

ENGLISH ADVANCED GRAMMAR

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PREFACE

In the name of Allah, The Most Gracious and Most Merciful. Finally, this created module was finished. It has been written in response to suggestion of the needs of learning process of English language teaching material on the subject adapted at the Nusa Mandiri School of Foreign Language. This module named English Advanced Grammar. It is made and applied for fourth semester of the curriculum. Students are prepared to be good in using grammar correctly. They are supposed to use grammar in both speaking and writing skills. Many thanks are addressed to my lecturer, colleagues, friends, and also students in variety of ways who have contributed in the preparation of this module. I would also thank to the experts who have made English grammar books as my references so I can complete this module.

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Unit 1

The Tenses-Aspect System and Simple Aspect

I. The Tense-Aspect System

English has been said to have twelve tenses. The traditional twelve tenses are actually combinations of tense and aspect. Tense relates to time (present, past, and future) and aspect has to do with the internal structure of the action occurring at any time.

Have a look at the illustration of the tense-aspect combinations below.

Tense Aspect	Simple	Progressive	Perfect	Perfect Progressive
Present	Write / Writes Study / Studies	Am / are/ is writing Am / are / is studying	Have / has written Have / has studied	Have / has been writing Have / has been studying
Past	Wrote Studied	Was / were writing Was / were studying	Had written Had studies	Had been written Had been studied
Future	Will write Will study	Will be writing Will be studying	Will have written Will have studied	Will have been writing Will have been studying

From the chart, we can see that there are three tenses (present, past, future) and four aspects (simple, progressive, perfect, perfect progressive). The “12 tenses” are named by combining a tense with an aspect.

II. Simple Aspect

Simple aspect refers to events that are conceptualized as complete wholes. The events are not presented as allowing for further development or change (Hirtle, 1967). Let us compare two examples below.

Susan and Carl live in Newark.

Susan and Carl are living in Newark.

Can you see the difference in meaning of the above sentences?

The simple present in the first sentence presents the fact that Susan and Carl live in Newark as a whole event. We can infer there will be no change. On the contrary, the present progressive in the second sentence suggests that the event is incomplete and it is some portion of the whole. Their living in Newark may be temporary. They may have lived elsewhere before moving to Newark and will likely in the future move again.

A. Simple present

Here are the core meanings of the simple present :

1. General timeless truths, such as physical laws, social sciences, or customs.

- *Water freezes at 0 degrees centigrade.*
- *Children learn faster when their needs and interests are provided for.*
- *British people drink a lot of tea, while Americans drink more coffee.*

2. Habitual/ repeated actions in the present.

With adverbs of frequency (always, usually, often, sometimes, never) and the expressions of frequency (every ..., once a ...)

- *Share prices usually change on a daily basis.*
- *our two chefs provide an excellent choice of hot meals every day.*

3. To indicate states with linking verb (be, appear, seem, look) and other stative verbs (verbs of perception, mental state, emotion, non-action verbs).

- *There is a large house on the corner.*
- *The medicine tastes bitter.*
- *I know Mr. Jackson.*
- *He admires his father more than he will admit.*
- *The car belongs to my father.*

4. To express future (when a scheduled event is involved, usually with a future-time adverbial).

- *The plane leaves tomorrow morning.*
- *I have a meeting next Wednesday at the time.*

5. To express future with verbs in time clauses or conditional 'if' clause.

- *After he finishes work, he'll do the errands.*
- *If Cindy passes the bar exam, she'll be able to practice law.*

6. To present sporting events, stage directions, procedures, or directions/instructions.
 - *France kicks off, Zidane passes to Henry, Henry cuts inside ...*
 - *Mary walks to the window and waves good-bye to her departing guests.*
 - *Now I add three eggs to the mixture.*
 - *From here, you cross the road, go through an iron gate.*
7. To present speech acts and formal writing.
 - *I resign from the commission.*
 - *I look forward to receiving a prompt reply to my enquiry.*
8. Summaries of a story plot and conversational historical present (used to refer to past events in narration).
 - *Goldilocks enters the room, sees three bowls of porridge on the table, ...*
 - *"So he stands up in the boat and waves his arms to catch our attention."*

B. Simple Past

Simple Past is used when the speaker conceptualized a complete event, but as remote in some way. The core meanings of the simple past are:

1. A definite single completed event/ action in the past.
 - *Julius Caesar invaded Britain in 55 BC.*
 - *I attended the meeting last night.*
2. Habitual or repeated action/ event in the past.
 - *It snowed almost every weekend last winter.*
 - *When I was young, I went swimming every day.*
3. Duration of an event completed in the past (no longer applies in the present).
 - *Professor Nelson taught at Yale for thirty years.*
 - *He lived in Rome for ten years and then he decided to return to France.*
4. With states in the past.
 - *He appeared to be a creative genius.*
 - *She owned me a lot of money.*
5. Subjunctive wish and imaginative conditional 'if' clause (referring to present time).

- *She wishes she were rich instead of beautiful.*
- *If he took better care of himself, he would not be absent so often.*
- 6. In reported speech.
 - *'I have a problem,' she said.*
She said that she had a problem.
 - *James added, 'I really don't understand her.'*
James added that he really didn't understand her.
- 7. Social Distancing (to make requests, suggestions, and questions more polite).
 - *Host to guest: Did you want something to eat before the game?*
 - *Sales clerk to customer: What sort of price did you have in mind?*

C. Simple Future

Below are the core meanings of the simple future:

1. An action to take place at some definite future time
 - *I will repair the clock tomorrow.*
 - *Joe will take the bar exam next month.*
2. A future habitual action or state
 - *After October, Judy will take the 7.30 train to Chicago every day.*
3. Prediction
 - *We will still be here in twenty years.*
 - *The laptop battery will give you about two hours continuous use.*
4. A decision made at the time of speaking
 - Waiter : What would you like to drink?
 - Customer : I'll have lemonade, please.
5. Willingness/offering to do something
 - *That bag looks heavy. I'll help you with it.*
 - *Tom: I need some money.*
 - *Ann: Don't worry. I'll lend you some.*
6. Promise
 - *Thank you for lending me the money. I'll pay you back on Friday.*

- *I won't tell Tom what you said. I promise.*

7. In the main clause of future conditional

- *If you go, you will be sorry.*

- *Tom: I think I left my book in your house.*

- *Ann: I'll have a look. If I find it, I will give it to you.*

Use '**shall**' with **I** and **we**.

- *We shall probably go to Scotland in June.*

- *Shall I open the window? (=do you want me to open the window)*

'**Be going to**' is used for the following:

1. Future intention (We have already decided to do something)

- *Mother : Can you repair Helen's bicycle. It has a flat tyre.*

- *Father : Yes, I know. She told me. I'm going to repair it tomorrow.*

- *Tom : There's a film on TV tonight. Are you going to watch it?*

- *Ann : No, I'm too tired. I'm going to have an early night.*

2. Future certainty based on current condition or present evidence (the speaker feels sure about what will happen because of the situation now)

- *Look at those black clouds. It's going to rain.*

- *I feel terrible. I think I'm going to be sick.*

- *Pauline is going to have a baby.*

Exercise.

Write two examples for each number below.

1. Simple present to express schedules/timetables in the future.
2. Simple present in adverbial clause to express future.
3. Simple past to express imaginative 'if'.
4. Simple past to express social distancing.
5. Simple future to express willingness/sudden decision.
6. Simple future to express promise.
7. Simple future using 'be going to'

Unit 2

Progressive Aspect

A. Present progressive

The core meanings of progressive are incomplete, temporary, ongoing, and specific.

Look at the following examples.

- Weeds grow like wildfire. (=generic statement)
- Weeds are growing like wildfire (in my garden). (=specific)

The core meanings of the present progressive are:

1. Activity in progress

- *Please don't make so much noise. I'm studying.*
- *'Where is Margaret?' 'She is taking a bath.'*

2. A temporary situation

- *I'll be with you in a minute. I'm just finishing something in the kitchen.*
- *We are staying with John to try and find out if his place really is haunted.*

3. Repeated action in a temporary period.

- *I'm feeding the neighbor's cat this week while she's in hospital.*
- *Henry is kicking the soccer ball around the backyard.*

4. Extended present (an action happening around the time of speaking or a period around the present).

- *I'm studying geology at the University of Colorado.*
- *Tom and Ann are talking and drinking in a café.*

Tom says: 'I'm reading an interesting book at the moment. I'll lend it to you when I've finished it'.

5. Changing situation in progress.

- *She's becoming more and more like her mother.*
- *British summers are getting hotter and winters are getting wetter.*

6. Emotional comment on present habit (with always, forever, continually).

- *The neighbors are forever slamming doors and shouting during the night.*

- *I'm always forgetting people's birthday.*

7. To Express future (planned and arranged event).

- *A: Are you playing football tomorrow.*

B: Yes, but Tom isn't playing. He has hurt his leg.

- *Y: Ann is coming tomorrow at 10. Are you meeting her at the station?*

Z: I can't. I'm taking my mother to hospital tomorrow morning.

There are a number of verbs (stative verbs) which we rarely use in progressive, such as:

1. Verbs of existing or being: be, seem, look, appear, exist, consist of, contain.
2. Verbs of possession: possess, have, own, belong to, lack, include.
3. Verbs of emotions: love, like, adore, pity, hate, dislike, fear, envy, appreciate, mind, care.
4. Verbs of mental state: know, think, feel, understand, realize, believe, imagine, doubt, remember, forget, want, wish, need, prefer, suppose, recognize, imagine, intend, agree, consider, guess, hesitate, suppose, trust.
5. Verbs of sense: taste, smell, hear, feel, see.
6. Other verbs: mind, cost, owe, weigh, concern, depend, deserve, measure, fit, matter, mean, equal, indicate, require, resemble, tend.

It is possible to use many of the verbs above in progressive, but the verb either has a different meaning or expresses a temporary action.

Verb	Use in simple present	Use in simple progressive
be	Your son is very obedient child	Your son is being very obedient at the moment. (=is behaving obediently)
have	They're very rich. They have three homes	I'm having a really good time, thanks. (=am experiencing)
think	I think that the world's problems are getting worse.	I'm thinking of contributing to the charity. (=am considering)
mean	The sign means 'slow down'.	You're always meaning to call us, but you never do. (= are intending)

appear	It appears the police have not started the investigation	The Philharmonic are appearing at the stage. (=are performing)
weigh	She weighs seventy kilos	I'm weighing the ingredients for the cake. (=action of weighing)

The progressive can occur with stative verbs to achieve certain effects and the progressive turns states into events (Kesner Bland,1988). Progressive stative can be used to:

1. Intensify the emotion expressed by the verb.
 - *"Mc Donald" I'm lovin' it.*
 - *I'm hating this assignment.*
2. Indicate current behavior as opposed to general description.
 - *He's being rude.*
3. Introduce change in states by focusing on differences in degree across time.
 - *I'm understanding less and less about life, the older I get.*
4. Show limited duration
 - *'Are you understanding this?'*
5. Emphasize conscious involvement.
 - *'What we are seeing is a red dwarf star'.*
6. Show vividness.
 - *'One night in the middle of the night, I'm hearing dripping.'*
7. Express politeness.
 - *'Are you liking it?'*
8. Mitigate criticism.
 - *'I like the first piano notes, but I'm not liking it where the strings come in.'*
9. Avoid imposition.
 - *'I was just wanting to invite you to a gathering...'(answering machine message).*

B. Past Progressive

Below are the core meanings of the past progressive:

1. An action in progress at a specific point of time in the past.
 - *He was walking to school at 8.30 this morning.*
 - *We didn't hear the intruder because we were sleeping on the top floor that night.*
2. To show a past action was temporary, or was changing, or developing.
 - *During my training I was earning a lot less than my wife.*
 - *His symptoms were becoming more pronounced each day.*
3. Repetition or iteration of some ongoing past action.
 - *Jake was coughing all night long.*
 - *For the first three months, she was receiving chemotherapy on a weekly basis.*
4. Two actions in progress at the same time.
 - *I saw Jim in the park. He was sitting on the grass and reading a book*
 - *He was watching TV while his wife was washing the dishes.*
5. An ongoing past action with a single event which interrupts it (something happened in the middle of something else).
 - *Karen was washing her hair when the phone rang.*
 - *While Alex was traveling in Europe, he ran into an old friend.*
 - *Tom burnt his hand when he was cooking the dinner.*
6. Social distancing (to make requests, suggestions and questions more polite).
 - *I was hoping you could lend me \$ 10.*
 - *We were wondering if you would like to join us. (=would you like to join us?)*

C. Future Progressive

Here are the core meanings of future progressive:

1. An action that will be in progress at a specific time in the future.
 - *He will be taking a test at 8 A.M. tomorrow.*
 - *You will recognize her when you see her. She will be wearing a yellow hat.*
 - *This time next week, I'll be on holiday. I'll probably be lying on a beach.*
2. Duration of some specific future action.
 - *Mavis will be working on her thesis for the next three years.*

- *She will be having trouble with his teeth all his life.*

3. To talk about things which are already planned or decided and to ask about people's plans.

- *I'll be going to the city center later. Can I get you anything?*

- *Hotel receptionist : How will you be paying, Sir?*

- *Customer : by a credit card.*

Compare:

Tom works every morning from 9 o'clock until midday. So:

- *At 10 o'clock yesterday he was working. (Past progressive)*

- *It's 10 o'clock now. He is working. (Present progressive)*

- *At 10 o'clock tomorrow he will be working. (Future progressive)*

D. Simple Present VS Present Progressive

1. A habit versus action happening at the moment of speaking.

- *Why do you wear glasses? (habitual)*

- *Why are you wearing glasses? (moment of speech—right now)*

2. Permanent versus temporary situation.

- *Linda lives with her parents.*

(permanent—because it costs too much to live alone)

- *Linda is living with her parents. (temporary—until she gets a better job)*

3. General situation versus specific event.

- *What do you do for Thanksgiving? (The holiday each year)*

- *What are you doing for Thanksgiving? (one specific Thanksgiving holiday—the forthcoming one)*

4. State versus activity.

- *I think it is 144. (mental state)*

- *I am thinking about the answer. (mental activity)*

E. Simple Past VS Past Progressive

1. Complete versus incomplete action.

- *He drowned in the lake. (complete)*

- *He was drowning in the lake, so the lifeguard raced into the water. (incomplete)*

2. Simple past sees the event as a totality with no room for change while past progressive indicates that an event has already begun and extends the event in time and thus allows for a change or its interruption.

- *He left when I came in.*

- *He was leaving when I came in. (and so may have changed his mind and stayed)*

3. Permanent versus temporary state.

- *I lived in Paris all their lives. (past permanent)*

- *I was living in Paris during the seventies. (past temporary)*

F. Simple Future vs Future Progressive

The future progressive allows for the possibility of change with regard to some future event.

- *We'll go to Everglades National Park on our vacation. (definite plan)*

- *We'll be going to Everglades National Park on our vacation. (less definite because it allows for a change in plans. For example: We'll be going to Everglades National Park unless we run out of time)*

Exercise!

Complete these sentences using the correct tense!

1. The little girl (shyly, talk) ____ to Santa Claus. She wants him to bring her a puppy!
2. Jonas (sing) _____ in the band on Saturdays, and Veda (play) _____ the guitar.
3. Lucas and Marie (go) _____ to the game when the car broke down.
4. I (read) _____ a book this evening.
5. Mr. Black (not/work) _____ in his study when the murder happened

Unit 3

Perfect Aspect

The core meaning of the perfect is “prior”. And it is used in relation to some other point in time. For instance, present perfect is used to refer to a time completed in relation to now (the present):

Have you done your homework?

The past perfect refers to a time completed in relation to the past:

He had left before I arrived.

The future perfect refers to a time completed in relation to the future:

Mark will have finished all his chores by the time we get there.

A. Present Perfect

Below are the core meanings of the present perfect:

1. A situation that began at a prior point in time and continues into the present. (since, for, so far, up to now, this week, this term)

- I have been a teacher since 1997.

- The Johnson's house has stood on this spot for over two hundred years.

2. An action occurring or not occurring at an unspecific prior time that has current relevance.

- I have already seen that movie

- I haven't had breakfast yet.

3. A very recently completed action. (just, recently, lately)

- Mark has just finished his homework.

- Has the sports center increased its membership fees lately?

4. An action that has ever done, has never done, or has not done which continues up to now. (ever, never, this is the first time)

- Have you ever eaten caviar?

- *Tom has lost his passport again. It's the second time he has lost it.*
- 5. An action when happened in the past but may happen again in the future.
 - *I've only been to England once but I'd love to go again.*
 - *NASA has sent probes to various planets in the solar system.*
- 6. After superlative.
 - *What a boring film! It's the most boring film I have ever seen.*
 - *Many people consider Kennedy to be the greatest president the USA has had.*
- 7. With verbs in subordinate clauses of time or condition.
 - *She won't be satisfied until she has finished another chapter.*
 - *If you have done your homework, you can watch TV.*

B. Past Perfect

The core meanings of the past perfect are:

1. An action completed before a time in the past.
 - *She had worked at the post office before 1962.*
 - *By the end of the 1920s, women In the U.S. had won the right to vote.*
2. An action completed in the past prior to some other past event.
 - *He had already left before I could offer him a ride.*
 - *He had already gone to bed when the telephone rang.*
 - *When I got home, I found that someone had broken into my flat and had stolen my necklace.*
 - *Although she had reported the thief immediately, the police were unable to help her.*
3. Imaginative conditional in the subordinate clause (referring to past time).
 - *If Sally had studied harder, she would have passed the exam.*
 - *If the computer hadn't gone sale, I wouldn't have afforded to buy it.*
4. With verbs such as hope, expect, want, plan, think about, wish to describe past intentions which were unfulfilled.

- *They had hoped to get the summit but Jack fell ill at base camp.*
- *I had expected to join my friends' party but I couldn't come.*

C. Future Perfect

Here are the core meanings of the future perfect:

1. A future action that will be completed prior to a specific time.
 - *He will have finished all his word processing by 5 P.M.*
 - *When you wake up from your nap, I will already have done all the housework.*
2. A state or accomplishment that will be completed in the future prior to some other time or event.
 - *At the end of the summer, the Blakes will have been married for ten years.*
 - *By the end of the school year, he will have covered the entire grammar book*

D. Simple Past VS Present Perfect

1. A completed versus an incomplete action/ state.
 - *My father lived here all his life. (complete—implies the father has left or is dead)*
 - *My father has lived here all his life. (incomplete—the father still lives there)*
2. A definite versus indefinite time.
 - *Did you go to Lombok? (You said that you traveled to Indonesia last summer)*
 - *Have you ever gone to Lombok?*
3. No present relevance versus present relevance.
 - *The Indian government imposed a ban on tiger hunting a few years ago.*
 - *The Indian government has imposed a ban on tiger hunting to prevent the extinction of tigers.*

E. Simple Past VS Past Perfect

Either the simple past or past perfect can be used to express two events in sequence. (if a sentence contains when and has simple past in both clauses, 'when clause' happens first)

- *I went to bed after the guest had left .*
- *I went to bed after the guest left.*
- *When I dropped my cup, the coffee spilled on my lap. (first: I dropped the cup, second: the coffee spilled)*

However, if the two events are out of sequence and there are no time adverbials that indicate the actual order, the past perfect is necessary.

- *When Mary became a teacher, she had finished her degree in education.*

F. Simple future VS Future Perfect

Simple future suggests that the event/activity begins with the time mentioned. Future perfect marks an event/activity that is complete prior to some other time or other future event.

- *The information superhighway will become accessible to all by the year 2008.*
- *By the year 2008, the information superhighway will have become accessible to all.*
- *Megan will move when she completes her studies*
- *Megan will have moved by the time she completes her studies*

Exercise!

Complete these sentences using the correct tense!

1. Our company (arrive) _____. Please answer the door.
2. The bank officers (suggest) _____ that the meeting be scheduled for Wednesday morning. I will try to locate a conference room
3. Tony knew Istanbul so well because (visit) _____ the city several times.
4. After they (eat) _____ the shellfish, they began to feel sick.
5. I'm sorry, by next week, I (not/finish) _____ the report

Unit 4

Perfect Progressive Aspect

This aspect combines the sense of ‘prior’ of the perfect with the meaning of ‘incompleteness’ inherent in the progressive aspect.

For example:

He has been working had on a special project.

We understand that the event being reported here was begun prior to now and that his hard work is limited—that is, it will not continue indefinitely.

A. Present Perfect Progressive

The present perfect progressive is formed with *have been* + the *-ing* form. The core meanings of the present perfect progressive are:

1. A situation or habit that began in the past (recent or distant) and that continues up to the present (and possibly into the future).
 - *Bob has been going out with Alice.*
 - *They have been living in the U.S. since January.*
2. An action in progress that is not yet completed.
 - *I have been reading that book*
 - *She has been learning how to play bowling.*
3. A situation that changes over time (temporary).
 - *The students have been getting better and better.*
 - *People have been eating less meat recently because of the crisis.*
4. An evaluative comment on something observed over time triggered by current evidence.
 - *You've been drinking again!*
 - *You've been doing a good job!*

B. Past Perfect Progressive

The past perfect progressive is formed with *had been* + the *-ing* form. The core meanings of the past perfect progressive are:

1. An action or habit taking place over a period of time in the past prior to some other past event or time.
 - *When the boys came into the house, their clothes were dirty, their hair was untidy and one had a black eye. They had been fighting.*
 - *I was very tired when I arrived home. I had been working hard all day*
2. A past action in progress that was interrupted by a more recent past action.
 - *We had been planning to vacation in Maine, but changed our minds after receiving the brochure on Nova Scotia.*
 - *Everybody had just been talking about him when he suddenly appeared.*
3. To say how long something had been happening before something else happened.
 - *He had been working on his painting for months when the order for it was suddenly cancelled.*
 - *The football match had to be stopped. They had been playing for half an hour when there was a terrible storm.*
4. An ongoing past action or state that becomes satisfied by some other event.
 - *I had been wanting to see that play, so I was pleased when I won the tickets.*

C. Future Perfect Progressive

The future perfect progressive is formed with will have been + the -ing form. Durative or habitual action that is taking place in the present and that will continue into the future up until or through a specific future time.

- *At New year we will have been living in the same house for twenty years.*
- *He will have been keeping a journal for ten years next month.*
- *They will have been touring for six months before they get to Japan.*
- *The orchestra will have been practicing for the hours before the soloist gets there.*

Sometimes the future perfect and the future perfect progressive have the same meaning, as in:

- *When Professor Wayne retires next month, he will have taught for 45 years.*

- *When Professor Wayne retires next month, he will have been teaching for 45 years.*

Uses of the future perfect simple and progressive tense

1. The past as seen from the future
We often use the future perfect to show that an action will already be completed by a certain time in the future:
 - *I will have retired by the year 2020*
This tense is often used with *by* and with verbs which point to completion: *build, complete, finish*, etc. We also often use the future perfect after verbs like *believe, expect, hope, suppose*.
 - *I expect you will have changed your mind tomorrow.*
2. The continuation of a state up to the time mentioned
What is in progress now can be considered from a point in the future.
 - *By this time next week I will have been working for this company for 24 years.*
 - *We will have been married a year on June 25th.*

Exercise 1.

Complete these sentences using the correct tense!

1. When I went to see Ms. Winter, her secretary told me that she (speak) _____ on the phone for two hours.
2. I (driving) _____ for two months.
3. She (go) _____ to the cinema every weekend for years.
4. They (talk) _____ for over an hour by the time Thomas arrives.
5. She (work) _____ at that company for three years when it finally closes.

Exercise 2.

Directions: use any appropriate tense.

1. Jack and Rose got married on June 1st.
Today is June 14th. They (be)_____ married for two weeks.
By June 7th, they (be)_____ married for one week.
By June 28th, they (be)_____ married for four weeks.
2. This traffic is terrible. We're going to be late. By the time we (get)_____ to the airport, John's plane (arrive, already)_____, and he'll be wondering where we are.
3. The traffic was very heavy. By the time we (get)_____ to the airport, John's plane (arrive, already)_____.

Unit 5

Modal and Phrasal Modal

(Logical Probability Meaning of Modals and Social Functions of Modal)

Modals are less tense auxiliaries that take no subject-verb agreement and no infinitive to before the following verb. When English speakers use a modal, they interject with their own perspective and view a proposition more subjectively than when they simply use present or past tense.

Tense	Modal
<i>John is a teacher.</i>	<i>John may be a teacher.</i>
<i>John was a teacher.</i>	<i>John may have been a teacher.</i>

Modals are used for several reasons:

- to give a proposition a degree of probability.
- to perform various social function such as expressing politeness or indirectness when making requests, giving advice, granting permission.
- to express one's attitude

E.g.: *It may rain tomorrow.*

(may expresses a degree of probability that is weak rather than strong)

E.g.: *You may rain tomorrow.*

(may expresses granting permission and thus accomplishes a social interaction)

A. Logical Probability Meaning of Modals

1. The Degree of Certainty (Present Time Affirmative)

Tom: *Someone's knocking*

Gary: *That **must** be Wayne*

*That **should** be Wayne*

*That **may/might** be Wayne*

*That **could** be Wayne*

High certainty



Low certainty

A: *I have flushed cheeks and a slight fever*

B: *You (**could/might/may/ should/must**) be coming down with something*

2. The Degree of Certainty (Present Time Negative)

Tom: *Someone's knocking at the door. I believe it's Wayne*

Gary: That **might not** be Wayne Low possibility

That **may not** be Wayne



That **can't/couldn't** be Wayne Impossibility

3. The Degree of Certainty (Past Time Affirmative)

Tom: *Someone was asking for you*

Gary: That **must have been** Wayne High certainty

That **should have been** Wayne



That **may/might have been** Wayne

That **could have been** Wayne Low certainty

4. The Degree of Certainty (Past Time Negative)

Tom: *Someone was asking for you. I believe it was Wayne*

Gary: That **might not have been** Wayne Low possibility

That **may not have been** Wayne



That **can't/couldn't have been** Wayne Impossibility

5. The Degree of Prediction (Affirmative)

A: *What did the weatherman say?*

B: It **will** rain tomorrow High possibility

It **should** rain tomorrow



It **may/might** rain tomorrow

It **could** rain tomorrow Low possibility

6. The Degree of Prediction (Negative)

A: *The weatherman said it will rain tomorrow. Do you agree?*

B: It **may/might not** rain tomorrow low possibility

It **shouldn't** rain tomorrow



It **won't** rain tomorrow

It **can't** rain tomorrow Impossibility

B. Social Functions of Modals

The past forms of modals are considered more polite and less presumptuous than the present forms. The past forms are used in formal situation.

1. Requests

Will/would you turn down the volume on TV?

Can/could you turn down the volume on TV?

Would you mind turning down the volume?

Do you mind turning down the volume?

2. Permission

May/might I leave the room now?

Can/could I leave the room now?

3. Giving Advice/ Necessity/ Obligation/ Prohibition

We can order the modals according to the speaker's degree of authority or the urgency of the advice.

<i>You must see a doctor</i>	strong
<i>You have to/have got to/need to see a doctor</i>	↑
<i>You had better see a doctor</i>	↕
<i>You should see a doctor</i>	↓
<i>You might/could see a doctor</i>	weak
<i>You had better not say things like that</i>	strong
negative	↑
<i>You ought not to say things like that</i>	↕
<i>You shouldn't say things like that</i>	↓
<i>You are not supposed to say things like that</i>	
<i>You don't have to/need to say things like that</i>	weak negative

4. Ability

*I **can** speak Indonesian*

*Superman **is able to** leap tall building with a single bound*

5. Desire

*Sarah **would like to** travel around the world*

*Ralph **would like** an apple*

6. Offer/Invitation (normally takes a question form)

***Would you like** something to drink?*

***Would you like** to dance?*

7. Preference

*Brad **would rather** study language than math*

*Joe **would prefer to** go to school instead of working*

 **Used to Vs Be used to/get used to**

Used to expresses habit, activity, or situation that existed in the past but which no longer exists.

Be used to/be accustomed to/get used to expresses familiarity.

- *I **used to** eat hot food when I was in Thailand.* (past habit)
- *I **am used to** eating hot food.* (current circumstance or habit)
- *Mary is **used to** living in a cold climate.* (living in a cold climate is usual and normal to Mary)

Used to is followed by bare infinitives.

Be used to, be accustomed to, get used to are followed by –ing form.

<u>Modal</u>	<u>Phrasal Modal</u>
Can, could	be able to (formal)
Will, shall	be going to, be about to (informal)
Must	have to, have got to/gotta (informal)
Should	ought to, be to, be supposed to
Would	used to
May, might	be allowed to, be permitted to

All in all, English speakers use modals in extremely subtle ways to try to advise or control others, to express affect (positive & negative), to mark attitude or stance, to show authority, and for other purposes.

Exercise!

Complete these sentences with the correct answers!

1. You _____ check the air pressure in your tires. You don't want to get a flat tire on your trip.
2. The package _____ be delivered tomorrow afternoon. It was sent by express mail this morning.
3. That painting _____ not have been painted by Picasso. It could be a forgery.
4. The machine _____ be turned on by flipping this switch.
5. If I hadn't taken a taxi, I _____ have been waiting for you at the train station for hours.

Unit 6

Determiners

(Articles, Demonstratives, Quantifiers)

I. ARTICLES “a” / “an”

- a. We use ‘a/an’ before singular countable nouns.
 - *Do you need an umbrella?*
 - *Tom is a very nice person.*
- b. We use ‘a/an’ to introduce a topic (the first reference to a topic) and when the listener doesn’t know which thing we mean.
 - *A new travel guide has advised tourists to Morecambe that it is a place to avoid.*

II. ARTICLES “the”

- a. We use ‘the’ when it is clear in the situation which thing or person we mean.
 - *For lunch I had **a** sandwich and **an** apple. **The** sandwich wasn’t very nice.*
 - *Can you turn off **the** light, please?*
- b. We say ‘the’ when we mean something in particular.
 - *I like your garden. **The** flowers are beautiful. (the flowers = the flowers in your garden, not flowers in general)*
 - *Can you pass **the** salt, please? (the salt = the salt on the table)*
- c. We use ‘the’ when there is only one of something.
 - ***The** earth goes around the sun.*
 - *Paris is **the** capital of France.*
- d. The sea, the sky, the ground, the country, the countryside.
 - *The cinema, the theatre, the radio, the television (=the TV set)*
 - *Would you rather live in a town or in **the** country?*
 - *We went to **the** cinema last night.*
 - *Can you turn off **the** television, please? (=the TV set)*

But: I watched the news on television. (without article)

- e. We use ‘the’ for nationality adjectives, musical instruments, a type of machine, an invention, etc.
 - ***The** French are famous for their food.*
 - *Can you play **the** guitar?*
 - *When was **the** telephone invented?*

- f. We use 'the' with some adjectives (without a noun). The meaning is always plural.

the rich, the poor, the old, the young, the blind, the deaf, the sick, the dead, the disabled, the unemployed, the injured.

- *Do you think **the** rich should pay more taxes?*
- *That man over there is collecting money for **the** blind.*

III. No article

- a. We don't use an article when we want to refer to a group or class in general.
 - *Children learn a lot from playing. (children in general)*
 - *We took **the** children to the zoo. (a particular group of children)*
 - *Tourists are often blamed for changing the character of a place. (all tourists)*
 - *Did you notice what **the** tourists in the temple were doing? (specific tourists)*
- b. Space, go to sea, be at sea
 - *Ken is a seaman. He spends most of his life at sea.*
 - *There are millions of stars in space.*
- c. We use no article with the names of meals (but: 'a meal', 'a/an' when there is an adjective before the names of meals)
 - *What did you have for breakfast?*
 - *We had a meal in a restaurant*
- d. School, university, college, church, prison.

We don't use 'the' when we are thinking of the idea of the places above and what they are used for.

- *After I leave school, I want to go to university. (as a student)*
 - *Mr. Kelly went to the school to meet his daughter's teacher. (he didn't go there as a pupil)*
 - *Jack had an accident. He had to go to hospital. Mary went to the hospital to visit him. (Mary went there as a visitor)*
- e. Bed, work, home

Go to bed/be in bed, go to work/be at work/start work/finish work, go home/come home/stay at home.

- *Is Tom still in bed?*
- *What time do you finish work?*

f. Uncountable nouns

Accommodation, behavior, furniture, news, scenery, trouble, advice, bread, information, permission, traffic, weather, baggage, chaos, luggage, progress, travel, work.

- *Where are you going to put all your furniture?*
- *I'm looking for accommodation.*

IV. DEMONSTRATIVE

We can use this/that/these/those:

- a. As an adjectives before nouns to refer to someone or something close and distant.

- *Well, I think **these** shoes are lovely.*

- b. To introduce a topic or start telling a story (informal).

- *I met **this** girl. She is ...*

- c. To intensify an adjective.

- *I've never known a winter **this** cold before. So you think you're **that** clever, do you?*

V. QUANTIFIERS

We use quantifiers:

- a. Directly before a noun or without a noun (except no and every) as subject of the clause.

- *It is impossible to nominate **both** candidates for the Vice - presidency.*

- *The vote was split: **half** were in favor of the motion, **half** were against it.*

- b. Using of 'the' before a plural or uncountable noun changes the meaning of the noun from general to specific.

- *I'd like **some** jewellery. (general, we don't know which one)*

- *I'd like **some of the** jewellery. (specific, a particular set of jewelry)*

- c. Use 'some' in positive sentences, 'any' in questions and negatives.

- *You've got **some** interesting ideas, but you have got **any** money to back them?*

but it is possible to use ‘some’ in questions. If you use ‘some’ in questions it means that you know your friend has something you ask.

- *do you have some pens? (you know that your friend has some pens)*
 - *do you have any money? (you don't know your friend has money or not)*
- d. Use ‘any’ in positive sentences with the meaning ‘it doesn’t matter which’
- *You won't catch any fish here. **Any** fisherman will tell you that.*
- e. Use ‘each’ to refer two things, but not ‘every’.
- *She was wearing a fine gold chain on **each** ankle.*
 - *She was wearing a ring on **every** finger*
- f. When used as subjects some quantifiers take a singular verb, and some take a plural verb. Others are used with a singular or plural verb, depending on the noun they substitute or modify. Look at the table below

Singular/plural	Quantifiers
Always singular	Each, either, much e.g. Much of the research has already been completed
Always plural	Both, several, a few, many e.g. some visitors to the new gallery are enthusiastic but man have expressed their disappointment.
Singular or plural	Any, half, some, a lot, all e.g. some of the information is considered top secret. e.g. some of us are hiring a minibus to go to the match. e.g. ‘we can get many books to the school in the outback.’ ‘Don’t worry, any (books) are better than none.’

Exercise 1.

Complete these sentences with the correct answer!

1. I saw _____ moving among the bushes. It wasn't _____ that I could recognize.
2. I can't see _____ out there. There must be _____ wrong with your eyes !
3. There is _____ walking towards the house. Does _____ know who it is ?
4. Isn't there _____ knocking at the door ? I was sure I heard _____ out there.
5. There isn't _____ milk in the refrigerator. You had better ask _____ to get us _____.

Exercise 2.

Choose the appropriate quantifiers to complete the sentences.

1. ____ of our time was wasted in the hotel room on holiday because the weather was bad although it was summer time.
a. A few b. Little c. Many d. Plenty
2. She took ____ books with her while going on holiday but she read only a few of them during her stay.
a. Much b. None c. Plenty d. A lot of
3. ____ of the teachers thought the academic term wouldn't be enough to cover all the subjects so a number of units of the book were skipped.
a. Most b. No c. None d. Much
4. Very ____ people fly just because of terrorist activities.
a. Little b. Much c. Many d. Few
5. Stuart is a keen player but unfortunately he has ____ skills.
a. Few b. None c. Some d. little

Unit 7

Adjectives and Adverbs

A. Adjective Order

We often use more than one adjective (no more than four) to describe a noun. The sequence of English adjectives is:

1. **Determiners (Articles, Demonstrative, Quantifier):** a, the, those three, no, none, half, both the, Jane's
2. **Opinion:** beautiful, well-dressed, daringly-cut, exclusive
3. **Size:** small, big, huge, tiny
4. **Quality:** thick, soft, hard
5. **Age:** ancient, medieval, old, new, young
6. **Shape:** long, short, round, square
7. **Color:** blue, green, scarlet white
8. **Origin/nationality:** Italy, Italian, Korean, Mexican
9. **Material:** steel, gold, marble, silk
10. **Type/Noun used as an adjective:** house (as in *house call*), tea (as in *tea bag*), wall (as in *wall hanging*), wine jar
11. **Purpose:** Watering can, drinking bottle

For example:

- *The 747's refurbished interior features **fantastic soft grey leather** seats. (opinion + quality + color + material)*
- *For sale: **small, old, French** carriage clock. (size + age + origin + type)*
- *The builders took out the **antiquated gas heating** system. (age + type + purpose)*

We can use 'and' between two adjectives which describe similar aspects of something. We also can use 'but', 'yet', or 'though' to describe contrasting aspects of the same thing.

- *She's looking for a **stable and long-lasting** relationship.*
- *Group therapy can be a **simple yet effective** solution to this sort of problem.*

B. Gradable Adjectives VS Ungradable adjectives

Gradable adjectives represent a point on a scale. For example: cheap, expensive, cold, hot, large, small, *etc.* Gradable adjectives have a meaning which can be made stronger or weaker. On the other hand, **ungradable adjectives** represent the limit of a scale. For example: free (it costs nothing), priceless, freezing, boiling, vast/enormous, tiny, *etc.*

1. Strengthening gradable adjectives

We can make gradable adjectives stronger with **very, so, really, extremely, terribly, or pretty.**

For example:

- *That new jacket looks **very expensive***
- *Last night's match was **terribly exciting***

2. Weakening gradable adjectives

Gradable adjectives can be made weaker by the words **quite (=fairly), fairly, slightly, a (little) bit, and somewhat.**

For example:

- *I've been feeling **slightly dizzy** all morning*
- *The man was **a bit drunk***

3. Intensifying ungradable adjectives

To intensify the meaning of ungradable adjectives, we can use **absolutely, quite (=completely), completely, totally, utterly, almost, nearly, practically, or virtually.**

For example:

- *Entrance to the museum is **absolutely free** (not very)*
- *I'm afraid your answer is **completely wrong***
- *The performance was **quite amazing** (= completely)*
- *The battery in my calculator is **almost dead***
- *After six months with the disease, he was **nearly deaf** and **virtually deaf***

4. Common adverb + adjective collocations

Adverb	+ Adjective
Bitterly	Cold, disappointed, divided, hostile, humiliated, hurt, opposed, resented, resentful, upset
Completely	Alone, different, drained, empty/full, extinguished, immune, incapable, incomprehensible, lost, negative, new, open (=honest), overlooked, revised, right/wrong, untenable
Deeply	Ashamed, conscious, conservative, depressed, disappointed, disturbed, divided, embedded, hurt, in love with, involved, meaningful, moving, religious
Entirely	Absent, beneficial, clear, different, false, fitting, free, global, impersonal, loyal, new, obvious, serious, unconvincing, unexpected
Heavily	Armed, booked, built, censored, criticized, flavored, guarded, involved, muscled, polluted, populated, protected, regulated, represented, scented
Hideously	Bad, burnt, effective, embarrassing, expensive, injured, scarred, ugly
Highly	Commended, contagious, controversial, critical, developed, educated, enjoyable, flexible, intelligent, mobile, paid, personal, political, popular, qualified, recommended, regarded, relevant, resistant, respected, significant, skilled, specialized, technical, unlikely, valued, volatile
Painfully	Acute, aware, learned, loud, obvious, self-conscious, sensitive, shy, slow, small
Perfectly	Arranged, balanced, capable, formed, genuine, good, healthy, normal, placed, proper, rational, reasonable, safe, straightforward, understandable, valid
Seriously	Damaged, exposed, hit, ill, impaired, rich, threatened, wealthy
Totally	Abandoned, abused, decent, destroyed, different, embarrassed, harmless, honest, inadequate, incompetent, integrated, logical, new, normal, surprising, unacceptable, unbelievable, wasted
Utterly	Alone, careless, destroyed, devoted, different, fearless, impossible, irresistible, ruthless, tragic, unacceptable, useless, wrecked

C. Hardly

1. Hardly = almost not
 - *Why was Tom so unfriendly at the party last night? He hardly spoke to me.* (= he spoke to me very little)
 - *We can't get married now! We hardly know each other.* (= we know each other very little)
2. Hardly ever = almost never
 - *I'm nearly always at home in the evenings. I hardly ever go out.*
3. Can/could hardly
 - *Your writing is terrible. I can hardly read it.*
 - *My leg is hurting me. I could hardly walk.*
4. Hardly any/ anyone/ anything/ anywhere
 - *A: 'How much money have you got?'*
B: 'Hardly any' (= almost none, very little)
 - *The examination results were very bad. Hardly anyone passed.* (= very few people passed)

D. So Vs Such

1. **So** and **such** = really

So and **such** make the meaning of the adjective stronger. We use **so** with an adjective and an adverb without a noun, e.g. so stupid, so quickly. We use **such** with an adjective with a noun, e.g. such a stupid story

For example:

- *I didn't enjoy the book the story was so stupid.*
 - *We enjoyed our holiday. We had such a good time.*
2. So ... that and such ... that
 - *The book was so good that I couldn't put it down.*
 - *It was such a good book that I couldn't put it down.*
 - *It was such a lovely weather that we spent the whole day in the garden.*
 3. So long/ such a long time, so far/such a long way, so many, so much/such a lot (of)
 - *I haven't seen him so long that I've forgotten what he looks like. (or ...such a long time...)*
 - *Why did you buy so much food? (or ...such a lot of food)*

Exercise 1

Complete these sentences correctly!

1. It was ____ a great book that I read it twice.
2. He's ____ got many friends that he's always out.
3. The air was so polluted that I could ____ breathe.
4. It's ____ cold today. You should wear a warm coat.
5. I thought the film was absolutely ____.

Exercise 2

Fill the missing blanks with “so” or “such”.

1. He is ____ funny! He always makes me laugh.
2. Komeng and Sule are ____ crazy people! I never know what they are going to do next.
3. Jessica has ____ much money that she could actually afford for the court.
4. Although most of the audience had never been exposed to ____ music, they thoroughly enjoyed the performance of the Tibetan folk choir.
5. The movie was ____ good that I saw it five times.
6. Henry speaks English ____ fluently that I thought he was American.
7. Most of students never discuss ____ topics in class, but I think it is important to teach our children to question the media.
8. Joseph had never seen ____ high mountains. He thought they were spectacular.
9. Bob is ____ a clown! He is always telling jokes and making people laugh.
10. There was ____ little interest in his talk on macroeconomics that the room was half empty by the time he stopped speaking.

Unit 8

-ING FORMS AND INFINITIVES

A. Verb + -ing form

The following verbs are followed by –ing form:

admit, appreciate, avoid*, burst out, can't help*, carry on, consider, contemplate, defer, delay, deny, detest*, dislike*, endure*, enjoy*, escape, excuse*, face*, fancy*, feel like, finish, give up, imagine*, involve*, justify, keep (on), leave off, mention, mind, miss, postpone, practice, prevent, put off, put (somebody) off recall, recommend, regret, resent, resist, risk, save, stop, suggest, tolerate, understand**

For example:

- *I avoid travelling in the rush hour whenever possible.*
- *When I'm on holiday, I enjoy not having to get up early.*

*With the verbs marked in the box, we can also put an object before the –ing form.

- *Can you imagine wearing that dress?*
- *Can you imagine Jane wearing that dress?*

B. Verb + to infinitive

Some verbs are followed by to+ infinitive only when they have an object.

Afford, agree, aim, appear, arrange^, ask, attempt, beg*, campaign^, care, choose*, consent, dare*, decide, demand, deserve, expect*, fail, fight, forget, guarantee, happen, help*, hesitate, hope, intend*, learn (how), long^, manage, need*, neglect, offer, pause, plan^, prepare, pretend, promise, propose, prove, refuse, seem, swear, tend, threaten, trouble*, trv. undertake, vow, wait^, want*, wish*, vearn*

For example:

- *As it was late, we **decided** to take a taxi home.*
- *I like George but I think he **tends** to talk too much.*
- *He **pretended** not to see me as he passed me in the street.*
*With these verbs, we can also put an object before to+ infinitive.
- *He doesn't really **expect** her to pass the exam.*
^With these verbs we use for before the object to+ infinitive.
- *We spent ages **waiting** for them to arrive.*

C. Verb + Object + to infinitive

Some verbs are followed by to+ infinitive only when they have an object.

Advise, allow*, cause, command, compel, enable, encourage*,
forbid, force, get, instruct, invite, leave, oblige, order, permit*,
persuade, recommend*, remind, request, teach, tell, tempt, urge,
warn.*

For example:

- ***Remind** me to phone Ann tomorrow.*
- *He doesn't **allow** anyone to smoke in his house.*
- *He **warned** me not to touch anything.*
- *I was **warned** not to touch anything. (passive)*

*With these verbs, -ing form can be used to follow the verbs.

- *I wouldn't **recommend** staying at that hotel.*
- *I wouldn't **recommend** you to stay at that*

D. Verb + -ing form/ to+ infinitive

Some verbs can be followed by an -ing form or to+ infinitive, with no difference in meaning.

*Attempt, begin, bother, can't bear, can't stand, cease, continue,
deserve, fear, hate, intend, like (=enjoy), love, prefer, start*

For example:

- The baby **began** crying/ The baby **began** to cry.
- He **continued** working after his illness/ He **continued** to work after his illness.

When *like* means ‘think something is a good idea’ we only use to+ infinitive.

- I **like** going/ to go to the gym. It's so relaxing.

(= I enjoy visiting it)

- Because of my weight problem, I **like** to go to the gym at least twice a week. (= I think this is a good idea)

E. Verb + -ing form or to+ infinitive

Some verbs can be followed by an -ing form or by to+ infinitive, but there is a difference in meaning.

verb	+ ing form	+to+ infinitive
Forget / remember	= forget/ remember an earlier action: I'll never forget meeting him. Do you remember going to school for the first time?	= forget/ remember to do a future action: Don't forget to lock the door. I must remember to set my alarm clock tonight.
Go on	= continue: They went on playing despite the rain.	= change to another action: After studying, he went on to sleep.
Mean	= involves or will result in: This new job means living abroad.	= intend to do something: The builders mean to finish by Friday.
Regret	= intend to do something: The builders mean to finish by Friday.	= announce bad news We regret to inform you of delays in today's service.
Stop	= finish an action: They stopped making fax machines about ten years ago.	= finish one action in order to do another one: We stopped to get petrol.
Try	= do something to see what will happen: Try using a screwdriver to get the lid off.	= make an effort to do something difficult: We tried to get tickets but the show was sold out.
Need	= need to be done (passive): This jacket is rather dirty. It needs	= it is necessary to do something:

	cleaning.	I need to take more exercises.
Be afraid of/ be afraid to	= there is a possibility that something bad will happen We walked along the path very carefully because it was icy and we were afraid of falling.	= someone doesn't want to do something because it is dangerous or an unpleasant result: He was afraid to tell her parents that he had broken the window.

F. Sense Verbs

See someone do VS See someone doing

After see, watch, look at, notice, hear, listen to, and feel; we can use either bare infinitive (simple form) or -ing form. Study this example situation.

1. *Tom got into his car and drove away. You saw this.* You can say:
I saw Tom get into his car and drive away. (I saw someone do something)
2. *Yesterday you saw Ann. She was waiting for a bus.* You can say:
I saw Ann waiting for a bus. (I saw someone doing something)

'I saw someone do something' = someone did something and I saw this. I saw the complete action from beginning to end.

- *He fell to the ground. I saw this. I saw him fall to the ground.*
- *The accident happened. We saw this. We saw the accident happen.*
- *I didn't hear you come in.*
- *She suddenly felt someone touch her on the shoulder.*

'I saw someone doing something' = someone was doing something and I saw this. I saw him when he was in the middle of doing something.

- *He was walking along the street. I saw this when I drove past in my car. I saw him walking along the street.*
- *The missing boys were last seen playing near the river.*
- *Listen to the birds singing!*

After smell and find, use -ing form only.

- *Can you smell something burning?*

We use to + infinitive after a passive sense verb:

- *The young mother was seen to slap her child.*

G. Expressions + -ing form

When these expressions are followed by a verb, the verb ends in -ing:

1. It's no use/ it's no good...
 - *It's no use worrying about it. There's nothing you can do.*
 - *It's no good trying to persuade me. You won't succeed.*
2. There's no point in...
 - *There's no point in buying a car if you don't want to drive it.*
 - *There was no point in waiting, so we went.*
3. It's (not) worth...
 - *My house is only a short walk from here. It's not worth taking a taxi.*
 - *You should go and see the film. It's really worth seeing.*
4. Have difficulty...
 - *Did you have any difficulty answering the questions?*
 - *I had difficulty finding a place to live.*
5. A waste of money/time...
 - *It's a waste of time reading that book. It's rubbish.*
 - *It's a waste of money buying things you don't need.*
6. Spend/waste time...
 - *I spent hours trying to repair the clock.*
 - *I waste a lot of time day dreaming.*
7. Go...

We use go + gerund for a number of activities (sports and recreational activities).

go sightseeing, go hiking, go camping, go window shopping,
go shopping, go jogging, go fishing, go skating, go skiing, go
sailing, go climbing, go bowling, go swimming, go dancing,
go birdwatching, etc.

- *How often do you go jogging?*
- *We went hiking yesterday.*

8. Be/get used to...

- *Fred has a new job. He has to get up much earlier at about six o'clock. He finds this difficult at present because he isn't used to getting up so early.*

9. (Any/no/little/much/good) chance of...

We say someone has a chance of doing something.

- *Do you think I have a chance of passing the examination?*
- *We have a very good chance of winning the match.*
- *I don't think I have much chance of finding a job*

We use 'chance to do something' when chance = time or opportunity to do something.

- *These days I don't get much chance to watch television.*
- *Have you read the book I lent you? No, I haven't had a chance to look at it yet.*

Exercise!

Complete these questions correctly!

1. Do you fancy (learn) _____ to ice-skate?
2. We always look forward (go) _____ on holiday.
3. Josh's parents promised (buy) _____ him a bike for his birthday.
4. Mary pretends (be) _____ ill because she doesn't want to work.
5. Sam suggested (meet) _____ at the station.

Unit 9

VERB/ADJECTIVE/NOUN + PREPOSITION

A. Verb + preposition

Study this list of verbs + preposition:

1. Apologize (**to** someone) **for** something:

- *When I realized I was wrong, I apologized to him for my mistake.*

2. Apply **for** a job/ a place at university, etc:

- *I think this job would suit you. Why don't you apply for it?*

3. Believe **in** something:

- *Do you believe in God?*

4. Belong **to** someone:

- *Who does this coat belong to?*

5. Care **about** someone/something:

- *He is very selfish. He doesn't care about other people.*

6. Care **for** someone/something:(= like something)

- *Would you care for a cup of coffee?*

7. Collide **with** someone/something:

- *There was an accident this morning. A bus collided with a car.*

8. Complain (**to** someone) **about** someone/something:

- *We complained to the manager of the restaurant about the food.*

9. Concentrate **on** something:

- *Don't look out of the window. Concentrate on your work.*

10. Consist **of** something:

- *We had an enormous meal. It consisted of seven courses.*

11. Crash / drive / bump / run into someone / something:

- *He lost control of the car and crashed into a wall.*

12. Depend **on** someone/something:

- *'Are you going to buy it' 'It depends on the price.*

13. Die **of** an illness:

- *'What did he die of?' 'A heart attack'*

14. Laugh/ smile **at** someone/something:

- *I look stupid with this haircut. Everyone will laugh at me.*

15. Live **on** money/food:

- *George's salary is very low. It isn't enough to live on.*

16. Rely **on** someone/something:

- *You can rely on Jack. He always keeps his promises.*

17. Suffer **from** an illness:

- *The number of people suffering from heart disease has increased.*

B. Verb + object + preposition

1. **Accuse** someone **of** doing something:

- *The teacher accused three students of cheating in the exam.*

2. **Blame** someone **for** something:

- *Everybody blamed me for the accident.*

3. **Congratulate** someone **on** (doing) something:

- *When I heard that he had passed his exam, I congratulate him on his success.*

4. **Divide/cut/split** something **into**:

- *Cut the meat into small pieces before frying it.*

5. **Leave** (a place) **for** (another place):

- *I haven't seen her since she left home for work this morning.*

6. **Point/aim** something **at** someone/something:

- *Don't point that knife at me! It's dangerous.*

7. **Sentence** someone **to**:

- *He was found guilty and sentenced to six month's imprisonment.*

8. **Spend** (money) **on** something:

- *How much money do you spend on food each week?*

9. **Throw** something **at** someone/something (in order to hit them):

- *Someone threw an egg at the minister while he was speaking.*

10. **Throw** something **to** someone (for someone to catch):

- *Ann shouted 'catch!' and threw the keys to me from the window.*

C. Adjective + preposition

1. Nice/kind/good/mean/stupid/silly/intelligent/(im)polite/rude/unreasonable **of** someone or **to** someone:

- *Thank you. It was very nice of you to help.*

- *She has always been very kind to me.*

2. Delighted/pleased/satisfied/disappointed/bored/fed up **with** something:

- *You get fed up with doing the same thing every day.*

3. Surprised/shocked/amazed/astonished **at/by** something:

- *Everybody was shocked at/by the news.*

4. Excited/worried/upset **about** something:

- *Mary is upset about not being invited to the party.*

5. Afraid/frightened/terrified/scared/proud/ashamed/jealous/envious/suspicious/aw-are/conscious **of**:

- *I'm not ashamed of what I did. In fact, I'm proud of it.*

6. Impressed **by/with** someone/something:

- *I wasn't very impressed by/with the film.*

7. Famous/responsible **for** something:

- *The Italian city of Florence is famous for its art treasures.*

8. Different **from/to** someone/something:

- *The film was quite different from/to what I expected.*

9. Similar **to** something:

- *Your writing is similar to Ine*

10. Capable/incapable/fond/full/short/ tired **of** something:

- *I'm sure you are capable of passing the examination.*

11. Keen **on** something:

- *We stayed at home because Ann wasn't very keen on going out in the rain.*

D. Noun + preposition

1. A demand/ a need **for** something:

- *The firm closed down because there wasn't enough demand for its product.*

2. A reason **for** something:

- *The train was late but no one knew the reason for the delay.*

3. A rise/ an increase/ a fall/ a decrease **in** something:

- *There has been an increase in road accidents recently.*

4. An advantage/ a disadvantage/ a cause **of** something:

- *Nobody knows what the cause of the explosion was.*

5. A solution **to** a problem/ an answer **to** a question/ a reply **to** a letter/ a key **to** a door:

- *Do you think we'll find a solution to this problem?*

E. Make or Do

'**Make**' often means:

1. Create or produce.

- *Alice is going to **make** the bridesmaids' dresses.*

2. The idea of building or constructing.

- *The multinationals are **making** a lot of products in the developing world these days.*

3. A process of change.
 - The spare bedroom has **made** a wonderful office for Gary.
4. 4. Make + object + infinitive means force/ command.
 - The police officer **made me stop** the car.
5. Idiomatic meaning such as 'earn' and 'keep an appointment'
 - He **makes** \$1000 a week on the oil rigs.
 - I can't **make** it on Friday. I'm in a meeting all day.

We use '**do**' to describe:

1. An activity or to mean 'carry out/complete a task'
 - You can go out after you've **done** your homework.
2. Do + determiner + -ing form to describe regular tasks at home or at work.
 - We **do the stocktaking** every Wednesday.

EXERCISE!

Complete these sentences correctly!

1. Do you want some pork _____ the chicken?
2. It's dark where the road goes _____ a railway bridge.
3. How much money does a waitress _____ ?
4. Could _____ you the laundry today? We have no clean clothes.
5. She has an ache _____ her left leg.

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