

Chapter II:
Gerunds and To-Infinitives

A. Definition

1. Gerunds or verbal nouns take the same form as the present participle (V-ing) but their function is quite different. Gerunds may be used as a noun, and therefore, they act like any other noun: as a subject or an object (of a verb or a preposition), a complement, after possessive (John's, the boy's, your), or as a noun premodifier.

a. Subject

Subject	Verb	
Dining on fast food	has become	a way of life for millions of people.
Hamburgers with chicken	have become	popular fast food all over the world.

b.1. Object of a verb

	Verb	Object	
The numbers of fast-food restaurant chains	keep	growing	fast all over the world.
Will you please	keep	an eye on	the baby while I am away.

2. Object of a preposition

	Prep.	Object	
Fast-food restaurants may prevent families	from	spending	quality time together around the dinner table.
The new restaurant has good Italian wine	from	\$ 1.50	a bottle.

c. Complement

	V	Complement
Mr. White's hobby	is	collecting exotic stamps.
Collecting exotic stamps	is	Mr. White's hobby.

d. After Possessive

	pssive		
His father dislikes	John's	eating	fast foods.
The director takes objection to	John's	plan	to revive the train transportation around Yogya.

e. Noun Premodifier

a walking stick	à means	a stick for walking
a swimming pool		a pool for swimming

2. A to-infinitive, like a gerund, may also be used in the same way as a noun. It may function as the subject, the object of a verb, or a complement.

a. Subject

Subject	Verb	
To introduce some local variety of McDonald's	needs	smart strategy.
McDonald's customers sometimes	need	a lot of patience to get their order.

b. Object

	Verb	Object	
McDonald's	has started	to introduce	some local variety.
McDonald's	has started	a new recipe	for its local products.

c. Complement

	V	Complement
Mr. White's hobby	is	to collect exotic stamps.
To collecting exotic stamps	is	Mr. White's hobby.

d. S + V + O + to-infinitive pattern

Still, in close relation to this, it is common to find the pattern S + V + O + to-infinitive as the example given below.

S	V	O	To-infinitive	
I	urge	you	to try	that new restaurant.
She	convinced	him	not to order	fries.

B. Common Verbs Followed by Gerunds

Murphy (1987:106), Azar (1989:154), and Fuch and Bonner (2000:124) list that the following verbs are commonly followed by gerunds.

admit	delay	fancy	keep	postpone	risk
appreciate	deny	finish	mention	practise	quit

avoid	discuss	imagine	mind	recommend	suggest
consider	enjoy	involve	miss		

Furthermore, Azar (1989:156) provides a go + gerund construction “to express, for the most part, recreational activities”.

go birdwatching	go dancing	go mountain climbing	go skating
go boating	go fishing	go running	go skiing
go bowling	go hiking	go sailing	go sledding
go camping	go hunting	go shopping	go swimming
go canoeing	go jogging	go sightseeing	go tobogganing
			go window shopping

C. Gerunds or To-Infinitives

There are verbs, however, that may be followed by a gerund or a to-infinitive. Notice should be given that the verb group in the left box below has no difference in meaning at all when they are followed by either a gerund or a to-infinitive whereas that in the right box has a difference in meaning when they are used in either a gerund or a to-infinitive construction.

begin	start	love	hate	dislike	like	remember	forget
intend	continue	prefer	can't stand		regret	stop	try
can't bear							

The meaning of ‘prefer’, for example, in both of the patterns below does not have any difference.

- John prefers having hamburgers for his lunch to having french fries.
- John prefers to have hamburgers for his lunch than (to) have french fries.

1. ‘like’

When the verb ‘like’ is followed by a gerund, it means “enjoy”; when it is followed by a to-infinitive, it means “choose to; be in the habit of; think it right to” (Swan, 1983:339). However, on many occasions, according to Murphy (1987:112), the verb either used in a gerund or to-infinitive construction does not have any different meaning.

- I like sitting in the back row. (I enjoy it.)
- I like to sit in the back row. (This may imply that I do not enjoy it but I think it is right for me to do so.)

2. ‘remember’, ‘forget’, ‘regret’, and ‘stop’

When the verbs ‘remember’, ‘forget’, ‘regret’, and ‘stop’ are followed by either a gerund or to-infinitive, the difference that takes place is “connected with time” (Swan 1983:338). He further

asserts that the verbs used in a gerund construction refer to “things that happen earlier (before the remembering, forgetting, etc take place)” whereas in a to-infinitive construction, they refer to “things that happen after the remembering, etc”.

- I always remember eating at KFC for the first time. (I always remember this past experience all my life.)
- I always remember to take Marry to KFC for dinner every Saturday evening. (I always remember what I have to do every Saturday evening with Marry.)
- I never forget eating at KFC for the first time. (I never forget this past experience all my life.)
- John! Don't forget to take Marry for dinner at KFC! (The speaker reminds John of what he has to do with Marry.)
- I never regret spending money at KFC for Marry. (It was my pleasure to treat Marry at KFC.)
- I bitterly regret to let you know that the examiners failed you. (I feel sorry that I have to inform you about this.)
- To avoid heart cancer, we have to stop smoking. (I know that heart cancer is dangerous, and, therefore, from now on I will not smoke at all.)
- Every time he has finished with his page, he stops to smoke a cigarette. (When he has finished a page, he takes a break to smoke.)

3. 'try'

When 'try' is used in the gerund construction, it means “to make an experiment or test”. With the to-infinitive construction, 'try' means “to make an attempt or effort”.

- McDonald's tries introducing a new recipe. (This is an experiment made by the restaurant to see whether the customers can accept it.)
- The small children have tried hard to ride the bicycle till they are tired. (They have used their utmost efforts to ride it.)

Exercises

A. Expand this material into complete sentences.

Example:

play at being → The children played at being robbers all afternoon.

01. take this opportunity of saying
02. high price to pay for
03. the speed of ordering

04. try to adjust to
05. expect the new customers to hear
06. recommended reducing fats
07. live quietly without going
08. providing more healthy choices
09. introducing sate flavour in the new hamburger product
10. to improve food quality
11. to lower prices
12. need to travel less than
13. sure of getting
14. fed up with seeing
15. began speaking publicly
16. beware of using
17. become rich by working
18. escape from having to
19. not approve of Mary's spending
20. suspect him of taking
21. congratulate him heartily on having
22. cannot bear to listen to
23. propose to leave immediately
24. to start to take
25. to write with the left hand

B. Supply any appropriate completion for each sentence below by using either a gerund or a to-infinitive.

Example:

We are going out for dinner. Would you like to join us?

Jack avoided looking at me.

01. Fred did not have any money, so he decided _____ a job.
02. The teacher reminded the students _____ their assignment
03. Do you enjoy _____ soccer?
04. I was broke, So Jenny offered _____ me a little money.
05. Mrs. Allen promised _____ tomorrow.
06. My boss expects me _____ this work ASAP.
07. Even though I asked the people in front of me at the movie _____ quiet, they kept _____.

08. Joan and David were considering ____ married in June, but they finally decided ____ until August.
09. Our teacher encourages us ____ a dictionary whenever we are uncertain of the spelling of a word.
10. Before leaving home to go away to college, my mother and I discussed ____ a dinner party at a cheap restaurant which sells oriental food.
11. Mrs. Jackson fancied ____ his seventeenth birthday with a beautiful girl in a small island.
12. I do not mind ____ alone.
13. The teacher seems ____ in a good mood today, don't you think?
14. Lucy pretended ____ the answer to my question.
15. Dick intends ____ his friend a letter.
16. The caretaker does not allow the residents ____ pets in my apartment building.
17. All applicants wonder whether the job will involve ____ a lot of people.
18. Someone asked me ____ this package.
19. Jack advised her sister ____ the plane instead of driving to Oregon.
20. John suggested ____ a new apartment.
21. During the test, the teacher warned Greg ____ his neighbour's paper.
22. The hijackers forced the pilot ____ the plane.
23. John admitted ____ the car but denied ____ it dangerously.
24. The Smiths had to postpone ____ away because their son was ill.
25. If you walk into the road without looking, you risk ____ down by a car.

C. Use the verb between the brackets in its gerund or to-infinitive form according to the meaning of the sentence.

01. Do you still remember (meet) her at my house last year?
02. Please remember (wipe) your feet before coming in.
03. I completely forgot (lock) the front door last night.
04. Don't forget (bring) your bathing suit with you.
05. That was a memorable occasion. I shall never forget (meet) the Prime Minister at your house.
06. We regret (inform) you that your subscription is overdue.
07. I greatly regret (lend) her my best pen.
08. What is he doing? He is just trying (open) the tin.
09. Just try (be) a little more co-operative.
10. You should try (use) petrol if you cannot get it off with water.
11. Try (taste) it before you offer it to your guests.

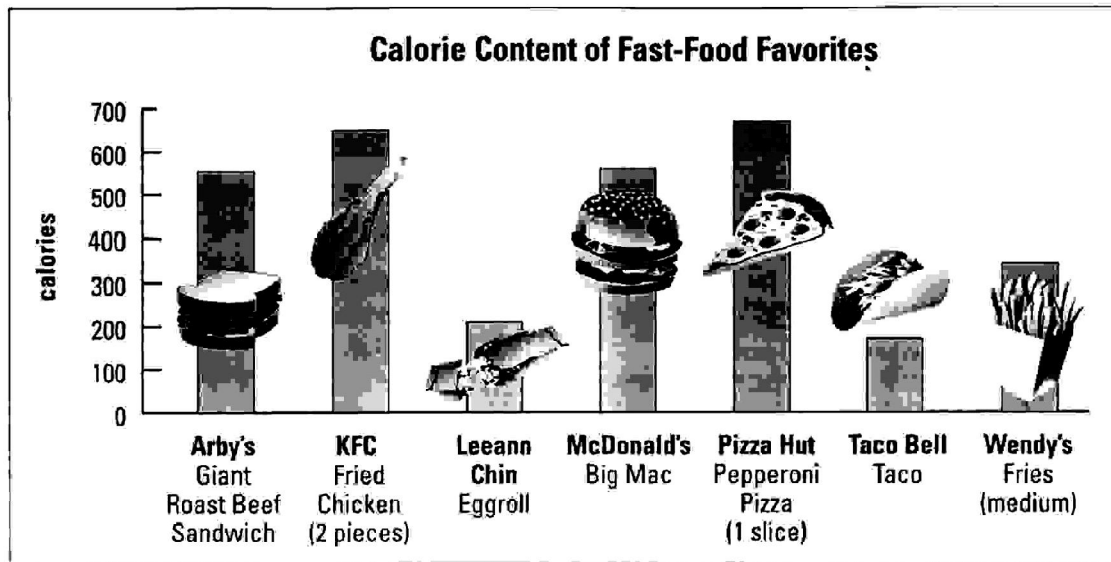
12. Some students, just like children, like (play) more than studying.
13. When I have to catch a train, I am always worried about missing it. So I like (get) to the station in plenty of time.
14. When they saw their teacher entering the room, they stopped (yell) at one another.
15. As I was walking along the street, I met my old mate, and therefore, I stopped (have) a long chat with him.

2

FOOD FOR THOUGHT

Grammar Notes 1-2, 5-6

Complete the statements with the correct form of the verbs in parentheses. Use the bar graph to find the number of calories.



Source: Based on information from The Minnesota Attorney General's Office.

1. Ordering a Big Mac will "cost" you about 560 calories.
(Order)
2. Have a Taco Bell taco is much less fattening. It has only about _____ calories.
(Have)
3. If you want lose weight, you should probably avoid eat an Arby's giant roast beef sandwich. It contains around _____ calories.
(lose) (eat)
4. You're likely gain weight if you eat half of a medium pepperoni pizza. A single slice at Pizza Hut has about _____ calories.
(gain)
5. Stop consume so many french fries! An order at Wendy's contains about _____ calories.
(consume)
6. Think about choose an eggroll instead of fries. Leeann Chin's has just a little over _____ calories.
(choose)
7. Nutritionists advise people stay away from fried chicken. A two-piece order at KFC's contains about _____ calories.
(stay away)

3

FOOD EXCHANGES

Complete each summary with the appropriate form of a verb from the box plus the gerund or infinitive form of the verb in parentheses.

admit deserve ~~forget~~ recommend remember stop try volunteer

1. **CUSTOMER:** Uh, didn't I order a large fries too?

SERVER: That's right, you did. I'll bring them right away.

SUMMARY: The server forgot to bring the fries.
(bring)

2. **DAD:** That Happy Meal isn't enough for you anymore. Have a Big Mac, OK?

CHILD: OK, but I really wanted the toy in the Happy Meal.

SUMMARY: The father ordered a Big Mac.
(order)

3. **MOM:** This car is a mess! Somebody throw out all those fast-food containers!

STAN: I'll do it, Mom.

SUMMARY: Stan threw out the fast-food containers.
(throw out)

4. **PAT:** Hi, Renee. Want to go to Pizza Hut with us?

RENEE: Thanks, but I can't eat fast food now. I'm training for the swim team.

SUMMARY: Renee can't eat fast food.
(eat)

5. **EMPLOYEE:** Thanks for the raise. I can really use it.

MANAGER: You've earned it. You're our best drive-through server.

SUMMARY: The employee received a raise.
(receive)

6. **VIJAY:** I think you should quit that fast-food job. Your grades are suffering.

CAROL: It's hard to decide. I need to save for college, but if my grades are bad . . .

SUMMARY: Carol decided whether to keep her job.
(decide)

7. **MOM:** You're not eating dinner. You had some fast food today, didn't you?

CHRIS: Well . . . Actually, I stopped at Arby's, but I only had a large fries.

SUMMARY: Chris stopped at Arby's after school.
(stop)

8. **TIM:** I used to stay in the McDonald's playground for hours when I was little.

WANG: Yeah, me too. My mother couldn't get me to leave.

SUMMARY: The boys played in the playground when they were younger.
(play)

Use the words in parentheses to complete these letters to the editor of a school newspaper.



Mailbag

8

To the Editor,

Yesterday, my roommate Andre persuaded me to have lunch with him in the dining hall. I wondered about _____ there because last year he _____ the dining hall completely. But when we went in, I _____ understood. Instead of _____ greasy fries and mystery meat, I was _____ the colorful Taco Bell sombrero. In my opinion, _____ to fast foods is the way _____. The administration made a great choice. I _____ fast food, and I _____ me to give campus food another try.

M. Rodriguez

To the Editor,

I'm writing this letter _____ my anger at _____ fast-food chains in the dining halls. When a classmate and I went to eat yesterday, I _____ the usual healthy choices of vegetables and salads. I _____ a fast-food court. In my opinion, it was outrageous _____ fast food into the college dining hall. As a commuter, I _____ a healthy meal every evening before class, so I _____ away from fast foods. I _____ a salad bar so that students like me can _____ meals on campus.

B. Chen

References:

- Azar, Betty Schramper. 1989. *Understanding and Using English Grammar*. Second Edition. New Jersey: Prentice-Hall Regents.
- Corder, S. Pit. 1967. *An Intermediate English Practice Book*. London: Longman Group Limited.
- Fuchs, Marjorie & Bonner, Margaret. 2000. *Focus on Grammar: A High-Intermediate Course for Reference and Practice*. Second Edition. New York: Longman.
- Murphy, Raymond. 1987. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students*. Cambridge: Cambridge University Press.
- Swan, Michael. 1983. *Practical English Usage*. Low-Priced Edition. Oxford: Oxford University Press.

Chapter III: Simple Future and Simple Continuous

A. Definition

In English, there are two principal ways to express the future meaning i.e. by using the auxiliary verb ‘shall’ and ‘will’ in the tense known as the Simple Future and by using the ‘be + going to + v₁’ construction as used in the Simple Continuous. Although both are used to refer to a specific time in the future, they are often used to express different meanings. However, on a certain occasion, these two forms can be used interchangeably.

	<p>I/We + will/shall^{*)} + v₁</p> <p>You/He She/It + will + v₁</p> <p>They</p>	<p>I + am going to + v₁</p> <p>He/She/it + is going to + v₁</p> <p>You/We/They + are going to + v₁</p>
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^{*)} Although ‘We’ and ‘I’ may take ‘shall’ to express future meaning, this use is not commonly used in American English; this auxiliary verb is more frequently used in British English (Azar, 1989:44)

B. The Use of the ‘Will’ and ‘Be Going to’ Future

As mentioned above, although both are interchangeable, they may also produce different meanings. In this case, they cannot be used interchangeably.

1. Actions Happening/To Be Done in the Future

Both are interchangeable to simply talk about “actions and states in the future” (Fuchs & Bonner, 2000:56). Here, they may take such adverbs as ‘soon’, ‘shortly’, ‘tonight’, ‘tomorrow’, ‘next month’, and the other kinds which are used to express future meaning. For example, the followings are interchangeable.

- All the soldiers of this army unit will have a bayonet drill in their barrack square early this morning.
- All the soldiers of this army unit are going to have a bayonet drill in their barrack square early this morning.

2. Willingness /Volunteering or a Promise

The ‘will’ future tense is the only possible construction to use to express willingness/volunteering or a promise.

- At the city hall party tonight, almost all of the citizens agree that they will dress up like the famous superheroes in the movies.

3. Prior Plans

To express an idea that has previously been intended to do, the 'be + going to' construction is the only possible pattern to use. It does not matter whether the plan is realistic or not.

- Following the state meeting, the ministry of research and technology has decided that the Spacemobile is the project that they are going to work on.

4. Predictions

To express a prediction, the 'will' or 'be + going to' can be used.

- According to Massachusetts Institute of Technology, in just a few years, small, intelligent robots will do all the household chores.
- According to Massachusetts Institute of Technology, in just a few years, small, intelligent robots are going to do all the household chores.

Note:

1. The simple future tense cannot be used in the clauses beginning with time expressions such as 'when', 'while', 'after', 'before', 'as soon as' and the likes. Thus, instead of saying
 - After the university research and development will invent body suits which are made of high-tech materials, the government takes out a patent to protect the invention, it is correct to say
 - After the university research and development invents body suits which are made of high-tech materials, the government will take out a patent to protect the invention.
2. The Simple Present can also be used to express future meaning with such verbs as 'go', 'come', 'leave', 'get', 'return', 'set off', 'take off', 'embark', 'sail', or 'fly'. This is normally used by travel agents or found in a fixed timetable.
 - 'Garuda Indonesia Airways' leaves at 10.00 to Den Pasar.
 - 'Queen Mary' is due to sail next Friday.

C. Exercises

1. Use either the 'will' or 'be + going to' construction in the followings according to meanings given by the sentences.
 01. Sue (graduate) in June. After that, she (begin) work at an electronics firm.
 02. Sue got a letter in French. Unfortunately, she does not speak a word of French. John (translate) it for her.
 03. Do you want to go shopping with me? I (go) to the shopping mall downtown.

04. Fred (be) at the meeting tomorrow. I think Jane (come) too.
05. The damage we do to our environment today (affect) the quality of life of future generations.
06. John: This light doesn't work. The bulb is probably burned out. Where are the new light bulbs?
Mary: I (get) one for you.
07. John: It's cold here.
Mary: I agree. I (turn) the heater on.
John: That's good idea.
08. John: I (enroll) in the community college next spring.
Mary: Oh? I didn't know you wanted to go back to school.
John: I need to sharpen my skills so I can get a better job. I (take) a course in word processing.
09. Fred: Can you give Ed a message for me, please?
Lisa: Sure. I (see, probably) him at the meeting this evening.
10. John: Mr. Swan (be, not) here next term. He has resigned. Who (be) the new teacher? Do you know?
Lisa: Yes, Mary Jefferson. Ms. Jefferson (teach) the same course Mr. Swan taught: English, algebra, and geometry. I (be) in her algebra class. Do you know which algebra class you (be) in next term?
11. Sue: Brrr. Who turned up the air conditioner? It's really cold here. My nose is cold and my fingers are cold.
Liz: I (make) you a hot cup of tea.
Sue: Thanks. That sounds good.
12. Jim: Oh, oh! I've spilled coffee on my shirt.
Joe: Just a minute. I (get) a damp cloth for you.
13. Jim: What do you want to be when you grow up?
Sue: I (be) an astronaut.
14. John: Do you mind if I turn the TV off? I (place) a long distance call, and it's hard to hear if the TV is on.
Jean: No, that's fine with me. I wasn't watching it anyway.
15. Teacher: Why do you have an eraser in your hand?
Student: I (erase) the board, Mam.

3. Use 'will / be + going to' or the 'simple present'. (In this exercise, both 'will' and 'be + going to' are possible when a future tense is necessary, with little or no difference in meaning.)
- a. Peter is going to leave in half an hour. He _(finish)_ all of his work before he _(leave)_ .
 - b. I'm going to eat lunch at 12:30. After I _(eat)_, I _(take, probably)_ a nap.
 - c. I'll get home around six. When I _(get)_ home, I _(call)_ Sharon.
 - d. I'm going to watch a TV program at nine. Before I _(watch)_ that program, I _(write)_ a letter to my parents.
 - e. I'm sure it will stop raining soon. As soon as the rain _(stop)_, I _(walk)_ to the drugstore to get some film.
4. With the vocabulary given, write out sentences according to the example given.
- a. He is going to plant some trees tomorrow.
 1. she/marry/cousin/next month
 2. his wife/have/baby/in August
 3. my nephew/buy/car/at Easter
 4. they/leave/Paris/in two days' time
 5. we/sell/house/next year
 - b. The maid will clean the house this afternoon.
 1. cook/buy/meat/tomorrow
 2. men/clean/windows/next week
 3. gardener/dig up/potatoes/this evening
 4. electrician/men/wireless/on Monday
 5. I/paint/bedroom/the day after tomorrow
 - c. I expect he will take his examination either today or tomorrow.
 1. think/she/buy/ticket/this week/next
 2. hope/you/visit/dentist/Tuesday/Thursday
 3. believe/they/make/fortune/this year/next
 4. be sure/she/marry/fiancé/next year/the year after
 5. imagine/we/change/house/in August/September
5. Notice how the 'will' and 'be + going to' constructions are used the passages below.

The spacecraft is going to land on the moon in a few seconds. It is not going to stay there very long. It is going to take off again in 24 hours. Are the astronauts going to stay inside the spacecraft? Or are they going to walk on the moon?

Use the information below to write a similar paragraph as above describing the voyage of a cargo ship named S. S. Mary Jane.

S. S. Mary Jane/ dock/Montreal, Canada/ in two hours/ leave the port in a week/ in the ship? walk around the city?

Susan wrote a letter and asked Tom to post it only a second ago. She said "Will you post this for me, Tom? It must catch the next post."

Peter is going out for a walk. "I'll post it for you. I'm going out for a walk anyway," he is saying.

Use the information below to write a similar paragraph as above describing the situation happening to Jane.

Jane/ bought a birthday gift/John/ send it by 'Tiki'/ going out for lunch

There are only a few minutes left in this match between Liverpool and Manchester. Manchester are winning by three goals to two, but they have not won yet. Liverpool might score again, and if they do, the result will be a draw. If that happens, the Manchester fans will be very unhappy. The players are very tired. They will be very happy when the match is over.

Use the information below to write a similar paragraph as above describing the football match between PSIM and PERSIJA in Mandala Krida Yogyakarta.

A few minutes left/ PSIM/by two goals to one/unfortunately/ make a score /draw/both teams/unhappy/ both fans/unhappy

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- Azar, Betty Schramper. 1989. Understanding and Using English Grammar. Second Edition. New Jersey: Prentice-Hall Regents.
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Sue: Thanks. That sounds good.

12. Jim: Oh, oh! I've spilled coffee on my shirt.

Joe: Just a minute. I (get) a damp cloth for you.

13. Jim: What do you want to be when you grow up?

Sue: I (be) an astronaut.

14. John: Do you mind if I turn the TV off? I (place) a long distance call, and it's hard to hear if the TV is on.

Jean: No, that's fine with me. I wasn't watching it anyway.

15. Teacher: Why do you have an eraser in your hand?

Student: I (erase) the board, Mam.

3. Use 'will / be + going to' or the 'simple present'. (In this exercise, both 'will' and 'be + going to' are possible when a future tense is necessary, with little or no difference in meaning.)
- a. Peter is going to leave in half an hour. He _(finish)_ all of his work before he _(leave)_ .
 - b. I'm going to eat lunch at 12:30. After I _(eat)_, I _(take, probably)_ a nap.
 - c. I'll get home around six. When I _(get)_ home, I _(call)_ Sharon.
 - d. I'm going to watch a TV program at nine. Before I _(watch)_ that program, I _(write)_ a letter to my parents.
 - e. I'm sure it will stop raining soon. As soon as the rain _(stop)_, I _(walk)_ to the drugstore to get some film.
4. With the vocabulary given, write out sentences according to the example given.
- a. He is going to plant some trees tomorrow.
 1. she/marry/cousin/next month
 2. his wife/have/baby/in August
 3. my nephew/buy/car/at Easter
 4. they/leave/Paris/in two days' time
 5. we/sell/house/next year
 - b. The maid will clean the house this afternoon.
 1. cook/buy/meat/tomorrow
 2. men/clean/windows/next week
 3. gardener/dig up/potatoes/this evening
 4. electrician/men/wireless/on Monday
 5. I/paint/bedroom/the day after tomorrow
 - c. I expect he will take his examination either today or tomorrow.
 1. think/she/buy/ticket/this week/next
 2. hope/you/visit/dentist/Tuesday/Thursday
 3. believe/they/make/fortune/this year/next
 4. be sure/she/marry/fiancé/next year/the year after
 5. imagine/we/change/house/in August/September
5. Notice how the 'will' and 'be + going to' constructions are used the passages below.

The spacecraft is going to land on the moon in a few seconds. It is not going to stay there very long. It is going to take off again in 24 hours. Are the astronauts going to stay inside the spacecraft? Or are they going to walk on the moon?

Use the information below to write a similar paragraph as above describing the voyage of a cargo ship named S. S. Mary Jane.

S. S. Mary Jane/ dock/Montreal, Canada/ in two hours/ leave the port in a week/ in the ship? walk around the city?

Susan wrote a letter and asked Tom to post it only a second ago. She said "Will you post this for me, Tom? It must catch the next post."

Peter is going out for a walk. "I'll post it for you. I'm going out for a walk anyway," he is saying.

Use the information below to write a similar paragraph as above describing the situation happening to Jane.

Jane/ bought a birthday gift/John/ send it by 'Tiki'/ going out for lunch

There are only a few minutes left in this match between Liverpool and Manchester. Manchester are winning by three goals to two, but they have not won yet. Liverpool might score again, and if they do, the result will be a draw. If that happens, the Manchester fans will be very unhappy. The players are very tired. They will be very happy when the match is over.

Use the information below to write a similar paragraph as above describing the football match between PSIM and PERSIJA in Mandala Krida Yogyakarta.

A few minutes left/ PSIM/by two goals to one/unfortunately/ make a score /draw/both teams/unhappy/ both fans/unhappy

References:

Azar, Betty Schramper. 1989. Understanding and Using English Grammar. Second Edition. New Jersey: Prentice-Hall Regents.

O'Neill, R., Kingsbury, R., & Yeadon, T. 1976.. Kernel Lessons: Intermediate. London: Longman Group Limited.

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D. Other Uses of the Simple Present Continuous

The Simple Present Continuous, or also called the Present Progressive, takes the following form.

	<p>I am He/She/It + is + V-ing You/We/They are</p>
--	--

1. An Action /Activity Taking Place around/at the Time of Speaking
 - The students are still thinking hard to solve the problems.
2. A Temporary Action /Activity still in Progress which May Not Be Taking place at the Time of Speaking
 - Carrie is becoming more and more popular among her classmates.
3. A Future Action/Activity already Planned or Arranged
 - President Obama is paying a visit to Indonesia tomorrow.

E. The Simple Past Continuous

The Simple Past Continuous, or also called the Past Progressive, takes the following form. It is used to denote an action/activity still in progress at a certain time in the past. This tense is used in a combination with the Simple Past to denote that an action/activity occurred in the middle of something else.

	<p>I was He/She/It + was + V-ing You/We/They were</p>
--	---

- Clark Kent saw an armed robbery when he and Lois were investigating a murder case for the Daily Planet.
 Here, the two were in the middle of investigating (the action of 'investigating' began earlier and still in progress) when the action of seeing the armed robbery took place .
- While Pierre and Maria were raising their children, they were also doing research on radioactivity.

In this second example, the two past actions were in progress simultaneously.

Exercises

F. Complete the sentences with the suitable tense using the words in brackets.

01. Every Monday, Sally (drive) her kids to football practice.
02. Usually, I (work) as a secretary at ABT, but this summer I (study) French at a language school in Paris. That is why I am in Paris.
03. Shhhhh! Be quiet! John (sleep).
04. Don't forget to take your umbrella. It (rain).
05. I hate living in Seattle because it (rain, always).
06. I'm sorry I can't hear what you (say) because everybody (talk) so loudly.
07. Justin (write, currently) a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
08. Do you want to come over for dinner tonight. Oh, I'm sorry, I can't. I (go) to a movie tonight with some friends.
09. John: What (you, do) when the accident occurred?
Lisa: I (try) to change a light bulb that had burnt out.
10. After I found the wallet full of money, I (go, immediately) to the police and turned it in.
11. Sebastian arrived at Susan's house a little before 9:00 pm, but she was not there. She (study, at the library) for her final examination in French.
12. Sandy is in the living room watching television. At this time yesterday, she (watch, also) television. That's all she ever does!
13. John: I (call) you last night after dinner, but you (be, not) there. Where were you?
Lisa: I (work) out at the fitness center.
14. When I (walk) into the bus., office, the secretary (talk) on the phone with a customer, several clerks (work, busily) at their desks, and two managers (discuss, quietly) methods to improve customer service.
15. I (watch) a mystery movie on T.V. when the electricity went out. Now I am never going to find out how the movie ends.
16. Sharon (be) in the room when John (tell) her what happened, but she didn't hear anything because she (listen, not).
17. It's strange that you (call) because I (think, just) about you.
18. The Titanic (cross) the Atlantic when it (strike) an iceberg.

19. Samantha (live) in Berlin for more than two years. In fact, she (live) there when the Berlin wall came down.

G. The Use Past Future¹⁾

The Past Future is used to express that idea that in the past someone thought something would happen in the future. This tense follows the same basic rules as used in the Simple Present Future. (See the topic in the previous pages.)

- The mayor told the reporters that the citizens would agree to dress up like the real Japanese. (willingness/ volunteering/ promise)
- The scientists were going to work on the Spacemobile project soon. (prior plan)
- The scientists from Massachusetts Institute of Technology predicted that small, intelligent robots were going to /would do all the household chores. (prediction)

¹⁾ This part is presented by courtesy of Ans.

Chapter I: The Word Order in Noun Phrases

- a group of words, a part of speech (n) & not containing S /V, its headword (main part à referring to reality) à noun
a beautiful, tall, blonde-haired, Canadian girl
smoking a cigar

Noun phrase: modifier (pre & post) + headword (noun)

I leave my daughter a chicken farm.

I leave my son a farm chicken.

Noun phrase (hw à noun, noun): subject, object, complement

John has bought a chicken farm.

A chicken farm cannot be set up among houses.

The spot over there is a chicken farm.

John met a beautiful, tall, blonde-haired, Canadian girl at Malioboro Mall.

Pak Rachmat is teaching English.

S v o

Pak Rachmat is our English teacher.

S v C

Subject

A tall, Canadian girl looks different from us.

Smoking a cigar may cause a cancer.

Object

I met a tall, Canadian girl.

John likes smoking a cigar.

Modifier	Headword
arm	chair

chair	arm
chicken	farm
farm	chicken

... is made of ... The computer table is made of/from wood.
 ... is made from ... Bread is made of/from flour, eggs, salt, sugar,
 and butter.


C.

1. adj	adj	Hw
a neat	written	letter
2. adv	adj	hw
a neatly	written	letter

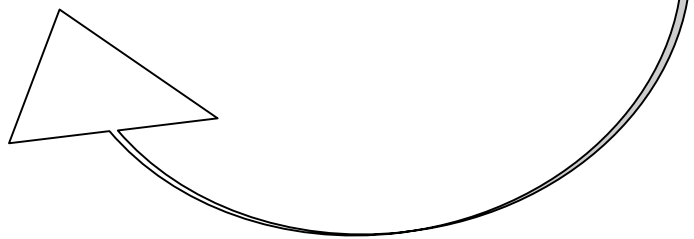
Adj → noun/pronoun: a beautiful girl, she is beautiful.

Adv → adj, verb, adverb

Mary sings a beautiful song.



Mary sings a very beautiful song very beautifully.

Write wrote written: adj/verb

Writing: noun/verb

Smoking is not allowed here.

I am not smoking.

Kate has written a lot of letters to John.

Chapter I:
The Word Order in Noun Phrases

A. Definition

Attempts to define a phrase have been made a lot but the one provided by Warriner (et al) (1958:59) is aptly clear-cut for overseas students, “a phrase is a group of words used as a single part of speech and not containing a verb and its subject”, and, therefore, when such a phrase is used as a noun, it is called a noun phrase. Founded on this notion, a noun phrase “typically functions as subject, object, complement of sentences, and as complement in prepositional phrases” (Quirk & Greenbaum, 1982:59). Leech and Svartvik (1975:251) classify a phrase as a noun phrase as long as “the word which is its head (i.e. its main part) is typically a noun” whereas the word which qualifies or narrows down the sense of the headword is called a modifier, and it is common that a modifier may comprise more than one word. Since words belong to a system of signs, the headword of a noun phrase is the one which refers to reality. For example, the expression “John met a beautiful, tall, blonde-haired, Canadian girl at Malioboro Mall” may be simplified into John met a girl as the headword of the noun phrase a beautiful, tall, blonde-haired, Canadian girl is girl, whereas the words a beautiful, tall, blonde-haired, Canadian are only used to modify the word girl, the kernel of John’s experience that once he really faced in his life-time.

Departing from the discussion above, there are at least two elements that can be identified in the construction of a noun phrase, i.e. its modifier and headword. Modifiers which precede the headword are called premodifiers, and those which come after the headword are called postmodifiers. Consider the example below:

Premodifiers	headword	postmodifiers
the fascinatingly complicated	structure	of the English noun phrase

Since dealing with English noun phrases is not a trouble-free enterprise, it will be convenient to postpone the treatment of the other types of the noun phrase in later

sections under the relevant topics. In this section, the discussion on the type of the noun phrase is limited to premodifer/s + headword construction with nouns, adjectives, and adverbs as the elements of the premodifer/s.

B. Noun Modifier + Noun Headword

In practical English, it is very common to use nouns as adjectives in attributive position, i.e. a car door, a cheese pie, a cassette box, table legs, a ring finger, an apple tart, a garden gate, house agents, or cigarette packets. In such a case, they may be written as one word, for example a raincoat, housework, or a toothbrush. Below is an example of how a noun used as a modifier or as a headword.

Noun Modifier	Noun Headword	Noun Modifier	Noun Headword
arm chair	chair arm	chicken farm	farm chicken

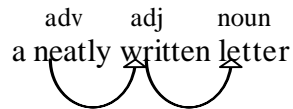
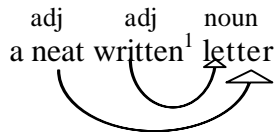
Exercises:

Now, (1) decide the headword of the following noun phrases and then (2) state what each expression means, (3) find other similar expressions as many as you can and (4) use the noun phrases below and those of yours in your own sentences.

01. race car
02. car race
03. garden flower
04. flower garden
05. rubber factory
06. factory rubber
07. solidarity group
08. group solidarity
09. satellite communication
10. communication satellite

C. Adj. + Adj + Hw vs Adv. + Adj. + Hw

A combination of adjectives and adverbs as modifiers may produce different meanings. The noun phrase “a neat written letter” is different from “a neatly written letter”. In the former, the letter itself is neat but in the latter, it implies that the letter may not be neat but the writing is. Look at this chart.



Exercise:

Do the following exercise as the instruction given above.

01. a serious wounded soldier
02. a seriously wounded soldier
03. a quiet deserted village
04. a quietly deserted village
05. new invented natural resources
06. newly invented natural resources
07. a general accepted accounting system
08. a generally accepted accounting system
09. a typical Javanese attitude
10. a typically Javanese attitude

D. Word Order in Adj. + Noun Construction

It is quite often that in practice a noun phrase may take more than one adjective as its modifier. In such a construction, the order of the adjectives which are used to modify the headword must be taken into account. Murphy (1987:190) offers two basic rules to construct this type of a noun phrase.

Principally, he divides adjectives into two kinds, namely, fact and opinion adjectives. The first ones refer to those which “give objective information about

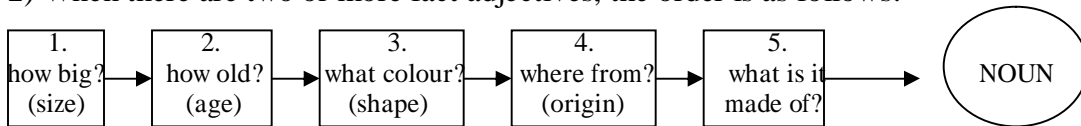
¹) Present and past participles (the V-ing and the V-3) may also stand as adjectives and in such a case they are called ‘participial adjectives’.

something (age, size, colour, etc.)”, and the second ones refer to those which “tell us what someone thinks of something”.

1) The first rule is that opinion adjectives are normally placed before fact adjectives.

Opinion	fact	headword
a nice	sunny	day
an intelligent	young	man
a beautiful	large round wooden	table

2) When there are two or more fact adjectives, the order is as follows:



To clarify this, he provides some examples, as seen in the box below.

1 à 2	1 à 3	1 à 3 à 5
a tall young man	big blue eyes	a small black plastic bag

1 à 5	2 à 4	2 à 3 à 5
a large wooden table	an old Russian song	an old white cotton shirt

However, if there is no other difference in meaning between the adjectives, the shorter is put first, for example, a tall long—legged girl or a large heavy book.

Exercises:

1) Put the adjectives in the brackets in the correct position, and then use them in your own sentences.

Example: a beautiful table (wooden round) à a beautiful round wooden table

01. an unusual ring (gold)

02. an old lady (nice)

03. a good—looking man (young)

04. a modern house (attractive)
05. black gloves (leather)
06. an American film (old)
07. a large nose (red)
08. a sunny day (lovely)
09. a hot bath (nice)
10. an ugly dress (orange)
11. a red car (old/little)
12. a metal box (black/small)
13. a long face (thin)
14. a wide avenue (long)
15. a big cat (fat/black)
16. a little village (old/lovely)
17. long hair (fair/beautiful)
18. an old painting (interesting/French)
19. a large hairy spider (horrible)
20. a Colombian student (hard-working/quiet)

- 2) Using the language you have practiced in this section, describe someone in your class. When you finish, show your description to the person you have described and see what s/he thinks.

- 3) Describe someone who is well-known on television or in the cinema. Do not give his/her name and see if other people in your class can guess who you have described.

Key to Exercise

01. an unusual gold ring
02. a nice old lady
03. a good—looking young man
04. an attractive modern house
05. black leather gloves
06. an old American film
07. a large red nose
08. a lovely sunny day
09. a nice hot bath
10. an ugly orange dress
11. a little old red car
12. a small black metal box
13. a long thin face
14. a long wide avenue
15. a big fat black cat
16. a lovely little old village
17. beautiful long fair hair
18. an interesting old French painting
19. a horrible large hairy spider
20. a hard-working quiet Colombian student

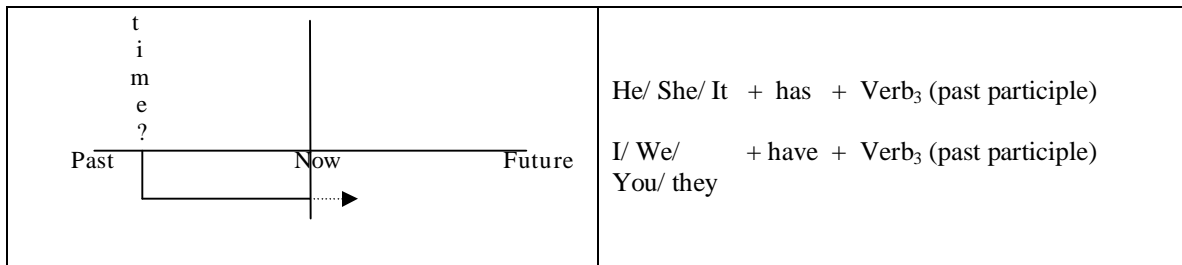
NOTE:

Nos 19 & 20 are out of the rule provided by Murphy discussed above. The problems for no. 19 is the order of the fact adjectives 'large' and 'hairy', and for no. 20 is to ensure students that 'hard-working' may be an opinion adjective, and 'quiet' is a fact adjective. However, the order for no. 19 seems to be more idiomatic.

Lesson IV:
The Perfect and Perfect Continuous

A. The Present Perfect

This tense is used to denote an action/activity that started at some time in the past, continues up to the present moment, and perhaps still continues into some time in the future. If it was completed in the past, or if it happened at a specific time in the past, the simple past is used, instead. Both tenses may take ‘for’ and ‘since’. ‘For’ is used with a period of time whereas ‘since’ is used with a point in time.



- Brian has lived in Albany for 5 years. (He moved to Albany 5 years ago and he is still there.)
- Brian lived in Albany for 5 years. (He does not live there anymore.)
- Jill has read a book on pet marine fishes. (When she read it is not exactly known as the time not important.)
- Jill read a book on pet marine fishes yesterday. (The time when she read it is given a priority. It is known when she did it.)
- Lisa has not had breakfast this morning. (It is still morning or breakfast time; if she decides to have her meal, the meal is still called breakfast.)
- Lisa did not have breakfast this morning. (It is already lunch time.)

B. The Present Perfect Continuous

Like the present perfect, this tense is used to express an activity/action occurring at unspecified time in the past and “is still happening or has just stopped” (Murphy, 1987:32), or according to Fuchs and Bonner (2000:22), without ‘for’ and ‘since’, the action/activity denoted in the present perfect is finished while in the present perfect continuous, it is unfinished. Furthermore, Murphy (1987:34) states that the present perfect is used when the interest is given to “the result of the action” but the present perfect continuous is used when the interest is given to “the action” and it does not matter whether it has been finished or not. Azar (1989:36) asserts that

with certain verbs like “live, work, and teach, there is little or no difference in meaning between the two tenses when since or for is used”.

	<p>He/ She/ It + has + been Verb-ing (present participle)</p> <p>I/ We/ You/ they + have + been + Verb-Ing (present participle)</p>
--	---

- It has been raining. (It is raining anymore. It has just stopped but the ground is still wet.)
- Jill has read a book on pet marine fishes. (She has finished reading it.)
- Jill has been reading a book on pet marine fishes. (She is still reading it.)
- Tom’s car is going again now. He has repaired it. (The result of the action is important, i.e. he has finished repairing his car so he can use it.)
- Tom’ hands are very dirty. He has been repairing his car. (Whether the action of repairing the car has been finished or not is not important, but what he has been doing with his car is much important.)
- John has worked at the same store for ten years.
- John has been working at the same store for ten years.

Exercises

C. Circle the correct verbs to complete this article.

MOVE OVER, BARBIE AND KEN!

Ty Warner has been making / made toys ^{a.} since 1986. In 1992, he has gotten / got the idea to ^{b.} make animals that children could afford. The first nine Beanie Babies® have appeared / appeared in stores ^{c.} just one year later. Pattie the Platypus and her eight companions have sold out / sold out ^{d.} immediately. Ever since then, store owners have been having / had a hard time keeping ^{e.} Beanies on the shelves. In recent years, the fad has become / has been becoming an interna- ^{f.} tional craze. More than 2 billion fans have visited / have been visiting Ty’s website, and more ^{g.} than one collector has paid / has been paying \$3,000 for a rare Beanie. Which reminds me—I’d ^{h.} like to discuss some trades. Have you found / Have you been finding Iggy the Iguana yet? ^{i.}



05. Try not to be absent from class again for the rest of the term. You _(miss, already)_ too many classes. You _(miss)_ two classes just last week.
06. Last January, I _(see)_ snow for the first time in my life.
07. In her whole lifetime, Anna _(see, never)_ snow.
08. I _(know)_ Greg Adams for ten years.
09. So far this week, I _(have)_ two tests and a quiz.
10. Up to now, Professor Williams _(give)_ our class five tests.

F. Use the SIMPLE PAST or the PRESENT PERFECT.

01. What _(learn, you)_ since you _(come)_ here? How many new friends _(make, you)_? I hope you _(meet, already)_ a lot of interesting people.
02. Since classes began, I _(have, not)_ much free time. I _(have)_ several big tests to study for.
03. Last night my roommate and I _(have)_ some free time, so we _(go)_ to a show.
04. I admit that I _(get)_ older since I last _(see)_ you, but with any luck at all, I _(get, also)_ wiser.
05. The science of medicine _(advance)_ a great deal in the nineteenth century.
06. Since the beginning of the twentieth century, medical scientists _(make)_ many important discoveries.
07. Libraries today are different from those in the 1800s. For example, the contents of libraries _(change)_ greatly through the years. In the 1800s, libraries _(be)_ simply collections of books. However, today most libraries _(become)_ multimedia centers that contain tapes, computers, disks, films, magazines, music, and paintings. The role of the library in society _(change, also)_. In the 1800s, libraries _(be)_ open only to certain people, such as scholars or the wealthy. Today libraries serve everyone.
08. John: Are you taking Chemistry 101 this semester?
Judy: No, I _(take, already)_ it last semester. This semester I'm in 102.
09. John: Hi, Judy. Welcome to the party. _(Meet, you, ever)_ my cousin?
Judy: No, I _____.
10. Lisa: Do you like lobster?
Lora: I don't know. I _(eat, never)_.

G. Use the PRESENT PERFECT or the PRESENT PERFECT PROGRESSIVE. In some sentences, either tense may be used with little or no change in meaning.

01. It (snow) all day. I wonder when it will stop.
02. We (have) three major snowstorms so far this winter. I wonder how many more we will have.
03. It's ten P.M. I (study) for two hours and probably won't finish until midnight.
04. I (write) them three times, but I still haven't received a reply.
05. I (live) here since last March.
06. The telephone (ring) four times in the last hour, and each time it has been for my roommate.
07. The telephone (ring) for almost a minute. Why doesn't someone answer it?
08. The little boy is dirty from head to foot because he (play) in the mud.
09. Look! Somebody (break) that window.
10. I (read) the book you gave me but I (not, finish) it yet.

H. Use the PRESENT PROGRESSIVE or the PRESENT PERFECT PROGRESSIVE.

01. John: (Be, you) able to reach Bob on the phone yet?
Mark: Not yet. I (try) for the last twenty minutes, but the line (be) busy.
02. John: Hi, Jenny. I (see, not) you for weeks. What (do, you) lately?
Jenny: Studying.
03. Lisa: What are you going to order for dinner?
Jean: Well, I (have, never) pizza, so I think I'll order that.
04. Mark: What's the matter? Your eyes are red and puffy. (Cry, you)?
Judith: No. I just finished peeling some onions.
05. Janet: Dr. Jones is a good teacher. How long (be, he) at the university?
Karen: He (teach) here for twenty-five years.

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- Azar, Betty Schramper. 1989. Understanding and Using English Grammar. Second Edition. New Jersey: Prentice-Hall Regents.
- Fuchs, Marjorie & Bonner, Margaret. 2000. Focus on Grammar: A High-Intermediate Course for Reference and Practice. Second Edition. New York: Longman.
- Murphy, Raymond. 1987. English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students. Cambridge: Cambridge University Press.

I. The Past Perfect and Past Perfect Continuous Tenses

The Past Perfect is used to express an action/activity that has begun earlier than and was completed before another action/activity takes place in the past. This tense is used in indirect speech or in compound sentences in the past signaled with such conjunctions as 'after', 'before', 'when', 'until', or 'as soon as'.

- John told me that he had repaired his car. (John said, 'I have repaired my car'.)
- The lecturer had already started the lesson when some students came.
- Until 3 o'clock, John had waited for the students.

The Past Perfect Continuous is used to emphasize

Lesson V:
Future Perfect and Future Continuous Tenses

A. The Future Perfect Tense

This tense is used to express the completion of an activity or action by a certain time in the future. Now imagine that you think that you are going to be late for home. You call your brother to pick you up. It is 5 now.

You : Hi, John! My Structure II will be over at 7. Could you pick me up?

John: OK. I will have waited for you in front of the main building by 7.

Here, it means that before you leave your structure class at 7, your brother will already have been there waiting for you.

B. The Future Continuous Tense

This tense is used to express an activity or action that will be in progress at some time in the future. Imagine that your Structure II class lasts from 07:00 to 08:40 every Monday. It is Sunday evening and your friend, John, wants to invite you for breakfast at 8 in Monday.

John: Are you free at 8 tomorrow? Can we have soup at SGPC restaurant, Ann?

You : Oh. Sorry, John. I'll be having a structure class at 8 tomorrow.

This means that Ann's 'action of studying' Structure II will begin before 8 and be in progress after that time as the class ends at 08:40.

Note:

It is quite possible that the difference between the future continuous and the simple future is little, or even the use of these two is interchangeable, when the event happens at an indefinite time in the future. See the example below:

- Be patient, please. Our lecturer will be coming in a minute.
- Be patient, please. Our lecturer will come in a minute.

C. The text below shows how these two types of tenses are used.

Life will certainly have become far more mechanized. It may even have become too mechanized. Mechanization has already caused quite a few problems and will cause still more. For example, many jobs will have been "automated". That is, machines will be doing many jobs that people do today. People will no longer be able to learn only one job in their lifetimes. They will have to learn several. Many of the jobs that young people are doing today will have become unnecessary by the time they are forty. This problem will have grown in 100 years' time.



D. Exercises

- 1.a. Imagine you are talking to a friend. He is going to begin something in a few seconds. You are going to leave and come back in two hours' time.

Your friend : I am going to type these letters now.
You : Will you be typing them when I get back?

Now you do the same as the example given with the following expressions.

- a.1. I'm going to watch television.
- a.2. I'm going to do this work.
- a.3. I think I'll wash these clothes now.
- a.4. I'll just sit here.
- a.5. I'll wait here.

- b. Now imagine your teacher is talking to you. He is telling you that certain things must be done before a point in the future.

Your teacher : You are going to have a test next week. Learn these words.
You : all right. I'll have learned them by then.

Now you do the same as the example given with the following expressions.

- b.1. Finish this homework. I'll collect it in half an hour.
- b.2. Do this test now. It must be finished in an hour's time.
- b.3. Read this book. But I want it back at the end of the week.
- b.4. Write a composition about the future. Do it before next Monday.
- b.5. You must get through the book before the term ends.

2. Use the simple present, simple past, simple future, future continuous, future perfect, present continuous, present perfect, or present perfect continuous for the followings.

- a. Right now I am attending class. Yesterday at this time, I was attending class. Tomorrow at this time, I (attend) _____ .
- b. Tomorrow I am going to leave for home. When I (arrive) _____ at the airport, my whole family (wait) _____ for me.
- c. I (arrive) _____ in Yogya to study at UNY a year ago and I (still, live) _____ here. So I (live) in this city for a year. As a matter of fact, I (finish) _____ my elementary school in this city too. In other words, I (live, also) _____ in Yogya for six years.
- d. Ann and Andy got married on June 1st. Today is June 14th. They (be) _____ married for two weeks. By June 28th, they (be) _____ married for four weeks.
- e. This traffic is terrible. We are going to be late. By the time we (get) _____ to the airport, Bob's plane (arrive, already) _____, and he (wonder) _____ where we are.
- f. When I (get) _____ up tomorrow morning, the sun (shine) _____, the birds (sing) _____, and my roommate (lie, still) _____ in bed fast asleep.
- g. A: When do you leave for Florida?
B: Tomorrow. Just think. Two days from now I (lie) _____ on the beach in the sun.

- A: Sounds great! I (think) _____ about you.
- h. This morning I came to class at 09:00. Right now it is 10:00, and I am still in class. I (sit) _____ at this desk for an hour. By 10:30, I (sit) _____ here for a half an hour.
- i. I am getting tired of sitting in the car. Do you realize that by the time we (arrive) _____ in Phoenix, we (drive) _____ for twenty straight hours?
- j. A: How can I get in touch with you while you (be) out of town?
B: I (stay) _____ at the Pilgrim Hotel. You can reach me there.
- k. Go ahead and leave on your vacation. Don't worry about this work. By the time you (get) _____ back, we (take) _____ care of everything.
- l. I don't understand how those marathon runners do it! The race (begin) _____ over an hour ago. By the time they (reach) _____ the finish line, they (run) _____ steadily for more than two hours.
- m. Next year at this time, I (do) _____ exactly what I am doing now. I (attend) _____ school and (study) _____ hard next year.
- n. (look at) _____ those dark clouds. When class (be) _____ over, it (rain, probably) _____ .
- o. What? He got married again? At this rate, he (have) _____ a dozen wives by the time he (die)_____ .
3. Use these short notes to write one or two short sentences of your own to demonstrate your ability in using the future continuous and future perfect tenses. Imagine what the world would be like a hundred years from now and make some predictions of the possible changes which will have occurred between then and now. Study the example provided for you.

- population
 - By then, the population of the world will have doubled. For this reason, it will be quite possible that we will have run out of many essential materials like oil and coal.
- a. means of transportation
 - b. sources of energy
 - c. food sources
 - d. extinction of animal species
 - e. exploration of the ocean
 - f. weapon technology
 - g. role of computers in daily life
 - h. architecture
 - i. clothing styles
 - j. space exploration



Key to exercise 1

4. Use the simple present, simple past, simple future, future continuous, future perfect, present continuous, present perfect, or present perfect continuous for the followings.
- a. Right now I am attending class. Yesterday at this time, I was attending class. Tomorrow at this time, I will be attending class.
 - b. Tomorrow I'm going to leave for home. When I arrive at the airport, my whole family will be waiting for me.
 - c. I arrived in Yogya to study at UNY a year ago and I am still living here. So I have lived/have been living in this city for a year. As a matter of fact, I finished my elementary school in this city too. In other words, I also lived in Yogya for six years.
 - d. Ann and Andy got married on June 1st. Today is June 14th. They have been married for two weeks. By June 28th, they will have been married for four weeks.
 - e. This traffic is terrible. We're going to be late. By the time we get to the airport, Bob's plane will already have arrived, and he will be wondering where we are.
 - f. When I get up tomorrow morning, the sun will be shining, the birds will be singing, and my roommate will still be lying in bed fast asleep.
 - g. A: When do you leave for Florida?
B: Tomorrow. Just think. Two days from now I will be lying on the beach in the sun.
A: Sounds great! I will think/be thinking about you.
 - h. This morning I came to class at 09:00. Right now it is 10:00, and I am still in class. I have been sitting at this desk for an hour. By 10:30, I will have sat here for a half an hour.
 - i. I'm getting tired of sitting in the car. Do you realize that by the time we arrive in Phoenix, we will have driven for twenty straight hours?
 - j. A: How can I get in touch with you while you are out of town?
B: I will stay/will be staying at the Pilgrim Hotel. You can reach me there.
 - k. Go ahead and leave on your vacation. Don't worry about this work. By the time you get back, we will have taken care of everything.
 - l. I don't understand how those marathon runners do it! The race began over an hour ago. By the time they reach the finish line, they will have run steadily for more than two hours.
 - m. Next year at this time, I will be doing exactly what I am doing now. I will be attending school and studying hard.
 - n. Look at those dark clouds. When class is over, it will probably be raining.
 - o. What? He got married again? At this rate, he will have had a dozen wives by the time he dies.

PS: Please, study this key. If you spot any wrong numbers, allow me to know these super quickly.

Lesson VII:
Modal Auxiliary I: 'Ought to' & 'Dare to'

1. SHOULD, OUGHT TO, HAD BETTER: ADVISABILITY

(a) You should study harder. You ought to study harder.	Should and ought to have the same meaning: they express advisability. The meaning ranges in strength from a suggestion ("This is a good idea") to a statement about responsibility or duty ("This is a very important thing to do."). In (a) "This is a good idea. This is my advice." In (b) "This is an important responsibility."
(b) Drivers should obey the speed limit. Drivers ought to obey the speed limit.	
(c) You shouldn't leave your keys in the car.	Negative contraction: shouldn't.*
(d) I ought to ("otta") study tonight, but I think I'll watch TV instead.	Ought to is sometimes pronounced "otta" in informal speaking.
(e) The gas tank is almost empty. We had better stop at the next service station. (f) You had better take care of that cut on your hand soon, or it will get infected.	In meaning, had better is close to should/ought to, but had better is usually stronger. Often had better implies a warning or a threat of possible bad consequences. In (e): If we don't stop at a service station, there will be a bad result. We will run out of gas. Notes: Had better has a present or future meaning. It is followed by the simple form of a verb. It is more common in speaking than writing.
(g) You'd better take care of it. (h) You better take care of it. (i) You'd better not be late.	Contraction: 'd better, as in (g). Sometimes in speaking, had is dropped, as in (h) Negative form: had better + not.

*Ought to is not commonly used in the negative. If it is used in the negative, the to is often dropped: You oughtn't (to) leave your keys in the car.

EXERCISE: Complete the following sentences.

01. I should study tonight because . . .
02. I ought to study tonight because
03. I had better study tonight. If I don't,
04. I should wash my clothes today. but
05. I'd better wash my clothes today, or . . .
06. It's a beautiful day. We ought to
07. It looks like rain. If you're going out, you'd better . . .
08. You'd better obey the speed limit. If
09. You shouldn't stay up late tonight because . . .
10. You'd better not stay up late tonight. If you do

EXERCISE: Which sentence in the following pairs is stronger? Discuss situations in which a speaker might say these sentences.

- | | |
|--|---|
| <ol style="list-style-type: none"> 01. a. You should go to a doctor.
b. You'd better go to a doctor. 02. a. Mary should go to work today.
b. Mary must go to work today. 03. a. We've got to go to class.
b. We ought to go to class. | <ol style="list-style-type: none"> 04. a. I have to go to the post office.
b. I should go to the post office. 05. a. We shouldn't go into that room.
b. We must not go into that room. 06. a. You'd better not go t here alone.
b. You shouldn't go there alone. |
|--|---|

'Need' and 'Dare'

In the Simple Present Tense 'dare' have both a regular and anomalous form in the negative and interrogative:

- Does he dare to . . . ? = Dare he . . . ?
- Do you need to . . . ? = Need you . . . ?
- He doesn't dare to . . . = He daren't . . .
- We don't need to ... = We needn't ...

Tail question forms:

- He doesn't need to . . . , does he? = He needn't . . . , need he?
- You don't dare to . . . , do you? = You daren't . . . , dare you?

Example:

- He doesn't dare to touch the wire with his finger.
- = He daren't touch the wire with his finger.

Reform these sentences in the same way so that need and dare are used only in their anomalous forms:

01. They don't need to send the letter after all.
02. We don't dare to light a fire among the trees.
03. Do you really need to be so rude to her?
04. Does he dare to show himself in front of them?
05. They don't dare to take the exam.
06. They don't need to tell him they are coming, do they?
07. Why don't you dare to keep a big dog?
08. I don't need to tell you how sorry I am.
09. How do you dare to say such things?
10. Do I need to bring my raincoat with me?
11. I can well imagine that he doesn't dare to wait for them.
12. John doesn't need to cash the cheque until next week, does he?
13. She doesn't usually dare ask him, does she?
14. We don't need to explain it all again, do we?
15. You don't dare to challenge me, do you?
16. Mary doesn't usually need to get up so early on Sundays.
17. Tell the children that they don't need to do their homework.
18. She doesn't need to finish the work today, does she?
19. You don't really need to drive so fast, do you?
20. I bet you don't dare pull his beard.

Lesson VIII: Negative with Inversion

Never, not only, hardly ever, scarcely, seldom, rarely, etc are usually placed in front of the main verb. Greater emphasis is obtained when this negative word or expression precedes the appropriate auxiliary verb which is followed by the subject and the required part of the main verb.

Consider: (a) I shall never see my home again. (usual pattern)
(b) Never shall I see my home again. (negative with inversion)
(c) We rarely go to the cinema nowadays. (normal pattern)
(d) Rarely do we go to the cinema nowadays. (negative with inversion)

The sentences at (b) and (d) have a much stronger negative sense. At the same time, these sentences are too polished, dramatic and emphatic to be heard frequently in everyday conversation. They do occur in written English and in careful, prepared speech when the emphatic effect is required.

Exercise: Convert these normal negative sentences into emphatic negative sentences by means of inversion.

01. I have never seen such a beautiful picture.
02. The world has rarely contained so many great men all at one time.
03. Money is not only useful but necessary in a civilized country.
04. We hardly ever hear such splendid singing by an amateur choir.
05. The king had scarcely left the room when the bomb exploded.
06. We never abandon our friends in trouble.
07. The people seldom saw these important men of affairs.
08. There had almost never been such a display of anger in the town's history.
09. Nobody has ever made a discovery of this importance. (Never)
10. We rarely have an opportunity to see an eclipse of the sun.

Question Tag

Many English sentences, especially in conversation, consist of an affirmative statement followed by an interrogative-negative construction.

Consider: (a) It is cold to-day, isn't it?
(b) It was hot yesterday, wasn't it?

Usually, the tail phrase (at the end) is spoken on a falling tone since the speaker is not asking a question, but simply expects agreement with the statement in the affirmative part of the sentence. He/she expects the answer: (a) Yes, it is and (b) Yes, it was or Certainly or Yes, I think so.

Negative statements are followed by simple interrogative forms of the auxiliary verb.

Consider: (a) You aren't angry, are you?
(b) Mary doesn't dance well, does she?

Again, the speaker here expects an answer which will agree with his/her negative statement: (a) No, of course not or Certainly not or No, not really and (b) No, she doesn't or No I'm afraid she doesn't. These negative statements to which speakers expect an answer in agreement are not really questions and so usually a falling tone is heard in the "tail" part. Occasionally, when the speaker is not very sure of the information in the affirmative or negative statement, the tail is spoken as a question.

Exercise: Add a tail phrase and a reasonable answer to these statements. Note that never, hardly ever, rarely, almost never, are negative expressions so the tail is positive in form.

01. We never write a letter in red ink, ____ ? No ____
02. The class is working hard to-day, ____ ?
03. Peter Brown hasn't arrived yet, ____ ?
04. Our dog never chases cats, ____ ?
05. Mary hardly ever cooks roast beef now, ____ ?
06. Our friends almost never fall out, ____ ?
07. John rarely goes to the cinema, ____ ?
08. Peter isn't coming to-day, ____ ?
09. Some students hardly ever study for their exam, ____ ?
10. Many students rarely practice their English, ____ ?

Adapted from Spankie's English in Use (1975:19—21)

