



**COURSE BOOKLET**

# **ENGLISH**

# **PREPARATION**

**Comprehensive Exercises**



**COURSE BOOKLET**

# **ENGLISH Preparation: Comprehensive Exercises**

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## COURSE BOOKLET

# FOREWORD

This booklet is designed for upper beginner Indonesian students of English. It deals with grammar and vocabulary, focusing on the type of errors Indonesian students make when learning English (e.g. writing *German* rather than *Germany* because, in Indonesian, *Germany* is *Jerman*). For many, it is a review of what they know already (or think they know!) but, in all the units, the writer assumes students have 'forgotten' what they know or knew.

This booklet is best seen as part of an intensive 60 hour course, including presentations, more specific vocabulary, listening, group, pair work, and vocabulary games, with the aim that, at the end of the course, students will be more confident in expressing themselves in English and will express themselves more correctly in English with a broadened vocabulary.

BSD City, Serpong, Tangerang Selatan, Indonesia  
June 2018

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## ABOUT THE AUTHOR

I have been a teacher all my professional life, first in England, and now, in Indonesia, for 19 years. One of the joys of teaching is that I am never bored. Students change from day to day and there is a wide, and fascinating, variety of characters.

While teaching is at times tiring and demanding, the benefits far outweigh the occasional downsides. One happy (and frequent event) is when past pupils come up to me and say, "Hello, Michael, remember me?" So far, I do but not the names!!

A handwritten signature in blue ink that reads "Mike Earley". The signature is written in a cursive, slightly slanted style.

Michael A. Earley, MA

## UNIT 1: WORD FORMS, PRONOUNS, POSSESSIVE ADJECTIVES, CLAUSES, PHRASES, CONJUNCTIONS

### 1. Word forms

**Activity 1:** Write an example of the following in a sentence and underline:

A verb tense \_\_\_\_\_

An adjective \_\_\_\_\_

An adverb \_\_\_\_\_

A concrete noun \_\_\_\_\_

An abstract noun \_\_\_\_\_

A preposition \_\_\_\_\_

**Activity 2:** Discuss and then write down what the following do.

An adverb a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

An adjective a) \_\_\_\_\_



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**Activity 3: Write an example of each verb tense in a sentence and underline.**

Past simple

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Past continuous

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Present perfect simple

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Present Simple

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### Present Continuous

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**Activity 4: Under each word, indicate whether it is a verb tense (vt), a conjunction (conj), a pronoun (pn), an adjective (adj), an indefinite article (ia), a definite article (da), a preposition (p), an adverb (adv), a concrete noun (cn) or an abstract noun (an). Then discuss with your teacher.**

When I was young, I visited the big mosque in Mecca. It was a wonderful experience and I wrote many letters to friends about the really wonderful mosque.

## 2. Pronouns and possessive adjectives

Look at the chart and then do activity 5. Take care to choose the correct option. Then check your answers with your partner.

	Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
saya, aku	I	me	my	mine
kamu, anda	you	you	your	yours
dia	he, she, it	him, her, it	his, her, its	his, hers, its
Kami, kita	we	us	our	ours
kalian	you	you	your	yours
mereka	they	them	their	theirs



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### Activity 5: Choose the correct word and fill in the space.

1. A lion attacks _____ enemies.	its, it, it's
2. He came to see _____ last night.	me, my, I
3. We asked them to stay with _____.	ours, our, us, we
4. I gave _____ my pencil.	he, his, him
5. She told me to listen to _____ carefully.	hers, her, she
6. She has a pen in _____ bag.	hers, she, her
7. The old woman was kind to _____.	we, us, our
8. The teacher told _____ a story.	us, our, ours
9. Bob and Mary live near _____ school.	their, them, they
10. My car is new but _____ is old.	your, yours, you
11. _____ bus station is in the city.	us, our, ours
12. I want _____ to talk to his friends.	his, him
13. He went out with _____.	hers, she, her
14. The dog ate _____ meal.	it, its, it's
15. Their parents loved _____.	their, they, them

### 3. A clause and a phrase

A clause has at least a subject + verb, but is not a sentence if it does not express a complete idea. *'or I will leave you'* is a clause but not a sentence because it does not express a complete idea. *I love you* is a sentence which has only one clause because it expresses a complete idea. *I love you and I will always love you* is a sentence which has two clauses. These clauses are joined together by the word *and* (a conjunction).

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Two clauses can be joined with a pronoun. An example is *I live in London, which is in England*. Here, *I live in London* is the first clause, and *which is in England* is the second clause. The word *which* is a pronoun which takes the place of *London*. It joins the two clauses. A sentence can contain many clauses, but sentences with fewer clauses are easier to understand.

A phrase is a group of more than one word which go together naturally but is not a sentence or a clause.

### Activity 6: Which of the following are clauses, sentences or phrases?

- I am not happy
- In the morning
- I like your cat but I hate your dog
- because he was aggressive
- I drink beer which is very strong
- I wake up early in the morning
- because he did not listen to me
- while I was waiting
- on a good day
- John, who is 30, is a teacher.

### 4. Conjunctions.

- 1) Conjunctions connect thoughts, ideas, actions, nouns, clauses, adjectives, adverbs and so on.

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*Martha went to the market and bought fresh vegetables.* In this sentence, the conjunction *and* connects the two things Martha did.

*Martha went to the market and I went to the hardware store.* Here, *and* connects two sentences, preventing too many short sentences.

- 2) Conjunctions can also make lists.

*I can't decide between the blue shirt and the red shirt.*

*We barbecued hamburgers, hot dogs, and sausages.*

- 3) When using a conjunction, make sure that the parts which are being joined by the conjunction have a parallel structure (i.e. that they use the same verb forms, etc.)

*I worked quickly yet am careful.* *Am careful* is not in the same form as *quickly*; this creates faulty parallelism. The verbs need to be in the same form.

*I worked quickly yet carefully.* The two adverbs modify the verb *worked*.

*I am quick yet careful.* The two adjectives modify the pronoun.

## UNIT 2: PRESENT SIMPLE VERB TENSE

We use the present simple verb tense to talk about things in general. We use it to say that something happens all the time or repeatedly, something is a fact, or something is true in general. It also expresses strong opinion.

Note the positive, negative and question forms.

- I always **drink** water in the morning.
- I **don't drink** water in the morning.
- **Do you drink** water in the morning?

**N.B.** The 3<sup>rd</sup> person singular is different. See below.

- He/It/She/The cat always **drinks** water in the morning.
- He/It/She/The cat **does not (doesn't)** always **drink** water in the morning.
- **Does** he/it/she/the cat always **drink** water in the morning?

The 3<sup>rd</sup> person singular does not mean only *he*, *she* or *it*. It is any singular subject which is not *you* or *I*. Examples:

- I usually **stay** at home at weekends.
- Doctors **look** after the patients in hospitals.
- The moon **goes** round the earth.
- I **come** from England. Where **do** you **come** from?
- 'Would you **like** a drink?' 'No, thanks. **I don't drink.**'



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- What **does** 'regime' **mean**? (*not* 'What means 'regime'?)
- I **don't** like football.

In the following example **do** is also the main verb:

- What **do** you **do**? (= What's your job?) 'I **am** a pilot.

### Activity 1: Underline all the present simple verb tenses below.

James lives in Spain with his mother and his younger brothers and sisters. The house is small but they all like it. James shares a bedroom with his brother Robert. James is a student. He goes to university almost every day. He works in the evening in a restaurant after he finishes his classes.

### Activity 2: Fill in the missing verb tenses in the paragraph. Choose from the box below.

get up   go   take   work   finish   eat   get   have   watch

James \_\_\_\_\_ every morning at 7:00. He \_\_\_\_\_ breakfast and \_\_\_\_\_ the news on TV. Afterwards, he \_\_\_\_\_ a shower, \_\_\_\_\_ dressed and then \_\_\_\_\_ to his university by motor bike. He \_\_\_\_\_ in a restaurant five days a week. After he \_\_\_\_\_ in the restaurant, he \_\_\_\_\_ dinner with his family.

### Activity 3: Correct the sentences below.

- I drinks water every day.
- Does you like football?



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- I don't likes football.
- We are watch the TV most nights.
- Do the child like smoking?
- She do not watch TV.
- I drinking wine every night.
- Does you swim in the morning?
- They doesn't read a newspaper every day.
- We are sit at our desk all day.

**Activity 4: Write a paragraph of around 40 words about your daily routine and underline and identify verb tenses (vt), pronouns (pn), concrete (cn) and abstract (an) nouns, definite (da) and indefinite (ia) articles, adjectives (adj), prepositions (p), conjunctions (conj) and adverbs (adv).**

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### Activity 5: Put the verbs into the correct form.

- Jill...**doesn't eat**.. (not/eat) lunch very often.
- What time.....(work/start) in your company?
- 'Where .....(Jimmy/come) from?' 'He comes from Wales.'
- 'What.....(you/do)?' 'I'm a doctor.'
- It .....(take) me three hours to get to Puncak. How long .....(it/take) you?
- I .....(play) football but I .....(not/play) very well.
- Bees ..... (make) honey.
- Vegans..... (eat) meat.
- The River Amazon..... (flow) into the Atlantic Ocean.
- Many students ..... (support) Manchester City.

## UNIT 3: PRESENT CONTINUOUS VERB TENSE

Often the action is happening at the time of speaking:

- Please make less noise. I'm **trying** to sleep. (*not* 'I try')
- 'Where's Jane?' 'She's **taking** a shower.' (*not* 'she takes')
- Let's go out now. It **isn't raining** any more. (*not* 'it doesn't rain')
- (*At a picnic*) Hello, Jane. **Are you enjoying** the picnic? (*not* 'do you enjoy')

But the action is not necessarily happening at the time of speaking.

For example: Tim and Jill are having a coffee break at work.

Tim says: I'm reading a really good book at the moment.

Tom is *not* reading the book at the time of speaking.

He means that he has started it but not finished it yet.

He is in the middle of reading it.

We also use the present continuous when we talk about changes happening around now:

- Crime around the world **is rising** very fast. (*not* 'rises')
- Football **is getting** more physical. (*not* 'gets')





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We do not usually use the following verbs in the present continuous.

like love want know understand remember prefer hate  
need mean believe forget

**Activity 1: Underline all the present continuous verb tenses in the first paragraph below and complete the missing verb tenses in the second paragraph.**

It is raining in London and I am sitting in my room. I am feeling sad because I am homesick for Indonesia. In the street, everyone is walking quickly. They are wearing raincoats and are using umbrellas. In London, it is freezing in winter and sometimes in summer!!

I am \_\_\_\_\_ in a big factory, which produces spaghetti. I am \_\_\_\_\_ in my uncle's house temporarily. Today is Sunday and I am \_\_\_\_\_ a letter to my family in Jakarta and am \_\_\_\_\_ my friends for a meal later.

**Activity 2: Underline the correct verb tense.**

- I *like/am liking* Mary.
- I usually *drink/am drinking* milk in the morning.
- I *am studying/study* English at the moment.
- I *prefer/am preferring* meat to chicken.
- I *am hating/hate* my new haircut.
- I *am wanting/want* a wage increase.



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- I *need/am needing* a drink of water.
- I *am knowing/know* what you mean.
- I *don't understand/am not understanding* what you *mean/are meaning*.
  
- I *believe/am believing* you when you say that you *forget/are forgetting* everything.
  
- I often *sleep/am sleeping* in the afternoon.
- Now I *remember/am remembering* your name.

**Activity 3: Complete the sentences with one of the following verbs in the correct form:**

get look make start stay work

- You're **working** hard today.' 'Yes, I have a deadline to meet.'
- I ..... for Mary. Have you seen her?
- It ..... bright. Shall I turn off the lights?
- They haven't got anywhere to live at the moment. They ..... in a hotel.
  
- We are going to the beach. .... you .....
- Have you got an overcoat? It ..... to rain.
- You ..... a lot of noise. Please try to be quieter.



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**Activity 4: Put the verb into the correct form. Sometimes you need the negative.**

- ‘How is your new job?’ ‘Not so good. I ..... (enjoy) it very much.’
- Catherine phoned me last night. She’s on holiday in Spain. She .....(have) a great time and doesn’t want to come back.
- I want to lose weight, so this week I .....(eat) lunch.
- Angela has just started evening classes. She.....(learn) German.
- I think Paul and Ann have had an argument. They..... (speak) to each other.

**Activity 5: Complete the sentences using one of these verbs: get, change, rise, get**

You don’t have to use all the verbs and you can use a verb more than once.

- The temperature of the world **..is rising..** very fast.
- Ken is still sick but he .....better slowly.
- The world ..... . Things never stay the same.
- The economic situation is already very bad and it .....worse.



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### Activity 6: Put the verb in the correct form, present continuous or present simple.

1. Julia is very good in languages. She **speaks** (speak) four languages very well.
2. Hurry up! Everybody..... (wait) for you.
3. '..... (you/listen) to the radio?' 'No, you can turn it off'.
4. '.....(you/listen) to the radio every day?' No, just occasionally'.
5. We usually .....(grow) vegetables in our garden but this year we .....(not/grow) any.
6. 'How is your English?' 'Not bad. It ..... (improve) slowly'.
7. Ron is in London at the moment. He..... (stay) at the Park Hotel. He .....(always/stay) there when he's in London.
8. Normally I..... (finish) work at 5.00, but this week I .....(work) until 6.00.
9. 'What .....(your father/do)' 'He is an architect but he.....(not/work) at the moment.'
10. The train is never late. It .....(always/arrives) on time.

**Exception to the rule!!**

**I always do and I'm always doing**

- Usually we say 'I **always do** something' (= I do it every time):
- I always go to work by car. (*not* 'I'm always going')

You can also say 'I am always doing something', but this has a different meaning. It is rather negative. '**I'm always losing things**' does not mean that I lose things every time. It means that I lose things *too often*. Example: John is never satisfied. **He's always complaining.**

**Activity 7: Finish B's sentences. Use always –ing**

1 A: I'm afraid I've lost my key again.

B: Not again! You are always losing your key.

2 A: The motor bike has broken down again.

B: That motor bike is useless! It .....

3 A: Look! I've made the same mistake again.

B: Oh no, not again! You.....

4 A: Oh, I've left the lights on again.

B: Typical! You .....

5 A: I am sorry but could I borrow some money?



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B: No, you can't. You.....

## UNIT 4: ADJECTIVES AND ADVERBS

Many adverbs are made from an **adjective** + *-ly*:

Not all words ending **-ly** are adverbs. Some adjectives end in **-ly**, for example: friendly, lively, elderly, lonely, lovely.

Some adverbs are spelled the same as the adjective, for example: fast, hard. Some adverbs are irregular, for example: adjective 'good', adverb 'well'.

<p><b>Adjectives</b> (quick/slow etc) tell us about a noun. We use adjectives before nouns and after some verbs, especially <b>to be</b>:</p> <ul style="list-style-type: none"><li>• Tom is a <b>careless</b> driver. (not 'a carelessly driver')</li><li>• We didn't go out because of the <b>heavy</b> snow. (not 'the heavily snow')</li><li>• I was happy that I wrote a <b>good</b> exam.</li></ul>	<p><b>Adverbs</b> (quickly/slowly etc.) tell us about <i>a verb</i>.</p> <p>Tom drove <b>carelessly</b> along the narrow road (<i>not</i> drove careless')</p> <ul style="list-style-type: none"><li>• We didn't go out because it was snowing <b>heavily</b>. (<i>not</i> 'snowing heavy')</li><li>• I was happy that I did so <b>well</b> in the exam. (<i>not</i> 'did so good')</li></ul>
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We also use adverbs before *adjectives* and *other adverbs*. For example:

**very** expensive                      (*adverb + adjective*)



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**incredibly fast**                      (*adverb + adverb*)

- It's a **very** expensive restaurant but the food is not **very** good .
- Oh, I'm **terribly** sorry. I didn't mean to trip you up. (*not 'terrible sorry'*)
- John learns languages **incredibly quickly**.
- The driving test was **surprisingly easy**.

You can also use an adverb before *a past participle* (**injured/ broken/ written** etc.):

- Twelve people were **seriously** injured in the accident. (*not 'serious injured'*)
- His leg was very **badly** broken.

**Activity 1: Complete the sentences with adverbs. The first letter(s) of each adverb are given.**

1. We didn't go out because it was raining **heavily**.
2. John won the match because he played very **we**.....
3. I found a flat in London quite **ea**.....
4. The doctor was busy so we had to wait. We waited **pa**.....
5. Mike keeps fit by playing futsal **of**.....
6. John sings **won**.....





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### Activity 2: Choose the correct word.

- The driver of the car was...badly... injured. (serious/seriously)
- The driver of the car had ..**bad**..injuries. (serious/seriously)
- The relationship ended very..... (bad/badly)
- There was a ..... change in the weather. (sudden/suddenly)
- Everybody at the festival was ..... dressed. (colorful/colorfully)
- Children like wearing.....clothes. (colorful/colorfully)
- She fell down the stairs and hurt herself quite..... (bad/badly)
- She says she failed the driving test because she was ..... taught.  
(bad/badly)
  
- Don't climb out that window. It isn't .....(safe/safely)
- He looked at me.....when I pushed him. (angry/angrily)

### Activity 3: Adjective or Adverb?

- Anne is (*amazing/ amazingly*) good with animals.
- As soon I met him, I was (*sure/ surely*) he had been smoking marijuana.
  
- How do you know that's a (*real/ really*) diamond?
- I read an (*amazing/ amazingly*) novel last month.
- Kay seems (*gentle/ gently*), but she has a violent temper.
- One of the chairs was (*slight/ slightly*) damaged.
- She treated me (*good/ well*), but never helped me financially.
- The gate to the meadow was (*bad/badly*) painted.



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- The entry system is (*clever/ cleverly*) designed.
- The presentation was (*amazing/ amazingly*) good.

## UNIT 5: PAST SIMPLE VERB TENSE

Very often the past simple ends in **-ed** (*regular verbs*):

- I **live** in Jakarta now. Before that I **lived** in London.
- I **picked** John for my team but he **decided** he would not join me.
- I **study** at UI now. Years ago, I **studied** at ITB.
- She **plays** the piano now but, previously, **played** the drums.

But many verbs are *irregular*. The past simple does not end in **-ed**.

write	→	<b>wrote</b>	- Tolstoy wrote many books.
see	→	<b>saw</b>	- We saw a shooting star last night.
go	→	<b>went</b>	- I went to the theater last night.
shut	→	<b>shut</b>	- It was cold, so I shut the door.

In questions and negatives we use **did/didn't** + *infinitive* (**enjoy/see/go** etc.):

I	<b>hated</b>	<b>did</b>	you	<b>hate?</b>	I	<b>didn't</b>	<b>hate</b>	
she	<b>sang</b>		she	<b>sing?</b>			she	<b>sing</b>
they	<b>went</b>		they	<b>go?</b>			they	<b>go</b>

- A: **Did** you **visit** your father last week??  
B: Yes, I **visited** him at home.
- 'When **did** John **decide** to get married. About two weeks ago.
- Her boyfriend **didn't ask** her out to the cinema so she **didn't go**.



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- ‘**Did** you have time to meet the president?’ ‘No, I **didn’t**.’

Be careful when **do** is the main verb in the sentence:

- What did you **do** at the weekend? (*not* ‘what did you at the weekend’)
- I **didn’t do** much. (*not* ‘I didn’t anything’)

The past of **be (am/is/are)** is **was/were**:

Note that we *do not* use **did** in negatives and questions with **was/were**:

- I **was** happy because they **were** early.
- **Was** the food delicious when you **were** in Lombok?
- They **weren’t** able to sit because they **were** too excited.

**Activity 1: Choose a suitable verb from the box below; change it to the past tense and fill in the blanks.**

cancel be feel go say study make go meet have be  
meet realize be be

John’s second lesson \_\_\_\_\_ fun. His teacher \_\_\_\_\_ happy and the subject \_\_\_\_\_ interesting. He \_\_\_\_\_ his girlfriend Rona and they \_\_\_\_\_ plans for the evening. His next lesson \_\_\_\_\_ much more difficult as he \_\_\_\_\_ a test but he was confident as he had revised a lot. At lunch, however, he \_\_\_\_\_ his friends and \_\_\_\_\_ he had made a lot of mistakes in the test. He \_\_\_\_\_ back to the university to meet his lecturer. The lecturer \_\_\_\_\_ “Don’t worry!” so John



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\_\_\_\_\_ better. He \_\_\_\_\_ home and \_\_\_\_\_ very hard for his test next day. He \_\_\_\_\_ his meeting with his girlfriend.

### Activity 2: Put one of these verbs in each sentence:

buy catch cost fall hurt sell spend teach throw win write

1. Tolstoy ...**wrote**.... many great books
2. 'How did you learn to French?' 'My husband.....me.
3. Our car was getting old and unreliable, so we .....it.
4. Paul and I played tennis yesterday. I was feeling sick, so he.....easily.
5. Don..... down a hole in the road this morning and ..... his arm.
6. Tim ..... the ball to John, who .....it.
7. Ann ..... a lot of money yesterday. She ..... a handbag which .....£500.

## UNIT 6: QUESTION FORMS

We usually make questions by changing the word order.

In *present simple* questions, we use **do/does**:

- **Do** you **live next to the station**?
- **Does** he **live** near to you?
- What time **does** the match **begin**? (not 'What time begins.....?')

In *past simple* questions, we use **did**:

- **Did** you **sell** the car?
- **Did** I **meet** you yesterday?
- How **did** the match **finish**?

In *present continuous* questions, we put **to be** before the subject:

- **Am** I still **working** for you?
- **Is** he still **sleeping**?
- **Are** we still **meeting** tomorrow?

In *past continuous* questions, we put **to be** before the subject:

- **Was** he **listening** to the radio yesterday?
- **Were** you **writing** a letter last week?

*If the main verb is **to be**, note the following.*

- **Is** he happy?

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- **Are** they sad?
- **Am** I rich?

But do not use **do/does/did** in questions if **who/what/which** is the subject of the sentence.

- **Who wants** something to drink? (not 'Who does want')
- **What happened** to John last week? (not 'What did happen')
- **Which train** goes to Surabaya? (not 'Which train does go')

However, you use **do/does/did** if **Who/What/Which?Where** are the objects of the sentence.

- **Which** dress did she choose?
- **Who** do you wish to interview?
- **What** brand of sunglasses do you wear?
- **Where** do you come from?

Note the word order in negative questions beginning **Why** .....?

- **Why** don't we go to the seaside? (*not* 'Why we don't.....')
- **Why** wasn't John ready for the exam? (*not* 'Why Mary wasn't.....')

### Activity 1: Correct these sentences if they are wrong.

1. You have seen Jane?
2. I when can meet you?
3. What means "absolute"?
4. Where you are going?



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- 5. When I can pay?
- 6. Why those men are crying?
- 7. Where are you from?
- 8. Does it to travel very slowly?

**Activity 2: Put the words in brackets in the correct order.**

- 1. (when / was / built / this house)...**When was this house built?**
- 2. (when / invented / the telephone / was) .....
- 3. (why / Sue / working / isn't / today) .....
- 4. (what time / coming / your friends / are) .....
- 5. (why / was / canceled / the show) .....
- 6. (where / your mother / was / born) .....
- 7. (why / you / to the party / didn't / come) .....
- 8. (why / this machine / doesn't / work) .....

**Activity 3: Write questions for the answers below.**

Example:

Answer: Manchester United

Question: Which is the best team in the Premier League?

In a big house	
To the supermarket	
Sue has the book	
The garden	
She's a painter	
By taxi	



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Ten kilometers	
My father and mother	

### Indirect questions

- a) In indirect questions, the first clause can be in a question or in a statement form, but the second clause must be in a statement form.
- b) If the first clause is a question, a '?' is added at the end. If the first clause is not a question, then the sentence ends with a full stop.

### Examples:

Did he ask you if you wanted to go to church?

He asked me if I wanted to go to church.

### Activity 4: Correct the sentences below if they are wrong.

- 1) He asked was I going to the concert?
- 2) Did he say what he wanted you to do.
- 3) He asked me what the time was?
- 4) Did he say what the time was?
- 5) She asked me if you were dead.
- 6) Did he ask you what your name was?

## UNIT 7: MODAL AUXILIARY VERBS

The main modal auxiliary verbs are: **can, could, am able to, may, might, will, would, shall, should, must, have to**. Modal auxiliaries are used with other verbs to add meaning.

### **Can, could** and **(be) able to**

We use **can** to say that something is possible or that somebody has the ability to do something.

We use **can** + *infinitive without 'to'*

- We **can** see the mountain from our front room window.
- **Can** you speak French?
- I **can** meet you any time you are free.

The negative is **can't** (= **cannot**):

- I'm afraid I **can't** come to the party on Friday.

### **Remember:**

In the present tense third person singular, if there is a modal, the verb does not take an 's'.

Incorrect-He **can swims**.

Correct-He **can swim**.



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But **can** has only two forms, **can** (*present*) and **could** (*past*). So sometimes it is necessary to use (be) **able to** .....Compare:

- I can't sleep.  
*but* I **haven't been** able to sleep recently. (**can** has no present perfect)
- Tom **can** come today.  
*but* Tom **might/will be able to** come tomorrow. (**can** is not followed by an infinitive)

### **Could, was able to and managed to**

We also use **could** to say that somebody had the general ability or permission to do something:

- My grandfather **could** speak three languages.
- We were on our holidays. We **could** do what we wanted. (= we were allowed to do....)

We use **could** for *general ability*, but if we are talking about what happened in *a particular situation*, we use **was/were able to...** or **managed to....** (*not could*):

The fire spread through the ship quickly but everybody **was able to** escape. *Or....everybody managed to* escape. (*but not 'could escape'*)

We use **could** especially with:

**see   hear   smell   taste   feel   remember   understand**



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- When we went opened the door, we **could** smell burning.
- She spoke French very quickly, but I **could** understand her.
- Even though it was dark, I **could** see her.

### Activity 1: Use can if possible; otherwise use (be) able to.

1. George has traveled to many countries. He...**can**.. speak three languages.
2. I haven't ..**been able to**... sleep much recently.
3. Sandra..... drive but she hasn't passed the test yet.
4. I've never..... speak another language.
5. I used to ..... sleep at any time but now I can't.
6. Ask a policeman for directions. He might ..... help you.

### Activity 2: Answer to the questions with was/were able to.

1 A: Did everybody escape from the flood?

B: Yes. Although it was a bad flood, everybody ..**was able to escape**...

2 A: Was it difficult to find Ann's house?

B: No. Ann gave us good directions and we ..... it.

3 A: Did you do your run last night?

B: Yes. I had no homework, so ..... it.



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4 A: Did the robber get caught?

B: Yes. The security guard saw him and .....him.

### **Must** and **Have to**

We use **must** and **have to** to say that it is necessary to do something.

Sometimes it doesn't matter which you use:

- Oh, it's later than I thought. I **must** go *or* I **have to** go.

But there is a difference between **must** and **have to** and sometimes this is important: **Must** is personal and **have to** is impersonal.

- Mary is sick in hospital. You **must** visit her.
- You **have to** drive on the left in Indonesia.

Use **must** to talk about the present or future, but not the past and not after another modal:

- We **must** go home now.
- We **must** go home tomorrow. (*but not* 'We must go home yesterday')

You can use **have to** in all forms. For example:

- I **had to** go to the dentist (*past*)
- I might **have to** go to the hospital. (infinitive after might)
- NOT I might **must** to the dentist.

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In questions and negative sentences with **have to**, we normally use **do/does/did**:

- What **do I have to** do to get a drink? (not 'What have I to do?')
- Why **did** you **have to** go to cemetery?
- Karen **doesn't have to** work on Mondays.

**Mustn't** and **don't have to** are completely different:

<p>You <b>mustn't</b> do something = it is necessary that you do <i>not</i> do it (so, don't do it):</p> <ul style="list-style-type: none"><li>• You <b>must</b> keep it a secret. You <b>mustn't</b> tell anyone. (= don't tell anyone)</li><li>• I promised I would be on time. I <b>mustn't</b> be late. (=I must be on time)</li></ul>	<p>You <b>don't have to</b> do something = you don't need to do it (but you can if you want):</p> <ul style="list-style-type: none"><li>• You can tell me if you want but you <b>don't have to</b> tell me. ( you don't need to tell me)</li><li>• I'm not working tomorrow, so I <b>don't have to</b> wake up early. (=It is up to me)</li></ul>
--	---

**Activity 3: Complete these sentences with must or have to (in the correct form).**

1. Jack left before the end of the debate. He **..had to..**go to bed early.
2. In Indonesia, children.....wear uniform when they go to school.



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3. When you come to New York, you..... come and stay with us.
  
4. Last night, Mary was sick. We ..... call a doctor.
5. I ..... work harder if I want to pass the examination.
6. I'm sorry I couldn't meet you last night. .I ..... work late.
7. Paul doesn't like his new job. He often ..... work on Sundays.
  
8. Janice may ..... go away next weekend.
9. He couldn't repair the car himself. he..... take it to a garage.

**Activity 4: Complete the sentences using don't / doesn't /didn't have to + one of these verbs:**

get up go go shave wait work

1. I'm not working tomorrow, so I ..**don't have to get up**...early.
2. I went to the bank at dinnertime. There was no queue, so I ..  
.....
  
3. Sally is very rich. She.....
4. We've got plenty of time. We ..... yet.
5. Jack has got a full beard, so he.....
6. A man was knocked down by a car but he .....to hospital.



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**Activity 5: Complete these sentences with *mustn't* or *don't/doesn't* have to.**

1. I don't want anyone to find out. You... **mustn't** ...tell anyone.
2. He ...**doesn't have to**... wear a tie to work so he doesn't.
3. I can get up late tomorrow because I ..... go to work.
4. You..... touch that switch. It's very dangerous.
5. There's a lift in the building, so we.....use the stairs.
6. You ..... forget what I told you.It's very important.
7. Sue .....get up early. She gets up early because she likes to run in the morning.
  
8. Don't make so much noise. We..... wake the baby.
9. I ..... eat too often. I'm on a diet.
- 10.You ..... be a top player to enjoy a game of basketball.



## UNIT 8: PAST CONTINUOUS VERB TENSE

We use the past continuous to say that somebody was in the middle of doing something at a certain time in the past. It is also used in interrupted actions. Examples;

- While I **was sleeping**, the phone rang.
- What **were you doing** at 10 o'clock last night? I **was sleeping**.

Compare the past continuous (**I was doing**) and past simple (**I did**):

<p><i>Past continuous</i> (in the middle of an action)</p> <ul style="list-style-type: none"> <li>• I <b>was driving</b> home when I met Dave. (= in the middle of driving home)</li> <li>• Ann <b>was cooking</b> when the phone rang.</li> </ul>	<p><i>Past simple</i> (complete action)</p> <ul style="list-style-type: none"> <li>• I <b>drove</b> home after the party last night. (= all the way, completely)</li> <li>• Ann <b>cooked</b> a lot when she was lost her job</li> </ul>
<ul style="list-style-type: none"> <li>• When Mary arrived, we were playing cards (= we had already started playing cards before Mary arrived.)</li> </ul>	<ul style="list-style-type: none"> <li>• When Mary arrived, we <b>played</b> cards. (= First Mary arrived and then we played cards.)</li> </ul>

There are some verbs (for example, **know/want/believe**) that are not normally used in the continuous tense:

- We were best friends. We **knew** each since school. (*not*, we were knowing)



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- I was happy to stay in the restaurant, but John **wanted** to leave.(not 'was wanting')

### Activity 1: Put the verbs into the correct form, past continuous or past simple.

1. Jane..**was waiting**.. (wait) for me when I..**arrived**.. (arrive).
2. 'What .....(you/do) at 8pm last night?' 'I was studying'
3. '.....(you/go) out last night?' 'No, I was reading a book.'
4. How fast .....(you/drive) when the tragedy.....(happen)?
5. John .....(take) a photograph of me while I ..... (not/look)
6. We were in a terrible situation. We.....(not/know) how to react.

## UNIT 9: PRESENT PERFECT SIMPLE AND CONTINUOUS VERB TENSES

The present perfect tenses are used in four main situations:

A	B	C	D
Past until now- present perfect continuous normally	In the past-not about when- present perfect simple	Incomplete time -present perfect simple	A recent event with a current effect-usually present perfect simple
I have been living in BSD for 14 years <i>(I still live in            BSD).</i>  <b>BUT</b> I lived in BSD for 14 years ( <i>I            don't live in            BSD now</i> ).	I have visited Spain ( <i>in the            past, not about            when</i> ).  <b>BUT</b> I visited Spain last year ( <i>about            when</i> ).	I have written 3 letters this morning ( <i>it is            still the            morning</i> ).  <b>BUT</b> I wrote 3 letters this morning ( <i>it is            now the            afternoon or            evening</i> ).	He has just arrived. (British English)  <b>BUT</b> I just arrived. (American English)



## COURSE BOOKLET

### A. Present perfect continuous (subject + has/have + been + verb 1 + ing)

Examples

1. How long **have** you **been learning** English? (You are still learning English)

I **have been learning** English for two years/since 2015.

2. How long **has** it **been raining**? It is raining now. It began raining two hours ago and it is still raining.

It **has been raining** for two hours.

We often use the present perfect continuous in this way, especially with **how long, for... and since ....**

**Activity 1: For each situation, ask a question using the words in brackets.**

1. You have a friend who is learning Arabic. You ask:

(how long / learn / Arabic?) **How long have you been learning Arabic?**

2. A friend of yours is a teacher. You ask:

(how long / teach?) .....

3. You meet somebody who is a writer. You ask:

(how long / write / books?) .....



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4. A friend of yours is saving money to go on holiday. You ask:

(how long / save?) .....

You meet someone who is an experienced driver.

(how long / driving?).....

### Special Consideration.

You can use the continuous tense for an action repeated over a long period. Example;

- **I've been collecting stamps since I was a child.**
- Debbie is a very good tennis player. **She's been playing since she was eight.**
- Every morning they meet in the some cafe. **They've been going there for years.**

### When...? and How long...? For and since

Compare **when..?** (+ *past simple*) and **How long...?** (+ *present perfect*):

A: When **did** it **start** raining?

B: It **started** raining **an hour ago / at 1 o'clock.**

A: How long **has** it **been** raining?

B: It's been raining **for an hour / since 1 o'clock.**

A:When **did** Joe and Carol first **meet**?

B: They first **met** **a long time ago / when they were at school.**

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A: How long **have** Joe and Carol **known** each other?

B: They've known each other **for a long time/ since they were at school.**

### Activity 2: Write questions with how long and when.

1. It's raining.

(how long?) ....**How long has it been raining?....**

(when) ....**When did it start raining?....**

2. Kate is learning Italian.

(how long / learn?) .....

(when / start / learn?) .....

3. I know Martin.

(how long / know?) .....

(when / first meet?) .....

4. Bob and Alice are married.

(how long?) .....

(when?) .....

### Activity 3: Write a question for each situation.

1. John looks sunburned. You ask: (you / sit in the sun?)

.....**Have you been sitting in the sun?.....**



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2. You have just arrived to meet a friend who is waiting for you.

You ask: (what / you / do?)

.....

.....

.....

.....

3. A friend of yours is now living in Baker Street. You want to know 'How long....?' You ask: (how long / you / live / in Baker Street?)

.....

.....

.....

.....

4. A friend tells you about his job – he sells computers. You want to know 'How long....?' You ask: (how long / you / sell / computer?)

.....

.....

.....

.....



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### B. Present perfect simple (Subject + have/has + Verb 3)

This is about the past, but not about when.

**Activity 4: Underline all the present perfect verb tenses in the first paragraph and fill in the missing verb tenses, using verbs from the box, in the second.**

Just a quick email about the trip to Indonesia. We have booked our flight and have arranged to stay with our friend, Jane, in Kuta. She has lived in Bali for 10 years. We have decided to stay in Bali for one week and we have also organized a few days in Singapore on our way back.

We \_\_\_\_\_ also \_\_\_\_\_ a trip to Komodo island. We \_\_\_\_\_  
\_\_\_\_\_ three rooms at a hotel so you can come as well. The company  
\_\_\_\_\_ \_\_\_\_\_ trips for many tourists in the past. Your father \_\_\_\_\_  
\_\_\_\_\_ many books from the library! I \_\_\_\_\_ \_\_\_\_\_ to visit you  
for so long so I am really excited.

arrange    want    book    borrow    organize

**Activity 5: Look at these time words and expressions. Some of them use 'for' and some use 'since'. Put them in the correct column.**

12.30    lunch time    yesterday    ages    the Second World War  
last night    two days    five months    a few minutes    last spring  
a moment    Saturday night    six hours    ever    September 1st  
I was 20    a long time    1950    30 years





**COURSE BOOKLET**

**for**

**since**

.....two days.....

....last night.....

.....

.....

.....

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**Activity 6: Read the situations and write sentences. Choose one of the following: arrive break go up improve lose**

1. Mike is looking for his key.He can't find it. ...**He has lost his key** ....
2. Margaret can't walk and her leg is in plaster. She .....
3. This morning I was expecting a letter. Now I have it. ....

**Activity 7: Choose the correct sentences or phrase for the situation. Remember the past tense is about *when*, while the present perfect tense is in the past but not about *when*.**

Example

Susie ...Well what did you do yesterday?

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a. Alex: Well, I haven't done anything special. x

b. Alex: Well, I didn't do anything special. ✓

1. Teresa: Can you come to the pub?

a. Mary: No, I've just washed my hair.

b. Mary: No, I washed my hair.

Teresa: What a shame, maybe you can join us later.

2. Juan: Why couldn't you come to the pub last week?

a. Alice: I've washed my hair.

b. Alice: I washed my hair.

Juan: What a shame, maybe you can join us next week.

3. Matthew: I love traveling

a. Francesca: Really? Have you ever been to Paris?

b. Francesca: Really? Did you ever go to Paris?

Matthew: Oh yes, several times.

4. Satoshi: I lived in the south of France for a year.

a. Bob: Really? Have you ever been to Paris?

b. Bob: Did you ever go to Paris?

Satoshi: Oh yes, several times.

5. Ivan: That's my fiancée.

a. Mika: Really? How long have you been engaged?

b. Mika: Really? How long were you engaged?



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Ivan: Oh, quite a long time.

6. Corrie: That's my ex-fiancee.

a. Roger: Really? How long have you been engaged?

b. Roger: Really? How long were you engaged?

**C. We use the present perfect with today / this morning / this evening etc. when these periods are *not finished* at the time of speaking.**

- I've drunk four cups of coffee **today**. (perhaps I'll drink more before today is finished)
- **Have** you **had** a holiday **this year** (yet)?
- I **haven't seen** Tom **this morning**. Have you?

**Activity 8: Complete these sentences using this year/this term/today etc.**

1. I saw Thomas yesterday but ...I **haven't seen him today**...
2. I read a newspaper yesterday but I ..... today.
3. Last year the company made a profit but this year.....
4. Tracy worked hard at school last term but .....
5. It snowed a lot last winter but .....
6. Our football team won a lot of games last season but we .....

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**D. We often use the present perfect to give new information or to announce a recent happening:**

- Ow! I've **cut** my finger.
- The road is closed. There's **been** (= there has been) an accident.
- (*from the news*) The police **have arrested** two men in connection with the robbery.

You can use the present perfect with **just, already** and **yet**:

### Present perfect continuous and simple tenses

Study these example situations:

<p>Ann's clothes are covered in paint. She <b>has been painting</b> the ceiling. <b>Has been painting</b> is the <i>present perfect continuous</i>.</p> <p>We are interested in the activity. It does not matter whether something has been finished or not. In this example, the activity (painting the ceiling) has not been finished.</p>	<p>The ceiling was white. Now it is blue. She <b>has painted</b> the ceiling. <b>Has painted</b> is the <i>present perfect simple</i></p> <p>Here, the important thing is that something has been finished. 'He painted' is a <i>completed</i> action. We are interested in the result of the activity (the painted ceiling), not in the activity itself.</p>
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Compare these examples:

<ul style="list-style-type: none"> <li>• My hands are very dirty. I've <b>been repairing</b> the car.</li> <li>• She's <b>been smoking</b> too much recently. She should smoke less.</li> <li>• It's nice to see you again. What <b>have you been doing</b> since we last met?</li> <li>• Where have you been? <b>Have you been playing</b> tennis?</li> </ul>	<ul style="list-style-type: none"> <li>• The car is OK now. I've <b>repaired</b> it.</li> <li>• Somebody <b>has smoked</b> all my cigarettes. The package is empty.</li> <li>• Where's the book I gave you? What <b>have you done</b> with it?</li> <li>• Have you ever <b>played</b> tennis?</li> </ul>
--	--

<p>We use the continuous to ask or say <i>how long</i> (for an activity that is still happening):</p> <ul style="list-style-type: none"> <li>• How long <b>have you been reading</b> that book?</li> <li>• Mary is still writing letters. She's <b>been writing</b> letters <b>all day</b>.</li> <li>• They've <b>been playing</b> tennis since 2 o'clock.</li> </ul>	<p>We use the simple to ask or say <i>how much, how many or how many times</i> (completed actions):</p> <ul style="list-style-type: none"> <li>• How many pages of that book <b>have you read</b>?</li> <li>• Mary <b>has written</b> ten letters today.</li> <li>• They've <b>played</b> tennis three times this week.</li> </ul>
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### Activity 9: Read the situations and write two sentences using the words in brackets.

1. Tom started reading a book two hours ago. He is still reading it and now he is on page 53.

(read / for two hours) ...He has been reading for two hours...

(read / 53 pages so far) ...He has read 53 pages so far...

2. Linda is from Australia. She is traveling round Europe at the moment. She began her tour three months ago.

(travel / for three months) She .....

(visit / six countries so far).....

3. Jimmy is a tennis player. He began playing tennis when he was ten years old. This year he is national champion again – for the fourth time.

(win / the national championship four times).....

(play / tennis since he was ten).....

### Activity 10: Put the verb into the more suitable form, present perfect simple (I have done) or continuous (I have been doing etc.).

1. Where have you been? ..**Have you been playing**...(you/play) tennis?

2. Look! Somebody .....(break) that window.

3. You look tired. ....(you/work) hard?

4. ‘.....(you/ever/work) in a factory?’ ‘No, never.’



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5. 'Jane is away on holiday.' 'Oh, is she? Where.....(she/go)
6. My brother is an actor. He.....(appear) in several films.
7. 'Sorry I'm late.' 'That's all right. I .....(not/wait) long.'
8. 'Is it still raining?' 'No, it.....(stop)
9. I.....(lose) my address book.....(you/see) it anywhere?
10. I .....(read) the book you lent me but I .....  
(not/finish) it yet.

## Special Consideration

a) I have done (*simple*) or I have been doing(*continuous*)

You can normally use either the continuous or simple with **live** and **work**:

- John **has been living** / **has lived** in London for a long time.
- How long **have you been working** / **have you worked** here?

But we use the *simple* with **always**:

- John **has always lived** in London. (not 'has always been living')

b) You can use the continuous or the simple for action repeated over a long period.

- I've been collecting / I have collected stamps since I was a child.

We use the present perfect simple in negative sentences like this:

- I haven't seen Tom since Monday. (= Monday was the last time I saw him.)



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**Activity 11: Are the underlined verbs right or wrong? Correct them if they are wrong.**

1. Bob is a friend of mine. I know him very well.....**RIGHT**...
2. Bob is a friend of mine. I know him for a long time..**WRONG:**  
**I've known him..**
  
3. Sue and Allan are married since July .....
4. The weather is awful. It's raining again .....
5. The weather is awful. It's raining all day .....
6. I like your house. How long are you living there?.....
7. Graham is working in a shop for the last few months.....
8. 'Do you still smoke?' 'No, I gave it up. I don't smoke for years  
.....
  
9. That's a very old bicycle. How long do you have it?  
.....



## UNIT 10: FUTURE VERB TENSES

There are 4 main forms of the future:

Will	Going to + verb 1	Present continuous	Present simple
Will is used for promises and offers.	Going to is used for decisions already made.	The present continuous is used for future fixed arrangements.	The present simple is used for timetabled schedules.
Will is used for decisions made at the time of speaking.	Going to is used for future predictions based upon present evidence.		
Will is used for future predictions.			

**N.B.** After *maybe, perhaps, possibly, probably* or *I think*, **will** is normally used to talk about the future. *Might* is used instead of *will* to indicate uncertainty.

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### I will and I'm going to

Study the difference between **will** and **going to**

<p>Sue is talking to Helen:</p> <p>SUE: Let's have a party.</p> <p>HELEN: That's a great idea. We'll invite lots of people.</p>	<p><b>Will ('ll):</b> We use <b>will</b> when we decide to do something at the time of speaking. The speaker has not decided beforehand. The party is a new idea.</p>
<p>Later that day, Helen meets Dave:</p> <p>HELEN: Sue and I have decided to have a party. We're going to <b>invite</b> lots of people.</p> <p>DAVE : That's great!</p>	<p><b>going to:</b> We use <b>(be) going to</b> when we have <i>already decided</i> to do something.</p> <p>Helen had already decided to invite lots of people <i>before</i> she spoke to Dave.</p>

Compare:

- 'George phoned while you were out.'
- 'OK. **I'll phone** him back.'

*But*

- 'George phoned while you were out.'
- Yes, I know. **I'm going to phone** him back.'

## COURSE BOOKLET

- ‘Ann is in hospital.’
- Oh really? I didn’t know. **I’ll go** and visit her.’

*but*

- ‘Ann is in hospital.’
- Yes, I know. **I’m going to visit** her tomorrow.’

### Future happening and situations (predicting the future)

Sometimes there is not much difference between **will** and **going to**.

For example, you can say:

- I think the weather **will** be nice later.
- I think the weather is **going to** be nice later.

When we say ‘something **is going to** happen’, we know (or think) this because of the situation *now*. For example:

- Look at these black clouds. It’s **going to rain**. (we can see the clouds *now*)
- I feel terrible. I think **I’m going to be** sick. ( I feel terrible *now*)

Do not use **will** in situations like these.

In other situations, it is safer to use **will**:

- Tom **will** probably arrive at about 8 o’clock.
- I think Ann **will like** the present we bought for her.



## **COURSE BOOKLET**

### **Activity 1: Complete the sentences using will ('ll) or going to.**

1 A: Why are you turning on the television?

B: ..I'm going to watch.. the news. (I/watch)

2 A: Oh, I've just realized. I haven't got any money.

B: Haven't you? Well, don't worry. .... you some. (I/lend)

3 A: I've got a headache.

B: Have you? Wait there and ..... an aspirin for you. (I/get)

4 A: Why are you filling the bucket with water?

B: ..... the car. (I/wash)

5 A: Where are you going? Are you going shopping?

B: Yes, ..... something for dinner. (I/buy)

6 A: I don't know how to use this camera.

B: It's quite easy. I ..... show you.

7 A: Did you post that letter for me?

B: Oh, I'm sorry. I completely forgot. I ..... post it now.

### **Activity 2: Read the situations and complete the sentences using will ('ll) or going to.**

1. The phone rings and you answer. Somebody wants to speak to Jim.



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CALLER: Hello. Can I speak to Jim, please?

YOU: Just a moment.....him. (I/get)

2. It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend.

YOU: The weather's too nice to stay indoors. .... in the garden. (I/sit)

FRIEND: That's a good idea.I think .....you. (I/join)

3. Your friend is worried because she has lost an important letter.

YOU: Don't worry about the letter. I'm sure .....it. (you/find)

FRIEND: I hope so.

4. There was a job advertised in the paper recently. First you were interested but then you decided not to apply.

FRIEND: Have you decided what to do about that job that was advertised?

YOU: Yes,..... for it. (I/not/apply)

5. John has to go to the airport to catch a plane tomorrow morning.

JOHN: Ann, I need somebody to take me to the airport tomorrow morning.

ANN: That's no problem. ....you. (I/take) What time is your flight?

JOHN: 10.50



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Later that day, Joe offers to take John to the airport.

JOE: John, do you want me to take you to the airport?

JOHN: No thanks, Joe..... me. (Ann/take)

### Activity 3: will, going to and present continuous. Choose the most natural answer, a or b.

1. Do you know Amelia is ill?
  - a. No, in that case, I'll go and see her tonight.
  - b. No, in that case, I'm seeing her tonight.
  
2. Have you heard from Paula?
  - a. Yes, in fact, I'll have dinner with her tonight.
  - b. Yes, in fact, I'm having dinner with her tonight.
  
3. Do you know if Bruno likes jazz?
  - a. Well, I hope so. I'll buy him a CD for his birthday.
  - b. Well, I hope so, I'm going to buy him a CD for his birthday.
  
4. If you don't know what to buy for Ali, why not get him some music?
  - a. That's a good idea. I'll get him a cassette.
  - b. That's a good idea. I'm going to get him a cassette.

### Activity 4: Underline the correct future form in each sentence.

1. I am sorry you have just missed your bus but don't worry! I *am going to take/will take/am taking/take* you to the station.



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2. My plane *is leaving/is going to leave/leaves/will leave* at 2am tomorrow morning.
3. I *am going to visit/am visiting/visit/will visit* my grandmother next weekend.
4. I *meet/will meet/am going to meet/am meeting* John at 2pm next Monday.
5. Look! It is cloudy. I think it *will rain/is going to rain/is raining/rains* later this morning.
6. If you want, I *am going to help/am helping/help/will help* you with your homework.
7. I *will give/am going to give/give/am giving* your book back on Monday.
8. Manchester United *is going to win/is winning/win/will win* the premier league next year.
9. I think I *am going to visit/visit/am visiting/will visit* my children next month.
- 10 Maybe, I *will go/am going/go/am going to go* to the big match on Monday.

## UNIT 11: COMPARATIVES AND SUPERLATIVES

We use comparative and superlative adjectives to make comparisons between people or things. Comparative adjectives compare one person/thing with another. We usually make comparisons with *than*.

The Carpathians are **higher than** the Apennines.

Superlative adjectives compare one person/thing with several other people/things (more than two). Use *the* before the superlative adjective.

The Alps are **the highest** mountains in Europe.

### Comparatives have rules:

- 1) One syllable adjectives end in *-er*.
- 2) Three or more syllable adjectives have *more* + the adjective.
- 3) Two syllable adjectives have no set rules.
- 4) Adjectives ending in consonant+y, e.g. *heavy* become *heavier*.  
(British English)
- 5) Some words double the end consonant (e.g. *big* becomes *bigger*).
- 6) Some words are irregular (e.g. *good* becomes *better*).



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### Superlatives have rules:

- 1) One syllable adjectives have *the* + adjective + *est*.
- 2) Three or more syllable adjectives have *the most* + the adjective.
- 3)
- 4) Two syllable adjectives have no set rules.
- 5) Adjectives ending in consonant+y (e.g. *heavy*) have *the* before them and end in *-iest* (e.g. *heaviest*). (British English)
- 6) Some words double the end consonant and have *the* before them and end in *-est* (e.g. *big* becomes *biggest*).
- 7) Some words are irregular (e.g. *good* becomes *best*)

Note the different ways of forming the comparative and superlative adjectives:

	Adjective	Comparative	Superlative
one-syllable adjectives - ending in -e - ending in -y	cheap strange dry	cheaper stranger drier	cheapest strangest driest
most two-syllable adjectives - ending in -y - ending in -ow - ending in -er	peaceful pretty narrow clever	more peaceful prettier narrower cleverer	most peaceful prettiest narrowest cleverest
adjectives of three or more syllables	popular mysterious	more popular more mysterious	most popular most mysterious
irregular adjectives	good bad far	better worse farther or further	best worst farthest or furthest

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**Activity 1: Put these words in the correct order and write sentences with the superlative and comparative.**

1. IMPORTANT	rector, lecturer, dean correct order-rector, dean, lecturer A rector is the most important A dean is more important than a lecturer
2. BIG	village, city, street
3. STRONG	beer, champagne, brandy
4. PRECIOUS	gold, silver, platinum
5. WIDE	toll road, path, road
6. DEEP	ocean, river, stream
7. FAST	elephant, crocodile, cheetah
8. POPULAR	swimming, polo, football
9. YOUNG	baby, teenager, infant

## UNIT 12: PASSIVES

Passive tense	Structure	Example
Simple present	am/are/is/+pp	The house is painted every year.
Present continuous	am/are/is being pp	The house is being painted.
Present perfect	have/has been+pp	The house has been painted.
Past simple	was/were+pp	The house was painted.
Past perfect	had been+pp	The house had been painted.
Future (will)	will be+pp	The house will be painted soon.

**Remember:**

The object of an active verb becomes the subject of a passive verb.

**Example:**

Active: They built this house in 1900.

Passive: This house was built in 1900.

Active: Austrians speak German.

Passive; German is spoken by Austrians.

**Activity 1: Underline the passives in this passage.**

In Spain 44 people were left upside down when a roller coaster suddenly stopped. The passengers were stranded 200 meters in the air for 3 hours before the fire brigade arrived. An official said, “the

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passengers were always safe as they had been locked in.” He added, “they were given their money back.”

### Activity 2: Make passive sentences.

1. Chinese (speak) in Singapore.

---

2. The Eiffel Tower (build) around 1890.

---

3. She (take) to hospital by ambulance.

---

4. (you, invite) to the party?

---

5. These TVs (make) in Taiwan.

---

6. Passengers (not allow) to speak to the driver.

---

### Activity 3: Complete the news report

1) A police car \_\_\_\_\_ (stole) from the police station last night. It \_\_\_\_\_ (find) in Ancol this morning.

2) A school \_\_\_\_\_ (set) on fire last night but, luckily, the fire \_\_\_\_\_ (spot) by schoolchildren. Eleven fire trucks \_\_\_\_\_ (send) to the fire. The fire \_\_\_\_\_ (bring) under control and no one \_\_\_\_\_ (hurt).



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3) In Java, a bank \_\_\_\_\_ (rob) and two customers \_\_\_\_\_ (take) prisoner. The robbers got away but the two customers \_\_\_\_\_ (kill).

## UNIT 13: FIRST AND SECOND CONDITIONALS

Types	Example	Wrong but often used	Unacceptable
First conditional-probable	If you <i>eat</i> 10 doughnuts in 10 minutes, you <i>will</i> get sick.	If you <i>ate</i> 10 doughnuts in 10 minutes, you <i>would</i> get sick.	If you <i>ate</i> 10 doughnuts in 10 minutes, you <i>will</i> get sick.
Second conditional-unlikely, impossible	If I <i>won</i> the lottery, I <i>would</i> buy a car.	If I <i>win</i> the lottery, I <i>will</i> buy a car.	If I <i>win</i> the lottery, I <i>would</i> buy a car.

**Could** and **might** are also possible:

- If you took more exercise, you **might** feel healthier. (= it is possible that you would feel healthier)
- If it stopped raining, we **could** go out. (= we would be able to go out)

Do not use **when** instead of **if**:

- They would be offended **if** we didn't accept their invitation. (*not* 'when we didn't')
- What would you do **if** you were bitten by a snake? (*not* 'when you were bitten')



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### Activity 1: Put the verb into the correct form.

1. They would be rather offended if I **..didn't go..** to see them.  
(not/go)
2. If I was offered the job, I think I ..... it. (take)
3. If I sold my car, I ..... much money for it. (not/get)
4. A lot of people would be out of work if the factory..... . (close  
down)
5. What would happen if I ..... the red button? (press)
6. Liz gave me this ring. She ..... very upset if I lost it. (be)
7. Would Tim mind if I ..... his bicycle without asking him?  
(borrow)
8. If somebody ..... in here with a gun, I would be very  
frightened. (walk)

### Activity 2: Answer the questions in the way shown in the example below.

1 A: Shall we catch the 10.30 train? B: No. (arrive/too early) ....**if we caught the 10.30 train, we'd arrive too early....**

2 A: Is Ken going to take the examination?

B: No. (fail) If he .....

3 A: Why don't we stay at a hotel?



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B: No. (cost too much money) If .....

4 A: Is Sally going to apply for the job?

B: No. (not/get it) If.....

5 A: Why don't we invite Bill to the party?

B: No. (have to invite his friend too).....





## UNIT 14: ARTICLES

English has two articles: *the* and *a/an*. *The* is used to refer to specific or particular nouns; *a/an* is used to modify non-specific or non-particular nouns. We call *the* the *definite* article and *a/an* the *indefinite* article. For example, if I say, "Let's read the newspaper," I mean a *specific* newspaper. If I say, "Let's read a newspaper," I mean *any* newspaper rather than a specific newspaper.

### **Indefinite Articles: a and an**

"A" and "an" signal that the noun modified is indefinite, referring to *any* member of a group. For example:

- "My son wants a cat for Christmas." This refers to *any* cat. We don't know which cat because we haven't found the cat yet.
- "When I was at the zoo, I saw a tiger!" Here, we're talking about a single, non-specific thing, in this case a tiger. There are probably several tigers at the zoo.

Remember, too, that in English, the indefinite articles are used to indicate membership in a group

- I am a teacher. (I am a member of a large group known as teachers.)



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- Brian is an Irishman. (Brian is a member of the people known as Irish.)
- Seiko is a practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

### Definite Article: the

The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example:

- "The dog that bit me is dangerous." Here, we're talking about a *specific* dog.

### Non-count Nouns

*The* is omitted if we are talking generally.

Experience is the best teacher.

BUT: The experience I had in my first job helped me later on.

### Geographical use of *the*

There are some specific rules for using *the* with geographical nouns.

Do not use *the* before:

- names of most countries/territories: *Italy, Spain, Chile*; however, *the Netherlands, the United Arab Emirates, the Philippines, the United States* (because of pluralisation)
- names of cities, towns, or states: *Paris, London, Amsterdam*



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- names of streets or roads: *Orchard Road, Oxford Street*
- names of lakes : *Lake Toba, Lake Erie* except with a group of lakes like *the Great Lakes*
- names of mountains: *Mount Everest, Mount Kilimanjaro* except with ranges of mountains like *the Andes* or *the Rockies*
- names of continents: *Asia, Europe*
- names of islands: *Easter Island, Bali* except with island chains like *the Hebrides, the Canary Islands*

Do use *the* before:

- names of rivers, oceans and seas: *the Nile, the Atlantic*
- points on the globe: *the Equator, the South Pole*
- geographical areas: *the East, the West*
- deserts, forests, gulfs, and peninsulas: *the Gobi desert, the Persian Gulf, the Black Forest, the Iberian Peninsula*

### **Omission of Articles**

Some common types of nouns that don't take an article are:

- Names of languages and nationalities: *Mandarin, English, French, Russian*-unless you are referring to the population of the nation as a whole: "*The Indonesians* are known for their warm hospitality."
- Names of sports: *cricket, hockey, football*



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- Names of academic subjects: *mathematics, physics, history*

### Activity 1: use *a, an, the* or leave *blank*.

- I screamed. There was \_\_\_\_ snake in \_\_\_\_ kitchen.
- John was holding \_\_\_\_ gun at \_\_\_\_ time of \_\_\_\_ murder.
- She said that she didn't understand \_\_\_\_\_ question.
- I forget \_\_\_\_ exact date of \_\_\_\_ show. But I do know that I bought the tickets in \_\_\_\_ shop in Oxford Street.
- She's staying at \_\_\_\_ hotel in \_\_\_\_ Colorado. \_\_\_\_ town where she is staying is near \_\_\_\_ Denver.
- \_\_\_\_ sons of Jane went to watch \_\_\_\_ action film last week.
- \_\_\_\_ fruits are usually sold by \_\_\_\_ kilo. However, \_\_\_\_ exotic fruits are sometimes sold one by \_\_\_\_ one.
- He works in \_\_\_\_ best school in Medan.
- \_\_\_\_ Boys mature faster than \_\_\_\_\_ girls.
- \_\_\_\_ Smiths' came to our party last night.
- We need \_\_\_\_\_ water to live.
- Many old books are full of \_\_\_\_\_ dust.
- I am planning to study \_\_\_\_\_ Arabic next year.
- Africa and Europe are \_\_\_\_\_ continents.
- \_\_\_\_ Netherlands are also called Holland.
- Many Bangladeshi live in \_\_\_\_\_ United Arab Emirates.
- She works for \_\_\_\_\_ Department of Employment.



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18. I work for \_\_\_\_\_ KFC in \_\_\_\_\_ evening.

19. I am \_\_\_\_\_ teacher in a middle school.

20. Do you enjoy \_\_\_\_\_ biology?

## UNIT 15: PREPOSITIONS OF TIME

### At/on/in (time)

Compare **at**, **on** and **in**:

We use:

<b>at</b> for the time of day: at 10 o'clock   at 10.45   at midday   at lunchtime   at sunrise
<b>on</b> for days and dates: on Friday / on Fridays   on 13 March 1997   on Christmas Eve on my anniversary
<b>in</b> for a longer period (for example, months/years/seasons): in July   in 1988   in the 19 <sup>th</sup> century   in the past   in (the) summer in the 1980s   in the Middle Ages   in (the) future
<b>in</b> for the evening/the afternoon/the evening Do you sleep in the afternoon?

We use **at** in these expressions:

<b>at night</b>	• I don't like staying in <b>at</b> night.
<b>at the moment / at present</b>	• Mr Smith is sleeping <b>at the moment / at present</b> .
<b>at the weekend / at the weekends</b>	• Will you be around <b>at</b> the weekend?
<b>at Christmas / at Easter</b> ( <i>but</i> on Christmas Day)	• Do you visit each other <b>at</b> Christmas?
<b>at the same time</b>	• Jane and I arrived <b>at the same time</b> .

We do not use **at/on/in** before **last/next/this/every**:

- I'll see you **next Monday**. (not 'on next Monday')
- They got married **last week**.



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**In a few minutes / in six months** etc. = a time in the future.

- The bus will be leaving **in a few minutes**. (= a few minutes from now)
- Jack has left town. He'll be back **in a month**. (= a month from now)
- She'll be back **in a moment**. (= a moment from now)

You can also say 'in six months' **time**', 'in a week's **time**' etc.

- They're getting married **in eight months' time**. (*or....in eight months*)

We also use **in ...** to say how long it takes to do something:

- I learned to draw **in four weeks**. (= it took me four weeks to learn)

**Activity 1: Complete the sentences. Each time use at, on or in + one of the following:**

the evening	about 50 minutes	1960	Christmas
11 November, 1914	the 1950s	night	

1. Kennedy became president of the US....*in 1960*
2. In Europe, most people do not work .....
3. In the desert, you can see the stars .....
4. The First World War ended .....
5. Elvis Presley became popular in the US .....
6. I'm just going out to the mall. I'll be back .....
7. In Britain, people visit each other .....



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### Activity 2: Put in at, on or in.

1. The price of food is going up.....October.
2. Jakarta is very noisy .....New Year's Eve.
3. I usually go for a run .....the weekend.
4. ....Saturday night I went to bed ..... 12 o'clock.
5. We traveled all night to Dover and arrived ... 5 o'clock ... the morning.
  
6. The semester begins .....15 February and ends .....April.
7. The photos are being processed. They will be ready .....two hours.
8. Hank will be moving to the coast ..... two years' time.





## UNIT 16: PRONUNCIATION AND PUNCTUATION

### Story telling

**Activity 1:** You will find this story difficult because it has no punctuation. Try to read it aloud so that it makes sense to you. Then put in punctuation and capital letters.

the english poet john keats loved making friends with younger people he always tried to think of ways of starting a conversation with any young person he happened to meet one day keats was writing a poem by a river when a young boy ran past him the boy had been swimming in the river and was completely soaked dripping water everywhere he walked keats saw the boy picked up his sheet of blotting paper and tore off a small bit he then held the bit out to the boy and asked him whether he would like to dry himself with it.

.....

.....

.....

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### Pronouncing “ed” Endings

1) ‘t’ - helped

2) ‘id’ - tasted

3) ‘d’ - played

Write the correct sounds beside each verb in the boxes below.

wanted	asked	loved	reminded
saved	rescued	cooked	hoped
closed	retired	decided	killed
turned	tried	promised	liked
jumped	talked	expected	enjoyed
finished	waited	learned	painted
kicked	parked	refused	managed
passed	agreed	needed	hated

**UNIT 17: ABSTRACT NOUNS**

**Activity 1: Make abstract nouns by matching the first part of each word with the correct ending. Choose from the following: -ment -ance, -tion, -ence, -ship, -ity.**

- |                   |                    |                    |
|-------------------|--------------------|--------------------|
| 1. achievement    | 9. situa _____     | 17. perform _____  |
| 2. viol _____     | 10. experi _____   | 18. possibil _____ |
| 3. appear _____   | 11. friend _____   | 19. qual _____     |
| 4. confid _____   | 12. import _____   |                    |
| 5. unemploy _____ | 13. relation _____ |                    |
| 6. differ _____   | 14. inven _____    |                    |
| 7. dist _____     | 15. leader _____   |                    |
| 8. educa _____    | 16. quant _____    |                    |

**Activity 2: Complete each sentence with one of the abstract nouns.**

- Cycling all the way from London to Liverpool is a fantastic achievement.
- That film should be banned. There's a lot of sex and \_\_\_\_\_ in it.
- His \_\_\_\_\_ has increased since he went on a public speaking course.
- I have a very good \_\_\_\_\_ with my wife. We get on very well.
- There is a \_\_\_\_\_ that I will be late so start the meeting without me.



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6. She's always worried about her \_\_\_\_\_ . She keeps looking in a mirror.
7. She's been a teacher for ten years. She has a lot of \_\_\_\_\_ with young children.
8. There is terrible \_\_\_\_\_ in this country. There are over five million people without jobs.
9. These shoes cost a lot of money but they are really good \_\_\_\_\_ . They're leather.
10. When James fell ill, Mary took over the \_\_\_\_\_ .
11. Which \_\_\_\_\_ of the 21st century has been most useful for people ?
12. 'What is the \_\_\_\_\_ from Jakarta to Surabaya ?' "Its about 1000 kilometers."

**Activity 3: Fill in the blanks with suitable abstract nouns. The adjectives, verbs or nouns given in the brackets should offer clues.**

1. He is a man of extraordinary..... (strong)
2. The people in the countryside live in ..... (poor).
3. .... to animals is a punishable offense. (cruel)
4. He is on a ..... to Mecca. (pilgrim)
5. I have the great ..... of welcoming you. (please).



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6. .... is the best period of one's life. (child)
7. As a parent, my children's ..... is of utmost importance to me. (safe).
8. As the lights suddenly went out ..... enveloped the house. (dark).
9. There is ..... (wicked) everywhere.

## UNIT 18: STATE AND NON-STATE (DYNAMIC) VERBS

If a verb describes a state, we do not usually use the continuous tense.

State verbs generally fall into 4 categories:

- 1) Emotion: love, hate, want, need
- 2) Possession: have, own, belong
- 3) Sense: see, hear, smell, taste, feel
- 4) 4) Thought: know, believe, remember

However, some verbs can be both state and non-state (dynamic)

<p>'be' is usually a state verb, but, when it is used in the continuous tense, it means 'behaving' or 'acting'.</p> <p style="padding-left: 40px;">you are stupid = it's part of your personality you are being stupid = only now, not usually</p>
<p>'have' (state) = own/possess: I have a car. 'have' (dynamic) = part of an expression I'm having a party / a picnic / a bath / a good time / a break.</p>
<p>'see' (state) = see with your eyes / understand I see (understand) what you mean. I can see her now; she's coming along the road. 'see' (dynamic) = meet / have a relationship with I am seeing John for a meal on Monday. I've been seeing my boyfriend for three years.</p>
<p>'think' (state) = have an opinion: I think that coffee is great. 'think' (dynamic) = consider, have in my head What are you thinking about? I'm thinking about my next holiday.</p>
<p>'appear' (state) = seems: He appears to be sick. 'appear' (dynamic) = performing (acting): He is appearing in the</p>

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opera next month.
'look' (state) = seems: He looks ill.
'look' (dynamic) = seeking: He is looking for his dog.
'feel' (state) = condition: I feel sick every morning.
'feel' (dynamic) = have the opinion: I feel you have misunderstood me.

### Activity 1: Use the verbs in the box to complete the sentences.

believe	belong	contain	forget	hate	like	love
matter	need	own	prefer	realize	remember	suppose
understand	want	know	think			

1. This book \_\_\_\_\_ to me.
2. I \_\_\_\_\_ you are right.
3. His father \_\_\_\_\_ a chain of hotels.
4. She says she \_\_\_\_\_ to see Fred.
5. I \_\_\_\_\_ a drink of water.
6. I \_\_\_\_\_ how old she is.
7. Money doesn't \_\_\_\_\_ to me.
8. Beer? I \_\_\_\_\_ water.
9. I \_\_\_\_\_ his face, but not his name.
10. That bottle \_\_\_\_\_ petrol.

### Activity 2: Choose present simple or present continuous.

1. I (have) \_\_\_\_\_ a great time.
2. She (have) \_\_\_\_\_ plenty of money just now.
3. He (appear) \_\_\_\_\_ at the Fortune Theater next week.
4. She (appear) \_\_\_\_\_ to have a problem.



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5. Why (you look \_\_\_\_\_) at me like that?
6. It (look) \_\_\_\_\_ as if it is going to rain.
7. I (see) \_\_\_\_\_ what you are trying to say.
8. I (see) \_\_\_\_\_ the manager this afternoon.
9. I (think) \_\_\_\_\_ you are right.
10. What (you think) \_\_\_\_\_ about?



## UNIT 19: LINKING VERBS

Generally an adverb rather than an adjective will come directly after a verb because the adverb is describing the verb.

She spoke *nicely*.

Subj. Verb. Adv.

In this example, the verb *spoke* is followed by the adverb *nicely*. This adverb describes the verb *spoke*. It tells how she spoke. However, you must be very careful if the verb is a *linking* verb. A *linking* verb is followed by an adjective rather than an adverb.

She looks *nice*.

Subj. L.V. Adj.

In this example, the linking verb *looks* is followed by the adjective *nice*. This adjective describes the subject *she*. It gives more details about the subject.

You should be sure to use an adjective rather than an adverb after a linking verb. Be careful, however, because the adjective that goes with the linking verb does not always directly follow the linking verb.

She seems *unusually nice* today.

Subj. L.V. Adv. Adj. Adv.



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In this example, the adjective *nice*, which describes the subject *she*, is itself described by the adverb *unusually*. From this example, you should notice that it is possible to have an adverb directly after the linking verb, but only if the adverb describes an adjective that follows.

Linking Verbs: *appear, be, become, feel, look, prove, seem, smell, taste, sound*

**Activity 1: Each of the following sentences contains at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Tick them if correct; correct them if wrong.**

1. The parents seem angrily about the child's report card.
2. The speaker talked knowingly about prehistoric fossils.
3. After she drank the lemonade, the cake tasted too sweetly to her.
4. Throughout dinner we were bored because he spoke incessantly.
5. Sam felt terribly depressed after the accident.
6. The neighbor appeared calm in spite of the fact that his house was on fire.
7. He looked quite unhappily at the thought of leaving his job.
8. Even though we were not really hungry, the food smelled



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delicious.

9. Marla jumped up quick when she heard the gunshot.
10. The history course that I took last semester proved more difficultly than I had expected.

## UNIT 20: COMMON ERRORS

### A. Common Errors-general

**Activity 1: Use words from the box to correct errors in the passage below.**

person    Germany    on    career    a lot of  
weaknesses    job    amount    number    bachelor's

When I was younger, I went to work in German after I got my bachelor degree in Engineering. Every people I met was very helpful. Each jobs I did, I was given much help. The number of money I made was very good, and I was able to buy a amount of houses in Jakarta. In the other hand, there were some strengths and weakness in my training which did not help my carrier.

**Activity 2: Use words from the box to correct errors in the passage below.**

in    nowadays    besides that    Switzerland    grow  
customers    many

Beside that, I had a good life and I decided to further my studies in Swiss. Then I returned to Jakarta to grow up my own businesses and to get a lot of costumers. On conclusion, now days, there are much opportunities to become successful in Jakarta if you are willing to work hard.

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### B. One of + Determiner + Plural + Verb

One of Each of Either of	my your his her its our their the	noun <u>plural</u> e.g. friends	Singular verb
Two of A few of Many of Several of	my your his her its our their the	noun <u>plural</u> e.g. friends	Plural verb

#### Activity 3: Correct the incorrect sentences.

1. One of my friend is a footballer.

---

2. A few of my friend are scientists.

---

3. Either of your choices is OK.

---

4. Several of my colleagues are stupid.

---

5. Two of friends are dead.

---

6. Many of my cars are made in France.

---

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7. Some of my best jokes are about dogs.

---

8. Two of friends are drunk.

---

### C. Success, Discipline, Responsible

Verb	Noun	Adjective	Adverb
Succeed	Success	Successful	Successfully
Discipline	Discipline	Disciplined	-
-	Responsibility	Responsible	Responsibly

### Common Errors

- I am a success person. X    I am a successful person. ✓
- I am success. X    I am a success. ✓ or I am successful. ✓
- I am discipline. X    I am disciplined ✓
- It is my responsible. X    It is my responsibility ✓

### Activity 4: Fill in the missing word.

1. I have to \_\_\_\_\_ myself to succeed.
2. He is \_\_\_\_\_ for your problems.
3. I want to be a \_\_\_\_\_.
4. He is \_\_\_\_\_ in his job.
5. He is very \_\_\_\_\_ in his study.
6. The disaster was my \_\_\_\_\_.
7. She is a \_\_\_\_\_ person, so she is rich.
8. He has \_\_\_\_\_ fought against cancer.



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9. \_\_\_\_\_ is very important in the army.
10. Judges should behave \_\_\_\_\_ at all time.

### D. Depend, mean and agree

Students commonly write *its depend, its mean and I am agree*. These are wrong. The correct forms are *it depends, it means and I agree*. *Depend, mean and agree* are verbs, not adjectives.

### Activity 5: Correct the incorrect sentences.

1. It depends on whether I am teaching that day.

---

2. Its depend on how cold the day is.

---

3. Its mean I cannot visit you next week.

---

4. It means I have to go to the market twice.

---

5. I am agree with what you are doing.

---

6. I agree with the sale of guns to adults.

---

## UNIT 21: MUCH, MANY, A LOT OF, LOTS OF: QUANTIFIERS

We use the quantifiers *much*, *many*, *a lot of*, *lots of* to talk about quantities, amounts and degree. We can use them with a noun (as a determiner) or without a noun (as a pronoun).

### ***Much, many with a noun***

We use *much* with singular uncountable nouns and *many* with plural nouns:

*I haven't got **much** change. I've only got a ten euro note.*

*Are there **many** campsites near you?*

### **Questions and negatives**

We usually use *much* and *many* with questions (?) and negatives (-):

*Is there **much** unemployment in that area?*

*How **many** eggs are in this cake?*

*Do you think **many** people will come?*

*It was pouring with rain but there wasn't **much** wind.*

*There aren't **many** women priests.*

### **Affirmatives**

In affirmative clauses we sometimes use *many* in a more formal style:

*He had heard **many** stories about Yanto and knew he was a troublemaker.*



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In informal styles, we prefer to use *lots of* or *a lot of*:

*I went shopping and spent **a lot of** money.*

### Summary:

Interrogative	Negative	Affirmative
How <b>many</b> books are there?	There aren't <b>many</b> .	There are <b>a lot</b> .
		There are <b>a lot of</b> books.
		There are <b>lots of</b> books.
		There are <b>many</b> books ( <i>formal</i> )
How <b>much</b> money have you got?	I haven't got <b>much</b> .	I've got <b>a lot</b> .
		I've got <b>a lot of</b> money.
		I've got <b>lots of</b> money.

We can use *much* before comparative adjectives and adverbs to make a stronger comparison:

*Sometimes the prices in the local shop are **much** better than the supermarket's prices.*



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*I feel **much** calmer now I know she's safe. (much calmer than I felt before)*

*She's walking **much** more slowly since her operation. (much more slowly than before)*

### **Too much, too many with a noun**

We often use *too* before *much* and *many*. It means 'more than necessary'. We can use *too much* before an uncountable noun and *too many* before a plural noun, or without a noun when the noun is obvious:

*I bought **too much** food. We had to throw some of it away.*

*There are **too many** cars on the road. More people should use public transport.*

### **So much, so many with a noun**

We use *so* rather than *very* before *much* and *many* in affirmative clauses to emphasise a very large quantity of something:

*He has **so much** money! Not: ~~He has very much money!~~*

*There were **so many** jobs to do.*

### **As much as, as many as**

When we want to make comparisons connected with quantity, we use *as much as* and *as many as*:

*Try and find out **as much** information **as** you can.*

*You can ask **as many** questions **as** you want.*



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### Activity 1: Choose much, many or a lot of.

1. How \_\_\_ kittens did your cat have?
2. There are not \_\_\_ dishes left to clean.
3. Why was there so \_\_\_ smoke in the room?
4. There were so \_\_\_ people on the bus I got off and walked.
5. We don't see \_\_\_ birds in winter.
6. How \_\_\_ money should I save?
7. We couldn't think of \_\_\_ good ideas.
8. Does this TV use \_\_\_ electricity?
9. Is our teacher going to give us \_\_\_ homework?
10. There's \_\_\_ information to remember.