sentences. Then, above each write *PN* for *predicate nominative* or *PA* for *predicate adjective*.

Example 1. The best cooks are ^{*PN*} she and ^{*PN*} Paulo.

1. This is a fine restaurant.
2. The Marliave Ristorante has always been my favorite one.
3. The prices at the Marliave seem reasonable and affordable.
4. The chefs are Esther DeFalco and her brother.
5. Their recipes are traditional.
6. The ingredients smell and taste fresh.
7. The pasta in their lasagna is homemade and light.
8. "Be careful when rolling out the pasta dough," Esther says.
9. "The lasagna pasta must be paper-thin," Vinicio points out.
10. For the DeFalcos, the making of pasta remains an art.

EXERCISE B On the lines provided, make the following word groups into complete sentences by adding the kinds of subject complements identified in parentheses.

Example 1. (*predicate adjective*) Sailing away from home to a strange land seems frightening.

11. (*predicate adjective*) For some immigrants, the voyage to the United States was _____.
12. (*predicate nominative*) Was the decision to immigrate _____?
13. (*compound predicate adjective*) The immigrants must have been _____.
14. (*predicate nominative*) The task of adapting to a new way of life is _____.
15. (*compound predicate nominative*) Two of the families who immigrated with the DeFalcos were _____.

Source: <https://www.wayne.k12.ms.us/userfiles/355/Classes/9759/P%20A.%20and%20P.%20N.%20Practice.pdf>

D. Object Complement

The fourth grammatical function that adjectives can perform is the object complement. Adjectives as object complements directly follow and modify the direct object.

- I want to paint my bedroom *purple and pink*.
- The rector's long speech made the audience *bored*.
- The jury declared the defendant *guilty*.

Underline the direct objects and circle the object complements in the following sentences.

1. The class elected her president for the year.
2. She named her brown puppy Spots.
3. We painted the fence around the yard green.
4. The bad food made the Jackson family sick.
5. Kevin called his sweet mother Mom.
6. The sunburn turned Tara's face red.
7. The audience found the play about the pioneers boring.
8. The judge selected the black cow the grand prize winner.
9. Carl thought his older sister bright.
10. The student considered the English test difficult.

Source: <https://www.k12reader.com/worksheet/find-the-object-complement/view/>

3. Order of Adjective

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.

Function	Definition	Example
Value/ opinion	An opinion adjective explains what one thinks about something (other people may not agree with you).	delicious charming, beautiful
Size	A size adjective tells how big or small something is.	small, huge, tiny, large
Age/ Temperature	An age/temperature adjective tells how young or old and hot or cold something or someone is	old, ancient, hot, young, cold
Shape	A shape adjective describes the shape of something.	round, square, rectangular
Colour	A colour adjective, of course, describes the colour of something.	red, blonde, black, brunette

Origin	An origin adjective describes where something comes from.	Swedish, Victorian, Chinese
Material	A material adjective describes what something is made of.	plastic, wooden, silver, iron
Purpose	A purpose adjective describes what something is used for.	sleeping (as in sleeping bag), roasting (as in roasting tin)

- 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.

Order of Adjectives Exercise 1

1. We wanted _____ (grey / a / metal) table.
2. They bought _____ (red / a / new) car.
3. She went home and sat on _____ (comfortable / her / wooden / old) bed.
4. He bought _____ (woollen / a / British / fabulous) suit.
5. They have _____ (Dutch / black) bicycles.
6. He wants _____ (some / French / delicious / really) cheese.
7. _____ (young / a / pretty) girl walked into the room.
8. He has _____ (a lot of / old / interesting) books.
9. She bought _____ (plastic / red / a / new) plastic lunchbox.
10. He is looking for _____ (leather / stylish / a / black) bag.
11. She dropped _____ (old / beautiful / the) plate and it smashed.
12. I want _____ (silk / green / an / amazing) dress.
13. She drank _____ (Italian / black / hot) coffee.
14. He saw _____ (French / writing / old / an) desk.
15. They stayed in _____ (little / a / cute) cottage.
16. I visited _____ (ancient / a / spooky / German) castle.
17. He has _____ (silver / old / beautiful / a) ring.
18. We ate _____ (green / English / round / some) apples.
19. I need _____ (computer / comfortable / a) desk.
20. They went on holiday to _____ (small / wooden / a / beautiful) cabin.

4. Comparison of Adjective

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

The Comparative Form of Adjectives

Complete the following sentences with the correct **comparative form** of the words listed below.

bad important crowded good high heavy convenient difficult
cheap expensive quiet easy thin healthy dangerous cold

- In Canada, January is _____ than March.
- I think that good health is _____ than money.
- I can't carry my suitcase. It's much _____ than yours.
- I can afford to buy a new bike but not a new car. A car is _____ than a bike.
- You look _____ than the last time I saw you. Have you lost weight?
- I couldn't get a seat in the restaurant. It was _____ than usual.
- Mountains are _____ than hills.
- He got a very good mark on his exam. The exam was _____ than he had expected.
- You should go to the doctor. Your cold is _____ than it was a few days ago.
- There is a lot of crime in the big cities. They are _____ than the small town where I live.
- I don't understand this lesson. It is _____ than the last one we did.
- I can't study in this room. It's too noisy. I'm going to find a _____ place.
- Our apartment is far from everything. We want to move to a _____ location.
- Orange juice is _____ than Coke.
- The store is having a great sale today. Most televisions are 25% _____ than they were yesterday.
- The doctor told me that I can go back to work if I feel _____ tomorrow.

Comparatives Using *as...as*

Make your own comparisons using the words provided and the structure *as...as*.

Ex. *My apartment/ large/ yours*
My car /expensive/ your car

My apartment is as large as yours.
My car isn't as expensive as your car.

1. biology/ interesting/ history _____
2. train/ fast/ airplane _____
3. algebra/ difficult/ geometry _____
4. Batman / popular/ Superman _____
5. lemon/ sweet/ orange _____
6. morning/ warm/ afternoon _____
7. robin / big/ eagle _____
8. my neighbor/ friendly/ yours _____
9. tiger/ dangerous/ lion _____
10. bicycle/ expensive/ motorcycle _____
11. house/ tall/ skyscraper _____
12. France/ beautiful/ Switzerland _____
13. my old shoes/ comfortable/ new shoes _____
14. grammar/ difficult / spelling _____
15. Beethoven/ famous / Mozart _____
16. frozen yogurt/ fattening/ ice cream _____
17. Coke/ healthy/ fruit juice _____
18. my apartment/ convenient/ yours _____
19. big cities/ safe/ small towns _____
20. New York hotels/ expensive/ Tokyo hotels _____

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The Superlative Form of Adjectives

Complete the following sentences with the correct superlative form of the words listed below.

funny high delicious easy cold boring lucky smart
dirty rich valuable bad large cheap long scary

1. Yesterday was _____ day of the year. I almost froze to death walking home from school!
2. That was _____ movie I've ever seen. I almost walked out in the middle.
3. Please give me your recipe. That is _____ cake I've ever eaten.
4. Jerry is _____ student in our class. He gets the top grades in every course.
5. Bob told _____ story last night. I couldn't stop laughing.
6. Whales are _____ animals in the world.
7. The Nile is _____ river in the world.
8. Marie is _____ person I know. She has won the lottery four times!
9. He is _____ speaker I have ever heard. Half the audience fell asleep during his speech.
10. Mount Everest is _____ mountain in the world.
11. That is _____ painting in the art gallery. It's worth a million dollars.
12. Bill Gates is one of _____ men in the world.
13. I finished the exercise in five minutes. It was _____ homework the teacher has ever given us.
14. Arthur hates to clean. He has _____ apartment I've ever seen.
15. My dinner only cost \$6.00. That must be _____ restaurant in town.
16. I was afraid to turn off the lights last night. That was _____ show I've ever watched.

The Superlative Form of Adjectives

A) Write questions using the words provided and the superlative form of the adjective.

Ex. what/ big mistake/ ever made What is the biggest mistake you have ever made?

1. what /beautiful place to visit/ your country

2. who/ kind person/ you know

3. what/ good movie/ ever seen

4. what/ happy day/ in your life

5. what/ crazy thing/ ever done

6. what/ expensive thing/ ever bought

7. what/ good restaurant/ your city

8. what/ exciting place/ ever been

9. who/ interesting person/ ever met

Comparatives and Superlatives of Adverbs

A. Write the comparative and superlative forms of the adverbs below.

Adverb	Comparative	Superlative
<i>Ex. fast</i>	<i>faster</i>	<i>the fastest</i>
1. hard	_____	_____
2. carefully	_____	_____
3. early	_____	_____
4. quickly	_____	_____
5. slowly	_____	_____
6. beautifully	_____	_____
7. well	_____	_____
8. clearly	_____	_____
9. late	_____	_____
10. far	_____	_____
11. badly	_____	_____
12. fluently	_____	_____

B. Complete the following sentences with the correct form (comparative or superlative) of the adverb provided.

- I drive _____ (carefully) than my husband.
- Angela works _____ (hard) than I do, but our secretary works _____ (hard) of all of us.
- Anita sings _____ (beautifully) of all the people in the choir.
- Our teacher explains the lessons _____ (clearly) than your teacher.
- Robert arrived at the meeting _____ (early) than Francis.
- Ken arrived _____ (early) of them all.
- Teenagers usually drive _____ (fast) than their parents.
- My daughter cooks _____ (well) than I do, but my husband cooks _____ (well) of all of us.
- Rene speaks _____ (fluently) of all the ESL students in the class.
- The teacher arrived _____ (late) than the students.

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Comparatives and Superlatives – Adjectives and Adverbs

Make comparisons of the following. Use your own ideas. Write three sentences for each set, one using the comparative structure with *than*, one using the comparative structure with *as...as*, and one using the superlative. (Use at least one adverb in the exercise.)

Ex. *watermelon/ grapefruit/ orange.*

A grapefruit is bigger than an orange.

A grapefruit isn't as big as a watermelon.

A watermelon is the biggest fruit of the three.

1. turtle/ rabbit/ fox _____

2. feather/ book/ television _____

3. running shoes/ bedroom slippers/ high heeled shoes _____

4. bicycle/ motorcycle/ car _____

5. teacher/ doctor/ lawyer _____

6. egg/ pancake/ donut _____

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Comparatives and Superlatives – Adjectives and Adverbs

Complete the following sentences with the correct form of the adjective or adverb, comparative or superlative of the words provided.

1. This is _____ (fancy) dress I own.
2. In my opinion, a deer moves _____ (graceful) of all the animals.
3. The politician spoke _____ (loud) than was necessary.
4. When we travel, my suitcase is always _____ (heavy) than my husband's.
5. January is _____ (cold) month of the year.
6. Mrs. Pedrido speaks _____ (fluent) than her husband, but her daughter speaks _____ (fluent) of the whole family.
7. December 21 is the _____ (short) day of the year. It is _____ (short) than any other.
8. Andrew is _____ (fast) runner on the team.
9. This apartment is _____ (convenient) of all the apartments I have seen.
10. Annie usually gets up _____ (early) than her sister.
11. Max finished the homework _____ (fast) than anyone else in the class.
12. A turtle moves _____ (slow) than a rabbit.
13. Bonnie works _____ (hard) of all the employees in the office.
14. This book is _____ (interesting) than the one I read last week.
15. Daniel drives _____ (careful) than his father.
16. Judy goes to the library _____ (often) than I do.
17. That gold necklace is _____ (expensive) one in the whole store.
18. This is _____ (bad) movie I have ever seen.
19. Shaun sings even _____ (beautiful) than her mother, who is a famous opera star. In fact, she has _____ (beautiful) voice I've ever heard.

5. 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.

● **Fill in the blanks below to complete the sentences. Use 'some' or 'any'.**

1. I don't need any money because I'm going to bring my lunch to school.
2. He doesn't have _____ pens, but I have _____ pens.
3. Our teacher didn't give us _____ homework yesterday.
4. I'm tired. Do we have _____ time to take a nap?
5. A: Do they have _____ library cards? B: No, they don't have _____.
6. Paul wants to buy _____ new shoes.
7. Excuse me, I need _____ information about the flight to Boston.
8. I don't have _____ paper, but Mary has _____.
9. Mr. Smith has _____ questions that he wants to ask you.
10. They have _____ apples, but they don't have _____ bananas.
11. I'm sorry, but we don't have _____ more tickets.
12. Thomas read _____ interesting books last month.
13. I bought _____ milk and _____ sugar at the supermarket.
14. A: Do you have _____ coins for the bus? B: No, I have _____.
15. I need _____ help with my homework.

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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)

Choose a little / little / a few / few:

1. I have _____ water left. There's enough to share.
2. I have _____ good friends. I'm not lonely.
3. He has _____ education. He can't read or write, and he can hardly count.
4. There are _____ people she really trusts. It's a bit sad.
5. We've got _____ time at the weekend. Would you like to meet?
6. Julie gave us _____ apples from her garden. Shall we share them?
7. She has _____ self-confidence. She has a lot of trouble talking to new people.
8. There are _____ women politicians in the UK. Many people think there should be more.
9. It's a great pity, but the hospital has _____ medicine. They can't help many people.
10. I've got _____ cakes to give away. Would you like one?
11. There's _____ milk left in the fridge. It should be enough for our coffee.
12. _____ children from this school go on to university, unfortunately.
13. Do you need information on English grammar? I have _____ books on the topic if you would like to borrow them.
14. She's lucky. She has _____ problems.
15. London has _____ sunshine in the winter. That's why so many British people go on holiday to sunny places!

16. There's _____ spaghetti left in the cupboard. Shall we eat it tonight?
17. There are _____ programmes on television that I want to watch. I prefer to download a film or read a book.
18. He has _____ free time. He hardly ever even manages to call his mother!
19. Unfortunately, I have _____ problems at the moment.
20. Are you thirsty? There's _____ juice left in this bottle, if you'd like it.

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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 book)
- 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.

ANOTHER vs OTHER vs OTHERS vs THE OTHER

TEST

- There's no ___ way to do it.
other
the other
another
- Some people like to rest in their free time. ___ like to travel.
Other
The others
Others
- This cake is delicious! Can I have ___ slice, please?
other
another
others
- Where are ___ boys?
the other
the others
others
- The supermarket is on ___ side of the street.
other
another
the other
- There were three books on my table. One is here. Where are ___?
others
the others
the other
- Some of the speakers went straight to the conference room. ___ speakers are still hanging around.
The other
The others
Another
- This is not the only answer to the question. There are _____.
the others
others
another
- Please give me ___ chance.
other
the other
another
- He was a wonderful teacher. Everyone agreed it would be hard to find ___ like him.
another
other
the other

Exercise 1:

Choose the Suitable Adjective in brackets.

1. Rudi is a (ugly — lazy — intelligent) person.
2. A cat is a (wild — strong — tame) animal).
3. Camel is a (large — long — weak) animal in the desert area.
4. Dictionary is the (ordinary — sufficient — holy) book.
5. Father was very (proud — popular — arrogant) because his son is the badminton champion.
6. Plane is a (fast — slow — lazy) vehicle.
7. Indonesia is a (dangerous — peaceful — deep) country.
8. Jakarta is a central business and (commence — commercial — commercialized).
9. My father advises me to be (careless — careful — successful) in driving motorcycle.
10. Governor East Indies asked the Javanese to respect the Holland's. But it made them (angry — happy — excited).

Exercise 2:

Choose the correct order of the adjective phrase.

1. a. a small Canadian thin lady
b. a Canadian small thin lady
c. a small thin Canadian lady
d. a thin small Canadian lady
2. a. a carving steel new knife
b. a new steel carving knife
c. a steel new carving knife
d. a new carving steel knife
3. a. a beautiful blue sailing boat
b. a blue beautiful sailing boat
c. a sailing beautiful blue boat
d. a blue sailing beautiful boat

4. a. an old wooden square table
 b. a square wooden old table
 c. an old square wooden table
 d. an old square wooden table
5. a. an new French exciting band
 b. a French new exciting band
 c. an exciting French new band
 d. an exciting new French band
6. a. a red big plastic hat
 b. a big red plastic hat
 c. a plastic big red hat
 d. a bit plastic red hat
7. a. a small Japanese serving bowl
 b. a Japanese small serving bowl
 c. a small serving Japanese bowl
 d. a serving small Japanese bowl
8. a. a cotton dirty old tie
 b. a dirty cotton old tie
 c. an old cotton dirty tie
 d. a dirty old cotton tie

Exercise 3:

Fill in the blanks with the appropriate Possessive Adjective.

1. We study the biology to increase knowledge.
2. The book with content speaks about the science.
3. I know the girl mother is the teacher of Senior High School.
4. “That is not your idea. That’s idea” I said to Friend.

5. I looked for you to give book back.
6. We believe in religion perfectly.
7. He is reading newspaper thoroughly.
8. My sister wears veil since seven years old.
9. Look! The students are studying lesson studiously.
10. A tree drops leaves in the dry season.

Exercise 4:

Some or any?

1. Would you like _____ more coffee?
2. I wonder if _____ one will show up at the meeting.
3. Doesn't _____ one know the answer to this question?
4. It must be difficult to live without _____ money.
5. Have you seen my shoes? I can't find them _____ where.
6. Would you like me to get _____ milk at the nearest shop?
7. _____ day peace will come to Afghanistan.
8. Our shipment is due to arrive _____ day now.
9. I haven't seen you for _____ time.
10. Is there _____ real evidence that my client has actually committed the crime?

Exercise 5:

Fill in the blanks with *Each*, *Every*, *Either*, or *Neither*.

1. of Adam and Eva live in Indonesia.
2. mature people know Adam and Eva.
3. Which of the two cinemas you go? of them, because they are close to my house.
4. of us should go to the grave.
5. Which hand have you hurt? of them everything is all right.

6. Which of these two persons you recognize? of them they are my relatives.
7. He has read book about physics.
8. The teacher gave student an exercise to do.
9. Do you follow God's order? of them they lead me into happiness.
10. Which of the two teachers is your uncle? of them they are American and I'm Indonesian.

Exercise 6:

Fill in the blanks with Interrogative Adjectives (Whose, What, or Which).

1. book do you have?
2. This prayer mat is not mine mat is it?
3. difference is Japan from Indonesia?
4. aero plane goes to Finland, the big one or the small one?
5. is the pronunciation of the Greek alphabet?
6. kind of book is Ali going to recite?
7. is the situation of Bosnia today?
8. I don't know pen it is.
9. was the president election in Indonesia.
10. of those priests is your father?

Exercise 7:

Use another, other, the other, others, or the others.

1. There's no _____ way to do it.
2. Some people like to rest in their free time. _____ like to travel.
3. This cake is delicious! Can I have _____ slice, please?
4. Where are _____ boys?

5. The supermarket is on _____ side of the street.
6. There were three books on my table. One is here. Where are _____?
7. Some of the speakers went straight to the conference room. _____ speakers are still hanging around.
8. This is not the only answer to the question. There are _____
9. Please give me _____ chance.
10. He was a wonderful teacher. Everyone agreed it would be hard to find _____ like him.

Exercise 8:

Put in the **adjective in bold** from the first sentence into the second sentence in its correct comparative or superlative form.

1. This is a **nice** cat. It's much _____ than my friend's cat.
2. Here is Emily. She's six years **old**. Her brother is nine, so he is _____.
3. This is a **difficult** exercise. But the exercise with an asterisk (*) is the _____ exercise on the worksheet.
4. He has an **interesting** hobby, but my sister has the _____ hobby in the world.
5. In the last holidays I read a **good** book, but father gave me an even _____ one last weekend.
6. School is **boring**, but homework is _____ than school.
7. Skateboarding is a **dangerous** hobby. Bungee jumping is _____ than skateboarding.
8. This magazine is **cheap**, but that one is _____.
9. We live in a **small** house, but my grandparents' house is even _____ than ours.
10. Yesterday John told me a **funny** joke. This joke was the _____ joke I've ever heard.



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.

A. Transitive and Intransitive Verbs

- 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. Irwanthe 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**. Auxiliary verbs can be divided into two categories: **Primary Auxiliary** and **Modal Auxiliary**. Primary Auxiliaries such as *be (is, am, are, was, were, been), do, does, did, have, has, and had* are used to form negatives, question and tenses.

- *Did* they compose that famous song together?
- He *was* swimming in the pool.
- They *have* been writing that novel for a long time.

Modal Auxiliaries such as *will, would, shall, should, can, could, may, might, must, ought to, need, dare, and used to* are used to express various moods and mental attitudes like hope, expectations, possibility and futurity. Modal auxiliaries cannot be used alone. They should be combined with principal verbs.

- I *shall* go now.
- She *could* work long when she was young.
- You *ought to* love your parents.

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.

Exercise 1:

Fill the blanks with the correct form of the verb.

My cousin, Nur Muhammad Salim ____ (have) a motorcycle accident on Brig. Jend. Katamso Street 41 yesterday. Fortunately, a passing police officer ____ (see) him ____ (lie) on the side of the road and ____ (call) an ambulance. He ____ (take) to the nearest hospital. He ____ (be) fine now even though he ____ (have) a broken leg and bruises all over. His doctor ____ (expect) to release him in two or three days.

Salim_____ (tell) me that he_____ (speed/negative). He_____ (think) the accident_____ (cause) by the bad condition of the road.

Exercise 2:

Tell which of the following verbs are transitive and which are intransitive.

1. Anne loves her mother.
2. The golden gate opened.
3. The moon silvers the distant hills.
4. Mary found her ring.
5. James writes poetry.
6. The snow melts.
7. The icy chains break.
8. The innocent lamb died.
9. The children played a game.
10. Dan is the first baseman

Exercise 3:

Identify the underlined verbs. Choose an answer for each question..

1. The burglar disappeared with the cash.
 - a. transitive verb
 - b. intransitive verb
 - c. linking verb
 - d. auxiliary verb
2. The director told the actors, "Do your best, and we'll be a hit."
 - a. transitive verb
 - b. intransitive verb
 - c. linking verb
 - d. auxiliary verb
3. He would tell me if he thought we were in danger.
 - a. transitive verb
 - b. intransitive verb
 - c. inking verb
 - d. auxiliary verb
4. His ability to concentrate is legendary.
 - a. transitive verb
 - b. intransitive verb
 - c. linking verb
 - d. auxiliary verb

5. The campers hid inside the cabin when they saw the bear.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
6. Alexis is swimming in the state championship next week.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
7. Frustrated with the official's call, Ethan kicked the bench.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
8. The student procrastinated too long and failed to finish the project.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
9. The vegetarian burger tasted like salted cardboard.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
10. Ellen nodded to the audience and sang her song.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
11. Her brother likes bananas, but she likes peaches.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
12. Adjunct faculty are teaching in several of the lower division courses.
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb
13. The director told the actors, "Do your best, and we'll be a hit."
- a. transitive verb c. linking verb
 - b. intransitive verb d. auxiliary verb

14. Regis Philbin, the host of “Who Wants to be a Millionaire,” smiled at her answer.
- a. transitive verb c. linking verb
b. intransitive verb d. auxiliary verb
15. Dennis became impatient when Thomas took so long choosing a movie.
- a. transitive verb c. linking verb
b. intransitive verb d. auxiliary verb

Exercise 4:

Determine the Past Form and Past participle of the words and state whether they are Regular or Irregular Verbs.

No	Infinitive	Past Form	Past Participle	Verb
1	avoid			
2	calculate			
3	choose			
4	become			
5	apologize			
6	conceal			
7	mow			
8	stop			
9	rub			
10	refer			
11	undergo			
12	wear			
13	try			
14	pretend			
15	mistake			
16	bite			
17	cost			
18	mean			
19	shoot			
20	worry			

Choose the correct answers.

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8. The mayor together with his two brothers _____ going to be indicted for accepting bribes.
- a. are c. were
b. is d. to be
9. The jury _____ their seats in the courtroom.
- a. take c. taken
b. takes d. taked
10. _____ either of the Web sites working?
- a. is c. was
b. are d. am
11. Three-quarters of the student body _____ against the tuition hike.
- a. is c. has
b. are d. have
12. One of my instructors _____ written a letter of recommendation for me.
- a. have c. is
b. has d. are
13. A number of the power lines _____ down because of the wind.
- a. is c. am
b. are d. be
14. The advertisement, which has been placed in local newspapers, _____ attracted a lot of interest.
- a. is c. has
b. are d. have
15. Collecting match-boxes _____ one of his favourite pastimes.
- a. was c. is
b. were d. are



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.

1. Functions of Adverb

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

- A. Adverbs of manner answer the question 'how'. This adverb usually comes after the direct object or if there is no direct object, after the verb:
- 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 ‘to what extent’. This adverb can modify an adverb or an adjective and comes before the word it modifies:

- The water was *extremely* cold in winter.
- The woman is old *enough* to deliver a baby.
- They should be able to pass their exams *quite* easily.

The following adverbs of degree can also modify verbs: *almost*, *nearly*, *quite*, *hardly*, *scarcely*, *barely*, and *just*. They follow the same pattern as frequency adverbs in terms of where they are placed:

- I *quite* understand.
- We had *almost* reached the hut when the rain started.
- I am *just* beginning a new course.

- C. Adverbs of time answer the question ‘when’ and ‘how long’. This adverb usually comes either at the very beginning of the sentence or at the end.

- My grandparents came *last night* and will stay *for 2 weeks* in Medan.
- *Later* he gave me the information needed.
- *Afterwards* we decided to go by car.

Note: *yet* and *still*: *yet* should be placed at the end of the sentence. *Still* should be placed before the verb, except with the verb ‘to be’ when it comes after.

- We haven’t started *yet*.
- He *still* wears old-fashioned clothes.
- She is *still* a student.

Compare these two sentences:

- The train *still* hasn’t arrived.
- The train hasn’t arrived *yet*.

- D. Adverbs of frequency answer the question ‘how often’ and ‘how many times’. This adverb comes after the verb ‘to be’, before simple tenses of all other verbs, and after the first auxiliary in a tense consisting of more than one verb:

- She is *always* honest.
- They *sometimes* spend the whole of Saturday fishing.
- I have *often* wondered how they did that.
- I can *sometimes* go without food for days.

Note: with ‘used to’ and ‘have’ the frequency adverb is usually placed in front:

- We *always* used to look forward to the school holidays.
 - He *never* has any trouble with his old car.
- E. Adverbs of place answer the question where. This adverb usually comes after the object, otherwise after the verb:
- 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.
- F. 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. Adverb Formation

- a. Most adverbs are formed by adding ‘-ly’ to an adjective
For example: quiet - quietly, quick – quickly, serious – seriously, careful – carefully, etc.
- b. Adjectives ending in ‘-le’ change to ‘-ly’.
For example: possible - possibly, probable - probably, incredible – incredibly, etc.
- c. Adjectives ending in ‘-y’ change to ‘-ily’.
For example: lucky - luckily, happy - happily, angry – angrily, heavy – heavily, etc.

- d. Adjectives ending in ‘-ic’ change to ‘-ically’.

For example: basic - basically, ironic - ironically, scientific – scientifically, etc.

- e. Some adverbs have irregular form

Adjective	Adverb
Good	Well
Early	Early
Fast	Fast
Hard	Hard
High	High
Late	Late
Near	Near
Straight	Straight
Wrong	Wrong

3. 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.

4. Comparison of Adverb

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

Exercise 1:

Fill in the words in brackets as adjective or adverb.

1. He reads a book _____. (Slow)
2. Nisah is a _____ girl. (Pretty).
3. The dancers dance _____ today. (Beautiful)
4. David sings the song _____. (Good)
5. He is a _____ driver. (Careful)
6. The well-known actress suffered a _____ head injury. (Serious)
7. While having a ski lesson, she hurt herself quite _____ on the slopes. (Bad)
8. The lesson appeared to be _____ thing. (Safe).

9. Her family are all _____ upset. (Terrible)
10. They demand a _____ re-evaluation of the ski resort's emergency procedures. (Quick)

Exercise 2:

Rewrite these sentences and change the Adjectives in the brackets to Adverb.

1. Please drive (careful)

2. I (real) like my teacher.

3. That girl smiled (happy), when she heard the good news.

4. (Sudden), she heard a voice behind her.

5. Why didn't you run (quick) yesterday?

6. The hunter fights the lion (brave).

7. The boy spoke (rude) to his mother.

8. You must not talk so (loud) when you are in the library.

9. My girlfriend always dressed (beautiful).

10. Mira will (probable) come tomorrow.

11. It rained (heavy) all night.

12. They have done the exercise (correct).

13. He entered the room (quiet).

14. She talks very (proud) now.

15. Jane works (slow).

Exercise 3:

Underline the adverbs in the following sentences and state their types.

1. Miss Kitty sings sweetly.
2. The umbrella was kept there.
3. Uncle Jones often goes to the club.
4. Fadliran quickly to catch the ball.
5. Si hitam, our cat went out.
6. Teddy went to the circus yesterday.
7. Mrs. Fatimah rang the bell twice.
8. My mother will buy some meat tomorrow.
9. Pipit rarely makes mistakes.
10. The child slept soundly.

Exercise 4:

Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets

1. I speak English (fluent) _____ now than last year.
2. She greeted me (polite) _____ of all.
3. She smiled (happy) _____ than before.
4. This girl dances (graceful) _____ of all.
5. Could you write (clear) _____?
6. Planes can fly (high) _____ than birds.
7. He had an accident last year. Now, he drives (careful) _____ than before.
8. Jim can run (fast) _____ than John.
9. Our team played (bad) _____ of all.
10. He worked (hard) _____ than ever before.

Exercise 5:

Choose the suitable Conjunctive Adverb from the Adverb in brackets!

1. The students were reading the history (when, while, then) I passed the class.
2. Betty went to the elementary school (when, while, then) to Junior High School.
3. We need much time, (beside, besides, behind) money.
4. Indonesia is peaceful (however, moreover, besides) president leads people into happiness.
5. The best place (when, while, where) the tourist go is the National Monument.
6. My uncle is a blind man (besides, accordingly, nevertheless) he can read well.
7. We have a growing spectator in stadium and (therefore, however, otherwise) we need more and more space.
8. Chinese is familiar for me (therefore, however, besides) it is hard to study.
9. I like to go (however, moreover, besides) I haven't the time.
10. Ely is clever, (moreover, however, furthermore) she is friendly.



PREPOSITIONS

The Prepositions are a part of the parts of speech which connect words, clauses and sentences together and show the relations between them. In a sentence, the preposition shows relationships among other words in the sentence that include direction, place, time, cause and manner. 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.

There are over 100 prepositions in English language which can be divided into three general types, each one indicating relationships with regard to time, place or movement/direction.

1. Prepositions of Time

Preposition of time are used to clarify what time an event happened or will happen. Time prepositions are used with nouns and pronouns and usually come before nouns or pronouns.

- I'm leaving to Palembang *in* a week.
- I waited for him from 8 a.m. *until* 10 a.m., and later went out.
- I watch TV *during* the evening.

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

2. Prepositions of Place

Prepositions of place are used to describe the place or position of nouns. They are used with all nouns.

- The box is *behind* the door.
- He threw the ball *over* the roof.
- The house is *between* 3rd Street and 4th Street.

3. Prepositions of Movement/Direction

Prepositions of movement/direction are used to show the movement or direction of a noun.

- The helicopter flew towards south.
- Clara fell into the well.
- Husna jumped onto the bench.

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

Exercise 1:

Use one of the following prepositions of time (at, in, on, before, until) to fill each blank.

1. We had to wait _____ Friday to see the horror movie.
2. We visited the haunted castle _____ dawn last week.
3. We are moving house _____ about a month's time.
4. _____ that night there will be a torch-light procession.
5. He passed away _____ four o'clock _____ the afternoon _____ Monday.
6. _____ three days' time the derelict building will be demolished.
7. She was up _____ dawn and _____ leaving she said goodbye to each of them.
8. He continued coughing _____ his death.
9. We arrived _____ the railway station _____ time to meet him.
10. Once he starts to sing a song he won't stop _____ it's finished.

Exercise 2:

Use one of the following prepositions of place (against, among, before, between, near, of, over, under) to fill each blank.

1. They were arguing _____ who was the first one to see the UFO.
2. The busy nurse forgot that she left the thermometer _____ my tongue.
3. She is trying to remove something that stuck _____ her teeth.
4. The magician made himself disappear _____ a crowd _____ 100 spectators.
5. _____ the day of wedding she changed her mind not to marry him.
6. It is _____ my beliefs to be nice to someone I dislike.
7. I put my hands _____ my eyes because I couldn't bear to see the crocodiles fight.

8. It took us _____ ten minutes to finish the big bowl _____ peanuts.
9. We paddled quickly downstream as our boat was _____ crocodiles and hippopotamuses.
10. He jumped out _____ the car just before it fell _____ a cliff.
11. She took an hour to choose _____ a white dress and a black dress.
12. They decided to take legal action _____ him for driving _____ the influence of alcohol.³⁹ They decided to take legal action against him for driving under the influence of alcohol.

Exercise 3:

Use one of the following prepositions of movement (after, at, by, during, in, of, off, on, past, round, through, under,) to fill each blank.

1. The police were chasing _____ a man who had driven _____ a red light.
2. The lorry was moving _____ full speed when the load of ducks' eggs fell _____.
3. My friend goes to school _____ his bicycle but _____ rainy season he goes _____ taxi.
4. We sat _____ the fire and sang songs _____ the top _____ our voices.
5. We enjoy riding _____ the tunnel _____ our bikes.
6. Every day _____ lunch he had a short nap _____ the bridge.
7. I live _____ Rainbow Road, just _____ the Governor's official residence.
8. _____ the 1990s, he lived alone _____ an island _____ the coast of Africa.
9. This week she has to work _____ midnight Monday _____ Friday.
10. The wife has the face _____ an angel but the husband has got the brain _____ a donkey.



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 read 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.

Exercise 1:

Join these sentences using *and, but, or* or *so*.

1. I called her. She ignored me because she couldn't recognize me.
2. Tony changed his clothes. He now looks like James Bond.
3. Let's walk faster. We will be thought of as old people.
4. We were getting tired of building sandcastles. We lay on the beach for a rest.
5. This must be the most expensive book in town. It is a very useful book.
6. Do you know what tools to use? Do you know how to use them?
7. Walk quickly. You will be caught in a heavy downpour.
8. Do you want me? Do you want my money?
9. I would like to be a circus clown. I am not that funny.
10. I thought everyone there was deaf because nobody answered my call. I hung up.

Exercise 2:

Fill in the blanks with these words: *although, and, because, but, or, since, so, unless, until, when*.

1. Things were different _____ I was young.
2. Let us wait here _____ the rain stops.
3. You cannot be a lawyer _____ you have a law degree.
4. That was years _____ years ago.
5. She has not called _____ she left last week.

6. I saw him leaving an hour _____ two ago.
7. This is an expensive _____ very useful book.
8. We were getting tired _____ we stopped for a rest.
9. He was angry _____ he heard when happened.
10. Walk quickly _____ you will be late.
11. He had to retire _____ of ill health.
12. We will go swimming next Sunday _____ it's raining.
13. I heard a noise _____ I turned the light on.
14. Would you like a coffee _____ tea?
15. Do you know _____ she will arrive?

Exercise 3:

Choose one word from the following to fill each blank: *although, as, because, before, how, if, than, when, while, yet*. Each word is to be used only once.

1. _____ grandpa is old, he plays tennis like a young man.
2. _____ you leave the house, be sure that you let the dogs out.
3. I have married again _____ I last wrote to you.
4. _____ the boss entered, a sudden silence fell over the whole office.
5. _____ we are having dinner, let's talk about who should wash the dishes.
6. Just _____ I said I like you doesn't mean I have to pay for your drink.
7. She drove her car into my car, and that's _____ we first met and got married.
8. I don't care _____ she likes it or not – I am taking her daughter out.
9. Her beautiful sister is more intelligent _____ I thought.
10. It's only a little pizza and _____ it tastes absolutely delicious.

<http://www.myenglishgrammar.com/exercise-7-conjunctions.html>



An interjection is a word added to a sentence to convey strong feeling or emotions such as joy, sadness, surprise, agreement, etc. It is not grammatically related to any other part of the sentence. The isolated usage of an interjection does not represent a complete sentence in conventional English writing. Thus, in formal writing, the interjection will be incorporated into a larger sentence clause.

An interjection is sometimes expressed as a single word or non-sentence phrase, followed by a comma or an exclamation mark. Commas are used to indicate a mild or gentle call, while an exclamation used to express a stronger appeal such as surprise, emotion, anger, or other deeper feelings.

- Yes, I do not intend to honor the bet.
- Oh no, I forgot that the exam was today.
- Hey! Get off that floor!
- **Humph!** I knew that last week.
- I don't know about you but, good lord, I think taxes are too high!

In the following sentences, underline the interjection.

1. Boo! Did I scare you?
2. Ugh, there's a bug in the rug.
3. The popcorn went pop in the microwave.
4. The magician's bird disappeared poof into thin air!
5. Oh boy, we're having pizza for supper!
6. Brr, February is a cold month.
7. Bye, I'll see you next week.
8. Oh, did I make a mistake?
9. Ouch! That hurt.
10. Dude, did you see monster truck go by?
11. Good luck passing the test!
12. Good job, you passed the test!

Source: <https://www.easyteacherworksheets.com/pages/pdf/languagearts/partsofspeech/interjection/2.html>



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
1. Simple Present Tense	2. Simple Past Tense
3. Present Continuous Tense	4. Past Continuous Tense
5. Present Future Tense	6. Past Future Tense
7. Present Perfect Tense	8. Past Perfect Tense
9. Present Future Continuous Tense	10. Past Future Continuous Tense
11. Present Perfect Continuous Tense	12. Past Perfect Continuous Tense
13. Present Future Perfect Tense	14. Past Future Perfect Tense
15. Present Future Perfect Continuous Tense	16. Past Future Perfect Continuous Tense

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. For the third person singular (he/she/it), the verb always ends in –s, –es, –ies: he plays football, she watches TV, it cries loudly.

2. Simple Past Tense

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

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 countries 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. 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:
1. some verbs are not normally used in the Continuous Tense. They are called **state verb** (**stative verbs**, **non-progressive verbs**) because they describe rather state than an action, such as feel, hear, see, smell, taste, believe, consider, doubt, forget, imagine, understand, know, remember, envy, hate, love, like, regret, contain, cost, measure, prefer, mean, belong, own, etc.
 2. The verbs that can be used in the Continuous Tense are called **action verbs** (**dynamic verbs**).
 3. Some verbs can be both **state** and **action verbs** depending on their meaning.

Examples: I think you made a mistake.
think = believe

I am thinking about my mum now.
think = mental process

I have two cars.
have = possess, own

I am having my lunch now.
have = eat

4. 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 mother was preparing dinner while the children were doing their homework.

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?

5. Present Future Tense

Present Future Tense, also called simple future tense is the grammatical tense used talking about something that will happen or exist.

A. Function

The present future is used:

- a. 'will/shall' to express a promise.
 - I will call you when I arrive home.
 - He won't tell anyone his wife's secret.
- b. 'will/shall' to express willingness.
 - I'll help you whenever you need.
 - She will try her best to do it.
- c. 'will/shall' to express spontaneous actions.
 - Stay there, I'll have a word with you.
 - We will go home soon.
- d. 'be going to' to express a plan.

It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

- She is going to spend her vacation in Bali.
- His mother is going to make his birthday cake.

- e. 'will/shall' and 'be going to' express a prediction.
- It will rain again tomorrow.
 - It is going to rain again tomorrow.
 - She thinks the team will win the championship this season.
 - She thinks the team is going to win the championship this season.

B. Form

1. Will/Shall

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 '**will not**' is '**won't**'.

2. Be going to

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

6. Past Future Tense

Like Present Future Tense, Future in the Past has two different forms in English: *would* and *was going to*. Although the two forms can sometimes be used interchangeably, they often express two different meanings.

A. Function

Past Future Tense is used to express the idea that in the past you thought something would happen in the future. It does not matter if you are correct or not. Past Future Tense follows the same basic rules as the Simple Future. *Would* is used to volunteer or promise, and *was going to* is used to plan. Moreover, both forms can be used to make predictions about the future.

Examples:

- Diah told me *she was going to* come to the party. (plan)
- We knew Juli *would* make dinner (voluntary action)
- Dedek said Putri *was going to* bring her sister with her but she came alone. (plan)
- He promised he *would* send a postcard from London. (promise)
- I had a feeling that the vacation *was going to* be a disaster. (prediction)

B. Form

1. Would

Affirmative	Negative	Interrogative
I would go	I would not go	Would I go?
You would go	You would not go	Would you go?
He/She/It would go	He/She/It would not go	Would He/She/It go?
We would go	We would not go	Would we go?
They would go	They would not go	Would they go?

2. Be going to

Affirmative	Negative	Interrogative
I was going to go	I was not going to go	Was I going to go?
You were going to go	You were not going to go	Were you going to go?
He/She/It was going to go	He/She/It was not going to go	Was he/She/It going to go?
We were going to go	We were not going to go	Were we going to go?
They were going to go	They were not going to go	Were they going to go?

7. 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.

8. Past Perfect Tense

A. Function

The past perfect tense refers to a time earlier than before now. It is used

- a. 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. to describe an action that happened in a certain time in the past.
 - By the end of 2005 the young man had invented three new electronic devices.
 - I had cleaned all the rooms in the building by three o'clock yesterday afternoon.
 - She had done all her homework before midnight.
- c. to describe an action that began in a time and still continued when another action happened in the past.
 - Ryan had worked in that company for seven years when she met her wife.
 - The house next to our house had been empty for years when we moved here.
 - Mr. Smith had taught English for 10 years before he decided to retire.

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.

9. Present Future Continuous Tense

The present 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 present 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 paralel 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?

10. Past Future Continuous Tense

The past future continuous tense is used to describe an unfinished action that would be in the progress in the past.

A. Function

The past future continuous tense is used:

- in 'reported speech' to show the tense changing from present future continuous to past future continuous describing an action or event that will be in progress at a certain time in the future.
 - They said that he would be doing the work at 9 o'clock next Tuesday.
 - She promised she would be cooking your my favourite dish.
 - They said that they would be all sleeping when I got back late in the night.
- in 'conditional sentence' to show an action or event that should have happened at a certain time in the present.

- He would be at work now if he weren't ill.
- My aunt wouldn't be cooking at this time if there weren't guests.
- I would be babysitting my niece if I didn't have to work now.

B. Form

Affirmative	Negative	Interrogative
I would be studying	I would not be studying	Would I be studying?
You would be studying	You would not be studying	Would you be studying?
He, She, It would be studying	He, She, It would not be studying	Would he/she/it be studying?
We would be studying	We would be not studying	Would we be studying?
They would be studying	They would not be studying	Would they be studying?

11. 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.

12. 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?

13. Present 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 present 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?

14. Past Future Perfect Tense

Past Future Perfect Tense principally is used to restate an action or event stated in Present Future Perfect Tense in which the tense is switched from future time to past time. Thus Past Future Perfect Tense is an absolute-relative tense that involves three points in time in the past. The tense refers to a time that is in the future, relative to another point in the past, but is in the past relative to a point in its future. All these points in time are in the past relative to the moment of utterance as seen in the following example:

- John left for the front; by the time he should return, the field *would have been* burnt to stubble.

The burning of the field is in the future relative to John's leaving, but is in the past relative to his returning. All these events are in the past relative to the moment of utterance.

A. Function

- a. to restate a predicted or planned action or event that would have been done before or after a certain time in the past. Commonly this tense is started with a clause containing a prediction, expectation or plan using the verbs such as: think, hope, expect, plan, intend, assume, etc.
 - I predicted that by 3 p.m. yesterday, I would have finished reading this book.

- My dad planned that he would have been home when my mom gave birth last month. He didn't make it though because he had an immigration documentation problem.
 - I thought Barcelona would have scored three goals when the first half was over.
- b. to restate a predicted or planned action or event that would have been done before another action takes place in the past where both actions are done by the same subject.
- I assumed that John would have travelled around the world before he got married last year.
 - She thought that she would have read the entire book before she went to campus yesterday afternoon.
 - His friends once predicted that he would have had more than 50 wives before he died. I was wrong. He turned out to be a very loving husband long time before he died last week.
- c. to restate an action or event that would have been done in a period of time in the past.
- I was completely sure that on August 17, I would have lived in this house for 10 years sharp.
 - It was predicted that when Mr. Dodi retired last month, he would have worked for this company for forty-five years.
 - She never expected that she would have waited for her boyfriend for 2 hours last night.
- d. to make the main clause in past conditional where the subordinate clause is in past perfect tense.
- If you had told me about the today's exam, I would have studied hard last night.
 - He wouldn't have got an accident, if he had not driven fast.
 - If my parents hadn't got divorced, I would've been much happier.

B. Form

Affirmative	Negative	Interrogative
I would have slept	I would not have slept	Would I have slept?
You would have slept	You would not have slept	Would you have slept?
He/she/It would have slept	He/she/It would not have slept	Would he/she/it have slept?
We would have slept	We would have not slept	Would we have slept?
They would have slept	They would not have slept	Would they have slept?

15. Present Future Perfect Continuous Tense

A. Function

The present 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?

16. Past Future Perfect Continuous Tense

A. Function

The function of past future perfect continuous tense is similar to the third function of past future perfect tense, that is to restate an action or event that would have been done in a period of time in the past.

- I was completely sure that on August 17, I would have been living in this house for 10 years sharp.
- It was predicted that when Mr. Dodi retired last month, he would have been working for this company for forty-five years.
- She never expected that she would have been waiting for her boyfriend for 2 hours last night.

B. Form

Affirmative	Negative	Interrogative
I would have been waiting	I would not have been waiting	Would I have been waiting?
You would have been waiting	You would not have been waiting	Would you have been waiting?
He/She/It would have been waiting	He/She/It would not have been waiting	Would He/She/It have been waiting?
We would have been waiting	We would not have been waiting	Would we have been waiting?
They would have been waiting	They would not have been waiting	Would they have been waiting?

Exercise 1:

Put in the correct verb forms into the gaps.

Example: ___ they _____ their friends? (phone/simple present)

Answer: Do they phone their friends?

1. He _____ mineral water. (drink/simple past)
2. _____ Irwan _____ his pets? (feed/present perfect)
3. My teacher _____ my homework (check/present continuous)

4. They ____ not ____ in the old house. (live/simple present)
5. Nina ____ computer games. (play/simple future)
6. Aunt Shirley ____ the phone. (answer/past perfect)
7. His parents ____ TV. (watch/future continuous)
8. How long ____ the cat ____ on the roof? (sit/
present perfect continuous)

Exercise 2:

Makes sentences about the pictures below.

DAILY ROUTINE



GET UP



HAVE BREAKFAST



GO TO SCHOOL



START THE LESSONS



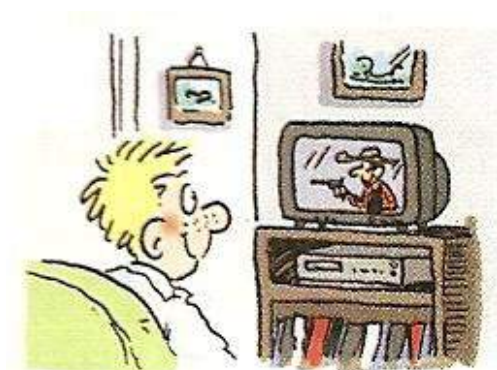
FINISH SCHOOL



DO HOMEWORK



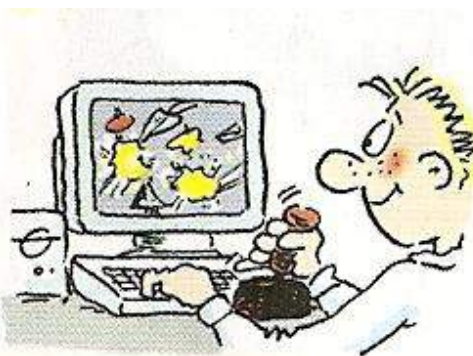
PLAY FOOTBALL



WATCH TV



HAVE DINNER



PLAY COMPUTER



GO TO BED

Pictures taken from <http://www.englishexercises.org>

Exercise 3:

Give the correct forms of the verbs, use the Past Continuous and Past Simple

1. I (fall) when I (cross) the road.
2. I (get) wet while (walk) in the rain.
3. Whenever the politician (open) his mouth to speak the crowd (shout) insults.
4. While the maid (clean) the room a skeleton (fall) out of the cupboard.
5. As soon as he (get) under the shower, the doorbell (ring).
6. They (slip) and (fall) while they (climb) the mountain.
7. While I (sightsee) in London I (hide) my money in my socks.
8. As they (fly) from Stockholm to Moscow, the starboard engine (burst) into flames.
9. When she (have) lunch a waiter (drop) a plate of soup in her lap.
10. As it (rain) their mother (cancel) the picnic.

Exercise 4:

Use either simple past or present perfect to make the correct forms of the verbs.

1. I _____ five movies this month. (see)
2. Syahrums _____ his car last year. (crash)
3. The president _____ Hamburg on Wednesday. (leave for)
4. The family _____ in New York for 5 years. (live)
5. My brother _____ the car. It looks new again. (clean)
6. We _____ another country before. (not visit)

7. I'm sorry, but I _____ my homework. (forget)
8. She _____ the book. Now she can watch the film. (read)
9. The students _____ their final examination two days ago. (take)
10. The girls _____ their lunch yet. (not eat)

Exercise 5:

Complete the sentences with future-will or future-be going to.

1. A: Why are you holding a piece of paper?
B: I _____ a letter to my friends in Surabaya. (write)
2. We are so excited about our trip next month to Italy. We _____ Rome, Milan and Venice. (visit)
3. A: It is so hot in here!
B: I _____ turn the air-conditioning on. (turn)
4. I think he _____ the next President of the United States. (be)
5. That man at the service counter _____ you. (help)
6. As soon as the weather clears up, we _____ down to the beach and go swimming. (walk)
7. A: What are you doing with those scissors?
B: I _____ that picture of the ocean out of the travel magazine. (cut)
8. A: _____ me a favor, Sam? (you, do)
B: Sure, what do you want me to do?
9. A: Wow, it's freezing out there.
B: I _____ some coffee to warm us up. (make)
10. Yani _____ to the party. Lia _____ there as well. (come, be)

Exercise 6:

Put the verb in the correct tense (present perfect or present perfect continuous) and complete where necessary with 'Since' or 'For'.

1. The servant _____ this room _____ seven this morning. (clean)
2. The gardener _____ in the garden all morning and need a good lunch. (dig)
3. My grandpa _____ time all evening watching television. (waste)
4. He _____ in that office _____ 1999.
5. The tourist _____ in the hotel _____ two weeks. (stay)
6. The manager _____ reports all weekend and has not had time to relax. (read)
7. She _____ Spanish _____ five years. (study)
8. _____ you ever _____ to Hawaii? (be)
9. The man _____ for the bus _____ he past 20 minutes and still it has not come. (wait)
10. I _____ in front of this computer _____ hours and it is driving me crazy. (sit)

MIXED TENSE REVISION

Complete the sentences with the suitable form of the verbs in brackets.

- 1.- If I _____ (find) a good job, I'll move to Madrid.
- 2.- He met his wife when he _____ (work) in Brussels.
- 3.- You can turn off the radio. I _____ (not listen) to it.
- 4.- Where _____ (you / have) dinner yesterday?
- 5.- This exercise is difficult. I _____ (help) you to do it.
- 6.- What _____ (you / cook) tonight?
- 7.- _____ (you / finish) your homework yet?
- 8.- My father _____ (go) to the bank. He'll be back soon.
- 9.- What _____ (they / do) at 9.00 last night?
- 10.- It _____ (snow) when we _____ (leave) the library.
- 11.- I usually _____ (listen) to the news in the car.
- 12.- My cousin is a writer. He _____ (write) three novels.



- 13.- Be careful! The baby _____ (put) those keys in his mouth!
- 14.- When _____ (Barack Obama / become) president of the USA?
- 15.- My students _____ (not listen) when I gave the instructions.
- 16.- Gonzalo is thirsty! I _____ (get) him a glass of water!
- 17.- If it _____ (not rain) we'd lie on the beach.
- 18.- It's my birthday next week- Don't worry! I _____ (not forget) it.
- 19.- I think it _____ (rain) this afternoon.
- 20.- John _____ (speak) to Susan a minute ago.
- 21.- If you ask him nicely, he _____ (help) you.
- 22.- Would you like a coffee? No, thanks. I _____ (already / have) four cups today.
- 23.- _____ (you / ever / have) an argument with your parents about clothes.
- 24.- I'm sure they _____ (lose) the match.
- 25.- My neighbour has broken his leg. He _____ (not play) tennis this weekend.
- 26.- If I had the receipt, I _____ (return) these jeans.
- 27.- What would you like? I _____ (have) some orange juice.
- 28.- If my brother _____ (not arrive) soon, I'll send him a text message.
- 29.- I _____ (not see) my grandparents since last summer.
- 30.- If you found a purse, _____ (you / give) it to the teacher?



Fill in the correct form of the verb – All tenses

1. They _____ in Chicago for 20 years (be).
2. I _____ a wonderful film in the cinema last night. (see)
3. The sun _____ at 6:38 yesterday morning (rise)
4. The sun _____ when the climber reached Mount Everest. (shine)
5. I promise that I _____ this secret to anyone (not tell)
6. Unfortunately, just as we got to the airport their plane _____ off (take).
7. They _____ to the movies only once in a while (go)
8. I was tired yesterday because I _____ well the night before (not sleep).
9. Sh! Someone _____ to our conversation (listen)!
10. When I left the house this morning, it _____ (already rain)
11. I think Bob _____ for London this very moment. (leave)
12. The plane _____ off in a few minutes. (take)
13. I _____ up at 7 every morning but this morning I _____ long and I _____ up until 8. (get, sleep, not get)
14. I _____ my watch because it is being fixed (not wear).
15. This _____ an easy quiz so far (be).

16. They _____ in an apartment right now because they can't find a cheap house. (*live*)
17. Everyone _____ when the earthquake hit the small town. (*sleep*)
18. He _____ by herself since her divorce (*live*)
19. I was angry that I _____ such a stupid mistake (*make*).
20. I predict that by 2020, man _____ on Mars (*land*)
21. He _____ his job a couple of years ago. (*quit*)
22. Our daughter _____ from the university yet (*graduate*).
23. They _____ any Christmas cards last year (*not send*)
24. She _____ to a doctor once a year for an examination (*go*)
25. They _____ about me when I interrupted their conversation. (*talk*)
26. Nothing much _____ when I got to the meeting (*happen*).
27. My parents _____ in New York two weeks from today (*be*).
28. I _____ two mistakes in the last quiz. (*make*)
29. Unfortunately, our team _____ any games last year. (*not win*)

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Fill in the correct form of the verb – All tenses

1. My family **have bought** (*buy*) some land in southern France recently. They **are building** (*build*) a summer house there at the moment.
2. Andy and Mary **are going** (*go*) to a concert tomorrow night. They **have been looking forward to** (*look forward to*) it the whole week.
3. Jonathon **watches** (*watch*) the news on TV every day and it **helps** (*help*) him with his English.
4. My car **broke** (*break*) down when I **drove / was driving** (*drive*) home from work. I **would have fixed** (*fix*) it if I **had known** (*know*) what was wrong. But I didn't so **had** (*have*) to take it to the garage.
5. When he **founded** (*found*) Microsoft, Bill Gates was only 20 years old. He **had already written** (*already write*) his first computer programme six years earlier.
6. An accident **happened** (*happen*) near my house last night. A car **hit** (*hit*) a young man. He **was riding** (*ride*) his bike when someone in front of him suddenly **opened** (*open*) a car door. Many people **saw** (*see*) the accident. The police **interrogated** (*interrogate*) them last night.
7. Mrs Smith said that one day she would **retire** (*retire*) from teaching. She said that she **would spend** (*spend*) her new free time learning about computers.
8. I **did not sleep** (*not sleep*) at all last night. Someone **was listening** (*listen*) to music all night.
9. I **saw** (*see*) a film a week ago, but I **didn't enjoy** (*not enjoy*) it very much because I **had already read** (*already read*) the book. If I **hadn't read** (*not read*) the book I **would probably have enjoyed** (*probably enjoy*) the film more.
10. The judge sentenced the man to eight years in prison because he had **robbed** (*rob*) a bank.
11. They **had been standing** (*stand*) in the queue for over an hour when the manager **told** (*tell*) them that there were no more tickets.
12. Alan **was** (*be*) in the car accident yesterday. The other driver **lost** (*lose*) control of his car because he **had fallen** (*fall*) asleep.
13. She **has not seen** (*not see*) her father since he **started** (*start*) to work in Marseille two years ago.

14. I was sleeping (sleep) when the fire broke out.
15. Linda phoned and explained that she would not be able (not can) to come to the party the next day because she was (be) still sick.
16. I have just seen (just see) the film "The Da Vinci Code". – Have you seen (you see) it too? – No, I haven't (not have) but I read (read) the book.
17. My sister is flying (fly) home from London today. Her flight will arrive (arrive) in an hour so I am leaving (leave) for the airport right now to get there in time.
18. Unless he sells (sell) more he won't get much money.
19. While he was waiting (wait) for the bus there was (be) a robbery at the bank. After the robbers had gone (go) away the police came (come) but they were not able (not can) to catch them.
20. I used (use) to ski when I was at the university but I broke (break) a leg five years ago and since then I have not skied (not ski) any more.

Fill in the correct form of the verb – All tenses

1. My family have _____ (buy) some land in southern France recently. They _____ (build) a summer house there at the moment.
2. Andy and Mary _____ (go) to a concert tomorrow night. They _____ (look forward to) it the whole week.
3. Jonathon _____ (watch) the news on TV every day and it _____ (help) him with his English.
4. My car _____ (break) down when I _____ (drive) home from work. I _____ (fix) it if I _____ (know) what was wrong. But I didn't so _____ (have) to take it to the garage.
5. When he _____ (found) Microsoft, Bill Gates was only 20 years old. He _____ (already write) his first computer programme six years earlier.
6. An accident _____ (happen) near my house last night. A car _____ (hit) a young man. He _____ (ride) his bike when someone in front of him suddenly _____ (open) a car door. Many people _____ (see) the accident. The police _____ (interrogate) them last night.
7. Mrs Smith said that one day she _____ (retire) from teaching. She said that she _____ (spend) her new free time learning about computers.
8. I _____ (not sleep) at all last night. Someone _____ (listen) to music all night.
9. I _____ (see) a film a week ago, but I _____ (not enjoy) it very much because I _____ (already read) the book. If I _____ (not read) the book I _____ (probably enjoy) the film more.
10. The judge sentenced the man to eight years in prison because he _____ (rob) a bank.
11. They _____ (stand) in the queue for over an hour when the manager _____ (tell) them that there were no more tickets.
12. Alan _____ (be) in the car accident yesterday. The other driver _____ (lose) control of his car because he _____ (fall) asleep.
13. She _____ (not see) her father since he _____ (start) to work in Marseille two years ago.
14. I _____ (sleep) when the fire broke out.
15. Linda phoned and explained that she _____ (not can) to come to the party the next day because she _____ (be) still sick.

16. I _____ (just see) the film "The Da Vinci Code". – _____
 (you see) it too? – No, I _____ (not have) but I _____ (read) the
 book.
17. My sister _____ (fly) home from London today. Her flight _____
 (arrive) in an hour so I _____ (leave) for the airport right now to get there in time.
18. Unless he _____ (sell) more he won't get much money.
19. While he _____ (wait) for the bus there _____ (be) a robbery at
 the bank. After the robbers _____ (go) away the police _____
 (come) but they _____ (not can) to catch them.
20. I _____ (use) to ski when I was at the university but I _____
 (break) a leg five years ago and since then I _____ (not ski) any more.

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.

- The woman serves fried rice every Sunday morning. (Active)
Fried rice is served by the woman every Sunday morning. (Passive)
- The boys will visit the zoo this weekend. (Active)
The zoo will be visited by the boys this weekend. (Passive)
- Close the door! (Active)
Let the door be closed! (Passive)
- Who sent this letter to you? (Active)
By whom was this letter sent to you? (Passive)
By whom were you sent this letter? (Passive)
- When did they renovate the house? (Active)
- When was the house renovated by them? (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

A passive sentence in English is made up of: *subject + be + past participle form of the verb + by agent (optional)*.

NO	TENSE	VOICE	EXAMPLE
1	Simple Present	Active	The boys play basketball
		Passive	Basketball is played by the boys
2	Simple Past	Active	The boys played basketball
		Passive	Basketball was played by the boys
3	Present Continuous	Active	The boys are playing basketball
		Passive	Basketball is being played by the boys
4	Past Continuous	Active	The boys were playing basketball
		Passive	Basketball was being played by the boys

5	Present Future	Active	The boys will play basketball
		Passive	Basketball will be played by the boys
6	Past Future	Active	The boys would play basketball
		Passive	Basketball would be played by the boys
7	Present Perfect	Active	The boys have played basketball
		Passive	Basketball has been played by the boys
8	Past Perfect	Active	The boys had played basketball
		Passive	Basketball had been played by the boys
9	Present Future Continuous	Active	The boys will be playing basketball
		Passive	Basketball will be played by the boys
10	Past Future Continuous	Active	The boys would be playing basketball
		Passive	Basketball would be played by the boys
11	Present Perfect Continuous	Active	The boys have been playing basketball
		Passive	Basketball has been played by the boys
12	Past Perfect Continuous	Active	The boys had been playing basketball
		Passive	Basketball had been played by the boys
13	Present Future Perfect	Active	The boys will have played basketball
		Passive	Basketball will have been played by the boys
14	Past Future Perfect	Active	The boys would have played basketball
		Passive	Basketball would have been played by the boys
15	Present Future Perfect Continuous	Active	The boys will have been playing basketball
		Passive	Basketball will have been played by the boys
16	Past Future Perfect Continuous	Active	The boys would have been playing basketball
		Passive	Basketball would have been played by the boys

From the sentences above, it can be observed that sentence (5) is similar to sentence (9), (6) to (10), (7) to (11), (8) to (12), (13) to (15), and (14) to (16) because it is improper to have two similar auxiliaries in series, that is *be* + *being* or *been* + *being*.

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 sent her a love poem.

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

A love poem was sent to her by the man.

Exercise 1:

Complete the following sentences with a correct passive construction.

1. We require suitable candidates to be bilingual.
Suitable candidates _____ to be bilingual.
2. The Chairman of the Board asked the Managing Director to remain in charge for another year.
The Managing Director _____ to remain in charge for another year.
3. The entire press corps is interviewing him right now.
He _____ right now.
4. They must have stolen the painting between 2 and 3 A.M.
The painting _____ between 2 and 3 A.M.
5. Didn't anyone tell you to wear a jacket and tie in the restaurant?
_____ to wear a jacket and tie in the restaurant?

Exercise 2:

Rewrite these sentences into passive voice.

1. They make shoes in that factory.

2. People must not leave bicycles in the driveway.

3. Someone built that skyscraper in 1934.

4. The students will finish the course by July.

5. They are repairing the streets this month.

6. They have finished the new product design.

7. What did your mother cook for dinner last night?

8. Did the plan interest you?

9. Who gave her the beautiful gift?

10. The teacher didn't give his students any homework last week.

Exercise 3:

Change the voice of the following sentences.

1. Your presents will be left in the stocking by Santa Clause.

2. Who wrote Romeo and Juliet?

3. You mustn't tell him the truth.

4. They were told not to tell anyone by her.

5. He will be brought in for an examination by the doctors.

6. Why didn't they give her the job?

7. We should have been given a bonus by them.

8. Fog has delayed all flights.

9. The mayor is opening the new community centre next week.

10. What time do you expect him to arrive?

Active and passive voice exercise

Complete the following sentences using appropriate active or passive verb forms. Choose your answers from the given options.

1. The problem to the children. (explained / was explained)
2. Those pyramids around 400 AD. (built / were built)
3. All the trouble by your mother. (has caused / was caused)
4. The visitors (were shown / have shown) a collection of old manuscripts.
5. I him ten thousand pounds last year. (lend / lent / was lent)
6. She of spiders. (frightened / is frightened)
7. That picture by my grandmother. (painted / was painted)
8. I by his attitude. (shocked / have shocked / was shocked)
9. Excuse the mess. The house (is painting / is being painted / has painted)
10. I knew why I (had chosen / had been chosen)

Source: <http://www.erdelyi.eu.sk/magyar/okoskodo/lerakat/angol/2/ACTIVE-AND-PASSIVE-VOICE.pdf>



The causative is a common structure in English. It is used when one thing or person causes another thing or person to do something. It commonly uses the verb *have* and *get*. There are two basic causative structures: *active causative* and *passive causative*. In the active causative, when using the verb *have*, the second verb is in the bare infinitive but when using the verb *get*, the second verb is in the infinitive with *to*. In the passive causative, both *have* and *get* are followed by the past participle form of the verb.

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)

2. 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!

3. Other Causative Verbs

Although the causative structures commonly use the verb *have* and *get*, many other verbs can also be used in causatives such as *need*, *want*, *make*, *let*, *cause*, *allow*, *ask*, *tell*, *help*, *persuade*, *have*, *enable*, *keep*, *hold*, *force*, *require*, etc to indicate that some person or thing helps to make something happen. In the active form, some of these verbs require the action verb to have “to” before it while others do not. Note the following patterns:

With “to” S + V + O + to V (O)	Without “to” S + V + O + V (O)
I allowed Jim to clean up the mess. I asked Jim to clean up the mess. I told Jim to clean up the mess. I persuaded Jim to clean up the mess.*	I let Jim clean up the mess. I made Jim clean up the mess.

Note: The verb *help* can be used with or without “to”:

I help Jim clean up the mess.

I help Jim to clean up the mess.

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)

Exercise 1:

Make causative sentences in different tenses.

Tense	Active Causative	Passive Causative
Present Simple	He paints his shoes	He has his shoes painted
Present Continuous	He is mending his car	
Past Simple	She watered her garden	
Past Continuous	She was dying her hair	
Future Simple	I will repair the roof	
Present Perfect	The manager has cleaned the windows	
Past Perfect	You had ironed your T-shirt	
Modal/Infinitive	He may send the parcel	
Future Continuous	I will be cutting my hair	

Exercise 2:

Give advice in causative sentences for the following conditions.
Number 1 and 2 are done for you.

1. My battery is dead.
You should get/have it charged.

2. My glasses are broken.
You should get/have them fixed.

3. My coat is dirty.

-
4. My TV is broken.

-
5. My teeth hurt.
-

6. My shoes are too tight.

7. The roof leaks.

8. My knife is dull.

9. My shirts are wrinkled.

10. My license has expired.

Change these examples into the structure 'have + object + past participle' or 'get + object + past participle'. For example: I cleaned my kitchen (have) → I had my kitchen cleaned.

1. I washed my car. (have)

2. I cut my hair. (get)

3. I typed the documents. (have)

4. I fixed my washing machine. (get)

5. I cut my grass. (have)

6. I painted my bedroom. (get)

7. I repaired my fridge. (have)

8. I tidied my garden. (get)

9. I edited the article. (have)

10. I cleaned the carpets. (get)

11. I printed the photo. (have)

12. I checked my teeth. (get)

13. I cleaned the windows. (have)

14. I made the necklace. (get)

15. I delivered the furniture. (have)

16. I repaired the roof. (get)

17. I wrote the report. (have)

18. I dyed my hair. (get)

19. I sent the money. (have)

20. I built the shed. (get)

II) Transform the following sentences using «have» or «get» in the Causative Use.

- 1) The electrician solved the short circuit problems I was having at home.

- 2) They checked my knee at the clinic.

- 3) They took care of the mistake for us.

- 4) Chinese companies assemble cars for US and European firms.

- 5) The red cross supplied medicine and food for Rwanda.

- 6) A private firm will oversee the implementation of the new policy for the government.

- 7) She has always brought lunch for me to my office.

- 8) Someone could walk my dog if I paid well.

- 9) Sernac takes care of consumers' rights in Chile.

- 10) Unemployment agencies look for jobs for unemployed people.

III) Change the tense of the sentence to the tense indicated in parentheses (make all necessary changes).

- 1) She will have her wisdom tooth removed. That is why she is in such a bad mood. (past tense).

- 2) River would get Salas transferred to another big European Team if he didn't have those constant injuries. (Third Conditional)

- 3) John is getting his papers sorted out to travel to Africa. (Past Continuous)

- 4) Napoleon will die because in his confinement, he is getting his food cooked by a British Cook (past simple – past continuous).

- 5) Each time I read Asterix, the Romans get a beating delivered. (present perfect tense).

- 6) I would get my socks mended by the nanny. (present simple)

- 7) Many books get banned by the censors in those countries. («would» conditional).

- 8) Management will have our area overseen by his department. (present perfect tense).

- 9) If Michael Jackson gets surgery done on him, he won't even seem human. (2nd conditional)

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.

Based on the reported clause, reported speech may divide into four categories: declarative, imperative, *yes-no* question and *wh*-question.

1. Form

A. Reported Speech of Declarative Sentence

A declarative sentence in the direct speech which is reported in the indirect speech will under go changes in the verbs, tenses, persons and adverbs, particularly place and time.

Direct Speech	Reported Speech
The girl said, "I am a student."	The girl said (that) she was a student.
He said, "I have studied English since 1995"	He said (that) he had studied English since 1995.
He said to her: I didn't see you yesterday"	He said (that) he hadn't seen her the day before.
The man said, "my wife will not open the door if I come home late"	The man said (that) his wife would not open the door if he came home late.
Mira said, "my niece is swimming in the pool."	Mira said (that) her niece was swimming in the pool.

B. Reported Speech of Imperative Sentence

An imperative sentence in the direct speech will change into an infinitive form in the corresponding reported speech and if it is a negative imperative, *not* is used before the to-infinitive. In addition, the verb of the main clause should always be adjusted to those verbs of instruction as *ask*, *order*, *command*, *demand*, *tell*, *instruct*, *remind*, *request*, *advise*, *recommend*, etc.

Direct Speech	Reported Speech
The teacher said to his student, "open your books."	The teacher instructed his student to open their books.
The chief shouted, "Stand up!"	The chief commanded to stand up.

The doctor said to his patient, "take the pills twice a day."	The doctor advised his patient to take the pills twice a day.
My sister said to us, "could you help me?"	My sister requested us to help her.
The boy said to his friends, "Please don't go!"	The boy asked his friends not to go.

C. Reported Speech of Yes-No Question

A yes-no question (an interrogative sentence beginning with an auxiliary) in the direct speech will change into a declarative sentence beginning with *if* or *whether* in the reported speech.

Direct Speech	Reported Speech
The stranger said to me, "do you work here?"	The stranger asked me if I worked there.
The woman said to her servant, "did you close the front door last night?"	The woman asked her servant whether she had closed the front door the night before.
John said to his friends, "will you come to my party?"	John asked his friends whether they would come to his party.
My mother asked me, "Have you washed the clothes?"	My mother wanted to know if I had washed the clothes.
The secretary asked her boss, "Can I go home now?"	The secretary asked her boss if she could go home at that time.

D. Reported Speech of Wh Question

A *wh*-question (an interrogative sentence beginning with a *wh*-word) in the direct speech will change into a declarative sentence beginning with the *wh*-word used in the non-reported speech. Note that the verb in the main clause should be adjusted to those verbs of enquiry such as *ask*, *inquiry*, *etc.*

Direct Speech	Reported Speech
She said' "Who are you?"	She asked who I was.
The man asked, "Where is the closest restaurant?"	The man enquired where the closest restaurant was.
He said to me, "What are you doing?"	He asked me what I was doing.

The girl said, "where can I buy a book like this?"	The girl wanted to know where she could buy a book like that.
Alif said to his friends, "Who has taken my pen?"	Alif asked his friends who had taken his pen.

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 this series for hundreds episodes."	Past Perfect Continuous The director said (that) he had been 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.
Present Future He said, "I will do my best"	Past Future He said (that) he would do his best
Present Future Continuous You said, "I will be sleeping in the tent"	Past Future 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

Exercise 1:

Rewrite the following in the Reported Speech.

1. Direct: He said, "I have eaten my lunch."
Reported: _____
2. Direct: She said, "I am doing a degree at the university"
Reported: _____
3. Direct: The teacher said to the class, "Pay attention."
Reported: _____
4. Direct: My mother said to me, "Buy some bananas for me."
Reported: _____
5. Direct: My father said to me, "Don't waste your money."
Reported: _____
6. Direct: She said to me, "Where is the hospital?"
Reported: _____
7. Direct: My friend said to me. "Don't be late tomorrow."
Reported: _____
8. Direct: He asked me, "When will the train arrive?"
Reported: _____
9. Direct: Teacher said, "Stand up, please, Michael!"
Reported: _____
10. Direct: Miss Claymore said to Jane, "One month ago, I warned you to study for that test!"
Reported: _____

Exercise 2:

Start the sentence with the words given in parentheses.

1. Who built that enormous bridge? (I wonder...)

2. What's Brazil like? (I want to find out...)

3. Did Benjamin Franklin write 'Poor Richard's Almanac'? (I can't remember....)

4. How do you do it? (Can you tell me...)

5. Who did you meet at the party? (I'd like to know...)

6. How long have you been waiting for me? (I wonder...)

7. What happened to them? (Nobody cares...)

8. How important is that meeting to the company? (Can you tell me...)

9. Have they flown an ultra light too? (I don't know...)

10. Should people be allowed to smoke in public places? (I'd like to know....)

DIRECT · INDIRECT SPEECH

A. Put the following into Indirect speech:

1. Mr West said, "I am very tired".
2. He said, "I am flying to Rome tomorrow",
3. George said, "I have lived in this village all my life"
4. Peter said to me 'I can't go out with you because I am not feeling well'.
5. Helen said to me, "I hope you have enjoyed yourself"
6. She said, "I have been to Paris many times"
7. Jane said, "I want to study medicine, father".
8. Her friend said, "You are wrong, Mary".
9. He said to me, "I saw your friend at the cinema yesterday",
10. She said to him "I called you up but you didn't answer an hour ago"

B. Put the following into Indirect Speech:

1. The teacher said to me, "write your name on this paper."
2. He said to me, "Wait for me here".
3. He said to them "Don't go out alone".
4. He said to me, "Type this letter immediately,"
5. Peter said to Tom, "Don't do it again".
6. The students said, "We may be a little late".
7. The teacher said, "You must answer this question in 5 seconds"
8. He said, "I can't stay out very late"
9. My mother said to me, "You ought to be more careful".
10. I said to them, "Don't write on your desks".

C. Put the following into Indirect Speech:

1. He asked me, "How much did you pay for this book?"
2. The nurse asked him, "How are you feeling".
3. The teacher asked "Have you written your homework?"
4. He asked me "Do you know anything about the accident?"
5. My brother asked, "Has anybody called while I was out".
6. She asked me "Do you know where Mrs Baker lives?"
7. He asked her, "Has the plane left?"
8. She asked, "How much does this coat cost?"
9. She asked me "Where are you from?"
10. She asked him "When will you meet your friends?"

D. Change from Indirect into Direct Speech:

1. Peter said he had enjoyed himself very much.
2. She said that she was almost sure.
3. He asked me how long it would take me to go home.
4. She asked me if I had listened to the 9 o'clock news
5. He asked me if I was going to stay in.
6. She asked him if he would go home by bus.
7. My friend asked me where I had bought my car from.
8. Helen told Peter to be careful.
9. He told the children to stop that noise.
10. She told him not to wait for her outside the cinema.

E. Change from Direct into Indirect Speech:

1. He asked, "How much does it cost?"
2. Helen asked, "where are you going?"
3. They asked me "Will you incite us?"
4. He asked me, "Do you know, where he is?"
5. She asked me, "What time is it?"
6. He asked me, "How are you feeling now?"
7. She asked him, "How are you liking your new job?"
8. He asked me, "Have you been waiting long?"
9. She said to me, "Throw it away".
10. He said to her, "Stop that noise".
11. She said to her, "Don't go near the dog".
12. He said to them, "Put your books on the table".
13. She said to him, "Be careful".
14. She said to him, "Don't be silly".
15. Helen says, "I want to be a doctor".
16. Jean said, "I want to go out, mother".
17. His father said, "You are right, Tom".
18. George said to Kate, "Wait for me here".
19. She asked him, "Have you paid the bill?"
20. He always says to them "You must pay more attention"

F. Change from Indirect into Direct Speech:

1. He asked me if I knew the manager.
2. She asked me if I liked her new house.
3. She asked the driver to give her a lift.
4. Helen said that she would give up trying.
5. George said he would do his best.
6. She asked him if he had worked before.
7. They asked me if I could type.
8. We asked the neighbours to turn the music down.
9. He said he would answer the phone for me.
10. She said she had printed that report 3 times.
11. The manager said he would give us a rise.

12. They said they would give up smoking.
13. He told the employees to arrive earlier.
14. She told me to write more clearly.
15. They said they had already visited the exhibition.
16. He said he liked our products very much.
17. He told me to write the memo immediately.
18. He said he would fill in an application form.
19. Helen told me to read all [^]he reports.
20. He asked me if I could write a business letter.

Source: <http://www.lib.teicrete.gr/webnotes/sdo/english%20grammar%20course/exercises/indirect%20speech.pdf>



CONDITIONAL SENTENCE

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. The condition clause is usually introduced by such subordinate conjunctions as *if*, *even if*, *unless*, *on condition (that)*, *with the condition (that)*, *in the event (that)*, *on the assumption (that)*, *assuming (that)*, *supposing (that)*, *in case*, *only if*, *whether or not*, *as long as*, *wh-ever*, etc.

- 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.

1. Types of Conditional Sentence

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.

A. 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

B. 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	Present 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?

C. 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	Past Future

- 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.

D. 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	Past Future Perfect

- 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.

2. Conditional Without Conjunction

Conditional sentences may be without a conjunction. The conjunction is omitted by the process of inversion: that is, by changing the sentence into an interrogative-like construction without a question mark except when it is really an interrogative sentence.

- Does he have much spare time, he will visit all his relatives.
- I would be very happy, were you my bride.
- Did you come earlier, they would allow you to join the meeting.
- Had the teacher explained the topic clearly, the student would have understood it better.
- Would you eat me up, were you a crocodile?

Exercise 1:

Choose the correct answer to complete the sentences.

1. If people were a little more tolerant...
 - a. our world would have been a better place.
 - b. our world would be a better place.
 - c. our world will be a better place.
2. If my father had locked his car properly...
 - a. his car would never have been stolen.
 - b. his car will not be stolen.
 - c. his car would not be stolen.
3. If the ozone layer peels off a little more...
 - a. we ran a much higher risk of attracting skin cancer.
 - b. we would run a much higher risk of attracting skin cancer.
 - c. will run a much higher risk of attracting skin cancer.
4. I would never feel comfortable on a plane if...
 - a. I know it's the pilot's maiden trip.
 - b. I knew it's the pilot's maiden trip.
 - c. I would know that it's the pilot's maiden trip.
5. A dog will never bite you if...
 - a. you will look it straight in the eyes.
 - b. you look it straight in the eyes.
 - c. you looked it straight in the eyes.
6. The first thing I will do is drive to Spain if...
 - a. I would get my driving licence.
 - b. I got my driving licence
 - c. I get my driving licence
7. If John hadn't responded in such an aggressive manner...
 - a. he would never have a black eye.
 - b. he won't have a black eye.
 - c. would never have had a black eye.

8. If I lose my job now...
 - a. I would start a business of my own.
 - b. I will start a business of my own.
 - c. I would have started a business of my own.
9. We wouldn't have gone bankrupt if...
 - a. we had conducted better market research.
 - b. we conducted better market research.
 - c. we would have conducted better market research.
10. If Belgium had won the European Football Championship in 2000...
 - a. the world would have been amazed.
 - b. the world would be amazed.
 - c. the world will be amazed.

Exercise 2:

Complete the clauses below.

1. My best friend won't ever speak to me again if...
2. If he hadn't given his approval...
3. If farmers in developing countries were given a decent price for their produce...
4. The children would live happily...
5. If the demand increases...
6. If we had had a better marketing strategy...
7. Unless my parents forbid me to go hiking...
8. My mother would be very upset if...
9. If only I had known about your difficult situation...
10. If I had a lot of money...

Conditional exercise (first / second / third conditionals)

1. (First conditional) If we _____ (not / work) harder, we
_____ (not pass) the exam.
2. (Third conditional) If the students _____ (not be) late for the exam,
they _____ (pass).
3. (Third conditional) If the weather _____ (not be) so cold, we
_____ (go) to the beach.
4. (Second conditional) If she _____ (have) her laptop with her, she
_____ (email) me.
5. (First conditional) If she _____ (not go) to the meeting, I
_____ (not go) either.
6. (Third conditional) If the baby _____ (sleep) better last night, I
_____ (not be) so tired.
7. (First conditional) If the teacher _____ (give) us lots of homework
this weekend, I _____ (not be) happy.
8. (Second conditional) If Lucy _____ (have) enough time, she
_____ (travel) more.
9. (First conditional) If the children _____ (not eat) soon, they
_____ (be) grumpy.
10. (First conditional) If I _____ (not go) to bed soon, I
_____ (be) tired in the morning.

11. (Second conditional) If I _____ (want) a new car, I
_____ (buy) one.
12. (Second conditional) If José _____ (not speak) good French, he
_____ (not move) to Paris.
13. (First conditional) If John _____ (drink) too much coffee, he
_____ (get) ill.
14. (Third conditional) If we _____ (tidy) our flat, we
_____ (not lose) our keys.
15. (Third conditional) If Luke _____ (not send) flowers to his mother,
she _____ (not be) happy.
16. (Second conditional) If the children _____ (be) in bed, I
_____ (be able to) have a bath.
17. (Second conditional) If you _____ (not be) so stubborn, we
_____ (not have) so many arguments!
18. (Third conditional) If Julie _____ (not go) to Sweden, she
_____ (go) to Germany.
19. (First conditional) If she _____ (go) to the library, she
_____ (study) more.
20. (Third conditional) If we _____ (not have) an argument, we
_____ (not be) late.

Source: <https://www.perfect-english-grammar.com/support-files/first-second-third-conditional-exercise.pdf>



SUBJUNCTIVE MOOD

The subjunctive is a formal construction which is generally used to express emotive feelings such as expectation to God, strong hope, supposition, urgency and regret. It is more commonly used in American English than in British English, and more often in the written form than in the spoken form. Subjunctive sentences can be divided into two: *present subjunctive* and *past subjunctive*.

1. Present Subjunctive

The Present Subjunctive is used in clauses beginning with the word *that* which express formal commands or requests. It is also used to formally express the idea that something is important or essential. The subjunctive is typically used after three structures:

1. The verbs: *demand, command, request, advise, ask, beg, decide, decree, desire, dictate, insist, intend, move, order, petition, propose, recommend, request, require, resolve, suggest, urge, and vote*.
 - They demand that he submit a report.
 - Meri suggested that his friends stay over for the night.
 - Ernita proposes that Leliphone hire her accountant.

- She recommended that he go and see a doctor.
 - The manager requested that everyone put their requests in writing.
2. The expressions: it is *desirable, essential, important, necessary, vital, best, crucial, desirable, imperative, recommended, urgent, a good idea, a bad idea, etc.*
- It is crucial that you not be there before Tom arrives.
 - It is important that she *attend* the meeting.
 - It is recommended that he take a gallon of water with him if he wants to hike to the bottom of the Grand Canyon.
 - It is best that the paper be submitted before Monday.
 - It is urgent that the patient take the pills before leaving the room.
3. The nouns: *advice, condition, demand, directive, intention, order, proposal, recommendation, request, suggestion, wish.*
- My advice is that the company *invest* in new equipment.
 - She is free to leave, on condition that she *commit* no further offence.
 - His deep wish is that his daughter *go* to university.
 - The requirement is that he complete all the files.

The Present Subjunctive is also used to express prayer to the Almighty God and, therefore, it begins with the modal *may* such as *May Allah bless us*. But, such an expression is commonly used without modal such as *Allah bless us*.

- *May* the queen *live* long → Long *live* the queen.
- *May* Allah *be* always with us → Allah always *be* with us.
- *May* you have a nice day → *Have* a nice day.
- God *bless* America.
- Heaven *help* us.

2. Past Subjunctive

Past subjunctive is used to express a wish, preference, supposition or something impossible, imaginary or beyond the real fact at the moment of speaking. It is used with the past tense form of the verb and if the main verb is to be, the past tense form were should be used for any subject, ignoring the agreement. Past subjunctive is used after such words or phrases as *wish*, *would rather*, *if only*, *as thought* and *it is time*.

- We wish you *would* come to the party tonight.
- I wish you *were* here.
- He acts as if he *owned* the company.
- Dian would rather that his girlfriend *worked* in the same department as he does.
- It is time the children *went* to bed.

However, if the introductory word is in the past, the subjunctive clause should be in the past perfect.

- I wished I *had known* that.
- I wish I *had washed* the clothes last night.
- He looked as though he *had run* ten miles.
- Lia would rather that her child *had gone* to class last week.
- If only *had* I not *heard* his suggestion yesterday.

Note: The word and phrases used in the past subjunctive must be followed by subordinate clauses. When they are followed directly by a second verb, the construction is **not in the subjunctive**.

- I wish *to meet* him and his new wife at the party.
- She would rather *stay* at home than *go* out with him.
- It is time *to go* home now.

Exercise 1:

Fill in the blanks with the Present Subjunctive of the verbs shown in brackets.

1. He suggested that I _____ ready by eight o'clock. (to be)
2. We request that she _____ the window. (to open)
3. They demanded that he _____ the room. (to leave)
4. I will ask that she _____ me. (to accompany)
5. They recommended that he _____ to Bermuda. (to fly)
6. The request that we _____ ready to leave at six is a nuisance. (to be)
7. The recommendation that she _____ a holiday was carried out. (to take)
8. It is necessary that you _____ able to come with us. (to be)
9. They asked that we _____ standing. (to remain)
10. It is important that he _____ everything he can. (to learn)
12. The demand that she _____ the report has been carried out. (to complete)

Exercise 2:

Complete each of the following sentences with the Past Subjunctive of the verb shown in brackets.

1. He wished he _____ able to do it. (to be)
2. We would rather that we _____ home tonight. (to stay)
3. It is time the headmaster _____ the meeting. (open)
4. They wished they _____ not _____. (to come)
5. The driver drives his car as though the police _____ him. (to chase)
6. Jane would rather that it _____ winter now. (to be)
7. The woman screamed as if she _____ a ghost. (to see)
8. We wish it _____ yesterday. (to snow)

9. If only _____ I _____ the door before leaving the room. (to close)
10. The family would rather that the guests _____ last night. (to arrive)

Exercise 3:

Choose the correct subjunctive verb form to complete the following sentence.

1. It is very important that all employees _____ in their proper uniforms before 6:30 a.m.
- A. are dressed
 - B. will be dressed
 - C. be dressed
2. I wish my brother _____ here.
- A. were
 - B. was
 - C. is
3. The coach insisted that Fabio _____ the center position, even though he's much too short for that position.
- A. plays
 - B. played
 - C. play
4. Her employees treat Mrs. Greenblatt as though she _____ a queen.
- A. were
 - B. is
 - C. was
5. Evelyn Pumita moved that the meeting _____.
- A. was adjourned
 - B. is adjourned
 - C. be adjourned

6. If only Jughead _____ a little more responsible in his choice of courses!
 - A. was
 - B. were
 - C. is
7. I wish I _____ better today.
 - A. feel
 - B. feels.
 - C. felt
8. The coach asked that each player _____ twice each day.
 - A. practice
 - B. practices
 - C. had practiced
9. The executive board of the rugby team require that each member _____ twenty-five dollar due.
 - A. pay
 - B. had paid
 - C. paid
10. We wished that we _____ New york's rugby team.
 - A. beat
 - B. had beaten
 - C. would beat

Exercise 1 Underline the mistakes in the sentences. Write the corrections using the present subjunctive.

1. Her doctor ordered her remain in bed. that she
2. The commander ordered that the thief is arrested. _____
3. The police asked them avoid driving during the storm. _____
4. It is necessary we'll pack enough food for the hiking trip. _____
5. The waiter's recommendation was she order the pancakes. _____
6. The bank manager demanded that he pays the debt on time. _____

Exercise 2 Unscramble the sentences.

1. suggested / I / they / scenic / route. / the / take

→ I suggested they take the scenic route.

2. students / the / be / recommend / I / that / polite.

→ _____

3. a / new / start / He / proposed / that / she / hobby.

→ _____

4. citizens / taxes. / The / insists / that all / pay / government

→ _____

5. imperative / students / It / to do / properly. / that / research / learn / is

→ _____

6. demanded / The father / a traditional / have / wedding. / daughter / his / that

→ _____

Source: <https://englishforeveryone.org/PDFs/Subjunctive%20Mood.pdf>

DIRECTIONS: Match the first half of each sentence with its second half.

_____ 1. I wish that Cathy

A if I were not sick.

_____ 2. I could study

B we were friends.

_____ 3. If John called

C we were nice to them.

_____ 4. He speaks to me as if

D could carry a tune.

_____ 5. They would be nice to us if

E jump over the barn!

_____ 6. Imagine that Tom could

F I would be happy to talk to him.

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DIRECTIONS: Match the first half of each sentence with its second half.

- | | |
|--------------------------------------|---------------------------------------|
| _____ 1. My mother prefers that | A plan to go to college. |
| _____ 2. It's advisable that you | B we oil the hinge. |
| _____ 3. Jill suggested we eat early | C Lila eat the cinnamon roll he made. |
| _____ 4. My father recommended that | D we leave our shoes at the door. |
| _____ 5. Karl insisted that | E she be given a discount. |
| _____ 6. Mrs. Peters demanded that | F since the class would be long. |

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DIRECTIONS: Circle the correct verb form to complete each sentence.



1. Kim suggested that we all (get/got/gets) manicures.
2. They requested that we (do not be/are not being/not be) late.
3. She recommended that I (look/looking/to look) behind the door.
4. Pat asked that Tom (not play/not playing/is not playing) his music so loudly.
5. My neighbor prefers that we (not cross/not be crossing/are not crossing) her grass.
6. The manager asked that we (not smoke/not be smoking/are not smoking) in the restaurant.
7. The usher asked that we (present/are presenting/to present) our tickets.
8. It is important that you (do follow/are following/follow) directions.

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DIRECTIONS: Unscramble the sentences.

1. were woman that speaks she if as charge in
2. Jenny was knew I where wish I
3. kinder privileged less would he be were if he
4. twelve imagine mother were you children the of
5. often she enjoyed more she would if reading read
6. talented wishes were more she Ellen

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