

Biography



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E-Book

BAHASA INGGRIS

Grammar and Exercises



Stefanus Sampe, Ph.D



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BAHASA INGGRIS

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INTRODUCTION

Praise be to God Almighty because this English book for students has been published. This textbook was written to support the teaching and learning process in the classroom and to improve students' competence in English. This textbook also aims to improve students' skills in reading and understanding English texts through independent and structured exercises.

Thank you to all those who have helped in the publication of this book. Hopefully this textbook can be useful in the process of learning English courses for students.

Manado, Desember 2021
Penulis,

Stefanus Sampe, Ph.D

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OVERVIEW

The material published in this textbook is an English course material taught at the Faculty of Social and Political Sciences, Sam Ratulangi University. This textbook aims to provide students with the ability to understand readings or literature in English which is used as lecture materials for other courses at the Faculty of Social and Political Sciences, Sam Ratulangi University. The textbook offers student-oriented learning strategies through presentations, exercises and discussions in English. This textbook also explains aspects related to grammar and pronunciation.

In general, after studying this textbook, students can compose simple sentences in English both orally and in writing. The topics of discussion in English courses PEM1122 in this textbook are as follows:

Chapter 1 discusses on how the normal English sentence pattern is. This is to provide a basis for analyzing a sentence in English.

Chapter 2, 3, 4, 5, 6, and 7 explain on some kinds of important word in English sentence structure such as nouns, articles, adjectives, adverbs, pronouns and expletives.

Chapter 8 provides an example of mid-semester exam questions

Chapter 9, 10 and 11 explain on how to connect sentences using conjunctions, and prepositions.

Chapter 11 and 12 explain on relationship between subject and predicate.

Chapter 13 and 14 explain on the use of verbs in English sentence.

Chapter 15 explain on relationship between verbs and object in an English sentence.

Chapter 16 provides an example of semester exam questions.

It should be understood that the textbook provides exercises. For this reason, those who study this textbook are expected to be able to do the practices by answering the questions in writing and orally. Thus, English language skills can always be improved as long as the exercises in this textbook are done.

CHAPTER 1

NORMAL SENTENCE PATTERN IN ENGLISH

A. Introduction

An English sentence actually consists of four parts. They are *subject*, *verb*, *complement*, and *modifier*. But in the simple form, the English sentence just consists of subject and verb.

Subject	Verb	Complement	Modifier
John and I	ate	pizzas	last night
We	studied	English	last week
Sandra	dances		

B. Subject

The subject is the agent of the sentence in the active voice. It is the person or thing that does the action of the sentence and it normally precedes the verb. Every sentence in

English must have a subject. In the case of commands, the subject is understood. The subject may be a single noun.

Coffee is delicious. Milk contains calcium.

The subject may be a noun phrase. A noun phrase is a group of words ending with a noun. It can not begin with a preposition.

The book is on the table. The new, red car is John's.

Example of subjects:

We are not going to watch that movie.

George likes boats.

Marv, John, George, and I went to a restaurant last night.

The weather was very bad yesterday.

The chemistry professor cancelled her class today.

The bank closed at two o'clock.

In some sentences there is not a true subject. However, it and there can often act as pseudo-subjects and should be considered as subjects when rules call for moving the subject of a sentence.

It is a nice day today.

There was a fire in that building last month.

There were many students in the room.

It is raining right now.

C. Verb

The verb is a word or phrase explaining an action or existence. The verb actually follows the subject. It generally shows the action of the sentence. Every sentence must have a verb. The verb may be a single word.

John drives too fast.

They hate spinach.

The verb may be a verb phrase. A verb phrase consists of one or more auxiliaries and one main verb. The auxiliaries always precede the main verb.

John is going to Miami tomorrow. (auxiliary - is; main verb-going)

Jane has been reading that book. (auxiliary - has, been; main verb-reading)

Examples of verbs and verb phrases:

- She will go to Boston next week.
- Jane is very tall.
- She must have gone to the bank.
- Joe has gone home.
- Mary is watching television.
- It was raining at six o'clock last night.

D. Complement

A complement functions to complete the verb. It is similar to the subject because it is usually a noun or noun phrase. However, it generally follows the verb when the sentence is in active voice. Every sentence does not require a complement. The complement cannot begin with a preposition. A complement answers the question what? Or whom?

Examples of complements:

- John bought a cake yesterday.
- (What did John buy?)

Jill was driving a new car.

(What was Jill driving?)

He wants to drink some water.

(What does he want to drink?)

She saw John at the movies last night.

(Whom did she see at the movies?)

They called Mary yesterday.

(Whom did they call?)

He was smoking a cigarette.

(What was he smoking?)

E. Modifier

A modifier tells the time, place, or manner of the action. Very often it is a prepositional phrase. A prepositional phrase is a group of words that begins with a preposition and ends with noun. A modifier of time usually comes last if more than one modifier is present.

Examples of prepositional phrase:

In the morning, at the university, on the table.

A modifier can also be an adverb or an adverbial phrase, for examples:

Last night, hurriedly, next year, outdoors, yesterday.

Every sentence does not require a modifier. A modifier answers the question when? Where? Or how?

Examples of modifiers:

John bought a book at the bookstore.

(Where did John buy a book?)

Jill was swimming in the pool yesterday.

(Where was Jill swimming?)

He was driving very fast.

(How was he driving?)

The milk is in the refrigerator.

(Where is the milk?)

She drove the car on Main Street.

(Where did she drive?)

We ate dinner at seven o'clock.

(When did we eat dinner?)

The modifier normally follows the complement, but not always. However, the modifier especially when it is a

prepositional phrase usually cannot separate the verb and the complement.

Incorrect: She drove on the street the car.

Correct: She drove the car on the street.

F. Exercises

Identify the subject, verb, complement and modifier in each of the following sentences. Remember that not every sentence has a complement or modifier.

Examples:

Jill / is buying / a new hat / in the store.

Betty / is shopping / downtown.

Exercise I

1. George is cooking dinner tonight.
2. Henry and Marcia have visited the president.
3. We can eat lunch in this restaurant today.
4. Pat should have bought gasoline yesterday.
5. Trees grow.

6. It was raining at seven o'clock this morning.
7. She opened a checking account at the bank last week.
8. Harry is washing dishes right now.
9. She opened her book.
10. Paul, William and Mary were watching television a few minutes ago.

Exercise II

1. Susan is beautiful.
2. He celebrated his birthday yesterday.
3. He is studying at Sam Ratulangi University.
4. He will take English course.
5. His father smokes.
6. His mother has worked at factory for five years.

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CHAPTER 2

NOUNS

A. Introduction

The noun functions to be naming a word. It is a word that gives the name of a person (John), an object (table), a place (Manado) and so on.

B. The kinds of nouns in English:

1. Proper nouns

Proper nouns are nouns that refer to a particular name and starting normally with Capital letters. Actually, they are the names of individual people, or places, for example: *Tom, Mrs. Smith, France, Madrid, Manado*

2. Common Nouns

Common nouns are nouns that refer to general names, such as: dog, man, table, house. There are two kinds of common nouns. They are: Countable Nouns which you can count and have both singular and plural forms. For example: *one car, two doors, three papers* and uncountable nouns which

you cannot count. They are usually used only in the singular. For example, *ice*, not ices; *sugar*, not sugars; *water*, not waters.

3. Abstract Nouns

We give names to the thing we can see or touch. We give names also to what we can only think of.

For example:

He lived happily.

His *life* was happy

He had much *happiness* in his life.

The words, *life* and *happiness* are not like the words *table*, *apple*, yet we may talk about 'our lives' 'our happiness'.

When one thing is different from another, we may speak of the *difference* between them. Such words are called Abstract Nouns. Abstract nouns are usually forms from other words, chiefly adjectives, verbs and nouns. They have different endings. Here are a few examples:

a. From adjectives:

Good – Goodness	Long – Length
Dark – Darkness	High – Height
Ready – Readiness	Important – Importance

Brave – Bravery

Simple – Simplicity

Cruel – Cruelty

True – Truth

b. From verbs:

Act – Action

Die – Death

Add – Addition

Think – Thought

Describe – Description

See – Sight

Produce – Production

Know – Knowledge

Arrange – Arrangement

Enter – Entrance

Excite – Excitement

Divide – Division

Marry – Marriage

Invite – Invitation

c. From Nouns:

Child – Childhood

Knight – Knighthood

Lord – Lordship

Boy – Boyhood

Friend – Friendship

Poet – Poetry

4. Concrete Nouns

Concrete nouns are nouns that we can see and touch. For example: *tree*, *animal*, *book*.

C. Gender

Tom Cruise is an actor.

Nikole Kidman is an actress.

The difference between the nouns *actor* and *actress* is called **Gender**. In other languages, Gender is important, because nouns, verbs and adjectives have different forms for it. In English, however, verbs and adjectives do not change for gender, and only a few nouns and pronouns have different forms.

Nouns show gender in three different ways:

1. By a change of ending (chiefly 'ess'); poet – poetess; actor – actress
2. By putting a word before or after it. Englishman – Englishwoman; he-goat – she-goat
3. By a change of word; King – Queen; Lord – Lady; Bull – Cow

D. Exercises

Exercise I

Re-write the following sentences, underlining all nouns and marking the proper nouns and adjectives with a capital letter

1. shakespeare lived in the times of queen elizabeth and james the first.
2. tom's father is known as farmer brown
3. london is the capital of england
4. this is an english book
5. the name of the present king of england is george the sixth
6. the chief man in france is called the president
7. the wife of a lord is a lady
8. the wife of lord stratford is known as lady stratford

Exercise II

Some of the following nouns have a different word or form to show another gender. What are they?

Example: Father – Mother.

- | | | |
|------------|----------------|---------------|
| 1. Brother | 7. Grandfather | 13. Doctor |
| 2. Son | 8. Child | 14. Gentleman |
| 3. Uncle | 9. Husband | 15. Master |
| 4. Cousin | 10. Teacher | 16. Baker |
| 5. Nephew | 11. Sheperd | 17. Mr. Brown |
| 6. Parent | 12. Shopman | 18. Policeman |

Exercise III

Form the abstract nouns from the following:

- | | | | |
|-----------|----------|---------------|-------------|
| 1. Weak | 6. Angry | 11. Examine | 16. Believe |
| 2. Lazy | 7. Safe | 12. Excellent | 17. Except |
| 3. Great | 8. Wise | 13. Patient | 18. Warm |
| 4. Pretty | 9. Agree | 14. Move | 19. Arrange |
| 5. Do | 10. Wide | 15. Enjoy | 20. Girl |

Exercise IV

Re-write the following sentences so as to use an abstract noun.

For example: He was punished.

He received punishment.

1. He showed that he was brave.
2. This room is 5 yards long.
3. He invited me to his home.
4. Shakespeare died in 1616.
5. He described the journey well.
6. What I saw did not please me.
7. I did not like the way he acted.
8. The tree grew very slowly.
9. He could not walk because he was weak.
10. I don't know anything about it.

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- Thomson, A. J. and Martinet, A. V., 1986. A practical English Grammar, Fourth Edition, Oxford University Press, New York.

CHAPTER 3

ARTICLES

A. Introduction

In English, there are two kinds of articles. They are; the definite article and the indefinite article.

B. The definite article: The

In English, the article 'The' is invariable. It means that it does not depend on the gender or the number of nouns. For example: the boy, the woman, the children.

The is used:

1. To refer to something we said before:

For example: An Elephant and a Mouse fell in love.

The mouse loved **the elephant's** long trunk,
and **The Elephant** loved the mouse.

2. When the saying person and the listening person know what they are talking about, even though the word they do not say the word beforehand.

For example: Where's **the bathroom**? It's on the first floor.

3. Before the noun given explanation.

For example: - **The man** who wrote this book is famous.

- Which car did you scratch? **The red one**.

- My house is **the one** with a blue door.

4. In front of the single nouns;

For example: **the sun, the moon, the world**

5. Before superlatives and ordinal numbers.

For example: **the highest** building, **the first** page, **the last** chapter.

6. In front of adjectives by which it refers to the whole group.

For example: **the Japanese, the old**.

7. To address the names of regions or oceans

For example: **the Caribbean, the Sahara, the Atlantic**.

8. To address the decade or the period of time.

For example: she grew up in **the seventies**.

C. The indefinite article: A/An

A is used for nouns that start with a consonant. While, **An** is used for nouns that starts with a vocal. For example: **a** boy, **an** apple, **a** pencil, **an** orange, **a** house, **an** opera.

Moreover, **An** is also used for nouns starts with the letter h that is not read: **an** hour, **an** honor. But **a** is used before **u** and **eu** which sounds like 'you': **a** European, **a** university, **a** unit.

The indefinite article is used:

1. To call the general nouns for the first time

For example: - **An Elephant** and **a mouse** fell in love.

- **Would you like a drink**

- **I've finally got a good job.**

2. To refer to special kinds or special groups.

For example:

- **The name of jobs.**

John is a doctor.

Mary is training to be an engineer

He wants to be a dancer

- The names of nations or religions:

John is **an Englishman**

Kate is **a Catholic**

3. To refer to the kinds or examples of nouns.

For example: The Mouse has **a tiny mouse**

The Elephant has **a long trunk**

It is **a very strange car**

4. With single nouns, after **what and such**

For example: **What a shame!**

She's **such a beautiful girl.**

5. To refer to the meaning of **one**

For example:

I'd like **an orange** and two lemons please.

The burglar took **a diamond necklace** and **a valuable painting.**

Note: we actually say a hundred, a thousand, a million. If we use 'one', it aims to give emphasis or to compare something with the other number of things.

For example:

- I don't **know one person** who likes eating elephant meat

- We've got **six computers** but only **one computer.**

D. Exceptions for Using the Definite Articles

The definite articles are not used to:

1. The names of **states** (if single).

Germany is an important economic power.

He's just returned from **Zimbabwe.**

(But: I'm visiting **the United States** next week.)

2. The names of **languages.**

French is spoken in Tahiti.

English uses many words of Latin origin.

Indonesian is a relatively new language.

3. The names of **meals.**

Lunch is at midday.

Dinner is in the evening.

Breakfast is the first meal of the day.

4. The names of people.

John is coming to the party.

George King is my uncle.

(But: we're having with **the Morgans** tomorrow = Morgan family)

5. The names of titles and people.

Prince Charles is Queen Elizabeth's son.

President Kennedy was assassinated in Dallas.

Dr. Watson was Sherlock Holmes' friend.

(But: The Queen of England, the Pope.)

6. After 's possessive.

His brother's car

Peter's House

7. The names of jobs.

Engineering is a useful career.

He'll probably go into medicine.

8. The name of shops.

I'll get the card at Smith's.

Can you go to Boots for me?

9. The name of years.

1948 was a wonderful year.

Do you remember 1995?

10. Uncountable nouns.

Rice is the main food in Asia.

Milk is often added to tea in England.

War is destructive.

11. The names of mountain ranges, gulf and islands.

Mount McKinley is the highest mountain in Alaska.

She lives near Lake Windermere.

Have you visited Long Island?

12. The names of cities, streets, terminals and airports.

Victoria Station is in the centre of London.

Can you direct me to Bond Street?

She lives in Florence.

They're flying from Heathrow.

13. In standardized expressions.

For example: By car, by train, by air, on foot, on
holiday, on air, at school, at work, at
university, in church, in prison, in bed

E. Exercises

Exercise I

Supply the correct article.

For Example:

Washington took his hand from right eye ofhorse.

(Washington took his hand from the right of the horse).

1. George Washington was first President of United States.
2. He was very clever man.
3. I read newspaper every morning.
4. Henry reads New York Times every morning.
5. Please turn on radiator
6. I wish I could take vacation.
7. He walked as far as Fifth Avenue and then took Fifth Avenue bus.
8. Mary had attack of asthma shortly after she got over "flu"
9. I am afraid that I am catching cold. I had bad cold last month.
10. Have you ever visited zoo in Central Park?

Exercise II

Supply the correct article

1. I went to school on bus.

2. I didn't hear alarm clock this morning and overslept.
3. He acts reason for this.
4. There was no food on table for him.
5. I made Strangers who told me way to museum.
6. This exercise is easier than last.
7. John has large vocabulary.
8. He wished to take walk in order to see..... city.
9. traffic on Fifth Avenue is heavy.
10. He stopped at first corner and copied name street in notebook.

Exercise III

Supply the correct article.

1. book I am reading is uninteresting.
2. Let us take walk in garden.
3. That is not way to write.
4. I bought dog last week.

5. dog you sold me has run away
6. Shakespeare was excellent poet.
7. poetry he wrote interested everybody.
8. Did you have lesson yesterday?
9. Listener hears no good of himself.
10. Great Britain is name of three contries.
11. You have seen from map that Great Britain is island.
12. This means that it has long coast.
13. This may be reason why Englishman has always loved Sea.
14. In learning geography of country it is important to know where country is flat.
15. There once lived King named Lear.
16. That is clock you hear on wireless.
17. This is end of story.

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CHAPTER 4 ADJECTIVES

A. Introduction

An Adjective is a word that modifies, that is, change or exchanges the meaning of a noun or a pronoun.

B. Kinds of Adjectives

The main kinds are:

1. Demonstrative: **This, That, These, Those**
2. Distributive: **Each, Every, Either, Neither.**
3. Quantitive: **Some, Any, None, Little, Few, Many, Much, One, Twenty.**
4. Interrogative: **Which, What, Whose.**
5. Possessive: **My, Your, Their, Our, His, Her, It's.**
6. Off quality: **Clever, Dry, Fat, Golden, Good, Heavy, Square.** This kind has several variations such as:
 - Size: **Big, Small, Large, Long, Narrow.**

- Weight: **Heavy, Light.**
- Temperature: **Cold, Hot, Warm**
- Humidity: **Dry, Wet.**
- General Description: **Good, Bad, Clever.**
- Age: **Old, Young, Six-month-old.**
- Shape: **Round, Square.**
- Colour: **Blue, Grey, White.**
- Material: **Cloth, Leather, Metal.**

Both present participles (-ing) and past participles (-ed) can be used as adjectives.

C. Word Order

Sometimes we use two or more adjectives together:

- My brother lives in a **nice new** house.
- In the kitchen there was a **beautiful large round wooden** table.

Adjectives like *new/large/round/wooden* are *fact* adjectives. They give us factual information about age, size, colour, etc. Adjectives like *nice/beautiful* are

opinion adjectives. They tell us what somebody thinks of something or somebody. *Opinion* adjectives usually go before *fact* adjectives.

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

Sometimes we use two or more *fact* adjectives. Very often (but not always) we put *fact* adjectives in this order:

1	2	3	4	5	
How	→ how	→ what	→ where	→ what is it	→ NOUN
big?	old?	color?	from?	made of?	

a tall young man (1 → 5) a large wooden table (1 → 5)

big blue eyes (1 → 3) an old Russian song (2 → 4)

a small black plastic bag (1 → 3 → 5)

an old white cotton shirt (2 → 3 → 5)

Adjectives of size and shape (big/small/tall/short/long etc.) usually go before adjectives of colour and width (round/fat/thin/slim/wide etc.). For example:
a large round table a tall thin girl a long narrow street

D. Predicate Adjectives

The predicate adjectives are adjectives separated from nouns or pronouns explained by verb to be. For example:

- The horse is black.
- The streets are long and narrow.
- It is large, heavy and awkward.

E. Exercises

Exercise I

Put the adjectives in brackets in the correct position.

For example:

a beautiful table (wooden/round)
a beautiful round wooden table.

1. An unusual ring (gold).

2. A new pullover (nice).
3. A new pullover (green).
4. An old house (beautiful).
5. Black gloves (leather).
6. An American film (old).
7. A long face (thin).
8. Big clouds (black).
9. A sunny day (lovely).
10. A wide avenue (long).
11. A metal box (black/small).
12. A big cat (fat/black).
13. A little village (old/lovely).
14. Long hair (black/beautiful).
15. An old painting (interesting/French).
16. An enormous umbrella (red/yellow).

Exercise II

Complete each sentence with a verb (in the correct form) and an adjective from the boxes.

For example:

Ann *seemed* upset this morning. Do you know what's wrong?

Feel	look	seem	awful	fine	interesting
Smell	sound	taste	nice	upset	wet

1. I can't eat this; I've just tried it and it's
2. I wasn't very well yesterday but I'm today.
3. What beautiful flowers! They too.
4. You Have you been out in the rain?
5. Jim was telling me about his new job. It quite much better than his old job.

Exercise III

Choose the correct word.

1. This tea tastes a bit (strange/strangely)

2. I always feel when the sun is shining (happy/happily)
3. The children were playing in the garden. (happy/happily)
4. The man became when the manager of the restaurant asked him to leave (violent/violently)
5. You look! Are you all right? (terrible/terribly)
6. There's no point in doing a job if you don't do it (proper/properly)

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- Bachaqi, I., 2009. A handbook of English Grammar: Panduan lengkap dan praktis belajar tata Bahasa Inggris, Media Ilmu, Yogyakarta.
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CHAPTER 5

ADVERBS

A. Introduction

Adverbs are words that modify (change or enhance the meaning of) verbs.

B. Kinds of Adverbs

1. Manner: bravely, fast, happily, hard, quickly, well
2. Place: by, down, here, near, there, up
3. Time: now, soon, still, then, today, yet
4. Frequency: always, never, occasionally, often, twice
5. Sentence (Adverbs modifying the whole sentence/clause and normally express the speaker's/narrator's opinion. Adverbs expressing degrees of certainty): certainly, definitely, luckily, surely.
6. Degree: fairly, hardly, rather, quiet, too, very.

7. Interrogative: when? Where why?

8. Relative: when where why

C. Formation of Adverbs

1. Many adverbs in English are formed by adding *-ly* to the corresponding adjective.

slow	slowly
certain	certainly
quick	quickly

2. There are, however, many special adverbs with corresponding adjective forms: *soon here, often, seldom, ever, never, etc.*

3. Some words, like *fast, hard, late, early, etc.*, are used both as adjectives or as adverbs without change of form.

He is a <i>fast</i> walker.	He is a <i>hard</i> worker.
He walks <i>fast</i> .	He works <i>hard</i> .

D. Exercises

Exercise I

Supply the adverb form of the adjective in the parentheses:

1. She speaks English (beautiful)
2. He always drives (careful)
3. She works very (hard)
4. We arrived (early)
5. He says he didn't do well at school because he was taught (bad)
6. We walked very (quick)
7. I feel (some) better.
8. He always does his work (good).
9. He speaks very (fast)
10. She prepares her lessons.... (careless)

Exercise II

Supply the correct adverbs.

1. John left (quick)
2. They acted (bad) in that matter.
3. They get up every morning (early)
4. Mary always does her work (careless)
5. John worked very (hard)
6. The driver of the car was (serious) injured.
7. He looked at me (angry) when I interrupted him.
8. He did the work (easy)
9. Everybody at the party was (colorful) dressed.
10. She plays the guitar (good).

Exercise III

Supply the proper form, adjective or adverb.

1. He always does his work (careful)
2. He learns his lesson (quick)
3. This is an (easy) exercise.

4. I can do this exercise (easy).
5. Mary is a (beautiful) girl.
6. She also sings and plays (beautiful).
7. John was very (foolish).
8. He certainly acted (foolish)
9. It is always (wise) to prepare for the future.
10. She drove the car to the hospital very (fast).

References:

- Dixon, R. J., 1972. Tests and Drills in English Grammar, Book 2, Regents Publishing Company, Inc., USA.
- Murphy, R., 1994. English Grammar in Use: A reference and practice book for intermediate students, Second Edition, Cambridge University Press, New York.
- Stern, G., 2003, Learners' Companion Series Writing in English: An invaluable guide to effective writing, Learners' Publishing, Australia.

- Thomson, A. J. and Martinet, A. V., 1986. A practical English Grammar, Fourth Edition, Oxford University Press, New York.

CHAPTER 6

PRONOUNS

A. Introduction

A pronoun is a generalized substitute for a noun. *He* is a substitute for the noun "Joseph", *she* for "Mary", *they* for "Joseph and Mary".

B. Kinds of Pronouns

1. Personal Pronouns

		Subject	Object
Singular:	first person	I	me
	second person	you/thou	you/thee
	third person	he/she/it	him/her/it
Plural:	first person	we	us
	second person	you	you
	third person	they	them

2. Possessive Adjectives and Possessive Pronouns

Possessive adjectives	Possessive pronouns
my	mine
your/thy	yours/thine
his/her/its	his/hers
our	ours
your	yours
their	theirs

3. Reflective Pronouns

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

4. Relative Pronouns

	Subject	Object	Possessive
For persons	who	whom/who	whose
	that	that	
For things	which	which	whose/of which
	that	that	

For example:

- The man who robbed you has been arrested.
- The man whom I saw told me to come back today.
- The film is about a spy whose wife betrays him.
- This is the picture which/that caused such a sensation.

C. Exercises

Exercise 1

Complete these sentences with suitable pronouns. Use the pronouns for persons and not for things.

1. I'll sit here between you and
2. Are you as old as

3. told you to come here?
4. Do you want?
5. Where is Tom. There is.
6. When she looked in the glass she saw I..... there.
7. Please let Go.
8. will not do it again
9. Tell How old Is
10. are not like

Exercise II

Complete these sentences with suitable pronouns. Use the pronouns for persons and not for things.

1. Either or is wrong.
2. I have not found my book or
3. is older, or?
4. likes to study alone in room.
5. aunt lives in alone.
6. The boy will help

7. will do
8. must speak to
9. told that didn't understand the exercise.
10. read several times.

Exercise III

Supply the correct reflexive pronoun.

1. John hurtwhen he fell.
2. The baby cannot dress.....
3. Helen cut With a knife.
4. William shaves everyday.
5. We enjoyed at the concert.
6. She looked at in the mirror.
7. Some people like to talk about
8. Do you like to talk about?
9. The little girl burned with a match.
10. I shave every morning.

References:

- Dixon, R. J., 1972. Tests and Drills in English Grammar, Book 2, Regents Publishing Company, Inc., USA.
- Morris, I., 1951. An English Course: For students learning English as a second language, Book IV, Macmillan and Co., Limited, London.
- Thomson, A.J., and Martinet, A.V., 1986. A practical English Grammar, Fourth Edition, Oxford University Press, New York.

CHAPTER 7

EXPLETIVES

A. Introduction

Expletive is an exclamatory oath, for example; the use of **There** and **It**.

B. The use of **There**

There is used at the beginning of sentences in several ways. A few uses are idiomatic. In general, however, *there* is used as explained to express a state or condition.

For example: - There is a book on the table.

- There are two people in the room.

C. The use of **It**

It is used at the beginning of sentences in several ways. A few uses are idiomatic. Generally, however, *it* is used with expressions of *weather, time, distance, etc.*

- For example: - It is raining
- It is cold today.
- It is two o'clock.
- It is ten miles from here to New York.

It is also used commonly in sentences like the following, where the verb *to be* is followed by an adjective-infinitive construction.

- For example: - It is easy to learn English.
- It was interesting to meet her.

D. Exercises

Exercise I

Supply It or There

1. Do you think Will rain tomorrow?
2. were many people in the park.
3. is difficult to find him at this time.
4. was John who took the book.
5. was in April that the war began.

6. were many children in the park.
7. is beginning to snow.
8. is snow on the ground already.
9. is easy to do that.
10. was ten o'clock when we left.

Exercise II

Supply It or There

1. was too early to get up.
2. are several pictures on the wall.
3. will be necessary for you to know the problem.
4. was an accident in King street.
5. is customary to wake up early in the morning.
6. is very serious.
7. was not anything on television, so I turned it off.
8. was a beautiful day yesterday.
9. were a lot of damage.
10. A few days ago was a storm.

Exercise III

Put in there is/was or it is/was. Some sentences are questions (is there? is it.....? etc.) and some are negative (isn't/wasn't).

1. The journey took a long time, a lot of traffic.
2. What's the new restaurant like? good?
3. '..... a bookshop near here?' 'Yes. one in Hill Street.'
4. When we got to the cinema, a queue outside.
5. a very long queue, so we decided not to wait.
6. I couldn't see anything, completely dark.
7. How far from Milan to Rome?
8. Keith's birthday yesterday.
9. three years since I last went to the theatre.
10. I wanted to visit the museum but enough time.

References:

- Dixon, R.J., 1972. *Tests and Drills in English Grammar, Book 2*, Regents Publishing Company, Inc., USA.

- Murphy, R., 1994. *English Grammar in Use: A reference and Practice book for intermediate students, Second Edition*, Cambridge University Press, New York.

CHAPTER 8

MID TERM EXAM

Choose the correct form.

1. John works very (hard, hardly).
2. This note book is (my, mine).
3. How many students (was, were) at the meeting last night?
4. Mary always does her work (careless, carelessly).
5. John likes to live by (hisself, himself)
6. (It, There) was much work to do.
7. The girls wish to study by (themselves, theirselves).
8. Do you boys want to study by (yourself, yourselves)?
9. John doesn't speak (good, well).
10. How many people (was, were) at the meeting?

CHAPTER 9

THE CONJUNCTION

A. Introduction

Conjunction, in traditional grammar, are joining words. They join a variety of languages.

B. Sentence Frame

Look at the example:

Although it was raining, he took his stick and went out into the night.

In this example there are three sentences made into one. What words join the sentences together? *Although, and*. These words are joining words and are called **Conjunctions** in grammar.

When the conjunction is taken away, the sentences are separated, but each is complete in itself. The pronouns who, whom, Whose, also join sentences, but when they are taken away, each sentence is not complete. For example:

Shakespeare is the greatest English writer *who* ever lived.

Some conjunctions may also join words together, but these words must be of the same kind (two nouns, two verbs, two adjectives....). For example:

Tom and Dick, but not Lily or Rose went fishing.

Conjunctions are of two classes:

1. Joining words or sentences: *and, but, or, nor, either ... or, neither ... nor.*
2. Joining sentences only: *because, if, as, since, till, when, before, that, although ...*

C. Exercises

Exercise I

Make nine sentences out of the following with the help of these conjunctions, used once only: or, as, if, although, since, when, but before because.

	I shall be late	1
	I want to speak to you	2
I shall come to see you	You cannot leave the house	3
	I shall send you a letter	4
	You have not been to school	5
	We do not meet tomorrow	6
I shall come to see you	I am busy	7
	You are well again	8
	You go away on your holidays	9

Exercise II

Pick out all the conjunctions in the article as below:

Lear became very angry with Goneril, so he left her home and went to the home of his second daughter, Regan. He felt sure that Regan would be kinder to him than her sister, but, when he came to Regan's house, he found Goneril's servant already there, and soon afterwards Goneril herself came in.

At first Regan would not even meet her father, and later, when she did so, she was even more unkind to him than

Goneril. She said that Goneril was quite right, and that Lear did not need more than twenty-five knights. When Lear then wanted to go back to Goneril with fifty knights, Goneril said that he must come without any knights at all.

Lear was so angry with them both that he said he would not live with either of them. Although it was raining and a cold wind was blowing, he took his stick and went out into the night, to be alone with Nature, for Nature, he thought, could not be crueler than his own children.

References:

- Morris, I., 1951. An English Course: For students learning English as a second language, Book IV, Macmillan and Co., Limited, London.
- Stern, G., 2003., Learners' Companion Series Writing in English: An invaluable guide to effective writing. Learners Publishing, Australia.

CHAPTER 10

THE PREPOSITION

A. Introduction

Traditionally, prepositions are "positional" words such as *in*, *on*, *over*, *at*, *into*, *for*, *since*, *till*, *by*, *with*. The word preposition comes from "pre-position". This indicates the characteristics of the class: namely, that its members are prepositioned relative to nouns or pronouns-called "prepositional objects".

B. The uses of Prepositions

1. The book is the desk.
2. The book is on the desk.

Which sentence is correct? What kind of word is *desk*? A noun. Is *on* an adjective? No, it does not tell us something about the noun.

We may say "the book is on the desk" or "the book is on the first desk" we may use the sentence with or without the

adjective, but we cannot leave out the word *on* or another word like it.

In this sentence the word *on* is called a *preposition*. A preposition can only be used with a noun or a pronoun.

I saw him. I spoke to him. He came with me.

The pronoun following a preposition has the same form as the pronoun after the verb. It is important to learn the correct use of the prepositions. Careful reading and exercises will help you to remember the common ones. Here are a few examples:

at, in, on

He was born at 5 a.m. on Monday in the first week in March in the year 1900.

Tom stayed at his cousin's house in London.

We use *at* with exact time and for small places. We use *in* for length of time (week, month, year) and for large places (countries, cities). We use *on* with the days.

in, into

He was in the room.

He came into the room.

Into means from the outside to inside.

for, since

I have been here for two years.

I have been here since yesterday.

For shows length of time. *Since* points the time in the past when the action of the verb began.

for, till

I shall stay here for two days.

I shall stay here till tomorrow.

Till points to the time in the future when the action will end.

by, with

He hit the donkey with a stick.

The donkey was hit by his master.

We use *by* to point to the doer of the action, and *with* to the thing with which the action was done.

C. Exercises

Exercise I

Pick out all the preposition in the following:

In some countries people have to travel for a day or several days, even by train, before they come to the coast, but in England no place is more than seventy-five miles away from the sea. This may be the reason why Englishmen like to sail away in ships to look for adventures in far-off lands.

Exercise II

Complete the following with prepositions:

1. He was here Wednesday
2. He has been here last Sunday.
3. He has come to stay two weeks.
4. They will stay next Tuesday.
5. I shall come there five o'clock.
6. I waited him half-past five six.
7. Come the house or you will get wet.
8. While I was ill I stayed the house. (..... home)

9. I am standing the blackboard.
10. I am writing the board..... chalk.
11. Exercise should be written ink.
12. What is the matter him?
13. Do you know anything this matter?
14. Are you interested the history Ireland?
15. Some thieves came the night and stole the clock..... the Kitchen.

References:

- Morris, I., 1951. An English Course: For students learning English as a second language. Book IV, Macmillan and Co., Limited, London.
- Stern G., 2003., Learners' Companion Series Writing in English: An invaluable guide to effective writing, Learners' Publishing, Australia.

CHAPTER 11

THE SENTENCE SUBJECT AND PREDICATE

A. Introduction

There are two parts to every sentence. We call these parts the Subject and the Predicate.

B. The Subject

Tom

A country boy

went to London.

The eldest son of Farmer Brown.

A boy whose name was Tom.

All these sentences tell us that somebody went to London. If we ask the question, Who went to London? The answer may be one word or several words.

The ship

The big ship

sailed away.

The ship carrying coal.

The ship which came from India.

All these sentences tell us that something sailed away. They answer the question. What sailed away? The answer to the question, what does the sentence speak about? It's called the **Subject** of the sentence.

The subject may be one word or several words. The Subject is usually a noun or a pronoun, with or without other words.

C. Predicate

	is a boy
	lives on a farm
Tom	slept
	Wrote a letter
	Went to London

In all these sentences the Subject is the same, but what is said about the subject is different in each sentence. What is said about the Subject is called the **Predicate**. The Predicate

may be one word or several words. Every Predicate must have a verb in it.

D. Exercises

Exercise I

Form complete sentences by joining a subject from one side to a predicate from the other. This will give you a number of well-known proverbs.

Subject or Predicate	Subject or Predicate	
1. Is a friend indeed	It	1.
2. What is done	Barking dogs	2.
3. Hear no good of themselves	Is worth two in the bus	3.
4. What can be done at any time	A friend in need	4.
5. People who live in glass houses	Doing	5.
6. Is never too late to learn	Listeners	6.
7. A bird in the hand	Makes a good ending	7.
8. Do not bite	Cannot be undone	8.
9. Is better than saying	Should not throw stones	9.
10. A good beginning	Will be done at no time	10.

Exercise II

Supply suitable subjects for these predicates. The answer may be one word or several words.

- | | |
|--|---------------------------------------|
| 1. ... bark. | 7. ... costs much money. |
| 2. ... lay eggs. | 8. ... is well that ends well. |
| 3. ... flows into the sea. | 9. am waiting for a friend. |
| 4. ... was sitting on the couch. | 10. ... has stolen my watch. |
| 5. ... is raining. | 11. plough fields. |
| 6. ... don't believe a liar when he speaks the truth | 12. ... have seen this picture before |

Exercise III

Supply suitable predicates for these predicates. The answer may be one word or several words.

- | | |
|-------------------------------|---------------------------|
| 1. An army | 9. The steam engine |
| 2. An accident | 10. It |
| 3. A brave miner | 11. Who |
| 4. The climate of England ... | 12. What? |
| 5. The band | 13. We |

6. A tailor

14. The opposite of yes

7. Orlando

15. The book on the desk

8. Susan

References:

- Morris I., 1951. An English Course: For students learning English as a second language. Book IV. Macmillan and Co., Limited, London.
- Stern, G., 2003., Learners' Companion Series Writing in English: An Invaluable guide to effective writing. Learners' Publishing, Australia.

CHAPTER 12
THE SENTENCE: AGREEMENT,
COLLECTIVE NOUNS

A. Agreement of Subject and Predicate

A wolf is an animal.

Wolves are animals.

A wolf and a fox are animals.

I write in class with chalk.

A pupil writes with a pen or pencil.

When the subject is singular, the verb in the predicate must also be singular. When the subject is plural, the verb in the predicate must also be plural. The subject and the predicate must show the same number and person. This is called an **Agreement**. For example:

1. Tom and Dick have done this.
2. Either Tom or Dick has done this.
3. Neither Tom nor Dick has done this.

4. Each of the pupils was called to the blackboard.
5. Many, a pupil has lost his pencil.
6. Bread-and-butter is all he eats.
7. A mother with her child is walking in the street.
8. A box of pencils is lying on the desk.
9. The news is sad.
10. Lamb's 'Tales from Shakespeare' is an excellent book.

The above examples show that it is not always easy to know whether to use the singular or plural form of the verb with certain subjects.

Notes:

1. Only **and** may help to form a double (plural) subject; **or, with** do not do so.
2. When two nouns, although joined by **and**, are thought-of as standing for one thing, they take a verb in the singular, thus, **bread and butter, horse and cart.**
3. Some nouns are plural in form but singular in use: **news, riches, mathematics.**

B. Collective Nouns

1. The class is waiting for the teacher.
2. There are six classes in this school.
3. This is class I.
4. The company of actors was a good one.
5. The company were quarreling.

When a noun stands for a group of things or persons, it is called a **Collective** noun. A collective noun may be common or proper. A collective noun may have a plural form to show more than one group. A collective noun usually takes a verb in the singular, unless the members of the group are thought of and not the group as a whole.

C. Exercises

Exercise I

Complete these sentences with one of the verbs given in brackets.

1. Bob and his mother in London. (lives, live)
2. A parcel of clothes lying on the ground. (was, were)
3. Either his aunt or his uncle coming. (was, were)

4. Both the moon and the stars in the sky. (is, are)
5. Neither of these boys a pupil of this school. (is, are)
6. Not one of the pupils able to answer the question. (was, were)
7. All the pupils to be present. (has, have)
8. Many pupils done badly in examinations through carelessness. (has, have)
9. Riches all that Jeniver loved. (was, were)
10. What the news in the paper today? (is, are)
11. My collections of stamps been stolen. (has, have)
12. A customer with a dog come into the store. (has, have)

Exercise II

Make a sentence from each of the following pairs. The first sentence in each pair is the most important one.

Example:

The name of the boy is Tom Brown. He went to London.

The name of the boy who went to London is Tom Brown.

1. The boy was Dick. He was standing near his bicycle.
2. A farmer had three sons. They were not like him.
3. London is the largest city in the world. It has over seven million people.
4. We call the towns ports. They are near the sea.
5. She is a poor woman. She sells matches.
6. The man was dressed in a uniform. He stood near the door.
7. They were on board a steamer. It sailed down the river.
8. Important prisoners were kept in the Tower. They had done wrong to their King.

References:

- Morris, I., 1951. An English Course: For Students learning English as a second language. Book IV, Macmillan and Co., Limited, London.
- Pyle, Michael A. and Munoz, Mary Ellen, 1987. Classroom TOEFL (Test of English as A Foreign Language), John Wiley and Sons, Singapore.

- Stern, G., 2003. Learners' Companion Series Writing in English: An Invaluable guide to effective writing, Learners' Publishing, Australia.

CHAPTER 13

THE VERB

A. Introduction

We have seen that the form of the verb can tell us more than the time of the action (present, past or future). It can tell us that the action is, was or will be continuing, or that it is, was or will be completed. Because of this we use the word tense instead of time to describe the form of the verb.

There are three principal tenses, Simple, Continuous, Perfect, and each of them has present, past and future forms.

<i>Present</i>	<i>Past</i>	<i>Future</i>	
I write	I wrote	I will write	<i>Simple</i>
I am writing	I was writing	I will be writing	<i>Continuous</i>
I have written	I had written	I will have written	<i>Perfect</i>

B. Auxiliary Verbs

I write, I wrote, I will write,

Notice that the simple present (and past) is only one word, but the simple future is two words (will write) and the other is a verb which helps to form the future. We call the verb which names the action the **infinitive**. We call the verb which helps to form a tense an **auxiliary** (helping) verb. The principal auxiliary verbs are: **do, be, have, will, shall**.

C. The Continuous Tense

I am writing, I was writing, I will be writing

We form the continuous tense by adding the auxiliary be (am, was, shall be) to a special part (or form) of the verb called the **Present Participle**. The present participle always ends with *ing*.

D. The Perfect Tense

I have written, I had written, I will have written

We form the perfect tense by adding the auxiliary have (had, will have) to a special part of the verb, called the **past**

participle. Most past participles have the same form as the simple past, but there are many exceptions.

E. The Principal Parts of the Verb

Write, wrote, writing, written

If we know the infinitive, the simple past, the present participle, and the past participle of any verb, we can easily form all its tenses. We call these four the **Principal Parts of the Verb**.

F. Exercises

Exercise I

Give the infinitives of the following verbs.

- | | | |
|------------|----------|------------|
| 1. Carried | 5. Went | 9. Taught |
| 2. Spent | 6. Ran | 10. Felt |
| 3. Lay | 7. Stole | 11. Sewed |
| 4. Was | 8. Spoke | 12. Became |

Exercise II

Give the present participles of the following.

- | | | |
|----------|-----------|-------------|
| 1. Beg | 5. Forget | 9. Run |
| 2. Begin | 6. Swim | 10. Promise |
| 3. Come | 7. Lie | 11. Travel |
| 4. Be | 8. Return | 12. Boil |

Exercise III

Give the past participles of the following

- | | | | |
|-----------|----------|---------|-----------|
| 1. Fall | 5. Cost | 9. Win | 13. Need |
| 2. Happen | 6. Speak | 10. See | 14. Lie |
| 3. Pay | 7. Catch | 11. Sew | 15. Feed |
| 4. Lead | 8. Build | 12. Sow | 16. Reply |

Exercise IV

Complete the following with the correct tenses. The infinitive is given in brackets.

At about half-past six one morning the children (leave) the farm; they (go) on a ramble. After they (walk) for a long time they (come) to a stream and (sit) down. The girls (arrange) the food which they (bring) with them, and the boys (fill) a kettle with water and (make) a fire. Later, while they (eat) they (find) that they (forget) to bring salt with them, but (not mind). After they (eat) they (gather) all the pieces of food and paper which (lie) about. It (be) a quarter to six when they finally (reach) the farm.

References:

- Bachaqi, Imam, 2009. A Handbook of English Grammar: Panduan lengkap dan praktis belajar tata bahasa Inggris, Media Ilmu, Yogyakarta.
- Morris, I., 1951. An English Course: For students learning English as a second language, Book IV, Macmillan and Co., Limited, London.
- Pyle, Michael A. and Munoz, Mary Ellen, 1987. Classroom TOEFL (Test of English as A Foreign Language), John Wiley and Sons, Singapore.

- Thomson, A. J. and Martinet, A.V., 1986. A Practical English Grammar, Fourth Edition, Oxford University Press, New York.

CHAPTER 14

DEFECTIVE VERB

A. Introduction

There are a number of verbs which are used like auxiliaries, but are not so called because they do not help to form tenses. They are not like other verbs, because they have no principal parts and they do not add *s* to the third person singular. They are like auxiliaries because they are always followed by the infinitive of another verb. Notice that *ought* is followed by the infinitive with *to* before it. For example:

I can (could) write letters.

I must write a letter.

I should write a letter.

I may (might) write a letter.

I ought to write a letter.

B. Negative and Interrogative

I cannot write. I must not write. I ought not to write
Can I write? Must I write? Ought I to write?

These verbs form their negative by only adding *not* (like the verbs *be* and *have*). Their question forms also follow the verbs *be* and *have* (thus, *I can, Can I?*).

I can write – I am able to write.

I cannot write – I am unable (not able) to write.

I must write – I have to write.

Since these verbs have not got all tenses, we often use other forms in their place.

C. Shall, Will

Shall you go to the cinema tomorrow? Yes, I shall

I will not give you the book.

He shall be punished.

You will have noticed that we sometimes say I shall and sometimes I will. The reason for this is that shall and will may be used either as auxiliaries or as principal verbs.

When *shall* is used with the first person (and with the second person in questions), it is an auxiliary verb helping to form the future. When *shall* is used with the second or third person, it is a principal verb, having the meaning of *should* or *must*.

When *will* is used with the first person, it is a principal verb, having the meaning of wanting or promising.

D. Exercises

Exercise I

Give the principal parts of these verbs.

Examples: write – wrote – writing – written

- | | | | |
|----------|-----------|-----------|-----------|
| 1. carry | 6. die | 11. keep | 16. sell |
| 2. be | 7. drive | 12. leave | 17. sing |
| 3. go | 8. feed | 13. lie | 18. shine |
| 4. grow | 9. forget | 14. meet | 19. begin |
| 5. do | 10. feel | 15. pass | 20. win |

Exercise II

Complete these sentences with *shall* or *will*.

1. We be late for school.
2. I wait for you?
3. If you do not hurry, you be late.
4. I fall. Who save me?
5. you go to the theatre tonight?
6. The one who comes late be punished.
7. I make all arrangements for the journey.
8. I not give him my address.
9. I have to stay at home.
10. You tell me all about it when we meet again.

Exercise III

Put the word "to" in the following, if necessary.

1. I want show my work.
2. I must finish this exercise.
3. I should like to drive a steam engine.

4. I ought stay at home.
5. I wish become a soldier.
6. I may become a sailor.
7. I could buy a gun.
8. I might be caught in the rain.
9. I like listen to the wireless.
10. I need have much patience.
11. I must go home.
12. Let me tell you a story.

Exercise IV

Change the following from positive to negative.

1. He knows my address.
2. He wrote to me.
3. He was written to me.
4. He can play chess.
5. He was seen in the street.
6. He ought to go home.

7. He will be waiting for us.
8. He must travel by railway.
9. He ran towards the fire.
10. He may see us there.
11. He fell downstairs.
12. It is a strange name for a girl.

References:

- Morris, L. 1951. An English Course: For students learning English as a second language, Book IV, Macmillan and Co., Limited, London.
- Thomson, A. J. and Martinet, A. V., 1986. A Practical English Grammar, Fourth Edition, Oxford University Press, New York.

CHAPTER 15

VERB AND OBJECT

A. Introduction

A	B
Tom slept	Tom opened
Tom walked	Tom saw
Tom ran	Tom wanted
Tom jumped	Tom met

In the first examples the sentences are complete. In the other examples the sentences are not complete. What did Tom open or want? Whom did he see or meet? We must add something to the verbs. The sentences may be completed in this way.

	Noun	or	Pronoun
Tom opened	the door		it
Tom saw	his brother		him
Tom wanted	some books		them
Tom met	his aunt		her

The noun or pronoun, with or without other words, that completes the action in this way, is called the **object** of the verb. Notice that the pronoun has a different form for subject and object, but the noun has not.

B. Pronoun

As Subject	As Object
I	me
he	him
she who	her whom
we	us
they	them

C. Be – Become

Only verbs that show action can take objects. The verb *be*, although not complete, is not followed by an object. In the sentence, 'The visitor was a poor man', *man* is not the object of *was*.

I am eating

I am eating an apple

Write carefully Write your name

I see well from here I see my brother there

The same verb may be used with or without an object. It may just tell what the action is, or it may carry the action over to an object.

1. They boy lay on the bed

He laid the book on the bed.

2. Boys, rise

Boys, raise your hands

A few verbs have two different forms, one for use with an object, and the other complete in itself. Here are the principal parts of these verbs.

Without

Taking Object

lie – lying – lay – lain

lay – laying – laid – laid

rise – rising – rose – risen

raise – raising – raised – raised

fall – falling – fell – fallen

fell – felling – felled – felled

sit – sitting – sat – sat

set – setting – set – set

D. Preposition and Object

Pronouns following prepositions take the object form

1. Speak to him.
2. Her mother will call for her.
3. The man with whom he came was his father.
4. For whom are you waiting?

E. Exercises

Exercise I

Complete these sentences with suitable objects. The answer may be one word or several words.

1. Farmers plough
2. A pupil does
3. Do you collect?
4. A good beginning makes
5. A lazy pupil wastes
6. Open and let In
7. Don't leave for tomorrow

8. You have made in your exercise.
9. You can't please
10. He changed about the matter.
11. You may go home after you have done
12. The assistant wrapped up in brown paper.

Exercise II

Say whether the verbs are used correctly in the following sentences. Correct them, if necessary.

1. He lied in bed and read a book.
2. He rose when the sun set.
3. Look at the egg this hen has laid.
4. You should raise your hand if you want to speak.
5. The poor boy has fell down.
6. The teacher set the class to do accounts.
7. The villagers did not believe the boy because he always lied.
8. The grandfather lay his hand on the boy's shoulder.

9. Lay the parcel on the table, please.
10. The farmer felled the tree with his sharp axe.

9. In those days the only people about whom men wrote books were Lords or very rich men.
10. The dog came to a river over which there was a bridge.

Exercise III

Make two sentences from each of the following.

Example: Jane was the daughter whom Robert loved best.

Jane was the daughter. Robert loved her best.

1. The games which I play best are football and chess.
2. The visitors whom you saw were my cousins.
3. This is the book about which I told you.
4. Robert was ashamed to meet Jane, to whom he had been so unkind.
5. Ports are towns from which ships sail.
6. There was a good school at Stratford, to which Shakespeare went until he was at least thirteen.
7. Shakespeare's plays pleased the Lords and Ladies before whom they were played.
8. Shakespeare wrote about forty plays in all, the stories for which he took from old books.

References:

- Baehaqi, Imam, 2009. A Handbook of English Grammar: Panduan lengkap dan praktis belajar tata bahasa Inggris, Media Ilmu, Yogyakarta.
- Morris, I., 1951. An English Course: For students learning English as a second language. Book IV. Macmillan and Co., Limited, London.
- Thomson, A. J. and Martinet, A. V., 1986. A Practical English Grammar, Fourth Edition, Oxford University Press, New York.

CHAPTER 16

FINAL EXAM

Choose the correct form

1. I (have seen, has seen) her since two weeks ago.
2. He (were, was) here last night.
3. They hurt (theirselves, themselves) when they fell.
4. Can the boy dress (himself, hisself)?
5. Everyday he (come, is coming) to class late.
6. He doesn't speak (well, good).
7. This is yours but that one is (my, mine).
8. There (was, were) many students absent from the class.
9. The games (who, which) I play best are football and chess.
10. (Does, Do) he know my address?

Arrange these sentences correctly

1. He read and a book lied in bed.

2. He sets when the sun wake up.
3. You raise your hand if you should want to speak.
4. The down boy has fallen poor.
5. The villagers because did not believe the boy he always lay.