



Ar-Raniry State Islamic University  
Banda Aceh

**DIKTAT KULIAH**  
**BASIC**  
**ENGLISH**  
**GRAMMAR**

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2024

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Mata Kuliah: BASIC ENGLISH GRAMMAR

Kode MK/SKS: 2032PBI047/2

Semester : Ganjil

Tahun Akademik 2023/2024

Fakultas Tarbiyah dan Keguruan UIN Ar Raniry Banda Aceh

Disahkan pada tanggal 26 Januari 2024

Ketua Prodi Pendidikan Bahasa Inggris



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
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**SURAT KETERANGAN**

Nomor: B-024/Un.08/PBI/Kp.01.2/01/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

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Adalah benar dosen tetap pada Prodi PBI dan telah memenuhi kewajiban khusus Dosen berupa penulisan **DIKTAT** perkuliahan dan Digunakan sebagai Bahan Ajar pada Mata Kuliah **Basic English Grammar** Kode: **2032PBI006** untuk mahasiswa semester I pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Demikianlah surat keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 26 Januari 2024  
Ketua Prodi Pendidikan Bahasa Inggris,

**Syarifah Dahliana**

**RENCANA PEMBELAJARAN SEMESTER (RPS)  
MATA KULIAH : BASIC ENGLISH GRAMMAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**A. IDENTITAS**

RENCANA PEMBELAJARAN SEMESTER (RPS) MATA KULIAH : BASIC ENGLISH GRAMMAR PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- 1 Prodi : Pendidikan Bahasa Inggris
- 2 Kode Mata kuliah : 2032PBI006
- 3 Nama Mata kuliah : BASIC ENGLISH GRAMMAR
- 4 Semester/SKS : 1 / 2 sks
- 5 Jenis Mata Kuliah : MK KEAHLIAN DAN KETRAMPILAN (MKK)
- 6 Koordinator MK : Prof. Dr. Luthfi Auni, M.A
- 7 Dosen Pengampu : Prof, Dr. Safrul Muluk, M.A.,  
**Syamsul Bahri, S. Ag., MA.,**  
Rahmi Fhonna, MA.,  
Khairiah Syahabuddin, MHSc.ESL., M.TESOL, Ph.D.  
Rita Hermida, M.Pd.,

**B. CAPAIAN PEMBELAJARAN LULUSAN (CPL-Prodi)**

**1. Sikap**

- a. Menginternalisasikan nilai, norma, dan etika akademik
- b. Bertanggung jawab terhadap nilai-nilai akademik yaitu kejujuran, kebebasan dan otonomi akademik yang diembannya.
- c. Sikap khusus. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang Pendidikan Bahasa Inggris secara mandiri.

**2. Pengetahuan**

- a. Umum Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik);
- b. Tambahan. Mampu mengembangkan bahan ajar bidang pendidikan bahasa inggris
- c. Tambahan. Mampu menguasai teori yang berhubungan dengan alih bahasa inggris ke indonesia dan sebaliknya

**3. Keterampilan Umum**

- a. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam kontek pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya
- b. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dan Inggris dalam perkembangan dunia akademik dan dunia kerja (dunia non akademik);

#### 4 Keterampilan Khusus

- a. Mampu menyelenggarakan pembelajaran Bahasa Inggris yang mendidik di sekolah/madrasah
- b. Mampu memanfaatkan teknologi informasi dan komunikasi secara efektif dan berdaya guna untuk pembelajaran Bahasa Inggris di sekolah/madrasah.
- c. Mampu berkomunikasi secara efektif, empatik, dan santun dalam pelaksanaan tugas pembelajaran Bahasa Inggris di sekolah/madrasah dan di komunitas akademik maupun dengan masyarakat umum

#### C. CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)

Mahasiswa mampu menguasai dasar-dasar grammar dalam Bahasa Inggris dan mampu menggunakannya dalam kalimat yang baik dan benar.

#### D. DESKRIPSI MATA KULIAH

This course covers basic information on grammatical structure of English. It is a basic knowledge on English grammar. It is a core subject in English Language Education Department. There are hundreds of grammar rules but the basics refer to sentence structure and parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions. Let's take a closer look at sentences and parts of speech and how they tie into the rules of grammar.

#### F. MATRIK KEGIATAN PEMBELAJARAN

NO	Kemampuan Akhir yang Diharapkan (sub CPMK)	Bahan Perkuliahan/Materi Perkuliahan	Kegiatan Pembelajaran
1	Students are able to understand the general concept of Basic English Grammar	Course introduction -Outline of Basic English Grammar	Discussion
2	Students are able to construct sentences using 'be'	Verb (to be): am, is, are	Discussion and Oral Practices
3	Students are able to understand how to use nouns and pronouns	nouns and pronouns	Discussion, Exercises, Group work
4.	Students are able to write sentence in Present Simple	Present Simple I -Questions and negatives	Discussion and Oral Practices and Pair Work
5	Students construct sentences in present simple tense	Present Simple (positive, negative and interrogative)	Discussion and Oral Practices and Pair Work
6	Students are able to write sentence in past simple, irregular and regular verbs and time expressions	Past simple, irregular and regular verbs and time expressions	Discussion and Oral Practices and Pair Work
7	Students review and are able to recall their understanding on all	Previous Learning Materials	Discussion

<b>NO</b>	<b>Kemampuan Akhir yang Diharapkan (sub CPMK)</b>	<b>Bahan Perkuliahan/Materi Perkuliahan</b>	<b>Kegiatan Pembelajaran</b>
	the topics		
8	MIDTERM TEST		
9	Students are able to write sentence in future time expressions	future tenses -Time Expressions	Discussion, Exercises Group work
10	Students are able to write sentence in ability expressions	Ability - disability	Discussion and Oral Practices and Pair Work and Group work
11	Students are able to understand nouns adjectives and pronouns	nouns - adjectives - pronouns	Discussion and Oral Practices and Pair Work and Group work
12	Students are able to understand nouns adjectives and pronouns	nouns - adjectives - pronouns	Discussion and Oral Practices and Pair Work and Group work
13	Students are able to understand comparisons	comparison	Discussion and Oral Practices and Pair Work and Group work
14	Students are able to understand expressing ideas and verbs	expressing ideas and verbs	Discussion, Exercises, Group work
15	Review Learning Lessons		Discussion, Exercises, Group work
16	Final Examination		Paper Based Test


## REFERENCE

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2. \_\_\_\_\_ , Fundamental of English Grammar, (New Jersey, Englewood Cliffs, 1996).
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4. Moure, Jane, Focus on Grammar An Integrated Skill Approach, (New York, Pearson Education, 2006)
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1. Cyssco, Dhanny R, Mastering Tenses and Daily Conversations, (Jakarta, PuspaSwara, 2008)
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6. Robby Lou, TOEFL Preparation Guide: English Grammar for TOEFL iBT, (E Plus Mobile English, 2006)

Mengetahui:	Banda Aceh, 1 Maret 2024
Ketua Prodi PBI,	Dosen Mata Kuliah
dto	
Syarifah Dahliana, S. Ag., SE., M.Ed., Ph. D NIDN: 2016047502	Syamsul Bahri, S. Ag., MA NIDN: 016117703

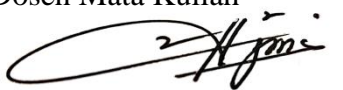
## TUGAS KEGIATAN TERSTRUKTUR (TKT)

Nama Mata Kuliah: **BASIC ENGLISH GRAMMAR**

Kode Mata Kuliah: 2032PBI006

Semester/SKS : 1 / 2 SKS

1. Tujuan Tugas
2. Uraian Tugas
  - a. Objek garapan
  - b. Yang harus dikerjakan dan batasan batasan
  - c. Metode/ Cara Pengerjaan
  - d. Acuan yang digunakan
3. Kreteria Penilaian
  - a. Ketepatan penyerahan tugas
  - b. Kesempurnaan substansi/isi tugas/design tugas

Mengetahui:	Banda Aceh, 1 Maret 2024
Ketua Prodi PBI,  dto  Syarifah Dahliana, S. Ag., SE., M.Ed., Ph. D NIDN: 2016047502	Dosen Mata Kuliah   Syamsul Bahri, S. Ag., MA NIDN: 016117703

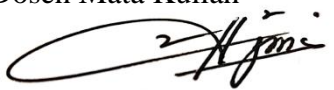


### TUGAS KEGIATAN MANDIRI (TKM)

UNIVERSITY : UIN Ar-Raniry  
FACULTY : Tarbiyah dan Keguruan  
DEPARTMENT : Department of English Language Education (PBI).  
COURSE/CODE : Basic English Grammar  
CREDIT HOURS : 2  
SEMESTER/YEAR : 1  
LECTURER : Syamsul Bahri, S. Ag., MA.

#### Jenis Tugas

Pengayaan/remedial mata kuliah secara mandiri: dapat berupa membaca referensi tambahan mata kuliah atau observasi mandiri dengan tujuan pemenuhan secara maksimal capaian pembelajaran mata kuliah (CPMK).

Mengetahui:	Banda Aceh, 1 Maret 2024
Ketua Prodi PBI,  dto	Dosen Mata Kuliah 
Syarifah Dahliana, S. Ag., SE., M.Ed., Ph. D NIDN: 2016047502	Syamsul Bahri, S. Ag., MA NIDN: 016117703

## FORMAT PENILAIAN SIKAP, PENGETAHUAN DAN KETERAMPILAN

### A. PENILAIAN SIKAP (RUBRIK)

<b>Predikat</b>	<b>Skor Angka</b>	<b>Deskripsi Perilaku</b>
Sangat baik		Menunjukkan sikap religious dalam proses pembelajaran
Baik		Menunjukkan sikap jujur dalam proses pembelajaran
Agak Baik		Menunjukkan sikap disiplin dalam proses pembelajaran
Cukup		Menunjukkan sikap bertanggungjawab terhadap tugas yang diberikan dalam proses pembelajaran

#### **Keterangan**

##### **Predikat**

Diisi dengan deskripsi tingkatan nilai, dengan jumlah tingkat yang kerinciannya sesuai dengan yang dikehendaki (sangat baik, baik, cukup, kurang, gagal)

##### **Skor Angka**


Diisi dengan rentang angka yang sesuai dengan tingkat nilai pada kolom jenjang.

### B. KRITERIA PENILAIAN PENGETAHUAN

<b>Skor (%) Pencapaian)</b>	<b>Nilai</b>	<b>Predikat</b>	<b>Nilai Bobot</b>
90 – 100	A	Sangat baik sekali	4.00
85 – 89	A–	Sangat baik	3.67
78 – 84	B+	Baik	3.33
72 – 77	B	Agak Baik	3.00
68 – 71	B–	Cukup	2.67
65 – 67	C+	Agak kurang baik	2.33
60 – 64	C	Kurang baik	2.00
50 – 59	D	Sangat kurang baik	1.00
0 – 49	E	Cukup	0

### C. KRITERIA PENILAIAN KETERAMPILAN

Skor (%) Pencapaian)	Nilai	Predikat	Nilai Bobot
90 – 100	A	Sangat baik sekali	4.00
85 – 89	A-	Sangat baik	3.67
78 – 84	B+	Baik	3.33
72 – 77	B	Agak Baik	3.00
68 – 71	B-	Cukup	2.67
65 – 67	C+	Agak kurang baik	2.33
60 – 64	C	Kurang baik	2.00
50 – 59	D	Sangat kurang baik	1.00
0 – 49	E	Cukup	0

Mengetahui:	Banda Aceh, 1 Maret 2024
Ketua Prodi PBI,	Dosen Mata Kuliah
dto	
Syarifah Dahliana, S. Ag., SE., M.Ed., Ph. D NIDN: 2016047502	Syamsul Bahri, S. Ag., MA NIDN: 016117703

## **PREFACE**

### *Bismillahirrahmannirrahim*

Praise be to Allah, the most exalted, Whose mercy and blessings have enabled us to complete this simple module on some basic grammar. Heartiest appreciation to the Prophet Muhammad (p.b.u.h) who carried the messages of Allah and took all troubles to pass it on to mankind providing, among other things, the norms and the values of Islamic teachings.

As a matter of fact, this module is a starting point of our effort to contribute a supplementary learning material on basic English grammar to meet the demand of lack of English which is based on local context.

This module covers various aspects of basic grammar and it contains 12 Chapters. Chapter One describes Nouns. Chapter Two discusses Simple Present Tense. Chapter 3 Simple Past Tense. Chapter 4 discusses Simple Continuous Tense. Chapter 5 concerns Present Perfect Continuous Tense. Chapter 6 talks about Present Perfect Tense. Chapter 7 elaborate Past Perfect. Chapter 8 discusses Future Perfect Continuous. Chapter 9 Past Future Perfect. Chapter 10 discusses Future Continuous Tense. Chapter 11 discusses Future Perfect Continuous Tense. Finally, chapter 12 discusses Past Future Perfect Continuous Tense. Each chapter provide various exercises.

We greatly realize that this module is still far from perfectness. Therefore all constructive feedbacks and suggestions to rectify any defects and errors are highly appreciated.

Banda Aceh, 26 January 2024  
Syamsul Bahri

## LIST OF CONTENTS

LEMBAR PENGESAHAN	
SURAT KETERANGAN PRODI	
RENCANA PEMBELAJARAN SEMESTER (RPS)	
PREFACE .....	i
LIST OF CONTENTS .....	ii
CHAPTER ONE (NOUNS IN ENGLISH) .....	1
CHAPTER TWO (SIMPLE PRESENT) .....	10
CHAPTER THREE (SIMPLE PAST TENSE) .....	15
CHAPTER FOUR (PRESENT CONTINUOUS TENSE) .....	19
CHAPTER FIVE (PRESENT PERFECT CONTINUOUS) .....	23
CHAPTER SIX (PRESENT PERFECT TENSE) .....	25
CHAPTER SEVEN (PAST PERFECT TENSE) .....	27
CHAPTER EIGHT (FUTURE PERFECT CONTINUOUS TENSE) .....	31
CHAPTER NINE (PAST FUTURE PERFECT) .....	35
CHAPTER TEN (FUTURE CONTINUOUS TENSE) .....	38
CHAPTER ELEVEN (PAST FUTURE PERFECT CONTINUOUS TENSE) .....	42
CHAPTER TWELVE (PAST PERFECT CONTINUOUS) .....	45
CHAPTER THIRTEEN (PAST FUTURE) .....	49
BIBLIOGRAPHY .....	52

## **CHAPTER ONE**

### **NOUNS IN ENGLISH**

#### **WHAT IS A NOUN?**

The noun is one of the important parts and make up the largest class of words in most languages, including English. Its arrangement with the verb helps to create the sentence core which is vital to every complete sentence. This chapter describes various type nouns, forms and functions of nouns and also attempt to provide various examples of how to use it in clauses or sentences. However, before we move further, It is worth mentioning the definition of noun ethimologically and terminologically. In broadest sense of that term, nouns refer to ‘things’. The word *noun* from Middle English *nowne*, from Anglo French *nom*, noun name, noun, from Latin *nomen* (no:mē) meaning, “name” (online merriem-webster.com). Richard, Platt, and Platt define Noun as “a word which (a) can occur as the subject or object of a verb or the object (COMPLEMENT) of a preposition (b) can be modified by an adjective (c) can be used with DETERMINERS”. (Richard, Platt, and Plat, 1992. p. 251). Noun functions as the name of some specific things, such as living creatures, objects, places, actions, qualities, states, of existance, or ideas. (Merriem-webster dictionary, 2014). From linguistic point of view, a noun is a member of a large, open part of speech whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of preposition. In brief, noun is a word denoting not only substance, person, nonliving things but also ideas and abstract things.

#### **TYPES OF NOUNS**

Marcela Frank (1993) classifies nouns in terms of meaning into certain types, they are: Proper Nouns, Concrete Nouns or abstract Nouns, Countable or Noncountable Nouns and Collective Nouns.

For your information, unlike some European languages, in English does not exhibit gender generally. As Jakson states:

“...there is no mark of gender in noun, apart from one or two endings that are restricted to nouns referring to female (e.g. tigress, usheerette), and there is mark in accompanying words (articles, adjectives, etc) either. The only argument for gender in English would be on the basis of the substitutability by a third person singular pronoun (he, she, it): this usage corresponds almost exactly with natural gender, except that she is sometimes extended in usage to refer to ‘ships’, ‘cars’, ‘mountains’ and there is variability of usage when referring to animals”.

(Jakson, 1985, p. 12)

#### **Proper Nouns & Common Nouns**

Traditional grammar books routinely defined a proper noun as a word or words refering to a specific person, place or thing. Nouns allow us to describe about the people, things and event around us, specially the people and places we see regularly, and it become common that human beings have always assigned special label to the nouns (the names of nouns). In

writing, a proper noun begins with a capital letter. Includes (a) personal names, for examples: Mr. Barrack Obama, Ms. Megawati. (b) names of geographic units such as countries, cities, straits, Islands (Indonesia, Abu Dhahbi, Malacca. (c) names of nationalities and Religions; Thai and Islam. (d) names of holidays; Independent Day. For practical reasons, some language teachers simply define that proper nouns is in terms of capitalization. It is of course not always true because capitalization rules change from time to time accross generation and from language to language. In brief, a common noun is the opposite of a proper noun. All nouns which are not part of proper nouns are grouped into common nouns.

### Concrete Nouns

Concrete nouns are nouns that can be identified through one of our five senses (sight,taste, hearing, smell, and touch). For examples, *birds, son, brick, bicycles*, etc. If it can not be touched, tasted, smelled and heard, it can not grouped into concrete nouns.

### Abstract Nouns

Abstract noun is a noun denoting idea, quality, or state rather than a concrete object. It refers to an unobservable things and it is a word for a concept, it is an idea that exist in our mind only (love, justice, faithful, sadness, anger, excitement). Abstract nouns can be classified based on the class of stem's words as follows:

1. Abstract noun comes from verb; *belief* from **believe** (verb), *development* from **develop** (verb).
2. Abstract noun comes from adjectives; (*truth* from **true** (adjective), *beauty* from **beautiful** (adjective).
3. Abstract noun comes from concrete nouns; *heroism* from **hero** (noun), *brotherhood* from **brother** (noun).

### Countable Nouns

In English, some things are perceived of as individual items that can be counted directly. The nouns referring to these countable things are known as countable nouns and they can occur in one of the following contexts;

- a. Countable nouns have two forms, singular and plural. the singular form refers to one person or thing. as in **...a book, ... the student**. While the plural form refers to more than one person or things, for example, **...books,- ...some students**.
- b. Countable nouns can be used with numbers (also known as cardinal numerals: *one, two, three*, etc.) for examples, **...one smartphone, ...two laptops**.
- c. Singular countable nouns can not be used alone, but always take a determiner such as a (an), another, each, ever or the.
- d. Plural countable nouns can be used with or without a determiner. They do not need a determiner when they refer to things or people in general. For example, *computers are shopisticated product today*. they take a determiner when they refer precisely to particular people or things. For example, *some computers are equipped with highly qualified materials*.

- e. Singular count nouns take singular verb when countable noun is the subject of the verb. And plural countable nouns take plural verb when countable nouns become the subject of the verb. For examples;
- **my son** likes playing volleyball
  - **bigger cars** cost more

### Noncountable Nouns

Whereas, noncountable nouns are nouns that can not be counted. They are not used in the plural form but in mass nouns. Mass nouns are words referring to concrete objects stated in an undivided quantity (coffee, iron). Abstract nouns are also non-countable nouns. For more details, non-countable nouns often refer to:

<b>Substances :</b>	coal	food	ice	Iron	rice	steel	water
<b>Abstract ideas</b>	beauty	death	freedom	fun	life	luck	
<b>Activities</b>	aid	help	sleep	travel	work		
<b>Feeling</b>	happiness	joy	pride	relief	love	luck	
<b>Human qualities</b>	courage	cruelty	honesty	patience	pride		

As in the examples:

- The buffalo needed food and water
- They lost patience and sent me to my home land
- All prices include travel to dan from Istambul

Some noncountable nouns end in ‘-s’ and therefore look like plural noncountable nouns but they are actually not plural. They usually refer to:

<b>Activities</b>	:	athletics	gymnastics	billiards		
<b>Games</b>	:	cards	darts	billiards	checkers	
<b>Objects of study</b>	:	mathematics	politics	physics	statistics	robotics
<b>Illnesses</b>	:	measles	mumps	yaws	ricketts	shingles

When an uncountable noun is the subject of a verb, it takes a singular verb. For examples,

- *Intelligence* develops throughout life depending on the environment around learners.
- *Food* was very expensive in some part of Africa
- The *information* is useful



It is important to know that the **determiners** used with countable nouns and with uncountable nouns as shown in the following table:

Determiners with countable nouns	Determiners with uncountable nouns
A, an, the, some, any	the, some, any
This, that, these, those	this, that,
None, one, two, three...	None
Many	Much (usually in negative or interrogative)
A lot of	A lot of
A large number of	A large amount of
A great number of	(a) Little
(b) Few	Less...than
Fewer...than	More...than
More...than	

Uncountable nouns are not used with the indefinite article ‘a’ but they are used with the definite one ‘the’ when they refer to something that is specified or known.

To make it more informed academically on the difference between countable nouns and uncountable nouns semantically, let’s see Huddleston & Pullum’s (2005, p. 87) explanation on the distinction of meaning between countable and uncountable nouns as a quote in verbatim. “A countable noun generally denotes a class of individual entities of the same kind. The countable nouns, for instance, denotes the whole class of *tables* (*one table* provides a way of referring to a single member of the class, *two tables* talk about two members, and so on). An individual member of this class cannot be divided into smaller entities of the same kind as itself. That is, a table can be chopped up into smaller parts, but those parts are not themselves tables. Likewise, if you cut a loaf in half, what you have is not two loaves, two halves of a loaf. Whilst, uncountable nouns typically have the opposite property. A good number of them denote physical substances that can be divided into smaller amounts of the same kind. If you cut up some bread, the pieces can still be described by the uncountable nouns *bread*. If you take some wood and cut it into shorter lengths, these can still be referred to by means of the uncountable nouns *wood* – the same noun is applicable to the same stuff in smaller quantities”.

### Collective Nouns

Collective Nouns are often confused with non-count nouns but they have very different characteristics. Collective nouns are countable. Yet they are unique among count noun because they refer to a collective entity with individual members such as *army*, *band*, *board*, *committee*, *class*, *clergy*, *faculty*, *gang*, *jury*, *staff*, *team*. The words with italic denote a collection, or set, of individuals. In other words, Collective nouns refer to a collection of individual entities, they sometimes occur with a singular verb and sometimes with a plural verb, depending on the intention of the speaker. When a speaker want to focus on the group itself, the collective noun takes a singular verb. For example, **My team is playing well this season**. However, if a speaker wants to focus on the individual members of the group. The speaker might choose a plural verb. For example, **The jury are talking among themselves**. And it is mostly the case in British English, though American English clearly favours the

singular (Huddleston & Pullum, 2005: 89). Briefly, collective nouns are a word for a group of people, animals, or objects considered as a single unit.

More list of collective nouns:

aristocracy	Community	enemy	herd	Press
audience	Company	family	<i>media</i>	proletariat
<i>bacteria</i>	Council	flock	navy	public
brood	Crew	government	nobility	
cast	<i>Data</i>	group	opposition	

Note that the word *bacteria*, *data* and *media* are now often used as collective nouns, that is with either a singular or a plural verb and no change in form according to most linguists<sup>1</sup>. For example, *Government latest data shows more companies are hoping to expand in the near future.*

Some collective nouns are also partitives (is a word, phrase, or case that indicates partialness). For example, ‘a flock of sheep’ and ‘a herd of cattle’. There are many nouns referring to groups that can be used as partitives. They are linked by ‘of’ to plural nouns which indicate what the group part of. For example, *a group of journalists* gathered at the press conference room... *a bunch of flowers*...

More list of partitives referring to groups:

audience of	clump of	flock of	gang of	team of
bunch of	company of	family of	herd of	troupe of

This use of partitives referring to groups is a productive feature of English because you can use any noun referring to a group of people or things in this way.

## FUNCTION OF NOUNS

Frank (1972, p. 12) states that the position of a noun is determined by its function in each sentences. The following texts describe the position of nouns as they fulfill different functions

### Subject of the Sentence

The subject of a sentence is the person, place, or thing that performing the action of the sentence. The subject refers to what or whom the sentence is about. A simple way to identify a noun as a subject in an active voice sentence is by noting the position of a noun in the sentence. It is called the subject of the sentence If the position of noun precedes the verb as written **bold** in the following examples:

<sup>1</sup> Since they are taken from foreign languages, confusions between singular and plural forms of these terms are common. More explanation on this issue under the subtitle “plural inflexional forms”.

1. **Mr. Soekarno** officially did the ground breaking of Istiqlal Mosque in 1961
2. **A bird** is flying on the sky
3. **Independent day** of Indonesia is August 17
4. **Honesty** is the best policy
5. **B.J. Habibie** was an engineer and also a politician of Indonesia

### Direct Object

A direct object is a noun or pronoun that receives the action of a verb. The direct object in an English sentence answers the questions “whom” or “what” after the action verb in the sentence. Look at several examples below:

- The child ate a **carrot**. (To verify whether carrot is a noun functions as direct object, It can be asked, what did the child eat?)
- Malay people eat **rice** (what do Malay people eat?)
- Mawar always kisses **Rose** (whom does always Mawar kiss?)
- The teacher explained **a difficult lesson**. (what did the teacher explain?)
- Encu Radiah is watching **her brother’s daughter**. (Whom is Encu Radiah watching?)

### Indirect Object

An indirect object is a noun or pronoun that precedes a direct object and it is introduced by an understood “to” or “for”. It is the receiver of the direct object. For example, The lawyer sent a prosecutor a **letter**. In this example, the position of a **letter** is as an indirect object of a prosecutor that precedes it.

### Subjective Complement

Subject Complement (it is also known as Predicate Noun) is a word, phrase, or clause that follows a copular, or linking, verb and describe the subject of a clause. It has the similar identity as the subject. The next grammatical function of Nouns or Noun Phrases work as the subject complement. For example, the word typed **bold** below functions as subject complement.

- a. Megawati was the first **female President** of Indonesia (female President of Indonesia is Subject Complement or Predicate Noun)
- b. Amir is a great teacher (**Teacher** here is predicate noun describing Amir)
- c. My hobbies are **singing** and **playing guitar** (singing and playing guitar in this sentence are predicate noun describing my hobbies)

In most teacher’s explanation in the classrooms or in some grammar books, the subjective complement is often stated only as a complement. (Frank, 1972, p. 10)

### Object of Preposition

It is an object that follow the direct object that has the same identity as the direct object. For example:

- My younger son saved his pocket money in the **kitty** (*kitty is the object preposition of preposition of ‘in’*)

### Objective Complement

Objective complements are nouns that complete the meaning of the verb and modify, name or rename the direct object. Since it modifies names a direct object, it only will be found in sentences that have a direct object. There are several transitive verbs that are usually used with object complement, they are: *make, name, call, choose, elect, and appoint.*

#### For examples

- The coalition parties elected Mr. Anis Indonesian **president candidate**
- Prof. Ilham named his third son **Geunta**. (the bold words in the examples above is the object complement)

### Noun Adjunct

Noun Adjunct is a noun that occurs before and modifies another noun (it functions adjectively). It is also optional. For example:

- My mother bought a *melon*<sup>2</sup> Gas at the **gas** station (the bold word 'gas' function as noun adjunct of the noun 'station')

### Appositive

Appositive is a noun or (noun phrase) that provide extra information to the core of a sentence especially, it further identifies an existing noun or (noun phrase) within the sentences. For examples:

- Hamka, a great **religious scholar** of Indonesia, wrote many books. (the bold word provide extra information about Hamka)
- Muhammad Hatta, the first **vice president** of Republic Indonesia, was also called the Father of Economic Cooperation of Indonesia (*Bapak Koperasi Indonesia*)

### Nouns in direct address

Nouns that name person spoken to in the sentence and direct address are set off with commas. For examples,

- **Nabil**, please come here or please come here, **Nabil**.
- Look at this, **Nabil**. Or **Nabil**, look at this.

### FORM OF NOUNS

Based on forms point of view, nouns can be classify into four categories; inflectional, plural inflectional, possessive inflectional and derivational form.

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<sup>2</sup> Small LPG gas cylinder in Indonesian case

## Inflectional Forms

Nouns in many European languages change in form through inflection<sup>3</sup> which indicate gender, case and number. Unfortunately, the first two do not occur in English. The only grammatical properties for which the English noun is inflected are in terms of (1). Number and (2). Possession.

### Plural Inflectional forms

The general rule for making the plural of English nouns is to add ‘-s’ to the singular form. For example, book—books, pineapple—pineapples. But, this rule is quite complicated due to many exceptions as follows:

1. After a sibilant sound spelled as s, z, ch, sh, x, es is added (classes, buses, dishes). However, if final ch is pronounced [k], only ‘s’ is added as in monarch, stomachs, and countries.
2. Nouns ending in y preceded by a consonant, the y is changed to i and then added *es*. (lady- ladies+ es = ladies, country-countri+es = countries). But if final y is preceded by a vowel, there is no need to change y into i (attorney- attorneys, valley-valleys)
3. In one-syllable nouns ending with *f* or *fe*, the plural form of the nouns is by adding *ves* (leaf- leaves, wife-wives, thief-thieves). But, some such words still take the regular *s* ending (chief-chiefs, roof-roofs). Interestingly, a few words take either forms in the plural forms. (wharves or warfs, scarfs or scarves)
4. Nouns ending o, it is generally just added es to form plural forms (potato-potatoes, mango-mangoes, hero-heroes). However, if a vowel precedes the final o or if the words used in terms of music, it just need s to make plural form (studio-studios, piano-pianos, zoo-zoos, soprano-sopranos). It is sometimes the words take either forms to make plural (cargoes or cargos, volcanoes or volcanos).
5. Another form of plural nouns is *-en* ending such as in child- children, ox-oxen. Internal vowel change as in tooth-**teeth**, mouse-**mice**, man- **men**. And also no change type at all in the plural form such as **deer**, **sheep**, **series**. Due to inconsistency of these forms, some book writers even call them as irregular plurals.
6. Nouns from borrowing words, especially Greek and Latin, retain their foreign plural in English. For examples,
  - a. singular *-us* ending becomes plural i ending (radius becomes radii, stimulus becomes stimuli.
  - b. *-a* ending becomes *-ae* ending (vertebra-vertebrae)
  - c. *-um* ending becomes *-a* ending (datum-data)
  - d. *-is* ending becomes *-es* ending (crisis-crises)
  - e. *-on* ending becomes *-a* ending (criterion-criteria)
  - f. *-ex* or *-ix* ending becomes *-ices* ending (vortex-vortices and matrix – matrices)

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<sup>3</sup> A change in the form of a word that shows its grammatical function, for example, change that makes a noun plural

- g. *-eau* ending becomes *-eaux* ending (plateau-plateaux)

### Possessive Inflectional forms

A possessive form implies either actual ownership (my neighbor's scooter) or some other close relation (the president's enemies). Nouns and some pronouns form the possessive either by adding an apostrophe with or without an *-s*.

Add an ending *-s* to form the possessive of a singular noun, even if the noun ends with an *-s*. For examples, *Mahfud's*, *Neymar's*, *Jones's*, *Bus's*

However, there are some exceptions: For the names which are more than one syllable, the *-s* after the apostrophe is optional when it might be not to be pronounced.

- a. For three closely bunched *-s* sound, use the apostrophe separate. (*Ulysses'*, *Moses'*)
- b. In a plural possessive of time (in two days' time)
- c. In compound possessive showing "joint ownership", the possessive form appear only to the final name (Raffly and Ben's show)

### Derivational forms

Frank (1999) state that the derivational forms of nouns consist of various suffixes change but in general she groups derivational forms of noun with special endings into two ways:

1. Replace one part of speech to another. This kind of ending is attached to an existing word (**engage + ment = engagement**), perhaps with some change in the original word (**destroy + tion = destruction**). Sometimes the original word has several derivational endings the last one of which determines the part of speech (nation + al + ize + ation = **nationalization** (a noun)).
2. Discriminate one part of speech from another, without being added to an already existing word (**distance** (noun)) and (**distant** (adjective)).



## CHAPTER TWO

### SIMPLE PRESENT

#### A. Reading Comprehension

##### OMAR

My friend Omar **owns** his own car now. It **is** new brand. Today, he **drives** to small town north of the city to visit his aunt. He **loves** to listen music, so the CD player is playing one of his favorite CD loudly. Omar **visits** his aunt once a week. She **is** elderly and **lives** alone. She **thinks** Omar **is** a wonderful nephew, she **loves** his visit. He **tries** to be helpful and considerate in every way. His aunt **doesn't** hear well, so Omar **speaks** loudly and clearly when he **is** with her. When he **is** there, he **fixes** thing for her, around her apartment and **helps** her with her shopping. He **doesn't** stay with her overnight. He usually **stays** for a few hours and **heads** back to the city. He **kisses** his aunt good-bye and **gives** her a hug before he **leaves**. Omar **is** very good nephew.

**Answer the following question base on text:**

1. What does the text tell about?
2. Where does Omar go?
3. How many times does Omar visit his aunt?
4. What does Omar do in his Aunt's house?
5. Does Omar stay overnight in his aunt's house?
6. In your opinion how is Omar's character toward his aunt?

#### B. Tenses in Action

1. Conversation between two persons.

Ainun : Where are you going?  
Habibie : I want to go home  
Ainun : Hi... Don't you remember that we have to practice our dialogue for "drama" right now?  
Habibie : I don't remember. Is it today or tomorrow? If it's today. I can't because I have private course at home  
Ainun : How often do you have your course in a week?  
Habibie : 3 times a week. Every Monday, Wednesday, and Friday  
Ainun : We cannot practice without you. Because you are the main character. How about Thursday? Can you make it?  
Habibie : Unfortunately I cannot because I have schedule for practicing baseball  
Ainun : So when do you have spare time for us?  
Habibie : Let see..... I'm very busy every day.  
Ainun : Really? What is your schedule then if you always busy every day?  
Habibie : I attend private course, join baseball team, and take guitar course.  
Ainun : Have you ever do refreshing?  
Habibie : Yes of course I have

- Ainun : How often do you go for holiday?  
Habibie : I have holiday every Sunday. I usually visit my grandmother's house  
Ainun : Do you go with your parents?  
Habibie : Sometimes I go with my parents or with my brother only if my parents are very busy  
Ainun : What are you doing there?  
Habibie : I usually fishing. It's very fun  
Ainun : How do you go there?  
Habibie : I always go there by my car  
Ainun : Have you ever go there by bus?  
Habibie : Never, my parents will not allow me to go by bus. By the way, what day we can practice our "drama". How about Saturday?  
Ainun : I cannot because I have course  
Habibie : How often do you have your course in a week?  
Ainun : Twice a week. Every Saturday and Tuesday. Habibie... I think we don't have any time except today  
Habibie : Wait a moment I get a message from my parents..... Oh the teacher cannot come because he is sick. So we can practice right now. Let's go  
Ainun : Ok very good. Let's go

## 2. Proverb in simple present

- **Don't** put off till tomorrow what we can do today
- **Don't** judge the book by its cover
- Charity **begins** at home
- Enough **is** good as a feast
- Experience **is** the best teacher
- Every man **is** the architect of his own fortune

### C. Finding the Formula

#### 1. I own my own car now.

##### S V-1 Complement

##### a. Do I/you/we own my own car?

- Yes, I/you/we own my own car.
- No, I/you/we don't own my own car.

#### 2. Omar owns his own car now.

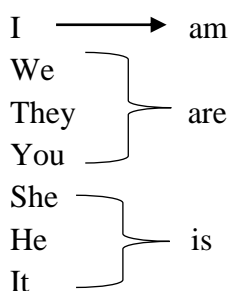
##### SV-1s/es Complement

##### a. Does he/she/it own his own car?

- Yes, he/she/it owns his own car
- No, he/she/it doesn't own his own car



### Present tense of BE:



Verb = (+s in third person singular form)

Auxiliary = DO, DOES for questions and negatives.

#### D. Constructing Pattern:

- Subject (He, She, It)= (+): Subject + V-1s/es + Comp  
 (-): Subject + does not + V-1 + Comp  
 (?): Does + Subject + V-1 + Comp
- Subject (I, You, We, They)= (+): Subject + V-1 + Comp  
 (-): Subject + do not + V-1 + Comp  
 (?): Do + Subject + V-1 + Comp

#### E. Definition of Simple Present

The simple present is used for events or situations that exist always, usually or habitually in the past, present and future. It expresses daily habit, usual activities and general's statement of fact. (source: Azar, B.S, *Fundamental of English Grammar*, U.S.A: Longman, 2003.)

#### F. The Use of Simple Present

##### ✓ USE 1 Repeated Actions

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

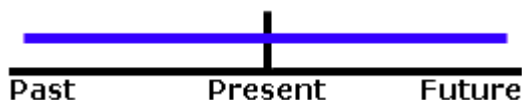


Examples:

- I **take** shower three times every day
- He always **forgets** his purse
- Naisa usually **reads** English text for 15 minutes before sleeping.
- My father usually **watches** news in the morning.
- The train **leaves** every morning at 8 am.

✓ **USE 2 Facts or Generalizations**

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is also used to make generalizations about people or things.



Examples:

1. The sun **rises** in the east and sets in the west.
2. A week **has** seven days
3. Indonesia Raya **is** our national anthem
4. Mr. SamsulBahriis our lecturer of grammar's class.
5. Indonesia **consists** of thousand island, big and small ones.

✓ **USE 3 Scheduled Events in the Near Future**

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.



Examples:

1. The train **leaves** tonight at 6 PM.
2. The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
3. When **do** we **board** the plane?
4. The party **starts** at 8 pm.
5. When **does** class **begin** tomorrow?

✓ **USE 4 Now (Non-Continuous Verbs)**

Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with **Non-Continuous Verbs** and certain **Mixed Verbs**.



Examples:

1. I **am** here now.
2. She **is not** here now.
3. He **needs** help right now.
4. He **does not need** help now.
5. He **has** his passport in his hand.
6. **Do** you **have** your passport with you?

### Notes on Simple Present for Third Singular Pronoun

► Verbs ending in **-y**: the third person changes the **-y** to **-ies**:  
fly --> **flies**, cry --> **cries**.

**Exception:** if there is a vowel before the **-y**: play --> plays, pray --> prays

► Add **-es** to verbs ending in: **-ss, -x, -sh, -ch, o**: he passes, she catches, he fixes, it pushes.

► Adverb of frequency are common time markers in the tense. They tell how often an action is repeated: *always, usually, often, sometimes, occasionally, seldom, rarely, hardly ever, never*. The word *ever* is used in a question.

Examples:

People **always** put their garbage in the garbage can.

Students **often** shake teachers' hand when they meet.

### E. Exercise

1. What do you know about the proverb of “**every man is the architect of his own fortune**”?

2. Translate this sentence into Indonesia:

a. Today, he drives to small town north of the city to visit his aunt.

b. His aunt doesn't hear well, so Omar speaks loudly and clearly when he is with her.

3. Change the sentence into interrogative and negative:

a. My mother worries about my young sister.

**Interrogative:** does my mother worry about my young sister?

**Negative:** my mother does not worry about my young sister.

b. You always visit Tsunami Museum once a week.

c. Mahmud is my best friend.

4. Add final **-s/-es**.

Wish =	Carry =
Hope =	Mix =
Reach =	Fly =
Talk =	Wait =

5. Complete the sentences with the correct forms of the words in parentheses.

a. She always (cleaned) \_\_\_\_\_ before going to work.

b. I often (reading) \_\_\_\_\_ the story book at evening

6. Give short answers to the following question by using adverb frequency in your answer.

a. Do you ever throw litter on the ground?

No, I never do

Yes, I sometime do.

b. Do you do 5 times prayer on time?

c. Does your friends ever help you when you in trouble?

d. Do you respect each other?

## CHAPTER THREE

### SIMPLE PAST TENSE

#### A. Reading Comprehension

##### The Shepherd

Once upon a time, there lived in Basra an old man whose only occupation was caring for and loving his only son who was a handsome young man. The old man invested all his money on his son's education. The young man went away for a few years and acquired an education at a well-known university under the great scholars of that age.

The day had arrived for the son to return from his studies and the old man waited at the door for his son. When the son came and met his father, the old man looked into his eyes and felt great disappointment. "What have you learnt my son?" he asked, "I have learnt everything there was to be learnt, father", he said. "But have you learnt what cannot be taught?" asked the father. "Go, my son and learn what cannot be taught", said the old man. The young man went back to his master and asked him to teach him what cannot be taught. "Go away to the mountains with these four hundred sheep and come back when they are one thousand", said the master.

The young man went to the mountains and became a shepherd. There for the first time he encountered a silence. He had no one to talk to. The sheep did not understand his language. In his desperation, he would talk to them but they would look back at him as if to say he was stupid. Slowly but surely he began to forget all his worldly knowledge, his ego, his pride and he became quite like the sheep and great wisdom and humility came to him.

At the end of two years when the number of sheep had grown to one thousand, he returned to his master and fell on his feet. "Now you have learnt what cannot be taught," said the master.

**Answer the following question base on text above:**

1. Who is old man?
2. What did old man invest to his son?
3. How many question did the old man ask his son when he returned? What they are?
4. What happen when the young man ask for his master to teach him what cannot be taught?
5. What are they something cannot be taught?
6. What are the moral value that you can take from the text?

#### B. Tenses in Action

Arina : Nazar, did you get to call your brother last night?

Nazar : Yes I did, why?

Arina : Had he recorded his songs to you?

Nazar : Ow, sorry.... last night I called him but he did not answer my call

Arina : Eumm...., how many times have you called him?

Nazar : Only once.

Arina : Did not you try to call him again?

- Nazar : No, I was afraid if I disturbed him, I thought he was busy.  
Arina : That's ok. You can call him again next time  
Nazar : Ok. I'll try later  
Arina : Last night what would you say to him actually?  
Nazar : I would like to ask him to record his song and then I would asked him to send me the video via Facebook.  
Arina : Just tell him via Facebook or you can send him message.  
Nazar : Some days ago I ever told him about it, but up till now he has not sent me the video yet.  
Arina : Emm, maybe he did not want to do it?  
Nazar : I do not think so, because he ever told me that he liked the songs. He told me too that he was ready to record himself because its rainy season and it did not enable me to go to his house.  
Arina : Ok, please be patient ... maybe he is busy.  
Nazar : Ok, I'll be waiting forever, hahaa... thanks for reminding me.  
Arina : it's ok.

### C. Finding Formula

1. The old man invested all his money on his son's education.

**S            V-2            Complement**

- a. Did the old man invest all his money on his son's education

- Yes, he did OR Yes, the old man invested all his money on his son's education.
- No, he did not OR No, the old man did not invest all his money on his son's education.

2. I/She/He/ it was a shepherd

**S            Be    Comp**

- b. Was I/she/he/it a shepherd?

- Yes, I/she/he/it was OR Yes, I/she/he/it was a shepherd.
- No, I/she/he/it was not OR No, I/she/he/it was not a shepherd.

3. We/You/They were Shepherd

**S            BE    Comp**

- c. Were we/you/they shepherd?

Yes, we/you/they were OR Yes, we/you/they were shepherd.

No, we/you/they were not OR No, we/you/they were not shepherd.

### D. Constructing pattern

a. Form of simple past of *VERB*

Subject (I/You/We/They)	}	(+): Subject + V-2 + Comp
		(-): Subject + did not + V-1 + Comp
Subject (She/He/It)	}	(?): Did + Subject + V-1 + Comp

b. Form of simple past of *BE*

Subject (I/She/He/It)	}	(+): Subject + was/were + Comp
		(-): Subject + was/were + Comp
Subject (You/They/We)	}	(?): Was/Were + Subject + Comp

### E. Definition of Simple Past Tense

The simple past is used to talk about activities or situation that began and ended in the past. Past Perfect action did occur at a specific time (e.g., yesterday, last night, two days ago, in 1999). (Source: Azar, B.S, *Fundamental of English Grammar*, U.S.A: Longman, 2003).



- Last night I called him but he did not answer my call.
- My sister saw you at Baiturrahman mosque yesterday.

Note:

- Most simple past verbs are formed by adding **-ed to verb**.  
e.g. Ali **stayed** at home yesterday morning.  
President Susilo **arrived** on time for meeting last night.
- Some verbs have irregular past form.  
e.g. Wulan **ate** breakfast this morning.  
Lidia **took** taxi to airport yesterday afternoon.

### F. The Use of Simple Past

- To describe completed action in specific time.

Example:

- Hadil **went** to the beach last *Sunday*.

- Reza **arrived** at home late *last night*.
- Ana **went** to water boom *yesterday*, but Anis **didn't**. She **stayed** at to prepare for examination.
- Liza **bought** 10 tickets for the educational workshop *last week*.

2. To mention an event in the past

Example:

- I **got** a letter from my old friend *yesterday*.
- Saphira **met** her old friend at the supermarket *last Monday*.
- They **won** the competition, and they got special prize.
- Nisasaw her old girlfriend at Tsunami Museum *two days ago*.

3. To describe the situation or condition in the past.

Example:

- It rained very hard last night, so I just stayed at home and watched TV.
- It was cloudy that day. Therefore, Irham did not go swimming with his friend.
- It was 12:00 a.m. when I met Mira at restaurant
- Syifa was very tired after she worked hard at studio.

## G. EXERCISE

1. Translate this sentence into Indonesia:

- a. What have you learnt my son?
- b. I have learnt everything there was to be learnt, father.
- c. The young man went back to his master and asked him to teach him what cannot be taught.

2. Change the sentence into interrogative and negative

- a. The young man went to the mountains.
- b. Syifa was very tired after she worked hard at studio.
- c. They were at PutroePhangPark last Sunday.

3. Complete the sentences by using a form in parentheses.

- a. Yesterday, Wulan (sit) 1. \_\_\_\_\_ at her desk and (study) 2. \_\_\_\_\_ her grammar book. Her roommates, Lidia (sit) 3. \_\_\_\_\_ ather desk, but she (study,not) 4. \_\_\_\_\_. She (stare) 5. \_\_\_\_\_ out the window. She (watch) 6. \_\_\_\_\_. Bicyclists on the street below. Wulan (walk) 7. \_\_\_\_\_ over to window. Lidia (point) 8. \_\_\_\_\_ out one bicyclist (steer) 9. \_\_\_\_\_ with one hand while she (drink) 10. \_\_\_\_\_. A soda with the other. At the same time, she (wave) 11. \_\_\_\_\_. In and out of the heavy traffic. To Lidia. The bicyclist (seem) 12. \_\_\_\_\_ fearless. Lidia (learn, never) 13. \_\_\_\_\_ how to ride a bike when she (be) 14. \_\_\_\_\_ A child, so Wulan (offer) 15. \_\_\_\_\_ to teach her. Lidia (accept) 16. \_\_\_\_\_ gladly.



## CHAPTER FOUR

### PRESENT CONTINUOUS TENSE

#### A. Reading Comprehension

##### What Are you Doing to Help Nature?

This year our school “MAN Krueng Raya” is taking part in the program “Let’s Save Nature”. This program is to help both animals and plants in our countryside, beaches and mountains.

Animals and plants are disappearing because the human are not taking care of them. We are throwing the rubbish in the sea, on the street and in the country. The animals are getting trapped in the plastic bags or getting ill because they eat plastic wrappers. Plants are dying because we are throwing chemicals and rubbish in the forest. Forest fires are also killing thousands of animals and plants.

Our school is now helping. We are collecting rubbish from the beaches in our city and telling people not to throw anything on them. We are also collecting used batteries and other dangerous materials. And You? What are you doing to help animals and plants? Are you littering the beaches and the country or are you putting your rubbish in the correct places? Please, help animals, don’t litter.

Source : Adapted from elementaryenglishspeakers.wordpress.com

##### Now answer these questions:

1. Who is taking part in the program “Let’s save nature”?
2. What is happening to animals and plants?
3. Who is causing damage to nature?
4. What is “Man Krueng Raya” doing to help nature?
5. What are you doing to help animals and plants?
6. What is the moral value of the text above?

#### B. Tenses in Use

##### 1. Proverb

- One's left hand does not know what one's right hand is doing.
- “Yes I’m seeking for someone, to help me. So that some day I will be the someone to help some other one.”(Vignesh Karthi)

##### 2. Conversation

Rosanna : Hi, Ali. Nice to see you. What are you doing these days?

Ali : Hi, Rosanna. I’m working in a hotel near the beach. I like it a lot because it's so interesting. And you? Are you still studying French at the college?

Rosanna : Yes. I don’t like it very much because we have to work too much. But one good thing is that I am writing to a French boy who lives in Marseilles. It helps with my French. Are you going to work now?

Ali : No, I am going to the supermarket to do some shopping. Do you want to come with me?

Rosanna : I can't, sorry. I am going to a cafe to meet my friend Aminah. She is helping me with my thesis. I will telephone you tomorrow.

(Source: <http://www.esl-lounge.com/>)

### 3. Conversation 2

Ali and Amin phone conversation.

Ali : Hi my friend how are you today?

Amin : I'm fine, and you?

Ali : Me too, tell me, what are you doing?

Amin : I'm watching tv and eating snacks, and you?

Ali : Great! I'm helping my brother with his homework, i'm boring

Amin : It's raining here, i can't go out with my dog, he is eating my shoes.

Ali : So bad, my family traveling to my house today, we having a big lunch with all family

Amin : Great, i hope you a nice day

Ali : Bye, my family arriving in this moment, i will speak you soon

### C. Definition

The present continuous expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at the present, and will probably end at some point in the future (Betty Schramper Azar : 2006)

### D. Finding Formula

Formula:

(+) S + be + V1 + ing + O/C

(-) S + be + not + V1 + ing + O/C

(?) Be + S + V1 + ing + O/C

Example:

(+) We are collecting rubbish from the beaches

(-) We are not collecting rubbish from the beaches

(?) Are we collecting rubbish from the beaches ?

Yes, we are. / No, we are not.

### E. The use of Present continuous

- To describe an action that is going on at this moment (now).



We **are collecting** rubbish from the beaches

- Longer Actions in Progress Now



In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

I **am studying** to become a doctor.

I **am not studying** to become a dentist.

- To describe an action that is going on during this period of time or a trend



What **are you doing** to help animals and plants?

- To describe an action or event in the future, which has already been planned or prepared. Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.



**Are they visiting** you next winter?

I **am meeting** some friends after work.

- To describe a temporary event or situation  
The weather forecast was good, but **it's raining** at the moment.
- The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple Present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."



**You're constantly complaining** about your mother-in-law!

## F. Exercise

- Find the present continuous sentences in the song that played by your teacher.
- Choose whether the present simple or present continuous:
  1. You (come) \_\_\_\_\_ tonight?
  2. (He / eat) \_\_\_\_\_ rice every day?
  3. I (work) \_\_\_\_\_ at the moment.
  4. (He / come) \_\_\_\_\_ to London often?
  5. He (play) \_\_\_\_\_ tennis now.
  6. (You / come) \_\_\_\_\_ to the cinema later?

7. They (not / come) \_\_\_\_\_ to the party tomorrow.
8. He (not / play) \_\_\_\_\_ golf now.
9. (You / play) \_\_\_\_\_ tennis this Sunday?
10. They (go) \_\_\_\_\_ to a restaurant every Saturday.
11. She (not / go) \_\_\_\_\_ to the cinema very often.
12. You usually (arrive) \_\_\_\_\_ late.
13. He normally (eat) \_\_\_\_\_ dinner at home.
14. (You / study) \_\_\_\_\_ every night?
15. (They / work) \_\_\_\_\_ late usually?
16. You (not / go) \_\_\_\_\_ out later.
17. I (not / work) \_\_\_\_\_ tonight.
18. (She / work) \_\_\_\_\_ at the moment?
19. I (not / drink) \_\_\_\_\_ coffee very often.
20. Julie (sleep) \_\_\_\_\_ now.
21. You (not / like) \_\_\_\_\_ chocolate.
22. She (not / study) \_\_\_\_\_ at the moment.
23. We often (go) \_\_\_\_\_ to the cinema.
24. He usually (not / do) \_\_\_\_\_ his homework.
25. They (not / eat) \_\_\_\_\_ rice every day.
26. We (not / study) \_\_\_\_\_ every night.
27. (You / like) \_\_\_\_\_ spicy food?
28. (She / go) \_\_\_\_\_ to Scotland often?
29. (He / eat) \_\_\_\_\_ now?
30. We (go) \_\_\_\_\_ to the cinema this weekend.
31. They (study) \_\_\_\_\_ now.
32. I (clean) \_\_\_\_\_ the kitchen every day.
33. She (work) \_\_\_\_\_ every Sunday.
34. We (not / sleep) \_\_\_\_\_ now.
35. He (not / go) \_\_\_\_\_ to the park very often.

## CHAPTER FIVE

### PRESENT PERFECT CONTINUOUS

#### A. Reading Comprehension

##### TEUKU AND THE MARBLES

##### Who are they? What have they been doing?

Teuku **has been playing** the game of marbles since he was 5 years old. He likes to play marbles. He plays with the other kids. He also teaches other kids how to play the game. Lately, he **has been teaching** Polem how to play marbles. He **has been teaching** Polem all the rules of the game. He **has been teaching** Polem how to win. Polem is Teuku's friend. Recently, he **has been learning** to play marbles. He **has been wishing** to play the game for many years. The past few days, his friend, Teuku, **has been teaching** him how to play marbles. It is a fun game.

Source: *Really Learn English*, <http://www.really-learn-english.com/support-files/present-perfect-progressive-story-2.pdf>

##### Answer the following question base on text:

1. How long has Teuku been playing the game of marbles ?

Answer: Teuku has been playing the game of marbel since he was 5 years old.

2. Lately, whom has Teuku been teaching to play marbles? What has he been teaching him?

Answer: Polem. He has been teaching Polem all the rules of the game and how to win

3. What has Polem been learning recently?

Answer: Recently, Polem has been learning to play marbles

#### ENGLISH IN USE

Every single moment in life **has been planned** by Allah and nothing **has been planned** by reason.

Say: "Nothing will happen to us except what Allah has decreed for us: He is our protector": and on Allah let the believers put their trust. (Q.S. At Taubah: 51)

The Prophet Muhammad (peace be upon him) said: "A time will come when the murderer will not know why **he has committed** the murder, and the victim will not know why he **has been killed**." - Sahih Muslim, Hadith 1356

#### FINDING THE FORMULA

<u>They</u>	<u>have</u>	<u>been</u>	<u>writing</u>	<u>in the book.</u>
S	have/has	tobe	V-ing	O/C

a. Have they been writing?

➤ Yes, they have been writing.

- No, they have not been writing.
- b. Has she been typing on the computer?
  - Yes, she has been typing on the computer.
  - No, she has not been typing on the computer.
- c. Have you been getting my email?
  - Yes, I have been getting your email.
  - No, I have not been getting your email.

**PATTERN:**

- (I, You, We, They) (+): Subject + have + been + V-ing + O/C  
(-): Subject + have + not + been + V-ing + O/C  
(?): Have + subject + been + V-ing + O/C ?
- (She, He, It) (+): Subject + has + been + V-ing + O/C  
(-): Subject + has + not + been + V-ing + O/C  
(?): Has + subject + been + V-ing + O/C ?

**The Use of Present Perfect Continuous Tense**

**1. USE 1 Duration from the Past Until Now**

We use the Present Perfect Continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.

Examples:

- ⊙ They **have been talking** for the last hour.
- ⊙ She **has been working** at that company for three years.
- ⊙ What **have you been doing** for the last 30 minutes?
- ⊙ James **has been teaching** at the university since June.
- ⊙ We **have been waiting** here for over two hours!
- ⊙ Why **has Nancy not been taking** her medicine for the last three days?

**2. USE 2 Recently, Lately**

You can also use the Present Perfect Continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- ⊙ Recently, I **have been feeling** really tired.
- ⊙ She **has been watching** too much television lately.
- ⊙ **Have you been exercising** lately?
- ⊙ Mary **has been feeling** a little depressed.
- ⊙ Lisa **has not been practicing** her English.
- ⊙ What **have you been doing**?

## CHAPTER SIX

### PRESENT PERFECT TENSE

#### A. Reading comprehension

##### Cooking Together

Fatimah **has just walked** outside with grandmother. She wears an apron. So far, she **has finished** cleaning and washing. She **has also gathered** seeds and crumbs. Now Fatimah and Grandmother are outside. Fatimah **has just dropped** some seeds on the ground to feed the birds. The birds have not come yet. Recently, Grandmother **has moved** in with Fatimah's family. She now enjoys living with them. Grandmother **has already sat** down on the bench. She also wears an apron. She **has just finished** cooking.

Source: <http://www.really-learn-english.com/>

**Answer the following question base on text above:**

1. Who are at the outside?
2. What does Fatimah wear?
3. What has Fatimah done in the outside?
4. Where has grandmother sat down?
5. Have the birds come when Fatimah dropped some seeds on the ground?

#### B. Tenses in Use

#### C. Finding Formula

1. Fatimah has just walked outside with grandmother

**S have/has V-3 comp**

2. Fatimah has not just walked outside with grandmother

3. Have I/you/we/they walked outside with grandmother?

- Yes, I have walked outside with grandmother.
- No, I have walked outside with grandmother.

4. Has she/he walked outside with grandmother?

- Yes, she/he has walked outside with grandmother.
- No, she/he has walked outside with grandmother

#### D. Constructing pattern

Subject (I, You, We, They, He, She) :

(+) : Subject + aux.verb(have/has) + V-3/Past participle

(-) : Subject + aux.verb (have/has) + not + V-3/Past participle

(?) : aux.verb(have/has) + Subject + V-3/Past participle

#### E. Definition of Present Perfect Tense

It is used to expressed an action which happened or completed in past but usually the action which happened or completed at a short time before now (near past) not a very long

time before now. Specific time such as two years ago, last week or that day is usually not used in the sentences of in this tense. It means that this tense expresses the action whose time when it happened, is not exactly specified but it sounds to refer to some action that happened or completed in near past.

Example : I have eaten meal

#### **F. The Use of Present Perfect**

1. Expresses an activity or situation that occurred (or did not occur) before now, at some unspecified time in the past.

##### **Example:**

- Jim **has** already **eaten** lunch
- Ann **hasn't eaten** lunch yet
- **Have** you ever **eaten** at that restaurant?

2. An activity may be repeated two, several, or more times before now, at unspecified times in the past.

Examples:

- Pete **has eaten** at that restaurant many times
- I **have eaten** there twice

#### **G. EXERCISE**

**Use the correct answers and since and for**

1. I have had piano lessons \_\_\_\_\_ ten years.
2. Peter has \_\_\_\_\_ stamps \_\_\_\_\_ 2003.
3. Amy \_\_\_\_\_ flowers \_\_\_\_\_ last month.
4. My brother \_\_\_\_\_ football \_\_\_\_\_ two years.
5. John and Jenny have been friends \_\_\_\_\_ eight months.
6. They \_\_\_\_\_ ballet \_\_\_\_\_ 2000.
7. My father \_\_\_\_\_ his car \_\_\_\_\_ 1996.



## CHAPTER SEVEN

### PAST PERFECT TENSE

#### A. Reading comprehension

##### NOTHING IS IMPOSSIBLE

Last night, Aisyah and Asiyah sang in a competition. They sang a song of KasihIbuSepanjangMasa. They **had practiced** for 6 months before they sang in the competition, a lot of their time they spent together to prepare well for competition, no matter how tired they were. They were very good in singing. Aisyah and Asiyah's friends were in the audience seat. Before that night, they **had never seen** Aisyah and Asiyah sang a song. In fact, Aisyah and Asiyah **had never sung** in front of anyone before the competition. Their time for singing was coming, they sang a song melodiously and they able brought the audience smiling and crying. After everyone **had sung**. Then, the judges announced the winners. Aisyah and Asiyah won, they were the best singers in the competition. Aisyah said that she **had practiced** so hard before and she was glad they become the winner.

**Answer the following question base on text above:**

1. Where were they?
2. What song did they sing?
3. Had they ever sung a song in front of their friends before competition?
4. How many months had they practiced for the competition?
5. Who were the winner?
6. What are the value that you can take from the text?

#### B. Tenses in Use

- Andi** : Hey Budiman, how are you today?  
**Budiman** : I am good. How about you?  
**Andi** : So am I. Have you seen Cantika?  
**Budiman** : I think she hasn't come yet. By the way, what are you bringing?  
**Andi** : I bring some dictionaries for Mrs. Yunita. Hey, how's your homework?  
**Budiman** : I've done it yet Andi. Have you?  
**Andi** : **I had finished it when Cantika came last night.** I think that was an easy homework.  
**Budiman** : Really? Woww!!  
**Andi** : Yeah. It's very easy to be solved.  
**Cantika** : Hey guys! What are you talking about?  
**Budiman** : We're talking about our English homework from Mrs. Yunita.  
**Cantika** : Oh.... **I had finished it when I came to Andi's house last night.** Andi help me to solve it.

### C. Finding Formula

#### 1. Aisyah had practiced for 6 months

**S had V-3 comp**

a. Had I/you/we/they practiced dancing for 6 months?

- Yes, I had practiced for 6 months.
- No, I had not practiced for 6 months.

b. Had she/he learned English for 6 months?

- Yes, she/he had learned English for 6 months.
- No, she/he had not learned English for 6 months.

c. Had dog dig the hole for 6 cm?

- Yes, it had dig the hole for 6 cm
- No, it had not dig the hole for 6 cm.

### D. Constructing pattern

Subject (I, You, We, They) = (+) : Subject + had + V-3 + Comp

(-) : Subject + had + not + V-3 + Comp

(?) : had + Subject + V-3 + Comp

The past perfect tense:

**HAD + PAST PARTICIPLE**

### E. Definition of Past Perfect Tense

Past perfect is a form of the verb that shows the action or state was completed before some time in the past. Past perfect is used when the speaker is talking about two different events at two different time in the past; one event ends before the second event happens. (Source: Azar, B.S, *Fundamental of English Grammar*, U.S.A: Longman, 2003).

Example 1:

- The train **had gone** when I **arrived** at the station.



A-1



A-2

- a. Both Action-1 and action-2 are past actions.
- b. Action-1 happened before Action-2

Note:

A1: Action 1

A2: Action 2

### F. The Use of Past Perfect

2. An action that happened before another action in the past.

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.



**Example:**

- They had practiced for 6 months before they sang in the competition  
A1 A2
- He studied so much because he had received a lot of homework.  
A2 A1
- He had seen the ball before he hit it.  
A1 A2
- 
- He had worked very hard before he finally won.  
A1 A2

**2. For Duration before Something in the Past (Non-Continuous Verbs)**

With Non-Continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Past Perfect to show that something started in the past and continued up until another action in the past.



**Examples:**

- We **had had** that car for ten years before it broke down.
- By the time Alex finished his study, he **had been** in London for over eight years.
- They felt bad about selling the house because they **had owned** it for more than forty years.

**3. Showing Specific Times with the Past Perfect**

If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the Past Perfect is optional. For this reason, both sentences below are correct.



**Example:**

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.
- He **came** to my house after I **had already left**.

1. Using the past perfect to show the cause of a past action with time expressions such as when, after, before, as soon as, by the time, by and until.

**Example:**

- I was tired on Monday because I hadn't slept well the night before.
- By the time I got home, my mother had already prepared dinner.
- As soon as I had eaten my breakfast, I went to school.

**G. EXERCISE**

1. Use either the past tense or past perfect tense. Change the verbs in the brackets into the correct form.
  - a. When I \_\_\_\_\_ (come home) yesterday, my mother (already, make) fried rice for me.
  - b. He \_\_\_\_\_ (already, fix) the computer before he (leave) the office.
  - c. After she \_\_\_\_\_ (win) the competition, he (get) a reward from the authorities.
2. Underline which action took place first (1<sup>st</sup>) in the past and which action took place second (2<sup>nd</sup>).
  - a. I had seen my schedule before I went to bed.
  - b. The student had collected their tasks before their teacher asked for them.
  - c. Annisa had saved a lot of money at the bank before she finished her study.
3. Translate this sentence into Indonesia:
  - a. Aisyah said that she had practiced so hard before and she was glad they had become the winner.
  - b. The teacher had already started the class when I came.
  - c. What you have done before you went to bed last night.
4. Make the sentences using after or before for words:
  - a. finish work - watch TV  
➤ I had already **finished work** before I **watched TV**.
  - b. lock the door – went to bed
  - c. wash the plate – eat breakfast

## CHAPTER EIGHT

### FUTURE PERFECT CONTINUOUS TENSE

#### A. Reading Comprehension

##### Window Washer

Hasan is a diligent father in order to provide his family's needs. His job is a window washer. Today, he is going to be washing windows on the 13th floor of a downtown office building. He will have been washing windows for almost 10 hours when he finishes all of the windows on the 13th floor. He will be very tired tonight because he will have been working so hard.

Although the work is difficult, Hasan loves his job so much and he enjoys it. In August, he will have been working as a window washer for 5 years. He will have been washing windows in this city for the past 5 years. He thanks for God, because will have been sending all of his children for learning in the university by his job.

Adapted from <http://www.really-learn-english.com/>

Answer these questions below based on the text above:

1. Where is Hasan going to be washing windows today?
2. How many hours will Hasan have been washing windows when he finishes the 13th floor windows?
3. Why will Hasan be tired tonight?
4. In August, how long will Hasan have been working as a window washer?
5. What is the moral value of the text above?

#### B. Tenses in Use

##### 1. Conversation

Abdullah : Hello sir, Do you living in this city?

Mr. Anwar : Yes, ofcourse I do

Abdullah : Why do you like living in this city?

Mr. Anwar : Because the people are very friendly and the weather in this city is suitable for me.

Abdullah : Have you been living here long?

Mr. Anwar : Yes, I came here in October 1999, so I will have been living here for ten years next month.

Abdullah : What about your children?

Mr. Anwar : They came here last month. They will have been staying for two months next week.

Abdullah : Will they live with you in this city?

Mr. Anwar : No, they will not. They come here just to spend their school holidays.

Abdullah : Nice to meet you sir

Mr. Anwar : Nice to meet you too.

(Source: Dhanny R. Cyssco, Mastering Tenses and Daily conversations:2003)

### C. Definition

Future perfect continuous refers to a progressive event that will be completed at some point in the future. It is used to show that an event will continue up until a particular event or time in the future. It is mostly used with an expression such as:

- for five minutes
- for two weeks

These expressions indicate durations.

### D. Finding Formula

Formula:

- (+) S + shall/will + have + been + V-ing + O
- (-) S + shall/will + not + have + been + V-ing + O
- (?) Shall/will + S + have + been + V-ing + O

Example:

- (+) Hasan will have been working as a window washer for 5 years.
- (-) Hasan will not have been working as a window washer for 5 years
- (?) Will Hasan have been working as a window washer for 5 years?  
Yes, they will. / No, they will not.

### E. The Use of Future continuous

#### 1. Duration Before Something in the Future



We use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes," "for two weeks," and "since Friday" are all durations which can be used with the Future Perfect Continuous .

Examples:

They **will have been talking** for over an hour by the time Thomas *arrives*.

She **is going to have been working** at that company for three years when it finally *closes*

#### 2. Cause of Something in the Future



Using the Future Perfect Continuous before another action in the future is a good way to show cause and effect.

Examples:

Jason will be tired when he gets home because **he will have been jogging** for over an hour.  
Claudia's English will be perfect when she returns to Germany because she **is going to have been studying** English in the United States for over two years.

### **Future Continuous vs. Future Perfect Continuous**

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Future Continuous rather than the Future Perfect Continuous. Be careful because this can change the meaning of the sentence. Future Continuous emphasizes interrupted actions, whereas Future Perfect Continuous emphasizes a duration of time before something in the future. Study the examples below to understand the difference.

Examples:

- He will be tired because he **will be exercising** so hard.  
*This sentence emphasizes that he will be tired because he will be exercising at that exact moment in the future.*
- He will be tired because he **will have been exercising** so hard.  
*This sentence emphasizes that he will be tired because he will have been exercising for a period of time. It is possible that he will still be exercising at that moment OR that he will just have finished.*

### **REMEMBER No Future in Time Clauses**

Like all future forms, the Future Perfect Continuous cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Future Perfect Continuous, Present Perfect Continuous is used.

Examples:

You won't get a promotion until you **will have been working** here as long as Tim. *Not Correct*

You won't get a promotion until you **have been working** here as long as Tim. *Correct*

### **AND REMEMBER Non-Continuous Verbs / Mixed Verbs**

It is important to remember that Non-Continuous Verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for Mixed Verbs cannot be used in continuous tenses. Instead of using Future Perfect Continuous with these verbs, you must use Future Perfect .

Examples:

Ned **will have been having** his driver's license for over two years. *Not Correct*

Ned **will have had** his driver's license for over two years. *Correct*

(Source : <http://www.englishpage.com/verbpage/futureperfectcontinuous.html>)

### **F. Exercise**

Fill the gaps with the verb in brackets using either the future perfect simple or continuous tenses.

1. By the time we get to the party, Fat Bob ..... everything.(eat)
2. When we get to March, Jimbo ..... in Thailand for 18 months.(live)

3. There's no point going now. The bus .....by the time we get there.(leave)
4. Be prepared to stand up during the concert as they.....all the seats by now(take)
5. Come June, we .....out together for four months.(go out)
6. When you get to L.A., you .....for seven hours.(fly)
7. At this rate, we .....everything ready by six o'clock.(get)
8. Old Mr Macawber .....maths for 30 years by the end of this term.(teach)
9. Come next spring, we ..... ..in Kyoto for two years.(work)
10. By the time you wake up tomorrow morning, Hasan .....in Qingdao.(arrive)

(Souce : <http://www.autoenglish.org/tenses/gr.futperf.pdf>)



## CHAPTER NINE

### PAST FUTURE PERFECT

#### A. Reading Comprehension

**Who is he? What will he have done?  
What will have happened?**

Mr. Ismail is a farmer. He owns a big farm. He plants crops in his fields in the spring. By the time he finishes planting this spring, he would have planted 10 acres of crops. He was going to have planted many crops. Mr. Ismail must finish planting before it starts to rain. He was working hard. At this rate, he would have finished planting before it rains. Mr. Ismail and his horse would have worked many long hours by the time they finish tonight.

**Answer the following question base on text above:**

1. Who is Mr. Ismail?
2. What will he have done in the spring?
3. How many acres he will plant?
4. Why he must finish his plant soon?
5. What the value you can take from the text?

#### B. Tenses in Use

1. Conversation between a tourist and a receptionist

**Tourist** : Excuse me! Do you have any room vacant, miss?

**Receptionist** : Yes, sir. Good morning. Welcome to Seraton Hotel. Do you want double or single bed, sir?

**Tourist** : I want one double bed please.

**Receptionist** : We have a double on the third floor.

**Tourist** : How about on the ground floor or may be the first floor?

**Receptionist** : Let me check first. Please wait for a moment. But I am so sorry sir. But I wonder if you could wait till the check-out, we will have two vacancies. How?

**Tourist** : What's your check-out time?

**Receptionist** : It's 12 noon. So, you'll have to wait for two hours, sir.

**Tourist** : Yes, I don't mind waiting for two hours or so. Do you have win-win solution?

**Receptionist** : I have no power to do anything sir. We can only wait to have that room.

**Tourist** : You're right. Okay, I'll wait for some time. My parents **would have been** very upset if they had knew about this.

**Receptionist** : I am so sorry, sir. Would you take a seat, please?

**Tourist** : By the way, do you have any magazine or newspaper to read? I want to read something to waste the time?

**Receptionist** : Don't worry about that, sir. We have some brochures over there. It will give all information about our hotel.

**Tourist** : Thank you very much.

**Receptionist** : Welcome!

### C. Finding Formula

Mr. Ismail would have planted 10 acres of crops.

**S would have V-3 Comp**

- a. Should I/we have planted 10 acres of crops?
- Yes, I/we should have planted 10 acres of crops.
  - No, I/we should not have planted 10 acres of crops.
- b. Would I/you/we/they have planted 10 acres of crops?
- Yes, you would have planted 10 acres of crops.
  - No, you would not have planted 10 acres of crops.

### D. Constructing Pattern

a. Subject (I, We) = (+): Subject + should/would + have + V-3 + Comp.

(-): Subject + should/would + not + have + V-3 + Comp.

(?): should/would + Subject + have + V-3 + Comp.

b. Subject (you/they/she/he/it) = (+): Subject + would + have + V-3 + Comp.

(-): Subject + would + not + have + V-3 + Comp.

(?): would + Subject + have + V-3 + Comp.

### E. Definition of Past Future Perfect Tense

Past future perfect tense is used to describe some actions that have happened and would have completed in the past.

### F. The Use of Past Future Perfect Tense

1. To mention an expectation that will be done in the past.

Example:

- Actually, I hoped that the final examination would have been finished before I left to Jakarta.
- I hope that I would have graduated from UIN Ar-Raniry before the end of of December last year.
- She expected that it would have rained before 07:00 p.m. last night.

2. To mention the prediction of action, event that will be done in the past.

Examples:

- I thought that Riska would have got married before she graduated from the university.
- I thought that Mira would have finished her study before end of December last year.
- The sky was very dark at that time, I thought that it would have rained very hard by 03:00 p.m. fortunately, it didn't.

3. To mention the regret of action that will be done in the past. This sentence usually used in conditional sentence type III.

Examples:

- If I had known that Mawaddah came, I would have come to the Pasar Aceh.
- If I had known that Rahmatillah was single at that time, I would have married her.
- If I had known got the invitation at that time, I would have attended the birthday party.

### G. EXERCISE

1. Translate this sentence into Indonesia:

- a. He would have planted 10 acres of crops.
- b. I would have come before 09:00 yesterday morning
- c. I'm so sorry to know that Farid came late yesterday. He would have come to the meeting before it was opened at 08:00 a.m.

2. Change the sentence into interrogative and negative

- a. Ali should have graduated before the end of August last year.
- b. The final test for students of English department would have been made by the teacher a week before the end of the last month.
- c. I would have left the class.

3. Complete the sentences by using a form in parentheses.

- a. Yesterday, Vera \_\_\_\_\_ (eat) dinner at 08:00 o'clock. When she \_\_\_\_\_ (eat) dinner, her old friend \_\_\_\_\_ (come). Finally, she \_\_\_\_\_ (stop) her eating dinner to welcome him. She \_\_\_\_\_ (make) him some coffee and then talked about many different things. Before she \_\_\_\_\_ (go) to bed, she \_\_\_\_\_ (lock) all the doors to make sure that everything was secure. If her old friend \_\_\_\_\_ (come) earlier, she (ask) him to have dinner friend.
- b. That day, the sky was very dark. I thought that it \_\_\_\_\_ (rain) before 05:00 that afternoon.

## CHAPTER TEN

### FURURE CONTINUOUS TENSE

#### A. Reading Comprehension

##### Parade of Eid al-Fitr

Tonight, after praying isya', there is going to be a parade of Eid al-Fitr. At the beginning of the parade, as the mayor of Banda Aceh, Mrs. Illiza will be driving by in her parade carriage. The horse will be pulling the carriage and the mayor will be waving to the crowd. The crowd will be waving when the mayor passes by.

The people will be standing in front of Simpang Lima when the mayor passes them and they are going to be watching and waving. Everyone is going to be having a good time at the parade. Adapted from <http://www.really-learn-english.com/>

#### Now answer these questions:

1. What is going to be happening at the beginning of the parade?
2. What is the mayor going to be doing?
3. What will the crowd be doing when the mayor passes by?
4. Where are the people going to be standing when the mayor passes them?
5. What is the moral value that taught by the text above?

#### B. Tenses in Use

##### 1. Conversation

Safwan : Assalamualaikum Sofyan

Sofyan : Waalaikum salam.

Safwan : What are you doing next week?

Sofyan : I will be going to New York.

Safwan : Oh neat. Where are you staying?

Sofyan : I will be staying at the W in Manhattan. I will be arriving Wednesday night.

Safwan : Sounds like fun. Will you get to see a Broadway show?

Sofyan : Unfortunately, I have a lot of business meetings to go to. I won't be able to have time to see a show. I am sorry

Safwan : Okay, never mind, so Let's have coffee tonight.

Sofyan : Sounds great. When and where should we have coffee?

Safwan : Let's go to the Solong coffee shop around Simpang 7 Ulee Kareng. Let's meet at 8.

Sofyan : Sounds great. I will be seeing you there at 8.

Safwan : Ok, assalamualaikum

Sofyan : Waalaikum salam.

(Adapted from [http://www.1-language.com/englishcoursenew/unit68\\_dialogues\\_exs.htm](http://www.1-language.com/englishcoursenew/unit68_dialogues_exs.htm))

[http://www.1-](http://www.1-language.com/englishcoursenew/unit68_dialogues_exs.htm)

### C. Definition

The Future Continuous tense expresses activity that will be in progress at a time in the future.  
(Betty Schramper Azar : 2006)

### D. Finding Formula

Formula:

- (+) S + will/shall + be + V-ing + O/C
- (-) S + will/shall + not + be + V-ing + O/C
- (?) Will/shall + S + be + V-ing + O/C

Example:

- (+) The people will be standing in front of Simpang Lima
  - (-) The people will not be standing in front of Simpang Lima
  - (?) Will the people be standing in front of Simpang Lima ?
- Yes, they will. / No, they will not.

### E. The Use of Future continuous

#### 1. Interrupted Action in the Future



Use the Future Continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future. Remember this can be a real interruption or just an interruption in time.

Examples:

- The crowd **will be waving** when the mayor passes by
- He **will be watching** TV when she *arrives* tonight.
- We **will be waiting** for you when your bus *arrives*.

#### 2. Specific Time as an Interruption in the Future



In explanation above, the Future Continuous is interrupted by a short action in the future. In addition to using short actions as interruptions, you can also use a specific time as an interruption.

Examples:

- Tonight at 6 PM, they **will be watching** parade of Eid al-Fitr.
- Tonight at 9 PM, He is **going to be watching** TV
- At midnight tonight, we **will still be driving** through the desert.

### 3. Parallel Actions in the Future



When you use the Future Continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel.

Examples:

The horse **will be pulling** the carriage and the mayor **will be waving** to the crowd

**I am going to be studying** and he **is going to be making** dinner.

Tonight, they **will be eating** dinner, **discussing** their plans, and **having** a good time.

### 4. Atmosphere in the Future

In English, we often use a series of Parallel Actions to describe atmosphere at a specific point in the future.

Examples:

Everyone **is going to be having** a good time at the parade.

When I arrive at the party, everybody **is going to be celebrating**. Some **will be dancing**. Others **are going to be talking**. A few people **will be eating** pizza, and several people **are going to be drinking** beer. They always do the same thing.

## F. Exercise

A. Choose either Future Continuous or Future Perfect to complete it

1. By 8.30am, he \_\_\_\_\_ at the airport. (arrive airport).
2. At 9am, he \_\_\_\_\_ his plane (wait).
3. At 9.30am, he \_\_\_\_\_ for Paris (leave).
4. At 10am, he \_\_\_\_\_ to Paris (fly).
5. At 11.10am, he \_\_\_\_\_ (arrive) in Paris.
6. At 1.30pm, the meeting \_\_\_\_\_ (start).
7. At 7.50pm, he \_\_\_\_\_ his dinner (eat).
8. At 10.15pm, he \_\_\_\_\_ (leave) the restaurant.
9. At midnight, he \_\_\_\_\_ (sleep)


Answer was:

1. will have arrived.
2. will be waiting for.
3. will be leaving.
4. will be flying.
5. will have arrived.
6. will have started.
7. will be eating.
8. will have left.
9. will be sleeping.

(<http://www.esl-lounge.com/student/grammar/4g9-future-continuous-perfect.php>)

B. Make your sentences based on the following time in the picture.

**What will you be doing...**



**TALK FOR 30 SECONDS**

**START** **FINISH**

Time expressions and scenarios for sentence construction:

- this time next year
- next Christmas
- this time tomorrow
- next New Year's Eve
- tomorrow between 7 and 8
- this time on Monday?
- in 10 year's time
- this time on Saturday
- tomorrow at 3?
- in 5 year's time
- 10 minutes after this game ends?
- on Sunday from 2 to 3
- in 30 year's time
- in 20 year's time
- on Thursday at 6?
- at your birthday party

(<https://en.islcollective.com>)

## CHAPTER ELEVEN

### PAST FUTURE PERFECT CONTINUOUS TENSE

#### A. Reading Comprehension

Naila is in class every morning from 8:00 to 12:30. Two days ago, she was absent because she had to take her mother to the Sultan Iskandar Muda Airport. Her mother was very successful in business. She went to Singapore at that time. Naila's class always begins at 08:00 and ends at about 12:30. She has been studying at that school for two years. And by the end of this year, she would have been studying in that school for three years. She would have graduated from the school before June This year. She is always very good at school. Yesterday, she had an exam, she did it very well, even though she came late because the traffic jam. If she had taken a taxi, she would have been coming earlier.

**Answer the following question base on text above:**

1. Who is the successful woman in business?
2. When would Naila have been graduating of that school?
3. When does Naila's class always begin and end?
4. Where does Naila take her mother?
5. How did Naila's exam?

#### B. Tenses in Use

**Ilham** : Hey guys! Did you watch Real Madrid match against PSG last night?

**Maksal** : Of course! I watched it with my father. It was so amazing to see CR7 scored at Santiago Bernabue.

**Ilham** : Yeah, all Madrid's' players played very impressive. They had a good team work.

**Maksal** : I felt very sorry for Ibrahimovic.

**Ilham** : How about you, War? How's your feeling last night?

**Anwar** : I am accustomed to seeing PSG playing bad. It's about players' mentality.

**Maksal** : But I think they played much better after break. Especially, Di Maria. He made some amazing skills.

**Ilham** : I do agree with you. He want to prove to Madrid's fans that he is one of the best attacking player.

**Anwar** : You know what, Di Maria **would have been playing** for Madrid for 6 years last night, but he had decided to move to MU.

**Maksal** : I know about that, and I think he made a good decision when move to PSG. Manchester United is not good place for his career.

**Ilham** : You are absolutely right.

**Anwar** : Great! I do really with you all.



### C. Finding Formula

She would have been studying in that school for three years

S would have V3\_be V1+ing Complement

- a. Would I/you/we/they/she/he/it have been studying in that school for three years?
- Yes, I/you/we/they/she/he/it would have been studying in that school for three years.
  - No, I/you/we/they/she/he/it would not have been studying in that school for three years.

### D. Constructing Pattern

- a. Subject I/you/we/they/she/he/it=
- (+): S + should/would + have + been + V-1 + ing + Comp.  
(-): S+ should/would + not + have + been + V-1 + ing + Comp.  
(?): should/would + S + have + been + V-1 + ing + Comp.

### E. Definition of Past Future Perfect Continuous

Past Future Perfect Continuous is used to describe an event or action that has happened and would have been completing in certain time in the past. (Source: Pardiyono, Bahasa Inggris 16 Tenses, C.V Andi Offset, Yogyakarta, 2007).

### F. The Use of Past Future Perfect Continuous

1. To mention the prediction of action that will be done or completed in certain in the past.

Examples:

- I thought it would have been raining for more than three hours until 10:00 p.m. last night.
- I thought that the Volley Tournament would have been going on for five days until Saturday last week.
- I thought it would have been snowing for three days until the day the tourists left Tokyo.

2. To mention an action in conditional sentence.

Examples:

- If my father had got home at 09:00 p.m. last night, I would have been watching TV for two hours.
- If my brother had just graduated from the university last year, he would have been studying in the university for six years.
- Devi would have been working from foreign company for nine months, if she had not resigned at the end of last month.
- If her friend had come to pick her up at 11:00, she would have been painting for three hours.

### G. Exercise

1. Translate this sentence into Indonesian:

- a. **If she had taken a taxi, she would have been coming earlier.**
  - b. Di Maria **would have been playing** for Madrid for 6 years last night.
  - c. **She would have graduated from the school before June This year.**
2. Change the sentence into interrogative and negative.
- a. I would have been listening to music for an hour until ten o'clock that night.
  - b. She would have been making the report for two hours by ten o'clock that day.
  - c. He have been taking the English class for three months until July last year.
  - d. They have been teaching the students for 9:00 minutes by 11:00 o'clock that month.
3. Complete the sentences by using a form in parentheses.
- a. Yesterday, I \_\_\_\_\_ (have) an appointment with Arnis. We \_\_\_\_\_ (want) to meet at the Pizza Hut at 10:00 a.m. I \_\_\_\_\_ (come) to the restaurant at 9:00 a.m. if she \_\_\_\_\_ (not, come) at 10:00, I \_\_\_\_\_ (wait) for her for an hour.
  - b. Liza works as a secretary in a Law Office in this city. She \_\_\_\_\_ (begin) to work there in January last year. If she \_\_\_\_\_ (not, resign) earlier, by then of June last year, she \_\_\_\_\_ (work) there for about eight months.
  - c. Some friends \_\_\_\_\_ (have) lunch at the restaurant yesterday. They \_\_\_\_\_ (not, have) lunch there if they had not had free time. They \_\_\_\_\_ (come) to the restaurant at 12:30. If they had not finished their lunch so early, they \_\_\_\_\_ (eat) lunch for an hour by 1:30 p.m. yesterday.

## CHAPTER TWELVE

### PAST PERFECT CONTINUOUS

#### A. Reading Comprehension

##### Daring. Defiant. Free.

##### A new generation of superclimbers is pushing the limits in Yosemite

Every rock climber who has come to Yosemite has a dream. Alex Honnold's dream was to free solo Half Dome, a 2130-foot (649-meter) wall of granite. Free soloing means climbing with only rock shoes and some chalk to help keep the hands dry. Honnold couldn't use a rope or anything else to help him stick to the slippery stone. The few people who had climbed Half Dome before had used ropes, and it had taken them more than a day to do the climb.

On a bright September morning, Honnold was clinging to the face of Half Dome, less than 100 feet (30 meters) from the top. He had been climbing for two hours and forty five minutes, but all of a sudden he stopped. Something potentially disastrous had occurred he had lost some of his confidence. He hadn't felt that way two days before when he'd been racing up the same rock with a rope. That climb had gone well. Today though, Honnold hesitated. He knew that even the slightest doubt could cause a deadly fall, thousands of feet to the valley floor below. He knew he had to get moving, so he chalked his hands, adjusted his feet, and started climbing again. Within minutes, he was at the top.

Bloggers spread the news of Honnold's two-hour-and-fifty-minute free solo, and climbers were amazed. On this warm fall day, 23-year-old Alex Honnold had just set a new record in one of climbing's biggest challenges.

Granite: a kind of very hard rock

Cling : to hold something tightly

#### B. Past Tense in Conversation

##### 1. Conversation 1

A: Aisya found her watch while cleaning her room yesterday.

B: I'm glad. She had been looking for it all week.

A: She also did very well on her English test last week.

B: That's great. I know she had been studying for it for a long time.

##### 2. Conversation 2

A: Fatimah won the Jakarta Marathon last weekend.

B: Yes, she told me. Isn't that wonderful? I know she had been training for it for months.

A: She wanted to have a party at her house to celebrate her victory.

B: Unfortunately, she had to cancel the party because her leg muscles are too sore from running the marathon.

A: I know. That's too bad. I had been looking forward to the party.

### C. The Aim of Past Perfect Continuous

1. Use the past perfect progressive
  - a. when an action or event was happening for a period of time until (or just before) another action, event, or time
  - b. to talk about how long something happened
    1. She had been climbing for half an hour when she suddenly got a pain in her leg.
    2. We'd been trying to win the contest for five years.

### D. Finding the Formula

1. He had been climbing for two hours and forty five minutes, but all of a sudden he stopped.
2. He hadn't felt that way two days before when he'd been racing up the same rock with a rope.
3. Salman had been working for three hours when Aisya came home.
4. By the time Salman found an umbrella, it had been raining for ten minutes.
5. The client had been waiting for an hour by the time Ghafara got to the office.

### E. Constructing Pattern

To form the past perfect progressive, use the auxiliary (helping) verb had + been + verbing (present participle).

Subject Have/Has + Been + Verbing Rest of Sentence

I / You / We / They

He / She / It had been talking for two hours when he got up and left  
had been texting her long before they met

Note: The order of phrases may be switched, but the meaning will stay the same.

- a) By the time Ghafara got to the office, the client had been waiting for an hour.
- b) The client had been waiting for an hour by the time Ghafara got to the office.

When you begin a sentence with a time expression, put a comma (,) after the first part of the sentence. In general, use the past perfect progressive when that first action was still in progress when the second action began. Remember, both actions ended in the past.

- a) I had fed the cats before I tripped and fell.
- b) I had been feeding the cats when I tripped and fell.

### 1. Negative Sentences in the Past Perfect Progressive (Continuous)

Time Expressions in the Past Perfect Progressive (Continuous)

- Use since with a specific hour, month, year or a period in the past, since 2002, since Tuesday
- Use for with a number of hours, days, months or years > for twenty years
- Use already between had and the verb > had already been flying
- Use before, when and by the time before the past simple > when they saw the boys

When creating negative sentences, we use the auxiliary (helping) verb hadn't (had not) + been + the ing (present participle) form of the verb.

Subject Auxiliary Verb      Been + Verbing      Rest of Sentence

I / You / We / They

He / She / It    hadn't (had not)      been sleeping    when you arrived

- a) I hadn't been feeling well, so I sent him away.
  - b) Firdaus had not been expecting a positive answer when he got a job.
  - c) The hikers hadn't been walking long before they got lost.
2. Yes/No Questions in the Past Perfect Progressive (Continuous)

To create a question that will be answered with a yes or no, use Had (or Hadn't for a negative question) + been + the ing (present participle) form of the verb.

Auxiliary Verb      Subject Been + Verbing      Rest of Sentence

Had    I / you / we / they

he / she / it    been working    when she called

Hadn't      been assisting    You

- a) Had he been cycling when you found him?
  - b) Had the boss been talking about Jim before she fired him?
  - c) Hadn't the snow been falling for hours before then?
3. Wh-Questions in the Past Perfect Progressive (Continuous)

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, why, which, who, how, how many, how much. To form a wh-question, start with the wh-word, then add had, then the subject (a person or thing that had been doing the action), followed by been and the ing (present participle) form of the verb, and only then add the rest of the sentence.

Wh-Word      Auxiliary Verb      Subject Been + Verbing      Rest of Sentence

What    Had    I / you / we / they

he / she / it    been doing      until then

Who                      been dating      before me

- a) What had you been doing when you cut your finger?
- b) Which fax message had you been trying to send when the power went off?
- c) How long had he been waiting?

(<http://www.gingersoftware.com/content/grammar-rules/verbs/the-past-perfect-progressive-tense/>)

## F. The Use of Past Perfect Continuous

### 1. Use 1 Duration Before Something in the Past

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past.

For examples:

1. He had been climbing for two hours and forty five minutes, but all of a sudden he stopped.
2. He hadn't felt that way two days before when he'd been racing up the same rock with a rope.
3. She had been working at that company for three years when it went out of business.
4. How long had you been waiting to get on the bus?

2. Use 2 Cause of Something in the Past

Using the Past Perfect Continuous before another action in the past is a good way to show cause and effect.

Examples:

1. Saidi was tired because he had been jogging.
2. Salsabil gained weight because she had been overeating.
3. Betty failed the final test because she had not been attending class.

(<http://www.englishpage.com>)

G. Exercise

Fill in the correct form of the Past Perfect Progressive or Past Simple as in the examples

1. I'd been trying to sell my car for six months before I found a buyer (try/find)
2. Sheila had not been dieting for long when she began to lose weight. (not diet)
3. How long had the fire been burning before the firefighters arrived? (burn/arrive)
1. Daus \_\_\_\_\_ chess for several years before he \_\_\_\_\_ his first tournament (study/enter)
2. Before I \_\_\_\_\_ to work here, who \_\_\_\_\_ the client's account? (start/ manage)
3. Although they \_\_\_\_\_ the house for two years, it still \_\_\_\_\_ ready. (build/not be)
4. Mariam \_\_\_\_\_ well before the exam. (not feel)
5. At last we \_\_\_\_\_ the movie that everyone \_\_\_\_\_ about. (see/talk)
6. The students \_\_\_\_\_ math problems when one of them fainted. (solve)
7. How long \_\_\_\_\_ he \_\_\_\_\_ before the accident \_\_\_\_\_? (drive/occur)
8. Akmal and Raudhah \_\_\_\_\_ tennis when it \_\_\_\_\_ to rain. (play/begin)
9. \_\_\_\_\_ you \_\_\_\_\_ a long time when you \_\_\_\_\_? (jog / faint)
10. Our forces \_\_\_\_\_ in that area until two weeks before then. (not fight)

Answers:

1. had been studying/entered
2. started/managed
3. had been building/wasn't
4. hadn't been feeling
5. saw/had been talking
6. had been solving
7. had/been driving/occurred
8. had been playing/began
9. Had/been jogging/fainted
10. hadn't been fighting

## CHAPTER THIRTEENTH

### PAST FUTURE

#### A. Reading comprehension

##### You can do better

“How **would** he know?” Gary complained on the way home. “You should be grateful,” said Dani. “He’s pushing you to the farthest limits of your talent.” “Which may be nearer than you think,” snickered Mike. Gary rewrote the composition, expanded it, complicated it, thickened it. Not only was this new teacher an alien, he was part of an extraterrestrial conspiracy to take over Earth. Gary’s final sentence was: Every iota of information, fragment of fact, morsel of minutiae sucked up by those vacuuming eyes was beamed directly into a computer circling the planet. The data **would** eventually become a program that **would** control the mind of every school kid on earth. Gary showed the new draft to Dani before class. He stood on tiptoes so he could read over her shoulder. Sometimes he wished she were shorter, but mostly he wished he were taller. “What do you think?”/

“The assignment was to describe a typical day,” said Dani. “This is off the wall.” He snatched the papers back. “Creative writing means creating.” He walked away, hurt and angry. He thought: *If she doesn’t like my composition, how can I ever get her to like me?* That morning, Mike Chung read his own composition aloud to the class. He described a typical day through the eyes of a student in a wheel chair. Everything most students take for granted was an obstacle: the bathroom door too heavy to open, the gym steps too steep to climb, the light switch too high on the wall. Even Gary had to admit it was really good – if you consider plain-fact journalism as creative writing, that is.

(heights.fms.k12.nm.us/.../Future%20Tense.pdf)

#### B. Tenses in Use

**Tourist** : Excuse me! Do you have any room vacant, miss?

**Receptionist** : Yes, sir. Good morning. Welcome to Seraton Hotel. Do you want double or single bed, sir?

**Tourist** : I want one double bed please.

**Receptionist** : We have a double on the third floor.

**Tourist** : How about on the ground floor or may be the first floor?

**Receptionist** : Let me check first. Please wait for a moment. But I am so sorry sir. But I wonder if you could wait till the check-out, we will have two vacancies. How?

**Tourist** : What’s your check-out time?

**Receptionist** : It’s 12 noon. So, you’ll have to wait for two hours, sir.

**Tourist** : Yes, I don’t mind waiting for two hours or so. Do you have win-win solution?

**Receptionist** : I have no power to do anything sir. We can only wait to have that room.

**Tourist** : You’re right. Okay, I’ll wait for some time. My parents **would be** very upset if they had knew about this.

**Receptionist** : I am so sorry, sir. Would you take a seat, please?

**Tourist** : By the way, do you have any magazine or newspaper to read? I wanna read something to waste the time?

**Receptionist** : Don't worry about that, sir. We have some brochures over there. It will give all information about our hotel.

**Tourist** : Thank you very much.

**Receptionist** : Welcome!

### C. Finding Formula

- a. My parents **would be** very upset if they had knew about this.
- b. The data **would** eventually become a program that **would** control the mind of every school kid on earth.
- c. I knew you **would help** him.
- d. How **would** he know?
- e. I knew you **would not help** him.
- f. I knew you **were going to go** to the party.
- g. I knew you **were not going to go** to the party.

### D. Constructing Pattern

- Form Would : [would + Verb]
  - i. Positive sentence : S + would + bare infinitive atau S + was/were + going to + bare infinitive
  - ii. Negative sentence : S + would + not + bare infinitive atau S + was/were + not + going to + bare infinitive
  - iii. Interrogative sentence : Would + S + bare infinitive? atau Was/were + S + going to + bare infinitive?
- Form Was/Were Going To : [was/were + going to + Verb]

### E. Definition of Past Future

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



## F. The Use of Past Future

### 1. Use 1 Future in Past



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

Examples:

- I told you he **was going to come** to the . (*plan*)
- I knew Julie **would make** dinner. (*voluntary action* )
- Jane said Sam **was going to bring** his sister with him, but he came alone. (*plan*)
- I had a feeling that the vacation **was going to be** a disaster. (*Prediction*)
- He promised he **would send** a postcard from Egypt. (*Promise*)

(<http://www.englishpage.com>)

## G. Exercise

1. Sally : there's no milk left!  
Bela : oh. I ..... some from he shop. (get)
2. The population of Valencia ..... 2 million by the year 2050. (reach)
3. Mum : i told you to tidy up your room.  
Son : sorry mum, I forgot. I ..... it after lunch. (do)
4. Sally : why don't we meet for coffee on Friday morning?  
Bela : Sorry. I can't. I ..... the doctor then. (see)
5. "Tomorrow ..... a bright and sunny day everywhere in Banda Aceh, except in Darussalam", said the weatherwomen. (be)
6. Look at the big black cloud. I think it..... (rain)
7. Sally : what are your plans for weekend?  
Bela : Zakia phoned. We ..... on picnic. (go)
8. Bela : have you book the flights yet?  
Selly : Don't worry. It's all organised. I ..... to the travel agent's tomorrow morning. (go)
9. In the future, people..... bigger heads. (have)
10. That glass is too near the edge. I think it ..... (fall)

(*Bob Wilson/ www.autoenglish.org*)

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