This book, Basic Sentence of English, is arranged simply for making the English learners master the composition of sentence in English. It is used to fulfill the need of students in learning the basic sentences of English.

The content of the material is meant to train the students to master the given chapters by providing so many exercises that the materials are internalized naturally to the student's mind, and hopefully the material will be somewhat automatically produced.

The materials are explained in such a way to be systematically and easily understood and thought. The selection of the material is based on the level of construction and complexity.

We are very grateful to the Rector of IAIN Surakarta that always stimulates and directs us to be professional lecturers and writers, especially in preparing this book.

It is unavoidably that this book is not the most and final perfect book. We realize that there might be found some weaknesses and incompleteness, and therefore we kindly request the reader's advice, revise, and others that can make this book useful and helpful to the students or general readers.

Surakarta, September 19, 2013
Giyoto
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A. INTRODUCTION

A noun phrase is a group of words that has a noun head. The Noun head is modified by adjective, adverb, noun, gerund, participle, adjective phrase, infinitive phrase, participle phrase, prepositional phrase, and adjective clause. Those modifiers can be combined to make more complex noun phrase. The modifier can be before the noun head or after it. The noun phrase can not begin with a preposition. The table following is the general or the productive patterns of constructing the noun phrases in English:

<table>
<thead>
<tr>
<th>Pre-Modifier</th>
<th>Noun Head</th>
<th>Post-Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Single Modifier</td>
<td>Noun</td>
<td>I. Single Modifier</td>
</tr>
<tr>
<td>1. Adjective (Adj.)</td>
<td>Noun</td>
<td>1. Adjective</td>
</tr>
<tr>
<td>4. Participle (Partc.)</td>
<td>Noun</td>
<td>4. Participle Phrase</td>
</tr>
<tr>
<td>5. Noun (N)</td>
<td>Noun</td>
<td>5. Prepositional (Preps.) Phrase</td>
</tr>
<tr>
<td></td>
<td>Noun</td>
<td>6. Adjective Clause</td>
</tr>
<tr>
<td>II. Combined Modifiers</td>
<td>Noun</td>
<td>II. Combined Modifiers</td>
</tr>
</tbody>
</table>
I. Single Pre-Modifier

1.1. Adjective + Noun

The adjective modifier comes before the head. The modifier can be: article, possessive, demonstrative, number, and condition.

a. Article + Noun
   1) The book is mine
   2) Anton will buy an umbrella
   3) My father is going to buy a car

b. Possessive adjective + Noun
   1) My car is painted
   2) John's book is the same as mine
   3) My father's decision is supposed to be wise

c. Demonstrative adjective + Noun
   1) This thief
   2) These threes will be cut down
   3) Those boys come very early

d. Number + Noun

   The number can be definite and indefinite number. The definite number may be cardinal or ordinal number.

   1) Definite number
      a) Anton prepares two books to read
      b) Anton finished the first chapter
      c) Five houses will be renovated
      d) The second house is almost finished

   2) Indefinite number
a) Some people joined the meeting
b) Many girls attend the concert
c) John has only a few clients
d) She needs a little coffee
e. Condition + Noun
Modifier of condition here describes the noun. The condition may refer to size, color, opinion, shape, age, and origin.
1) I see big houses
2) Many people choose white car
3) John is a good boy
4) Father likes round table
5) Old lady needs more attention than the younger one
6) My mother likes oriental food

1.2. Adverb + Noun
Adverb modifier can be adverb of time, manner, place, direction.
1) The two years old kid cries along the way to the shop
2) The nearby neighbor usually becomes a close family
3) The next houses belong to the different race
4) The beautifully made up girl is Ani

1.3. Gerund + Noun
The head of this noun phrase is usually stative.
1) The dining room should be cleaned
2) The printing equipments are designed here
3) I choose a seat in smoking area

1.4. Participle + Noun
There are two participle modifiers: present participle and past participle. The head of the present participle modifier is usually moveable (mobile)
a. Present participle + Noun
   1) Indonesia is a developing country
   2) The running kid is my son
b. Past participle + Noun
   1) Broken heart is an indication of mental defect
   2) Spoiled boat needs to be repaired

1.5. Noun + Noun
   The former noun modifies the noun of the latter.
   1) Every town needs department store to replace traditional market
   2) Andy writes grammar book of English

II. The combined Pre-modifiers

2.1. Adjective + Noun + Noun
   1) A good Javanese food usually uses much chilly
   2) The beautiful Indonesian lady becomes the winner

2.2. Adjective + Gerund + Noun
   1) The round dining table beatifies the dining room
   2) The best swimming pool comes from French

2.3. Adjective + Present Participle + Noun
   1) A good looking ANIMAL was displayed in the exhibition
   2) A good looking man calls me

2.4. Adjective + Adverb + Participle (Present and Past Participle) + Noun
   1) The two carefully carved doors comes from Bali
   2) Those rapidly growing kids always fight

2.5. Adjective + Noun + Adjective + Noun
1) The beautiful shoulder-length wavy black hair is a Javanese
2) Everybody knows the dangerous Balinese black magic

2.6. Adjective + Adverb + Participle + Gerund + Noun
   1) I like those very well designed dining rooms
   2) I have ever seen two really sophisticated swimming pools

2.7. Adjective + Adverb + Adjective + Noun + Participle + Gerund + Noun
   1) A very good English-written reading material is presented in the class
   2) Anton buys two very nice Balinese carved guarding statues

2.8. Adverb + past participle + adjective + Noun
   1) Relatively advanced metallurgical techniques were already being practiced.
   2) A very expanded agricultural production is found in recent years

III. Single Post-modifier
   Single post-modifier gives the additional meaning embedded to the head (noun).
   Post modifier can be: adjective, adjective phrase, infinitive phrase, participle phrase, prepositional phrase, and adjective clause.

3.1. Noun + Adjective
   The adjective modifies the noun (head) and comes after the head.
   1) I don't see anything wrong
   2) We want something else
   3) I don't read chapter two yet

3.2. Noun + Adjective Phrase
   1) The boat available in the harbor is only one
   2) The food available in the restaurant is fast food

3.3. Noun + Infinitive Phrase
1) I don't have money to pay the book
2) Ani is looking for book to read for his test

3.4. Noun + Participle Phrase (present or past participle)
   1) I saw two women wearing glasses in the class
   2) I saw three men robbing the shop
   3) I don't like the boat painted red
   4) The book written by Tom has been published

3.5. Noun + Prepositional Phrase
   1) John takes the boat in the harbor
   2) The pen on the table belongs to you

3.6. Noun + Adjective Clause
   1) John will buy the boat which is painted red
   2) Andi does not like the gift which was bought by his mother yesterday

IV. Combined Post-modifiers
There are some words that come after the head (noun). They modify the noun.

4.1. Noun + Past participle + Prepositional Phrase
   1) The boat exported to Canada on cargo does not come yet
   2) The letter written by Ani for her mother is returned

4.2. Noun + Present Participle + Prepositional Phrase
   1) The guests coming to the party were disappointed to the service
   2) The baby crying on the bed is my nephew

4.3. Noun + Adjective Clause + Prepositional Phrase
   1) The man who came to our office in that night was my uncle
   2) The boat which is available in the harbour costs very high
V. The order of more adjectives and nouns as the modifier of the noun phrase.

1. The following is the order of adjectives as modifiers:

<table>
<thead>
<tr>
<th>OPINION</th>
<th>SIZE</th>
<th>SHAPE</th>
<th>CONDITION</th>
<th>AGE</th>
<th>COLOR</th>
<th>ORIGIN</th>
<th>NOUN/HEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEAUTIFUL</td>
<td>SMALL</td>
<td>ROUND</td>
<td>SUNNY</td>
<td>OLD</td>
<td>WHITE</td>
<td>ORIENTAL</td>
<td>CHAIR</td>
</tr>
</tbody>
</table>

2. The order of nouns as modifier:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>MATERIAL</th>
<th>OPERATION</th>
<th>POWER</th>
<th>PURPOSE</th>
<th>NOUN/HEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARGE</td>
<td>METAL</td>
<td>AUTHOMATIC</td>
<td>ELECTRIC</td>
<td>TRAFFIC</td>
<td>SIGNAL</td>
</tr>
</tbody>
</table>

B. EXERCISES

I. FIND OUT THE NOUN PHRASES OF THE FOLLOWING TEXT AND THEN IDENTIFY THEIR MODIFIERS.

The best-known work on the food-population balance is Malthus's Essay on the Principle of Population 1798, 1803. The essay, written in reaction to the utopian views of his father's friends, was one reason economics came to be referred to as the "dismal science". Malthus's theory was that population which increased geometrically-1,2,4,8,16,32, and so on-outstripped food supply, which grew arithmetically 1,2,3,4,5,6.

However, Malthus failed to envision the capital accumulation and technical progress that would overcome diminishing returns on land. Rough estimates are that between 1650 and 1980, the world's food production multiplied 13 to 15 times, while population increased only 8 times. The world's cultivated land probably doubled or tripled during this period, largely from increases in cultivation in the United States, Canada, Australia, and New Zealand. Output per acre probably increased at least fourfold during these 330 years through irrigation, multiple cropping, improved seeds, increased use of commercial fertilizer, better farm implements, and other agricultural innovations. Malthus also underestimated the extent to which education,
economic modernization, industrialization, urbanization, and improved contraception would reduce fertility rates.

II. CHANGE THE FOLLOWING PHRASE OR CLAUSE INTO NOUN PHRASE OF POSSESSION
Example:
- The cat that Ani owns
- The Ani's cat
1) The airplane that belongs to Jody
2) The doll that Dennie owns
3) The game that belongs to twins
4) The book that Lee owns
5) The careful investigation that the police does
6) The beautiful and friendly little girl that Anton's family has
7) A close and thoughtful friends of mine
8) A terrible accident of yesterday.

III. CHANGE THE NOUN IN PARENTHESES TO BE SINGULAR, PLURAL, OR POSSESSIVE TO FORM AN APPROPRIATE NOUN PHRASE:
1) The cost of (woman) dress has risen sharply this year
2) Both (sister) (dress) cost a total of $87.00.
3) (Boy) (cloth) are just expensive.
4) (James) suit cost $65.00.
5) Compared to the (price) of similar (item) in other (country), however, these (price) are reasonable.
6) A pair of (dungaree), for example, can cost more than a hundred (dollar) in some eastern European (nation).
7) The (children) (playground) just opened.
8) (Price) of electric (fan) has remained the same.
9) The two (sheep) are lying down.
10) The (governor) (speech) is excellent.
IV. CHANGE THE FOLLOWING CLAUSES TO BE NOUN PHRASE.

Example:

- The room for waiting
  - The waiting room

1) The bike that is run by pushing
2) The equipment for printing
3) The student that sits next to you
4) The people that are grown-up
5) The beautiful book of history on the desk
6) Those kids that are five years old
7) The only man that knows the problem
8) The new that is disappointing
9) A handshake that is very closed
10) Visit of our school to the zoo
11) Our three cars that are blue
12) Our green cage of tiger
13) The Parliament that is very disappointing
14) The deck of the ship that is the most expensive.

V. ARRANGE THE DISORDER WORDS TO MAKE CORRECT NOUN PHRASE

Example

- (hot- very - cakes - four -the) are served on the table
  - The four very hot cakes are served on the table

1) (Alice's- beautiful- younger- sister) always teases her boy friend.
2) (hot- this- restaurant's- hamburger) is the best for me
3) (children's- Drama Clubs- the- two) will present a show puppet.
4) They find (jewelry-the-stolen).
5) (the-doctor's-three-offices) are on (floor-the-fourth).
6) (the-stolen-car-red-beautiful) was returned.
7) (our-expedition-successful) will depend on our reaching.
8) the summit before November 1.
9) (those-chairs-three-broken) are repaired.

VI. BUILD UP SENTENCES BY USING THE FOLLOWING PATTERNS OF NOUN PHRASE.

1. Adjective + Noun
   a. Possessive + Noun
   b. Demonstrative + Noun
   c. Ordinal number + Noun
   d. Cardinal number + Noun
   e. Condition + Noun

2. Adverb + Noun

3. Gerund + Noun

4. Present Participle + Noun

5. Past participle + Noun

6. Noun + Noun

7. Adjective + Noun + Noun

8. Adjective + Gerund + Noun

9. Adjective + Present Participle + Noun

10. Adjective + Adverb + Present Participle + Noun

11. Adjective + Adverb + Past participle + Noun

12. Adjective + Noun + Adjective + Noun

13. Adjective + Adverb + Past Participle + Gerund + Noun

14. Adverb + Past Participle + Adjective + Noun

15. Noun + Adjective
16. Noun + Adjective Phrase
17. Noun + infinitive Phrase
18. Noun + Participle Phrase
19. Noun + Past Participle + Prepositional Phrase
20. Noun + Adjective Clause + Prepositional Phrase
CHAPTER II
ADJECTIVE PHRASE

An adjective phrase is a group of word that has an adjective head. This phrase is usually modified by adjective and/or adverb. The modifier can be before or after the adjective head. In term of sentence pattern this phrase usually functions as predicate complement. The verb is linking verb (to be) and stative verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement/Adjective Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>To be :</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Present : am, is, are</td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Past : was, were</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Stative (look, sound, feel, etc)</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>light brown</td>
</tr>
<tr>
<td>The book</td>
<td>was</td>
<td>dark brown</td>
</tr>
<tr>
<td>The man</td>
<td>is</td>
<td>very dark</td>
</tr>
<tr>
<td>The night</td>
<td>was</td>
<td>much different</td>
</tr>
<tr>
<td>The bags</td>
<td>seem</td>
<td>dark enough</td>
</tr>
</tbody>
</table>

The other examples:

1. Subject + Verb + Adjective Phrase (Adj. + Adj.)
   a. The book is light brown
   b. The shoes are dark blue

2. Subject + Verb + Adjective Phrase (Adv. + Adj.)
   a. The car is more expensive
   b. The problems are closely linked

3. Subject + Verb + Adjective Phrase (Adj. + Adv.)
   a. The man feels good enough
   b. The man looks clever enough
EXERCISES

I. CHANGE THESE PHRASES TO BE SENTENCES

Example:

a. My very interesting cat
   b. My cat is very interesting

1. Your beautiful light brown shoes. your shoes are beautiful light brown(?),
   your beautiful shoes are light brown.
2. A more colorful car.
3. My very big houses.
4. My father's quite considerable position.
5. Your uncle's very fundamental and interesting principle.
6. A more useful natural resource.
7. The freely and readily available information.
8. The company's financially profitable design.

II. CIRCLE THE CORRECT FORM IN PARENTHESSES TO BE A CORRECT ADJECTIVE PHRASE

1. Your cold sounds more (terrible/terribly).
2. The pianist's show is very (good/well).
3. The food in the restaurant always tastes so (good/well).
4. The campers remained (very calm/very calmly) despite the thunderstorm.
5. Professor Calendar looked so (sad/sadly).
6. Paco becomes more (diligent/diligently) than Ali.
7. Paul makes the protest very (vehement/vehemently) about the new proposal.
8. Our neighbors appeared more (relaxed/relaxedly) after their vacation.
9. The music sounded too (noisy/noisily) to be classical.
10. There were not (punctual enough/enough punctual) to attend the meeting.
11. Allen has learned French (much enough / enough much) to go to France next year
12. She was (enough fast/fast enough) to drive in the race.
13. The rain was (enough hard/hard enough) to flood the low-lying areas.
14. Your typing looks (enough slow/slow enough) that you will not make an error.
15. Your flour is (so enough/enough so) to bake that loaf of bread.
16. The books are (good enough/enough good) for student to learn English.

III. CHOOSE THE CORRECT MODIFIER TO COMPLETE THE SENTENCE, THEN MAKE IT INTO A PHRASE BY ADDING THE APPROPRIATE ADVERB.

Example:

a. Diana’s speech is not (clearly, clear)
b. Diana’s speech is not clearly enough.

1. I always feel (angry, angrily) when I watch that TV show.
2. Ken and Don looked (angry, angrily) at her.
3. She seemed (serious, seriously) about quitting her job.
4. The tenants were (promptly, prompt) with the rent.
5. The class’s situation is very (Quiet, Quietly)

IV. COMPLETE THESE SENTENCES BY FILLING THE APPROPRIATE ADJECTIVE PHRASE

1. Cooking is very interesting, easy, difficult, exiting
2. The chicken tasted much more delicious
3. He seemed so absorbed
4. The paint smells very disgusting
5. The mountain looks much closed
6. The color of the students' uniform is very suitable
7. The lion is so wild
8. The clown looks too funny.
9. That song sounds very melancholic
10. Ani’s face is very attractive

V. BUILD UP SENTENCES BY USING THE FOLLOWING ADJECTIVE PHRASES

1. Very expensive
2. Much more interesting
3. Very kind
4. Polite enough
5. Communicative enough
6. Completely urgent
7. Top urgent
8. Much wiser
9. Fast enough
10. Hard enough
11. Beautiful enough
12. Very handsome and clever
13. More boring and monotonous
14. Very tiring and warmed
15. More helpful
16. hour before
CHAPTER III
INFINITIVE PHRASES

A. A CHANGE FROM FULL SUBJECT-PREDICATE FORM

In this type of verbal construction, the verb is reduced to “to infinitive form”. The subject of the infinitive phrase may be implied or it may be found elsewhere in the sentence, often in a preceding prepositional phrase. The object is also sometimes found in a structure before the infinitive phrase.

Like the example bellow:

*The book you have to write on is mine*

By means of these changes in the subject-verb-complement core, the infinitive phrase may function, not as the main verb of a clause, but as another part of speech—either as a noun, adjective or adverb.

B. SUBJECTS IN INFINITIVE PHRASES.

In most cases, the subject of an infinitive phrase denotes an animate being, especially a person. In some sentences, however, the subject may represent a thing or an idea.

a. *For the clothes* 'to dry' *properly, they must be hung out in the sun.*

b. *You shouldn't allow such trifles “to worry” you.*

A subject denoting an idea or thing is often likely to be a passive subject.

a. *I don't want this news to be made public yet.*

b. *The courses to be taught are listed in the catalog.*

C. IMPLIED SUBJECT.

The subject may be a generic person. Such as subjectless infinitive phrase is common in a general statement, especially with a form of be as the main verb.

1. It's not good (for anyone) *to know* too much.

2. It's more blessed (for people) *to give* than to receive.
2. The subject is understood from the general context.
   a. To do such a thing will only cause trouble.
   b. The doctor left instructions to change the bandages everyday.
   c. It was dreadful to witness that spectacle.

D. SUBJECT IN ANOTHER PART OF THE SENTENCE.
   1. The subject is the subject of the main verb:
      a. We are happy to see you again.
      b. To learn English, you must practice everyday.
   2. The subject is the object of the main verb:
      a. She told him to write more often.
      b. It amuses her to sing.

E. "SUBJECT" IN A PRECEDING PREPOSITIONAL PHRASE
   a. For you to do so much a thing will only cause trouble.
   b. His appeal to the crowd to go home was completely ignored.
   c. It was foolish of you to have done that.

The expletive subject fillers, it and there may be used with infinitive phrases containing to be.
   a. They wish it to be known that they cannot make any exceptions to this rule.
   b. The construction with there is usually avoided in formal prose.

F. FORM OF THE INFINITIVE
   Like the participle, the infinitive makes no distinctions for person or number.

Also like the participle, the infinitive has only two forms to indicate time. One is a general form called the present infinitive, which expresses time simultaneously with or future from that of the main verb. The other is a perfect form, which expresses time preceding that of the main verb.
### Forms

<table>
<thead>
<tr>
<th></th>
<th>Active Voice</th>
<th>Progressive</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>General form (present in-finitive)</td>
<td>to offer</td>
<td>to be offering</td>
<td>to be offered</td>
</tr>
<tr>
<td>perfect form</td>
<td>to have offered</td>
<td>to have been offering</td>
<td>to have been offered</td>
</tr>
</tbody>
</table>

Like: *The book is not good to have been offered*

The general form (to offer) is often given as the name of the verb. The form without to (offer) is called either the simple form of the verb, or the verb stem (sometimes the bare infinitive, or the plain infinitive).

Examples of the kind of time the present infinitive are:

Present time  I am happy to meet you
Past time    I was happy to meet you.
Future time  I will be happy to meet you.

The present infinitive, while depending on the main verb to establish the time in general, often has future reference with respect to the main verb.

a. I had hoped to see him soon.
b. The man for you to consult on that matter is out of town now.
c. We are eager to begin the work.

Examples of past time denoted by the perfect infinitive are:

a. He is lucky to have found such a wonderful wife.
b. The poison was strong enough to have killed ten people.
c. It's better to have loved and lost than never to have loved at all

The present infinitive is also possible in these sentences (to find, to kill, to love) the perfect infinitive merely provides additional stress on past time. In other sentences, however, only the perfect infinitive may indicate time prior to that of the main verb.

Examples:
a. He seems to have made a mistake in the address
b. He was found to have lied about his business experience. Occasionally the perfect form represents future time before another future time, and thus corresponds to the future perfect tense:
c. She expects to have finished the next chapter by tomorrow.

This form is probably less common than the form in:

*She expects to have the next chapter finished by tomorrow.*

The use of the perfect infinitive after would like is sometimes troublesome. The following verb forms are possible.

*I would like to give them some money.*

Both verbs express present time.

*I would like to have given them some money.*

The main verb indicates present time, the infinitive, past time.

**G. FUNCTION OF INFINITIVE PHRASES**

Infinitive phrases may function as nouns, adjective or adverbs in many instances.

The following are the illustrative sentences:

Nominal function:

Subject

a. (For) her to clean the house every day is absolutely necessary.
b. It is absolutely necessary for her to clean the house every day.

Object of verb

*Her husband wants her to clean the house every day.*
Subjective

*The regulation is for boys and girls*

complement

*To live in separate dormitories.*

(predicate noun)

Appositive

*He had only one desire, for his family to be in good health.*

Adjectival function

*He is a good man for you to know.*

Adverbial function

Modifier of a sentence

*To tell the truth, I don't understand him at all*

Modifier of adverb

*(in order) for me to buy a car, I'll have to take a loan from the bank.*

Modifier of an adjective

a. *I'm sorry to see you leave.*

b. *This music is too hard for me to play correctly.*

H. POSITION AND PUNCTUATION OF INFINITIVE PHRASES

Infinitive phrases appear in the same position as do nominal, adjectival and adverbial. Commas are usually required for adverbial infinitive phrases that are movable, particularly those that express purpose or condition.

1. Infinitive Phrases in Initial Position

*(in order) to see better, we moved our chairs closer to the light.*

Examples

a. *To get the best result, you should take this medicine before meals.*

b. *To tell the truth, the Watsons never did like their neighbors.*
When the sentence begins with a subjectless adverbial infinitive (except for sentence modifiers like to tell the truth) the expectation is that the subject of the main verb will function as the subject of the introductory infinitive. If this does not happen, then infinitive is considered to be dangling as in:

a. (in order) to make his talk more interesting, colored slides were used by the lecturer.
b. To get the best result, this medicine should be taken before meal.

This kind of dangling verbal is not always as strongly condemned as an initial dangling participle is; indeed, it often passes uncriticized when used in a final position where, to a lesser extent, the verbal is also expected to be tied to a subject within the sentence—This medicine should be taken before meals to get the best result.

2. Infinitive Phrases In Mid-Position

- Poetry, to be effective, should be written with strong feeling.
- The watsons, to tell the truth, never did like their neighbors.
- Mrs. Black, to do her justice, was always scrupulously honest.

3. Infinitive Phrases In Final Position

a. Poetry should be written with strong feeling, to be effective.
b. The watsons never did like their neighbors, to tell the truth.
c. You should take this medicine before meals, to get the best results.

Sentence modifiers are used in final position only if the sentence is short. As with other nonrestrictive modifiers in final position, commas may be omitted before nonrestrictive infinitive phrases at the end of a sentence.
EXERCISES

I. UNDERLINE THE INFINITIVE PHRASES OF EACH SENTENCES BELOW.

1. It is absolutely necessary for him to clean the house
day.
3. The man for us to meet on that matter is out of town now.
4. My father wants her to clean the house every week.
5. He is a good boy for you to know.
6. She was found to have lied about her business experience.
7. They are eager to begin the work.
8. She is sorry to see you leave.
9. They are lucky to have found such a wonderful wife.
10. It is too hard for me to play correctly.

II. BUILD UP YOUR OWN SENTENCES USING THE INFINITIVE PHRASES PROVIDED.

1. to be any trouble
2. to know too much
3. to dry properly
4. to see you again= I will see you again tommorow
5. to tell the truth
6. to see him soon
7. to kiss her softly
8. to enter the office
9. to broil it= the chicken to broil it, it is serving the dinner
10. to give a hand
CHAPTER IV

GERUND PHRASES

A. CHANGE FROM FULL SUBJECT-PREDICATE FORM.

The verb in a gerund phrase is reduced to participle form. All participle forms may function as gerunds except the –ed past participle; the most common form, however, is the -ing present participle.

The "subject" of a gerund may be found in another part of the sentence or it may be understood. A "subject" that is contained within the gerund phrase take inflected possessive form, prepositional form or unchanged form. The "object" of a gerund is unchanged or is contained within an of phrase. By means of such changes in the nominal elements of a simple sentence, these elements may be strung along after the verb as prepositional phrases. Thus, the simple sentence The hunters shot the birds can became the gerund phrase “the shooting of the bird” (original object) “by the hunter” (original subject).

These changes from subject-predicate form also permit the gerund phrase to be embedded as a noun within another predication-The shooting of the birds by the hunters caused her great distress.

The gerund functions as noun head of the gerund phrase, the transformed "subject" and "object" as adjectival modifier.

B. NOMINAL FUNCTION OF GERUND PHRASES

Gerund phrases may perform all the functions that nouns are capable of fulfilling.

1. Subject of verb
   a. Her **cleaning the house everyday** is not necessary.
   b. **Having much money** makes me poor

2. Object of verb
   a. Her husband appreciates her cleaning the house every day
   b. I hate coming here on time being beautiful **endangers** me
3. Object of preposition:
   a. In prepositional object
      
      *Her husband insists on her cleaning the house everyday.*
   b. In adverbial phrase
      
      *By cleaning the house everyday, she is pleasing her husband.*

4. Subjective complement (predicate noun)
   
   *What her husband insists on is her cleaning the house everyday.*

5. Appositive
   
   *Her husband insists on one thing—her cleaning the house everyday.*

C. KINDS OF TIME EXPRESSED BY GERUND

The participle forms used in gerund phrases indicate the same kind of time as they do in participle phrase. The -ling form is neutral with respect to time; the time that is intended often depends on the tense or the meaning of the main verb.

<table>
<thead>
<tr>
<th>Time</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present time</td>
<td>By repairing the TV set himself, he is saving a lot of money.</td>
</tr>
<tr>
<td>Past time</td>
<td>By repairing the TV set himself, he saved a lot of money.</td>
</tr>
<tr>
<td>Future time</td>
<td>By repairing the TV set himself, he will save a lot of money.</td>
</tr>
</tbody>
</table>

The perfect form expresses time that precedes that of the main verb. If the main verb is present or future, the perfect form corresponds to the present perfect tense.

   a. *His saving worked in a factory is no disgrace (=That he has worked in a factory is no disgrace)*
   b. *He will never admit having done it. (=He will never admit that he has done it).*

If the main verb is past, the perfect gerund corresponds to the past perfect tense.
a. *He denied having taken any money from the cash register.* (= *He denied that he had taken any money from the cash register*).

b. *The refugee grieved having left his wife and children behind.* (= *The refugee grieved that he had left his wife and children behind*).

The -ing general form is often used loosely instead of the perfect form for gerund objects of verbs. He denied taking any money from the cash register. Here there is no desire to emphasize time that precedes that of the main verb. In formal writing, the perfect gerund, like the past perfect tense in a clause object, would be preferred because of its ability to make a finer distinction in time.

D. GERUND PHRASES AS SUBJECT OF VERBS

A gerund phrases does not occur frequently as a subject. One of its common uses as a subject is in general statements with be as the main verb.

a. *Eating a good breakfast is very wise.*

b. *Taking a long walk every day is good exercise.*

The gerund phrase may also function as the subject of a verb expressing:

1. Cause-effect relationship
   a. Seeing her every day made him realize how wonderful she was.
   b. His finding the error quickly saved him (caused him to save) many hours of extra work.

   A gerund phrase subject with such a verb may have conditional meaning.

   *Doing such a thing now.* (= *If you do such a thing now, it will cause you much trouble later on.*

2. Emotion
   a. Being overcharged for anything enrages her.
   b. Seeing her so thin and pale shocked him.

   It should be noted that such verbs of emotion often also denote some degree of cause; thus enrages her, shocked him in the above sentences may be interpreted as causes her to become enraged, caused him to be shocked.
Gerund phrases may also function as subjects of passive verbs
a. His keeping accurate records has never been questioned.
b. Their accepting the money will be considered unwise.

A gerund phrase subject sometimes appears after anticipatory it + an adjective. Such a construction usually represents informal usage.

a. It's very embarrassing (,) not remembering your name.
b. It's incredible (,) meeting an old schoolmate so far from home.
c. It's not worthwhile taking that trip for only one day.

A comma is required if the "subject" is included in the gerund phrase. It's strange, his doing that. Sometimes a noun is used rather than an adjective in this construction after anticipatory it.

a. It will be a sad thing, not seeing her any more.
b. It's been a pleasure meeting you.
c. It's no use crying over spilled milk.

No use and no need may also be preceded by expletive there.

There is no use crying over spilled milk

Gerund phrase subjects after anticipatory it often have alternate forms with infinitive phrases.

a. It's very embarrassing not to remember your name.
b. It's been a pleasure to meet you.
c. It's no use to cry over spilled milk.

E. GERUND PHRASES AS OBJECT OF VERBS

Certain verbs in English are followed by verbal either gerunds or infinitives which are considered as the object of these verbs. Most of these verbs denote mental activity or indirect speech and therefore require subjects that refer to human beings. Others have little semantic content outside of indicating aspect the beginning, duration, end or repetition of an action; these verbs may or may not be used with subject
denoting persons. There is less agreement that a verbal following one of these aspect-denoting verbs is its object; actually, there is some justification for considering a verb that expresses aspect as a quasi-auxiliary rather than as a verb that takes an object.

VERBS FOLLOWED BY GERUND OBJECTS

S+V+Ving

acknowledge
evade
quit (=stop, informal)
admit
facilitate*
recommend
advocate
fancy
relinquish
anticipate
finish
relish
appreciate
give up
renounce
avoid
(be)grudge
report
cannot help
imagine
resent
consider
involve**
resist
contemplate
justify*
risk
keep*
sanction
delay
keep on*
shirk
deny
leave off*
stop*
detest
mean*
suggest
disclaim
mention
tolerate
drop
miss
try
encourage
necessitate**
understand
enjoy
postpone
urge
entail**
practice
withhold
escape
put off
* These verbs can also have subjects that do not designate human being.

** These verbs usually have subjects that denote lifeless things

a. We have considered selling our house
b. He mentioned meeting the governor at the reception
c. I cannot tolerate his constant complaining about everything.

Some verbs on this list, because of their semantic nature, cannot refer to events happening in the past for example, avoid, defer, give up, miss, risk, urge. After such verbs only the -ing gerund is used.

a. He risk losing the money
b. He missed being teased by his younger sister.

** VERB FOLLOWED BY GERUND OR INFINITIVE OBJECT **

abhor
continue*
attempt
decline
begin
discard
cannot bear
dread
cannot stand
endure
cease*
hate
commence*
hesitate
intend
propose
(dis)
regret**
love
remember**
neglect
scorn
plan
start*
prefer
try
* These verbs may also have subjects which do not designate human beings.
** After these verbs, the gerund represents past time; the infinitive represents future time.

a. I remember taking care of that matter. (past time)
b. I must remember to take care of that matter. (future time)
c. He began attending classes regularly, or
d. He began to attend classes regularly.
e. I intend doing that tomorrow, or
f. I intend to do that tomorrow.
g. You mustn't neglect making the reservation right away, or,
h. You mustn't neglect to make the reservation right away.

Try + a gerund has special meaning of make an experiment with Try going to bed earlier; you'll feel better. In this sense the infinitive may also be used. Try meaning make an attempt to require the infinitive. He is trying to enter a good university.

After a non-human subject, need and want in the sense of require will take an -ing gerund.

This lamp needs repairing. (Such a gerund may alternate with a passive infinitive. This lamp needs to be repaired.)

Bear may also be used in some contexts in the same way as need.

These new developments will bear watching.
EXERCISES

I. CORRECT THE VERBS IN BRACKETS INTO THE GERUND PHRASES.

1. It's (embarrass) not to remember your name.
2. Her (keep) accurate records has never been asked.
3. Their (clean) the garden every morning is not necessary.
4. It will be a wonderful thing, not (meet) them again.
5. His son insists on (repair) the radio at that time.
6. Her (receive) the box will be considered seriously.
7. It's no use (cry) over spilled milk.
8. By (help) him everyday she is pleasing her husband.
9. It's not worthwhile (take) that trip for only one week.
10. Her boy friend insists on one thing—his come the house every Saturday night.

II. UNDERLINE A GERUND PHRASE OF EACH SENTENCE BELOW.

1. His pretense of being rich didn't fool anyone.
2. Their preparations for travelling abroad were very time-consuming.
3. He spoke of the necessity of hiring more men.
4. We look forward to seeing you again.
5. He's very quick at adding figures.
6. I am disappointed at your doing such a thing.
7. I passed him in the street without his recognizing me.
8. After listening to the news, she started to prepare dinner.
9. The teacher's indoctrinating the children disturbed their parents.
10. We have considered selling our motorcycle.
III. PUT THE VERBS IN BRACKETS INTO GERUND.

1. Try to avoid (make) him angry.
2. Stop (argue) and start (work).
3. I am against (make) any complaints.
4. He was fined for (drive) without lights.
5. If you can't turn the key try (put) some oil in the lock.
6. He lost no time in (get) down to work.
7. He is thinking of (leave) his job and (go) to America.
8. It's no use (cry) over spilt milk.
9. They escaped by (slide) down ropes made of blankets.
10. They don't allow (smoke) in here.

IV. BUILD UP YOUR OWN SENTENCES USING THE GERUND PHRASES PROVIDED

1. taking any money
2. getting more attention
3. walking around town
4. destroying the world
5. understanding key words
6. winning first prize
7. connecting the home town
8. shooting the birds
9. remembering of
10. finding of it
CHAPTER V

PARTICIPLE PHRASE

A participle phrase is a phrase that can be used to join two sentences with a common subject. When the two phrases do not share a common subject, we call the participle phrase an illogical participle modifier.

Consider the following sentences:

Incorrect: After jumping out the boat, the shark bit the man. (illogical participle phrase)
Correct: After jumping out the boat, the man was bitten by the shark. (the logic one)

For clarity, introductory participle phrases must be followed by the noun which is logically responsible for the action of the participle.

A. THE FUNCTIONS:

A participle phrase is directly placed after the following prepositions: by, upon, after, before, while, etc.

Examples:

a. After reading the book, he switched off the lamp.
b. While riding a bike, he whistled as he went.
c. Before going to bed, he always says a short prayer.

2. It is also used when one action is immediately followed by the same subject.

Examples:

a. Opening the drawer, he took out a magnum.
b. Knowing that he was poor, I offered to pay his fare.
c. Taking off the shoes, we creep cautiously along the passage.
3. It is used with a perfect form to indicate that the action of the participle phrase took place before that of the main verb.

Examples:
   a. Having finished her work, the maid went home.
   b. Having learned my lesson well, I was praised by the teacher.
   c. Having covered the typewriter, he turned the light off.

4. The participle phrase can also be used to express an idea in the passive voice, one in which the subject was not responsible for the action.

Examples:
   a. Having been stolen by a thief for a week, the car turned with a great damage. (= Stolen by a thief, the car turned with a great damage).
   b. Having been notified by the court, Melissa reported for jury duty. (= Notified by the court, Melissa reported for jury duty).

B. RULES:
1. (Preposition) + V-ing ..., Noun + Verb ...
2. Having + Past Participle ..., noun + Verb ...
3. Having + Been + V-III ..., Noun + Verb ...

C. EXERCISE:
I. COMBINE THESE TWO SENTENCES THESE USING PARTICIPLE PHRASES!
   1. I stood at the bus stop. I was waiting for the bus.
   2. He ate the fish. He became ill.
   3. She looked in the cupboard. She saw a snake.
   4. I arrived home. I went straight to bed.
   5. She called your name. She was sleeping.
II. CHANGE THE UNDERLINED CONSTRUCTION INTO THE ORIGINAL ONE!

1. Sitting in the library, we read out books.
2. Trying hard to win a beautiful contest, Sari neglected her study.
3. Having finished his paper, he gave it to the teacher.
4. Knowing her address, he sent her a letter.

III. CHOOSE THE BEST OPTION OF THE FOLLOWING ITEMS!

1. Having won the first prize in the international drawing contest, he was given a scholarship by his headmaster. The underlined phrase means...
   A. Whereas he won the first prize.
   B. Although he had won the first prize.
   C. Whenever he had won the first prize.
   D. After he had won the first prize.
   E. He was winning the first prize.

2. ....his explanation, the teacher asked the students questions.
   A. Finished
   B. He finished
   C. To be finished
   D. That he has finished
   E. Having finished

3. ... his paper, he gave it to the teacher.
   A. Being finished
   B. To finish
   C. Having finished
   D. To have finished
   E. Having finished
4. ... her mistakes, the stewardess immediately apologized to the passengers.
A. Realized
B. In realizing
C. Realizes
D. She realized
E. Realizing

5. ... by not more than 40 families, Kampung Naga is a unique village in west Java.
A. Inhabit
B. To inhabit
C. Inhabited
D. Inhabiting
E. Inhabitant
CHAPTER VI
MODAL (VERB PHRASE)

Modal is a part of auxiliaries, so it can be used as auxiliary. The function of modal gives an addition meaning to the verbs followed. Modal is always followed by the first form of the verb.

KINDS OF MODAL:
1. CAN : to be able to
   Can is used to express :
   a. ability.
      Examples:
      1) You can swim very well.
      2) I can do the test in ten minutes.
      3) She can dance beautifully.
   a. permission
      Examples:
      1) He can leave the room now.
      2) Can I borrow your dictionary?

2. MAY : to be allowed / to be permitted to
   May has functions to express :
   a. permission
      Examples:
      1) May I read this novel?
      2) You may leave the class now.
      3) She may wear her new dress.
b. possibility

Examples :

1) Johan may come late today.
2) Henry is so sleepy. He may be sick.
3) He may not be at home.

3. WILL : to be going to

Will is used to express :

a. Future action.

Examples :

1) Susi will go to Surabaya next Sunday.
2) Our baby will be able to walk in a few weeks.
3) They will come to your house tomorrow.

b. Request.

Examples :

1) Will you open the door, please?
2) Will you listen to me, please?
3) Will you clean the white board, please?

4. MUST : have to

Must is used to express :

a. Conclusion.

Examples :

1) He has been in France for years. He must speak French well.
2) He got 9 in Math, 9 in English, and 9 in Physics. He must be clever.
b. Obligation

Examples:

1) We must stop our car when the traffic light is red.
2) We must obey our parents.

c. Necessity.

Examples:

1) Everybody must eat nutritious food.
2) We must drink at least 8 glasses of water in a day.

5. SHOULD : Ought to

Should is used to express an advice:

Examples:

1) Sandra got a toothache. She should see her dentist.
2) There will be a test tomorrow. You should prepare it seriously.

B. RULES

1. Positive : Subject + Modal + V-I ...
2. Negative : Subject + Modal + Not + V-I ...
2. Interrogative : Modal + Subject + V-I ...?

EXERCISES

I. CHOOSE THE CORRECT MODAL OF THE FOLLOWING OPTIONS!

1. He asked me whether he ... my car to go to the party.
   A. should borrow
   B. might borrow
   C. may borrow
   D. would borrow
2. The doctor ... arrive late because of the traffic jam.
   A. can
   B. should
   C. will
   D. must

3. "You may leave the room now", means: "You ... leave the room now."
   A. are going to
   B. have to
   C. are permitted to
   D. are able to

4. Linda will go to Jogya tomorrow. "Will" has a similar meaning to ...
   A. ought to
   B. is going to
   C. is allowed to
   D. is able to

5. Yudi is very thin and pale. He ... ill.
   A. will be
   B. can be
   C. must be
   D. should be

II. FILL IN THE BLANK WITH A SUITABLE MODAL AUXILIARY!
1. It ... rain. You'd better take a coat.
2. If I sang, ... you accompany me on the piano?
3. ... all your wishes come true!
4. I'm locked in. I ... not get out.
5. Henry has refused your offer, but he ... change his mind if you asked him again.

6. Sally can hardly read a book. She ... wear the glasses all the time.


8. Railway notice : Passengers ... be in possession of a ticket.

9. ... we have our lunch now?

10. " If you want it, you ... have it ", said his father.

11. You suffer from a backache. You ... see a specialist.

12. ... you mind opening the door, please?

13. Mrs.Ita ...buy me a set of electronic equipment.

14. Father ... play tennis very well when he was young.

15. If I were you, I ... study English seriously.

Notes:
Besides present forms of Modal Auxiliary, there are other forms such as would, could, might that may not show past action. "would and could" are used for request and "might" is used for greater possibility.

Examples:
1. Could you show me the way to "Keraton Surakarta"?
2. Would you mind opening the window, please?
3. A: Where is Ana? I don't see her.
   B: Oh, she might be sick.

Another usage of modal is MODAL PERFECT.
The rule is:

S + MODAL + HAVE + V III + ---- , OR
S + MODAL + HAVE + BEEN + V - ING + ----.

In Modal Perfect, the meanings of modal are as stated below:
1. MIGHT is used to express possibility in the past time. MIGHT
has a similarity in meaning to, such as: perhaps, possible, possibly, or doubt.

Example:
- My sister came home early yesterday. She might have been sick, means:
  *Perhaps my sister was sick yesterday.*

2. MUST is used to express conclusion or certainty, and it usually has only one alternative. MUST has a similarity in meaning to, such as: to be sure, to be certain, or conclude.

Example:
  a. There are many footprints here. "Somebody must have been coming here last night", father said, means:
  b. Father was sure that somebody came there last night.

3. SHOULD is used to express an advice or a hope. SHOULD has a similar meaning to, such as: expect.

Example:
  *Liana has attended English course for about six months. "She should have spoken English well", mother said,*
  
  It means:
  
  Mother expects that Liana speaks English well.

4. COULD is used to express an unfulfilled capability

Example:
  *Anton could have asked his brother to do his homework,*
  
  It means:
  
  Anton did the homework himself.
EXERCISE

III. UNDERSTAND THE SITUATION AND USE A SUITABLE MODAL PERFECT TO COMPLETE THE FOLLOWING SENTENCES!

1. Leoni had time to visit us but she didn't visit us she (visit) us.
2. When I woke up this morning, the light was on. I (forget) to switch it off.
3. The shirt you bought is very good quality. It (is) very dear.
4. Siska sometimes plays badminton on Sunday. She didn't answer the phone last Sunday. She (play) badminton last Sunday.
5. Tony has a test today, but he didn't study for it yesterday. He (study) for it yesterday.
6. We met the children near the market. They didn't wear their rain coat. They (wear) their raincoat because it rained hard.
CHAPTER VII
THE SIMPLE PRESENT TENSE AND PRESENT CONTINUOUS TENSE

A. THE SIMPLE PRESENT TENSE

The Simple Present is an English sentence pattern that is used to express an idea that it is true in the past, it's true at present, and it will be true in the future.

I. FORM

The Simple Present has the same form as the infinitive without to but add an "s" or "es" to the third person singular.

a. Rule for dynamic verbs
   - Positive: Subject : I / We / You / They + walk.
     He / She / It + walks.
   - Negative: Subject : I / We / You / They + do +not+ walk
     He / She / It + does + not + walk.
   - Interrogative: Subject : Do + I / we / you / they + walk?
     Does + he / she / it + walk?

b. Rule for static verbs
   - Subject :
     - a. I
     - b. he / she / it
     - c. you / we / they
   - To be : is / am / are/was/were/been
   - Complement :
     - a. Noun / Noun Phrase
b. Adjective / Adjective Phrase

c. Adverb / Adverb Phrase

d. Pronoun, etc

Positive:  
I + am + Complement  
He / She / It + is + Complement  
You / They / We + are + Complement

Negative:  
I + am not + Complement  
He / She / It + is not + Complement  
You / We / They + are not + Complement

Interrogative:  
Am + I + Complement ?  
Is + He / She / It + Complement ?  
Are + They / We / You + Complement ?

II. Spelling Notes

a. Verbs ending in " ss, ch, sh, x, and o " added " es " to form the third person singular.
   1) kiss --- kisses
   2) teach --- teaches
   3) wash --- washes
   4) mix --- mixes
   5) go --- goes, etc.

b. Verbs ending in " y " preceded a consonant change the " y " into " ies "
   1) cry --- cries
   2) fly --- flies
   3) fry --- fries
   4) try --- tries
5) study --- studies, etc

But if "y" is preceded by a vowel the form of "y" is stable.
1) play --- plays
2) obey --- obeys
3) buy --- buys, etc.

III. Functions

The Simple Present is used to express:
a. an habitual action
   (a) They go to mosque on Fridays.
   (b) Peter leaves for work at 7 everyday.

b. a general truth
   (a) Ice is cold and fire is hot.
   (b) The sun rises in the east and sets in the west.
   (c) A week has seven days.

c. a planned future action / certain future action.
   (a) We leave London at 10.00 next Sunday and arrive in Paris at
       13.00.
   (b) The plane arrives at 08.00 p.m tonight.

d. conditional type.
   (a) You will meet me if you come.
   (b) If she studies seriously, she will earn good grades.

B. THE PRESENT CONTINUOUS TENSE

The present Continuous is an English sentence pattern that is used to express an idea that really happens at the moment of speaking or at a certain period of time.
I. Form

The Present Continuous is formed with the Present Tense of the auxiliary verb to be - present participle.

Positive:  
I + am + reading a book now.  
We / You / They + are + reading a book now.  
He / She / It + is reading a book now.

Negative:  
I + am + not + reading a book now.  
We / You / They + are + not reading a book now.  
He / She / It + is not reading a book now.

Interrogative:  
Am + I + reading a book now?  
Are + we / you / they + reading a book now?  
Is + he / she / it + reading a book?

II. Spelling Notes

a. When a verb ends in a single "e", this "e" is dropped before "ing".
   1) love --- loving  
   2) live --- living  
   3) argue --- arguing, etc.

But not
   1) agree --- agreeing  
   2) see --- seeing, etc.

b. When a verb of one syllable has one vowel and ends in single consonant, this consonant is doubled before "ing".
   1) hit --- hitting
2) run --- running
3) stop --- stopping

c. "ing" can be added to a verb ending in "y" without affecting the spelling of the verbs:
   1) carry --- carrying
   2) hurry --- hurry
   3) enjoy --- enjoying

d. Not all the verbs can be used in the -ing form, such as:
   1) like
   2) know
   3) understand
   4) want
   5) hate, etc.

III. Function

The Present Continuous Tense is used to express:

a. an action happening now.
   (a) It is raining now.
   (b) I am not wearing a coat as it is not cold now.

b. an action happening about this time but not necessarily at the moment of speaking.
   (a) He is writing a book.
   (b) I am studying in this University.

c. a definite argument in the near future.
   (a) I am meeting Jacky tonight. He is taking me to the theater.
   (b) He is leaving for Jakarta this afternoon.
EXERCISE

I. PUT THE VERBS IN BRACKETS INTO THE CORRECT ONE (THE SIMPLE PRESENT OR PRESENT CONTINUOUS)!

1. I usually (to drink) tea, but I (to drink) coffee today.
2. He (to visit) his grandparents now and then.
3. Henry (to understand) what I have said now.
4. They (launch) a ship this afternoon.
5. I (take) my sister to the ballet tomorrow?
6. This book is about a man who (desert) his family and (go) to live on a Pacific Island.
7. You (understand) what the lecturer is saying? No, I (not understand) him at all.
8. I (wish) that the dog would lie down. He (keep) jumping up on my lap.
9. You (recognize) that man?
10. How Peter (get) on at school?
11. The snake (feel) sorry about this? I (not know). The story (end) there.
12. What you (wait) for? I (wait) for the shop to open.
13. Why Mrs. Pitt (look) so angry?
14. Look! The students (run) after the bus.
15. Listen! Somebody (knock) at the door.
16. The boys (walk) so fast today.
17. I (think) it is a pity that you don't take more exercise. You (get) fat.
18. Tom never (do) any work in the garden; he always (do) on his car.
19. He never (listen) to what you say. He always (think) about something else.
20. My mother hopes that Jack (do not come) to the party because he always (get) drunk.
CHAPTER VIII
THE PRESENT PERFECT TENSE

This tense may be said to be a sort of a mixture of present and past. It always implies a strong connection with the present. We use it when we talk about a period of time that continues up to the present. These are expressed as in ‘recently, past, present’

I. FORM

The Present Perfect Tense is formed with have/has and the past participle (V.III). The regular verbs of past participle have the same forms as the simple past (worked, loved, etc.). But in irregular verbs, the forms vary (lost, done, written, etc.).

STATEMENT
{I-you-we-they} have worked
(Affirmative) {she-he-it} has worked
NEGATIVE {I-you-we-they} have not (haven't) worked
{she-he-it} has not (hasn't) worked

QUESTION
Have {I-you-we-they} worked?
(Interrogative) Has {she-he-it} worked?

SHORT ANSWER:

a. Yes, {I-you-we-they} have
b. Yes, {she-he-it} has
c. No, {I-you-we-they} haven't
d. No, {she-he-it} hasn't

NEGATIVE
Have {I-you-we-they} not worked?

INTERROGATIVE
Has {she-he-it} not worked?
II. FUNCTIONS

The Present Perfect tense:

1. is used to express recent actions when the time is not mentioned,
   a. I have read some Shakespeare's plays but I don't understand them (it is not mentioned when the speaker read the plays).
   b. I haven't had my breakfast.

Compare with:
   I read Romeo and Juliet last night (time is mentioned, so simple past).

2. is used to express recent actions which have results in the present,
   a. Ann has had a bad accident (she's probably still in the hospital).
   b. I've swept the floor (it looks clean).

Compare with:
   I swept the floor (but it may be dirty again now).

3. is used to express actions which occur in the past (and has connection with the present) and the action could be repeated in the present time.
   a. I have seen giraffes in the zoo (it is still possible to see them).
   b. John Naisbitt has written a number of books (it implies that John Naisbitt is still alive and can write more).

   If John Naisbitt is dead we would say:
   John Naisbitt wrote a number of books (so in simple past).

4. is used to express actions which occurred in an incomplete period of time and happened or didn't happen at some undefined time during this period.
   a. Have you seen Tom today? (at any time today)
      1. Yes, I've seen him today (at some time during the day).
      2. (at 4 p.m.) I haven't seen Tom this afternoon
      3. (at 6 p.m.) I didn't see Tom this afternoon.
      4. (because this afternoon will end at about five o'clock).
Imagine that the postman normally comes between nine and ten.

a. Has the postman come this morning?
   (8.00  9.00  10.00)

b. Did the postman come this morning?
   (12.00 this morning)

5. is used in This is (It is) the best/worst ...... This is the first/second time ...... This is the only ..... 
   
a. This is the best book I have ever read (with ever).

   b. This is the first time I have seen the National monument.

   c. This is the only watch I have had.

6. is used to express action which usually begins in the past and continues up to the Time of Speaking (TS) in the present.
   
a. I have waited for him since 7 o'clock (I still waiting for him now).

   b. He has been in the army for two years (He is still in the army now).

   Compare with the Simple Past:
   
a. He was in the army for two years (He is not in the army anymore).

   b. I waited for two hours (I stopped waiting now).

7. is used to express an action which finishes at the time of speaking, 
   
a. Hi, I haven't seen you for a long time (but I see you now).

   b. It has been very hot recently but it's just beginning to get colder.

8. Verbs of know, believe and understand cannot be used in the present perfect except in:
   
a. I have known him for a long time

   b. I have never believed their theories.

   Compare with:
a. Did you know that he was going to get married (not Have you known .....?)
b. Hello, I didn't know that you were in Solo. How long have you been here?

C. For, since, just, already and other time signals

a. For is used with a period of time (for six days, for a long time).

\[ \text{We have lived in Solo for 3 years (We still live there).} \]

Compare with:

a. We lived there for 3 years (but we don't live there now).
b. For can sometimes be omitted, especially after 1be, live and wait

b. Since is used with a point in time and means "from that point to the time of speaking".

a. She has been here since six o'clock (and is still here).
b. -We've been friends since childhood.

c. Just must be placed between the auxiliary and the main verb.

\[ \text{He has just gone out = He went out a few minutes ago.} \]

d. Already is used to say that something has happened sooner than expected.

a. Don't forget to post the letter, will you?
   \[ + \text{I've already posted it.} \]

b. When is Tom going to start his new job?
   \[ + \text{He has already started it.} \]

e. Other time signals

a. \[ \text{I have never driven a car (I haven't driven a car during a period of time which continues up to the present).} \]
b. There have been some changes lately (lately means at any time during the last week/month).

c. He hasn't come yet, we are still waiting for him (yet is used when something didn't happen before now (up to this time), but it may happen in the future).

d. I've lived here all my life.

Further Examples of the Use of the Present Perfect Tense and Simple Past Tense

a. A: I thought you were still on holiday. When did you get back?
   B: I came back last week.
   A: Has your term started yet?
   B: Yes, it started on Monday.

b. A conversation about a past action often begins with a question and answer in the Present Perfect, but normally continues in the Simple Past, even when no time is given.
   This is because the action first mentioned has now become definite in the minds of the speakers:
   A: Where have you been?
   B: I've been to the cinema.
   A: What did you see/What was the film?
   B: I saw "Tarzan"
   A: Did you like it?

c. The Present Perfect is often used in newspapers and broadcasters to introduce an action which will then be described in the Simple Past Tense. The time of the action is very often given in the second sentence:
   The jewelry in National Museum has been stolen. The thieves broke into the building above some time during Sunday night and entered the museum by cutting a hole in the ceiling.
d. The Present Perfect is often used in letters:

\[ \text{I am sorry I haven't written before but I've been very busy lately as Tom has been away.} \]

EXERCISE

I. WORK IN PAIR. PRACTICE BY USING QUESTIONS, SHORT ANSWERS, AND REGULAR OR IRREGULAR VERBS IN THE PRESENT PERFECT TENSE.

Student A : Ask questions beginning with "Have you .....?" Listen carefully to Student B’s answers to make sure he or she is using regular or irregular verbs carefully. Student B : Answer "Yes" to all of Student A's questions. Then give full answer.

Example : do the homework
Student A : Have you done the homework?
Student B : Yes, I have. I have done the homework.

1. buy some books
2. finish your job
3. write your uncle a letter
4. read the novel
5. know him for a long time
6. speak to Mr. John
7. hear about the earthquake
8. post the letter
9. start your program
10. stop smoking
II. COMPLETE THE FOLLOWING SENTENCES BY USING THE PRESENT PERFECT

SIMPLE TENSE FROM THE GIVEN VERBS.
lose wash learn forget
decide see phone catch
be escape stop
Example: I have lost my key.

1. I ....... my hair. It is clean now.
2. The car ...... just ..... because there isn't any more petrol in the tank.
3. It's the most boring movie I .... ever ..... 
4. I ..... swimming since childhood. I can swim now.
5. That's the third time he ...... her this morning.
6. I ..... never ..... to Lombok.
7. Oh, dear. I .... her name.
8. We ..... to take the following action.
9. Two prisoners ...... from the old jail.
10. George .... his driving test.
CHAPTER IX
SIMPLE PAST TENSE

I. SIMPLE PAST TENSE (I did)

A. FORM

The Simple Past form ends in -ed for regular verbs.

- to work ==> worked
- to love ==> loved

Note:

- to stop ==> stopped
- to carry ==> carried
- to travel ==> traveled
- to try ==> tried, etc.

But, for irregular verbs, the form does not end in -ed, therefore they must be learnt

- to eat ==> ate
- to leave ==> left
- to see ==> saw

The same form is used for all persons

STATEMENT  I-you-she-he-it-we-they} worked
(Affirmative)

NEGATIVE  {I-you-she-he-it-we-they} did not (didn't) work

QUESTION  Did {I-you-she-he-it-we-they} work?
(Interrogative)

SHORT ANSWER  Yes, {I-you-she-he-it-we-they} did
No, { } didn't

NEGATIVE Did {I-you-she-he-it-we-they} not work

INTERROGATIVE Didn't {I-you-she-he-it-we-they} work?

The past of the verb be (am/is are) is was/were.

Negative : {I-she-he-it} was not/wasn't there.
            {you-we-they} were not/weren't there.

Interrogative: Was {I-she-he-it} all right?
              Were {you-we-they} all right?

B. FUNCTION

The Simple Past Tense:
1. is used to express actions completed in the past at a definite time, it is therefore used:
   a. for a past action when the time is given,
      - I met him yesterday
      - My grandfather died in 1945
   b. or, when the time is asked about,
      - When did you meet him?
   c. or, when the action clearly took place at a definite time even though this time is not mentioned:
      - I bought this bag in Yogya
      - How did you get your present job?
   d. sometimes the time becomes definite as a result of a question and answer in the present perfect.
Where have you gone?
- I've gone to Paris
+ Did you enjoy?

2. is used to express an action whose time is not mentioned but which:
   a. occupied a period of time now terminated, (Time of Speaking)
      - He lived in the old house in 1992 (but he is not living there).
      - My father worked in the department for 6 years (but he does not work there now).

   b. occurred at a moment in a period of time now terminated. (Time of Speaking)
      - Did you ever hear John Lennon sing? (but you are not listening to John Lennon)
      - I once saw an elephant in the zoo (but the elephant has been killed off).

3. is also used to express a past habit,
   - He always walked with a stick (but he does not need a stick to walk).
   - I never drank any coffee (probably I often drink coffee now).

4. is used in conditional sentences, type 2.
   (For use of the unreal past after as if, as though, if, etc.)
   - I would come if you invited me (but you do not invite me)
   - He orders me as if I were his wife (but I am not his wife)
   - He behaves as though he were the owner (but he is not the owner).
EXERCISE

I. COMPLETE THE FOLLOWING SENTENCES BY USING THE PAST TENSE FROM THE GIVEN VERBS.

walk       watch       buy       have
go       play       forget       drop

1. My little sister ...... mother's favorite vase
2. Tina ...... to campus yesterday.
3. I did not ..... any money yesterday, so my roommate lent me.
4. I ..... to London last year.
5. Did you ..... football 2 days ago?
6. She ..... my phone number.
7. Prof. Kyoto ..... some books yesterday.
8. He ..... TV last night.

II. TRANSLATE INTO GOOD ENGLISH BY USING SIMPLE PAST TENSE.

1. Robert tidak datang ke Konferensi International itu seminggu yang lalu.
2. Apakah kamu menikmati drama tadi malam?
3. Budi berbicara dengan dosennya kemarin
4. Apakah kamu memikirkan saya semalam?
5. Saya tidur nyenyak semalam.
CHAPTER X
PAST PERFECT

I. FORM

This tense is formed with 1had1 and 1the past participle(V.III) (gone/opened/written,etc.). Or, The Past Perfect (1 had done) is the past of Present Perfect (I have done).

STATEMENT I-you-she-he-it-we-they} had worked

(Affirmative) 'd worked

NEGATIVE I-you-she-he-it-we-they} had not/hadn't worked

QUESTION Had {I-you-she-he-it-they} worked ?

(Interrogative)

Short Answer Yes, {I-you-she-he-it-we-they} had

No, {I-you-she-he-it-we-they} hadn't

NEGATIVE Had {I-you-she-he-it-we-they} not worked?

INTERROGATIVE Hadn't {I-you-she-he-it-we-they} worked?

II. FUNCTION

This tense is used:

1. (as in the Present Perfect) to express an action which
   began before the time of speaking in the past and:

   a. was still continuing at that time

   - Tuti had lived in a cottage for 16 years and had no wish to move to a
tower block. (She still lived there at that time).

   b. stopped at that time or just before it.

   - The old tree, which had stood for 13 years, suddenly crashed to the
ground (before the tree crashed to the ground, it had stood there for 13
years).
- Peter, who had waited for an hour, was very angry with his sister when she eventually turned up (before she came, he had waited for an hour).

2. to express an action which stopped some time before the time of speaking.
- He had served in the army for ten years, then he retired and married. (at that time of speaking, he had stopped serving in the army).

3. to express an action which occurred before followed by another in the past.
   present
   - The robber had escaped when the police came (the robber had escaped before the police just came).
   - The students went home after they had finished their test.

4. to express an action which occurred in a period of time until the second action happened in the past.
   - Tom had waited for an hour when her sister came.
   - He had worked for a year before he married.

5. to express an action which happened repeatedly before the second one was followed in the past.
   - Mother had given him medicine every morning for three days before she brought him to the hospital.

6. to express conditional if, type III (the action in the if-clause didn't happen).
   - If you had tried hard, you would have been successful (but you didn't try hard).
   - If I had known that you were ill, I would have visited you (but I didn't know, so I didn't visit you).
7. is used in indirect speech
   a. Present Perfect tenses in direct speech become Past Perfect tenses in indirect speech provided the introductory verb is in the simple past tense:

   - He said, "I've been in England for 2 years".
   - He said that he had been in England for 2 years.

   b. Simple Past tenses in direct speech usually change similarly:

   - He said, "I knew her well".
   - He said that he had known her well.

EXERCISE

I. CHANGE THE VERB IN Bracket INTO THE PAST PERFECT TENSE.

1. As soon as you (go), I wanted to see you again.
2. She thanked me for what I (do).
3. After he (be) ill for a long time he died.
4. He said that he (visit) France for a year.
5. When I arrived at campus, the dean (go) home.
6. I didn't recognize Mr. Boy. He (change) a lot.
7. Solo Theater was no longer open.
   It (close) down.

II. NOW YOU HAVE TO BUILD SENTENCES BY USING THE WORDS IN BRACKETS.

   Example: I wasn't hungry. (I/just/have/lunch).
   I had just had lunch.

1. We arrived at the cinema late. (the movie/already/begin).
2. Mary wasn't at home when I arrived. (She/just/go/out).
3. They weren't working when I went to see them. (they/just/finish/their work).
4. I was very nervous in my first time in an aeroplane. (I/not/fly/before).

5. He didn't want to come to the cinema with us. (He/already/see) the movie twice.
CHAPTER XI
PRESENT PERFECT CONTINUOUS

I. FORM

This tense is formed by the present perfect of the verb to be and the present participle (V. Ing).

STATEMENT { I-you-we-they } have been working
(Affirmative) { she-he-it} has been working
NEGATIVE { I-you-we-they} have not (haven't) been working
she-he-it} has not (hasn't) been working
INTERROGATIVE Have {I-you-we-they} been working?
Has {she-he-it} been working?
NEGATIVE Have {I-you-we-they} not been working?/Haven't ...
INTERROGATIVE Has {she-he-it} not been working?/Hasn't ....?

II. FUNCTION

This tense is used:

1. for an action which began in the past and is still continuing.
   - I have been waiting for an hour and he still hasn't come up (I began to wait an hour ago and am still waiting).
   - It has been raining for two hours (it began to rain two hours ago and it is still raining).

2. to talk about an action (quite a long action) which began in the past and has recently stopped or only just stopped.
   - You're out of breath. Have you been running?
   - That man over there is bright red. I think he has been sunbathing.

3. to ask or say how long something has been happening or for actions repeated over a period of time.
   - How long have you been learning English?
- I've been learning English since Elementary school (now I'm still learning English).
- How long has he been playing tennis?
- He has been playing tennis since he was eight.

But this also can be expressed by using the Present Perfect Simple:
- How long have you learnt English?
- I have learnt English since Elementary school (now I can speak English fluently).

Verbs which can be used in this way include expect, hope, learn, lie, live, look, rain, sleep, sit, snow, stand, stay, study, teach, wait, want, work.
- He has slept for ten hours (he stopped sleeping now).
- He has been sleeping for ten hours (he is still sleeping now).

Comparison of the Use of Present Perfect Simple and Continuous
1. In the Present Perfect Simple, we are interested in the result of the action, not in the action itself. This time the important thing is that something has been finished.
   - The ceiling was white. Now it's blue. Tini has painted the ceiling.

While in the Present Perfect Continuous, we are interested in the action. It does not matter whether something has been finished or not.
- Tini's clothes are covered in paint. She has been painting the ceiling.
  (in the example, the action has not been finished).

2. We use the Present Perfect Simply to say how much we have done, how many things we have done, or how many times we have done something.
   - How many pages of that book have you read?
   - I have read 300 pages today.

Whereas, we use the Present Perfect Continuous to say how long something has been happening.
- How long have you been reading this book?
- I have been reading the book all day.

C. TIME SIGNALS

for, since, all day, the whole day, all the morning.

EXERCISE

I. CHANGE THE VERB IN BRACKET INTO THE PRESENT PERFECT CONTINUOUS.

Example:

Your friend's hands are covered in oil.
(you/work/on the car)?
Have you been working on the car?

1. Qobil has a black eye and Habil has a cut lip. (Qobil and Habil/fight).
2. Budi is very tired. (he/work/hard).
3. You see a little boy. His eyes are red and watery. (you/cry)?
4. Jane is hot and tires (she/play/tennis).
5. Tom is reading a book. (he/read/for two hours).

II. NOW YOU HAVE TO SAY HOW LONG SOMETHING HAS HAPPENING.

Example:

It is raining now. It began raining two hours ago.
It has been raining for two hours.

1. Ali is studying. He began studying three hours ago.
   He ........ for three hours.
2. I'm learning Dutch. I started learning it in Senior High School.
   I ........... since Senior High School.
3. John smokes. He started smoking 2 years ago.
for 2 years.

4. I'm working in LC. I started working there in August.
   ............ since August.

5. Bob is watching TV. He started watching TV an hour ago.
   ............ for an hour.

III. IN THIS EXERCISE YOU HAVE TO PUT THE VERB INTO THE CORRECT FORM, PRESENT PERFECT SIMPLE (I HAVE DONE) OR CONTINUOUS (I HAVE BEEN DOING).

Example:
I ...... (lose) my key. Can you help me look for it?
I have lost my key.
You look tired. (you/work/hard)?
......... Have you been working hard?

1. Jim ...... (play) tennis since 2 o'clock.
2. I ..... (read) the book you gave me but I .... (not/finish) it yet.
3. There's a strange smell in here.
   ....... (you/cook) something?
4. Tom Hanks ...... (appear) in several films.
5. My friends ..... (look for) a job for six months.
CHAPTER XII
PAST CONTINUOUS TENSE

A. FORM

The simple past continuous tense is one of the sixteenth tenses provided. It is used for expressing an action or activity that happened in the past time. We use the past continuous tense to say that somebody was in the middle of doing something at a certain time. The action or situation had already started before this time but had not finished.

I started doing I was doing I finished doing
past past now

B. FUNCTION

The function of the past continuous tense are:
1. The past continuous tense is chiefly used for past actions which continued for some time but whose exact limits are not known and are not important.
2. Used without a time expression it can indicate gradual development: I was getting darker The wind was rising
3. Used with a point in time, it expressed an action which began before that time and probably continued after it:
4. "At 8.0 he was having breakfast," implies that he was in the middle of breakfast at 8.0, i.e. that he had started it before 8.0 ("He had breakfast at 8.0" would imply that he started it at 8.0)
5. When we replace the time expression with a verb in the simple past tense: When I arrived, Tom was talking on the telephone. We convey the idea that the action in the past continuous started before the action in the simple past and probably continued after it.
6. We use the continuous tense in descriptions. Note the combination of description (past continuous) with narrative (simple past).

A wood fire was burning on the hearth, and cat was sleeping in front of it. A girl was playing the piano and (was) singing softly to herself. Suddenly there was a knock on the door. The girl stopped playing. The cat woke up.

2. The past continuous used in indirect speech, for the future in the past, and with always.

1) Direct speech : He said, 'I am living in London.'
2) Indirect speech : He said he was living in London.
3) Just as the present continuous can be used to express a definite future arrangement:
   a. I am going to the theater tonight; I've got the tickets so the past continuous can express this sort of future in the past:
   b. He was busy packing, for he was leaving that night (the decision to leave had been made some time previously).
4) The past continuous with always:

   *He was always ringing me up.* (Expresses a frequently repeated past action, which often annoys the speaker)

3. The past continuous tense can be used as an alternative to the simple past to indicate a more casual, less deliberate action:

   *I was talking to Tom the other day.*

The past continuous here gives the impression that the action was in no way unusual or remarkable. It also tends to remove responsibility from the subject. In the above example it is not clear who started the conversation, and it does not matter. Note the contrast with the simple past tense, 'I talked to Tom', which indicates that I took the infinitive.

Similarly:

*From four to six Tom was washing the car.*

This would indicate that this was a casual, possibly routine action.

Compare with:
From four to six Tom washed the car (implying a deliberate action by Tom).

Note that continuous tenses are used only for apparently continuous, uninterrupted actions. If we divide the action up, or say how many times it happened we must use the simple past:

a. I talked to Tom several times.

b. Tom washed both cars.

But we may of course use the continuous tense for apparently parallel actions:

Between one and two I was doing the shopping and walking the dog.

This tense is normally used in this way with a time expression such as: today, last night, in the afternoon, which could either be regarded as points in time or as periods. Periods can also be indicated by exact times as shown above. In questions about how a period was spent, the continuous often appears more polite than the simple past:

a. What were you doing before you came here? sounds more polite than.

b. What did you do before you came here?

On the other hand

What were you doing in my room? could indicate a feeling that I think you had no right to be there, but what did you do in my room? Could never give this impression.

C. FORMULA

1. Affirmative

a. She was studying.

b. They were playing football.

c. You were sitting on the grass when I visited you.

2. Negative

Subject +Was not + Verb-ing + Object/Complement

a. She was not studying.

b. They were not playing football.

c. You were not sitting on the grass when I visited you.
3. Interrogative

Was + Subject + Verb-ing + Object/Complement

*Was she studying?*

Were + Subject + Verb-ing + Object/Complement

a. Were they were playing football?

b. Were you sitting on the grass when I visited you?

EXERCISES

I. USE YOUR OWN IDEAS TO COMPLETE THESE SENTENCES. USE THE PAST CONTINUOUS TENSE.

1. Andy burnt his hand while he ......................
2. The doorbell rang while we ........................
3. We saw an accident while we ......................
4. Ferry fell asleep while she .........................
5. The television was on but nobody ...................

II. PUT THE VERB IN THE BRACKETS INTO THE CORRECT FORM, PAST CONTINUOUS OR PAST SIMPLE.

1. Rara ............. (wait) for me when I ........(arrive)
2. What .............(you/do) this time yesterday? I was asleep.
3. .................(you/go) out last night? No, I was too tired'.
4. Was Carol at the party last night? Yes, she ............(wear) a really nice dress.
5. How fast ...........(you/drive) when the accident ..........(happen)?
6. John ............... (take) my picture while I ............ (not/look).
7. We were in a very difficult position. We ...........(not/know) what to do.
8. I haven’t seen Alan for ages. When I last ...........(see) him, he ................. (try) to find a job in London.
9. I .................. (walk) along the street when suddenly I .............. (hear) footsteps behind me. Somebody ........... (follow) me. I was frightened as I ............... (start) to run.

10. When I was young, I .......... (want) to be a bus driver.

III. WHAT WERE YOU DOING AT THE FOLLOWING TIMES. WRITE ONE SENTENCE AS IN THE EXAMPLE. THE PAST CONTINUOUS TENSE IS NOT ALWAYS NECESSARY.

Example :
- at 8 o'clock yesterday evening)
  - I was having dinner with some friends.

1. At 5 o'clock last Saturday
   ........................................................

2. At 10.15 yesterday morning
   ........................................................

3. At 4.30 this morning
   ........................................................

4. At 7.45 yesterday evening
   ........................................................

5. Half an hour ago
   ........................................................

6. At 7 o'clock Saturday evening
   ........................................................

7. At 11.30 a.m two days ago
   ........................................................

8. At 8 o'clock last Friday morning
   ........................................................

9. At 2 o'clock last Sunday
   ........................................................

10. At 11.30 yesterday afternoon
    ........................................................
CHAPTER XIII
THE PRESENT FUTURE TENSE

I. FORM

As briefly described in 'MODALS', the form of 'akan (in Bahasa Indonesia)' is expressed by using 'shall' or 'will', in which 'will' is advisable, because 'will' is widely used especially The United States (American English).

1. Affirmative (subject +shall/will+verb I)

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Note:

To express future actions either it is possible to use will or be going to. However, when one is talking about what he thinks and what he wants to do spontaneously, the form of will is used. While be going to is commonly used when one is talking about prior plans.

Examples:
Ivan : (Running hurriedly to see Rick)
Rick, there is an accident over there!

Rick : Oh dear. Is there any ambulance there?
Ivan : No. I don't see any.
Rick : Listen ! I will call an ambulance and for the time being you can give them a hand. Will you do that?
Ivan : All right I will.
Alice : Do you know that Debby is here?
Alex : Yes. I am going to see her tomorrow. Are you going to go to her house?
Alice : No. I am going to pick my mother up.

The short dialogues clearly show how the spontaneous actions are distinguished in use from the prior plans.

II. FUNCTION
The Present future Tense is used to refer to actions/happenings to take place in the future time.

EXERCISE
I. USE THE WORDS IN THE LIST AS REFERENCE. THEN COMPLETE THE FOLLOWING SENTENCES. BE CAREFUL TO USE will OR be going to FOR EACH SPACE. READ THE WHOLE SENTENCE FIRST.

take part  ring up
visit  bring
affect  get up
do  change
attend  take

1. Martha looks so neat. She ..... a birthday party of a friend's.
3. It's very cloudy. I ..... an umbrella with me.
4. Harry believes that stop smoking can make him fat. He ..... that soon or at least try to reduce the number of cigarettes he smokes per day to four pieces only.
5. Experts say that the damage we do to our environment today ..... the quality of life of future generations.

6. Oh no. Not again. The bulb is burned out again. I ..... it with a stronger and a better one.

7. He cannot see clearly from the distance of then meters away. He ..... an eye doctor to find out what happens to his eyes.

8. Jason sets his alarm clock at five thirty. He ..... very early tomorrow.

9. When I am ready with the answer I ..... you right away.

10. Why is he practicing so hard? I think he ..... in the Indonesian Open Championship next month.

Note:
When the sentences do not contain any verb, 'be' is applied.

Examples:
+ You look so gloomy. What are you thinking about?
  - I am going to be forty next month. That's what bothers me.
+ Oh, come on. It's just natural. You can't avoid that.
+ Come on! Hurry up. It will be dark soon. There will be no bus to go home by.
  - Don't worry. We can go home by taxi.
+ Taxi? It will be very expensive than.
  - Calm down! My money will be more than just enough to pay for the fare.

Negative and Interrogative

The negative and interrogative forms of 'will' follow exactly the same as described in 'MODALS'. 'will' becomes 'will not' or 'won't'. If 'be going to' is used the negation 'not' is embedded in 'be'.


II. CHANGE THE FOLLOWING SENTENCES INTO THE BE GOING TO FORM OF FUTURE.
1. He will leave tomorrow.
2. Where will he stay?
3. John will wait for us there.
4. We will write letters all the afternoon.
5. He will lend me the money.
6. We will eat them all.
7. The judge will ask you a few questions.
8. My father will build a new house.
9. We will choose some new dresses.
10. I'm afraid it will cost a lot of money.
11. They will grow beans in their garden.
12. Mr. Thomson will sell his house.
13. I'll sing it again this evening.
14. We'll work harder next year.
15. He'll speak to us about it.
16. The dining-room will be painted next week.
17. I will have three weeks' holiday this year.
18. They will learn Russian.
19. That house will be pulled down soon.
20. I think I will be sick.

III. FINISH THE FOLLOWING SENTENCES BY MAKING THEM INTO THE NEGATIVE OR THE INTERROGATIVE. THE FORM OF THE SENTENCE YOU MAKE DEPENDS ON THE CONTEXT OF THE WHOLE SENTENCE. USE 'QUESTION WORDS' FOR THE QUESTIONS IF NECESSARY.

1. _____ (go) with you? Nobody. I am going to leave for Bandung alone.
2. She _____ (pass) the final exams if she doesn't study harder.
3. I want to see a painting exhibition at TIM, but I don't have any friend to go with. ___ (accompany) me?

4. ___ you (say) to your mother? That's easy. I'll tell her that I have to join a school activity.

5. Just relax. The operation ____ (be) over before noon. Let's hope that everything is going to be fine.

6. We had better have dinner after coming home from the cinema. The film ____ (last) as long as the one we saw last week.

7. ____ one you (take)? Do you prefer the manual or the automatic one?

8. ____ the show (begin)? Half past four, won't it?

9. Don't worry! The fee ____ (be) as expensive as you imagine.

10. ____ you (wait) for her until she comes? You are wasting time. There's no guarantee that she will come.

11. I ____ (not go) to the tea-party unless you come with me.

12. Tom is not the sort of person that enjoys tea-parties, but his mother seems determined he ____ (go).

13. Poor Tom! I'm sure he ____ (not enjoy) himself a bit.

14. I don't know. We ____ probably (find) out tomorrow when we see her.

15. Good. By the way, when ____ Anne be taking her examination?

Passage

Goodbye and Good Luck

Our neighbor, Captain Charles Alison, will sail from Portsmouth tomorrow. We shall meet him at the harbor early in the morning. He will be in his small boat, Topsail. Topsail is a famous little boat. It has sailed across the Atlantic many times. Captain Alison will set out at eight o'clock, so we shall have plenty of time. We shall see his boat and then we shall say goodbye to him. He will be away for two months. We are very proud of him. He will take part in an important race across the Atlantic.

(in British English, 'I' and 'We' use 'shall')
Answer these questions in not more than 45 words

1. Whom shall we meet at Portsmouth Harbor early tomorrow morning?
2. Where will he be?
3. At what time will he leave?
4. Shall we say goodbye to him, or shall we travel with him?
5. What will he take part in?
CHAPTER XIV
THE PRESENT FUTURE PERFECT TENSE

I. FORM

Affirmative

Subject will have verb III .......

I
You
We
They will have Verb III
He
She
It

Note: We have to understand the classes of verbs especially the irregular verbs.

Examples:
- She saves $ 100 per month, and she started to save in January, so she will have saved $ 500 by the end of May.
- I think you should leave for Puncak as soon as possible. The police will have already closed the access to Puncak by five o'clock. It's Sunday, isn't it?
- By the time you get there, he will have been home already.
- My brother will have graduated by the middle of this year. I am sure he can make it because he is a good student.
- Don't worry! He will have completed the work by the end of the week.

NEGATIVE AND INTERROGATIVE
The form of the negative is made by inserting the negation 'not' between 'will' and 'have'. The Interrogative is made by putting 'will' before the subject of the interrogative sentence.

USAGE

The Present Future Perfect Tense is used to refer to actions/happenings which will be completed at a certain time in the future. The fact of its completion by a certain time is what interests us, not the time of the action itself.

EXERCISE

I. COMPLETE THE FOLLOWING UNFINISHED SENTENCES WITH THE GIVEN WORDS IN THE LIST.

reach gain drive occupy desert evacuate rebuild land get over fade

1. If you keep up the speed, we _____ as far 100 miles by 11.00 a.m., meaning we are just 25 more miles from the destination.
2. The residents _____ before September this year when heavy rain is feared to cause similar destructive floods as they were last year.
3. As the new project will soon be underway, the sites _____ by the local inhabitants by the end of the month. The clause is written in the agreement.
4. The committee _____ all venues by the end of next month as the Games are scheduled to start at the beginning of the month after next.
5. If you come there after eight, all seats _____ . So be on the double!
6. The plane _____ by the time we get to the airport, so we don't have to wait.
7. The curtain material is not of a good quality. I am sure that the colour _____ by the end of the year because the windows are exposed to the sunshine all day long.

8. She _____ her cough by the time we visit her next week.

9. The climbers _____ the top of the mountain before dawn - precisely as planned.

10. She _____ 10 kilos by the end of this year if she sticks to the tight schedule of the diet.

1. II. SUPPLY A SUITABLE TENSE OF THE VERBS IN BRACKETS:

1. By next June he (write) his second novel.
2. Before his next visit here he (return) from a world tour.
3. Before you go to see them, they (leave) the country.
4. He (finish) this work before you leave.
5. By the end of the summer he (teach) us to speak English.
6. By this time next week you (meet) my friend Cyril.
7. When you come back he already (buy) the house.
8. The meeting (finish) by the time we get there.
9. By next month he (sell) all his furniture.
10. In 1980 he (be) dead for ten years.
11. By next Sunday you (stay) with us for five weeks.
12. He (take) his examination by his next birthday.
13. By the end of this year he (fly) more than a million miles.
14. I hope, when you have finished this exercise, you (not make) many mistakes in it.
15. The horse race (start) before we even leave home.
16. I hope it (stop) raining by five o'clock.
17. I (finish) long before you get back.
18. I expect Maisie (grow up) by the time I return to England.
19. If we don't get there before seven, they (eat and drink) everything.
20. I hope you (not forget) all this by tomorrow!
21. By the time she finds the umbrella, the rain (stop).
22. If you don't go to the sale soon, they (sell) everything.
23. By nine o'clock tonight I (be) ready to go to Jakarta.
24. I (finish) writing the letter in two hours time.
25. We arrange that we (arrive) at our hotel before the sunset.

Compare these two questions and answers:

1. When will they finish this bridge?
   They will finish it next year.
2. When will they have finished this bridge?
   They will have finished this bridge in a year's time.

Study these examples: (notice the time signals)

a. I will have completed this novel by next June.
b. He will have moved to a new flat in two months' time.
c. You will have learnt the results of the examination by then.
d. I shall have received a reply by this time tomorrow.

III. TRANSLATE THE FOLLOWING SENTENCES INTO GOOD ENGLISH.

1. Mobil kita akan sudah berada di sini sebelum kita berangkat ke Yogyakarta.
2. Mereka akan telah mencapai kesepakatan tentang Timor Timur sebelum akhir tahun ini.
3. Semua persyaratan akan sudah terpenuhi beberapa hari sebelum anda menempati rumah itu.
4. Berat badan anda sudah akan naik delapan kilo pada awal bulan depan jika anda berhenti merokok.
The Olympic Games will be held in our county in four years' time. As many people will be visiting the county, the government will be building new hotels, an immense stadium, and a fine new swimming pool. They will also be building new roads and a special railway line. The Games will be held just outside the capital and the whole area will be called 'Olympic City'. Workers will have completed the new roads by the end of this year. By the end of next year, they will have finished work on the new stadium. The fine modern buildings have been designed by Kurt Gunter. Everybody will be watching anxiously as the new buildings go up. We are all very excited and are looking forward to the Olympic Games because they have never been held before in this country.

ANSWER THESE QUESTIONS IN NOT MORE THAN 70 WORDS.

1. When will the Olympic Games be held in our country? Where will the government be putting up new buildings? (so)

2. Who has designed the buildings? When will workers have completed the new stadium? (and)

3. Will the Games be held in this country for the first time or not? Are we looking forward to them or not? (and)
CHAPTER XV
THE PRESENT FUTURE PERFECT CONTINUOUS TENSE

I. FORM

A. Affirmative

Subject + will have been verb + ing

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Examples:

a. You will have a test at 7 a.m. till 10 a.m. At 9 a.m. you will have been doing the test for two hours.
b. In ten minutes time I will have been working for two hours.
c. By next month you will have been learning English for five years.
d. By next Sunday you will have been renting the house for five years.
e. You will have been watching the TV for nearly three hours by seven o'clock.

B. Negative and Interrogative:

The form of the negative is made by inserting the negation 'not' between 'will' and 'have been'. The Interrogative is made by putting 'will' before the subject of the interrogative sentence.
II. FUNCTION

The Present Future Perfect Continuous bears the same relationship to The Present Future Perfect. This tense is used:

1. When the action is continuous:
   Example: By the end of the month he will have been living/working/studying here for ten years.

2. When the action is expressed as a continuous action:
   Example: By the end of the month he will have been training horses/climbing mountains for twenty years. But if we mention the number of horses or mountains, or divide this action in anyway, we must use the present future perfect.
   Example: By the end of the month he will have trained 600 horses/climbed 50 mountains.

EXERCISE

CHANGE THE VERB INTO THE PRESENT FUTURE PERFECT OR THE PRESENT FUTURE PERFECT CONTINUOUS.

1. He (wait) for you by one o'clock next Sunday.
2. By next week she (be) seventeen years old.
3. By next week our family (live) in this country for fifteen years.
4. By this time tomorrow the students (enter) their classroom.
5. Tomy (draw) a picture for one hour in five minutes.
6. Before you meet my brother again, he (go) round the town.
7. The plane (land) by two o'clock this afternoon.
8. By this time next week we (be) here.
9. They (climb) the hill for three hours by six o'clock this evening.
10. The windows (clean) by John for fifteen minutes this time tomorrow morning.
### REGULAR VERBS

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- Verb-I
- Verb-II
- Verb-III
- Meaning

- Verbs listed in Verb-I, II, and III indicate the past participle forms of the verbs.
- Meaning column contains the meaning of the verbs in Indonesian.

- The verbs are grouped by their past participle forms.

- The table includes verbs like "beg," "believe," "bereave," etc., along with their past participle forms and meanings in Indonesian.

- The table is structured to show the verb forms and meanings clearly.
design
desolate
destroy
dictate
dry
dun
earn
eliminate
empty

Verb-I
Verb-II
Verb-III
Meaning
enjoy
enjoyed
enjoyed
menikmati
erase
erased
erased
menghapus
erect
erected
erected
meletus
erupt
erupted
erupted
meloloskandiri
escape
escaped
escaped
mengantarkan
escort
escorted
escorted
menakhsir
estimate
estimated
estimated
menaksir
examine
examined
examined
memeriksa
face
faced
faced
menghadapi
falsify
falsified
falsified
memalsukah
fib
fibbed
fibbed
berbohong
filter
filtered
filtered
menyaring
flatter
flattered
flattered
merayu
flog
flogged
flogged
mencermati
focus
focused
focused
memusatkan
formulate
formulated
formulated
merumuskan
free
freed
freed
membebaskan
fy
frited
frited
menggoreng
gaze
gazed
gazed
memandang
grab
grabbed
grabbed
mengeluh
handle
handled
handled
menangani
help
helped
helped
membutuh
hop
hopped
hopped
meloncat
imagine
imagined
imagined
mengkhayalkan
imitate
imitated
imitated
meniru
impel
impelled
impelled
memaksai
invite
invited
invited
mengundang
juggle
juggled
juggled
menyulap
jump
jumped
jumped
meloncat
kick
kicked
kicked
menyempak
kid
kidded
kidded
memperlokal
kidnap
kidnapped
kidnapped
menculik
kill
killed
killed
membusuk
kiss
kissed
kissed
mencium
knock
knocked
knocked
mengetuk
knot
knotted
knotted
mengikat
lap
lapped
lapped
menjilat
lash
lashed
lashed
mencambuk
legalize
legalized
legalized
mengesahkan
liberate
liberated
liberated
membebaskan

Verb-I
Verb-II
Verb-III
Meaning
lift
lifted
lifted
mengangkat
limit
limited
limited
membasahi
listen
listened
listened
mendengar
litter
littered
littered
mengortori
lock
locked
locked
mengunci
look  looked  looked
maltreat  maltreated  maltreated
memorize  memorized  memorized
massage  massaged  massaged
mix  mixed  mixed
nurse  nursed  nursed
open  opened  opened
offer  offered  offered
oppress  oppressed  oppressed
organize  organized  organized
outfit  outfitted  outfitted
paint  painted  painted
pass  passed  passed
peep  peeped  peeped
penalize  penalized  penalized
phone  phoned  phoned
picnic  picnicked  picnicked
play  played  played
pleat  pleated  pleated
prepare  prepared  prepared
present  presented  presented
print  printed  printed
process  processed  processed
provide  provided  provided
pull  pulled  pulled
push  pushed  pushed
qualify  qualified  qualified
quarry  quarried  quarried
question  questioned  questioned
quip  quipped  quipped
quiz  quizzed  quizzed
rag  ragged  ragged
raid  raided  raided
raze  raked  raked
rebel  rebelled  rebelled
regulate  regulated  regulated
repair  repaired  repaired
### IRREGULAR VERB

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