

INTRODUCTION TO ENGLISH GRAMMAR

A PROJECT-BASED LEARNING
COURSEBOOK

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PREFACE

Welcome to "Introduction to English Grammar," a comprehensive and engaging coursebook designed to provide learners with a solid foundation in the fundamental aspects of English grammar. Language is a powerful tool that enables us to communicate, connect, and express our thoughts and emotions. Understanding the structure and rules of grammar is essential for effective communication in any language, and English is no exception.

This coursebook has been meticulously crafted to cater to learners at beginner level. Through clear explanations, interactive exercises, and practical examples, this book aims to demystify the complexities of English grammar. Our goal is to make the learning experience enjoyable and meaningful, allowing you to confidently navigate the intricacies of English grammar.

Key features of this coursebook include:

- **Comprehensive Coverage:** From word classes to sentence structure, this book covers a wide range of topics, ensuring a holistic understanding of English grammar.
- **Practical Examples:** Real-life examples and contextual sentences help you apply grammar rules in everyday situations, enhancing your language proficiency.
- **Interactive Exercises:** Thoughtfully designed exercises reinforce your learning and provide opportunities for practice, making the content come alive.
- **Clear Explanations:** Complex grammar concepts are explained in a simple and straightforward manner, making it easy for learners to grasp and retain the material.
- **Progressive Learning:** The coursebook is structured in a progressive manner, allowing learners to build on their knowledge incrementally and at their own pace.

We understand that learning a new language can be both challenging and rewarding. With dedication, practice, and the right guidance, mastering English grammar is well within your reach. We hope you find this coursebook both enlightening and inspiring. May your journey into the world of English grammar be fruitful, and may you gain confidence and proficiency in expressing yourself effectively through the English language.

Happy learning!

The Authors

TABLE OF CONTENTS

PREFACE.....	2
ABOUT THE COURSE	4
PROJECT PLANS	7
PROJECT SCORING RUBRIC.....	8
WORD CLASSES.....	10
DERIVATION	16
PREPOSITIONS.....	22
SUBJECT – VERB AGREEMENT.....	27
MODAL AUXILIARIES	31
GERUNDS AND INFINITIVES	35
PRONOUNS.....	42
VERB FORMS: PARTICIPLES	48
NOUNS.....	52
ADJECTIVES.....	57
PARALLEL STRUCTURES.....	65
DEGREES OF COMPARISON	72
PASSIVE VERBS	81
BIBLIOGRAPHY	90
ANSWER KEYS	92

ABOUT THE COURSE

Course Description:

This 14-week course provides a comprehensive introduction to the fundamental concepts of English grammar. Each week, students will focus on specific grammar topics, allowing for an in-depth exploration of each area. The course covers word classes, derivations, prepositions, subject-verb agreement, modal auxiliaries, gerunds and infinitives, pronouns, verb forms, nouns, adjectives, parallel structures, degrees of comparison, and passive verbs. Through lectures, practical exercises, and projects, students will develop a strong foundation in English grammar, enabling effective communication and clear writing.

Course Duration:

14 weeks

Syllabus:

Week	Topic	Learning Objectives
1	Word Classes	<ul style="list-style-type: none">Define and differentiate between nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections in general.Apply correct word class usage in sentences.
2	Derivations	<ul style="list-style-type: none">Identify and analyze prefixes, suffixes, and root words in vocabulary.Derive new words by adding prefixes and suffixes and understand their meanings.
3	Prepositions	<ul style="list-style-type: none">Recognize common prepositions and their appropriate usage in various contexts.Understand and use prepositions of time, place, and direction correctly.
4	Subject-Verb Agreement	<ul style="list-style-type: none">Understand and apply subject-verb agreement rules for different sentence structures.Recognize subject-verb agreement errors.

5	Modal Auxiliaries	<ul style="list-style-type: none"> • Understand the meaning and usage of modal auxiliaries: can, could, may, might, shall, should, will, would, must. • Express possibility, necessity, permission, and obligation using modal verbs.
6	Gerunds and Infinitives	<ul style="list-style-type: none"> • Distinguish between gerunds (verb forms ending in -ing used as nouns) and infinitives (base form of verbs, often preceded by "to") in sentences. • Understand the use of gerunds and infinitives as subjects, objects, complements, and after specific verbs or adjectives.
7	Pronouns	<ul style="list-style-type: none"> • Identify and use different types of pronouns. • Ensure agreement between pronouns and their antecedents (the nouns they refer to) in sentences.
8	Verb Forms	<ul style="list-style-type: none"> • Grasp the concept of verb forms, including present, past, and future tenses, as well as perfect and progressive aspects. • Comprehend the distinction between active and passive voice constructions.
9	Nouns	<ul style="list-style-type: none"> • Differentiate between common, proper, countable, and uncountable nouns. • Use adjectives in agreement with nouns, considering factors such as singular/plural forms and noun type.
10	Adjectives	<ul style="list-style-type: none"> • Recognize different types of adjectives, including descriptive, demonstrative, comparative, and superlative adjectives. • Grasp the concept of adjective order in English sentences.
11	Parallel Structures	<ul style="list-style-type: none"> • Identify and create parallel structures in lists, comparisons, and sentence elements. • Maintain consistency and balance in sentence construction for improved clarity and coherence.
12	Degrees of Comparison	<ul style="list-style-type: none"> • Form comparative and superlative degrees of adjectives and adverbs. • Recognize irregular forms and exceptions in degrees of comparison.

13	Passive Verbs	<ul style="list-style-type: none"> • Identify passive voice sentences, understanding the structure where the subject receives the action rather than performing it. • Understand the contexts in which passive voice is appropriate and will apply it effectively to emphasize the action.
14	Review	<ul style="list-style-type: none"> • Revisit and reinforce key grammar concepts covered throughout the course. • Apply the reviewed grammar concepts in practical exercises and real-life scenarios.

PROJECT PLANS

Weeks	Topics	Projects	Participants
1	Word Classes	Essentials for survival	3 students per group
2	Derivation		
3	Prepositions		
4	Subject-Verb Agreement		
5	Modal Auxiliaries	Essentials for traveling	3 students per group
6	Gerunds and Infinitives		
7	Pronouns		
8	Mid-Term Test		
9	Verb Forms	A tourist guide	3 students per group
10	Nouns		
11	Adjectives		
12	Parallel Structures	A travel brochure	3 students per group
13	Degrees of Comparison		
14	Passive Verbs		
15	Review		
16	Final Test		

PROJECT SCORING RUBRIC

Criteria	Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)
Grammar & Language					
Correctness of Grammar	Demonstrates impeccable grammar throughout the project, with no errors.	Displays strong grammar skills with only minor errors.	Contains noticeable grammar errors, but they do not significantly affect understanding.	Numerous grammar errors that hinder comprehension.	Project is riddled with major grammar issues.
Vocabulary Usage	Utilizes a rich and varied vocabulary, enhancing the overall quality of the project.	Demonstrates a good range of vocabulary, contributing to the project's quality.	Uses basic vocabulary with occasional repetition.	Limited vocabulary, leading to monotony and lack of depth.	Limited vocabulary, causing a lack of clarity.
Clarity & Coherence					
Clear Expression	Ideas are presented in a clear, concise, and organized manner, enhancing the project's readability.	Ideas are mostly clear and well-organized, facilitating understanding.	Some ideas are presented unclearly or disorganized, making it challenging to follow.	Ideas are unclear, disorganized, or poorly presented, hindering comprehension.	Ideas are extremely unclear, leading to confusion.
Logical Flow	Project exhibits a logical progression of ideas, connecting paragraphs and sections effectively.	Mostly logical flow of ideas with a few minor disruptions in transitions.	Flow of ideas is somewhat disjointed, with noticeable gaps in logic.	Ideas lack coherence and do not connect smoothly, making it difficult to follow.	Ideas are entirely disjointed, lacking any logical flow.
Content Relevance					
Content Relevance	All content is highly relevant, well-researched, and directly contributes to the topic.	Most content is relevant and contributes to the topic, with a few minor deviations.	Some content is off-topic or irrelevant, affecting the overall quality.	Significant portions of the content are off-topic or irrelevant.	Project lacks relevant content, rendering it incomplete.

Presentation & Creativity					
Visual Presentation	Incorporates visually appealing elements, enhancing the overall aesthetics and professionalism.	Includes visuals that are neat and contribute to the presentation, though some could be improved.	Visuals are present but lack polish, impacting the overall presentation.	Visuals are disorganized or unprofessional, detracting from the presentation.	Visuals are absent or irrelevant, affecting the project's presentation.
Creativity	Demonstrates exceptional creativity and originality, making the project stand out.	Shows creativity in approach and execution, making the project engaging.	Displays some creative elements, though they are somewhat predictable.	Limited creativity, with ideas lacking innovation.	Lacks creativity, relying heavily on clichés or common approaches.

WORD CLASSES

Word classes refer to abstract categories of words that share specific characteristics. These classes group people, objects, or words based on common traits. The categorization includes nouns, pronouns, adjectives, determiners, verbs, adverbs, prepositions, conjunctions, and interjections.

A. Noun

A noun represents a person, place, thing, activity, or concept. A noun is often preceded by an article “the”, “a/an”, or another determiner.

Examples:

- The **cat** ran very fast.
- **August** is my favorite **month**.
- **Jamie** is the **son** of a **pilot**.

B. Pronoun

A pronoun substitutes a noun to avoid the repetition of a noun over and over. It can refer to a thing, a person, a place, or a concept. Commonly used pronouns are *she*, *he*, *you*, *me*, *we*, *us*, *this*, *that*, *them*.

Examples:

- There are some political books on the desk, and Jessica loves to read **them**.
- **He** is planning to complete **his** project by the evening.
- **You** often go to the museum.

C. Adjective

An adjective is used to modify or describe a noun or pronoun. It can occur before a noun (attributive) or after a noun (predicative).

Examples:

- She has a **big, fluffy** doll.
- The movie they watched on holiday was **terrible**.
- The student is **diligent**.

D. Determiner

A determiner is used to introduce, describe, or modify nouns, which are placed before the noun. All determiners can be classified as an **article** (a/an, the); **demonstrative** (this, that, these, those); **possessive** (my, your, his, her, its, our, their); and **quantifier** (some, most, many, much, etc.).

Examples:

- It is **the** biggest library.
- **That** one looks weird.
- Each owner is responsible for **their** pet.

E. Verb

A verb indicates what the subject of the sentence is doing. The verb describes (physical and mental) action, possession, occurrence, sense, opinion, or state of being. A sentence must at least contain one verb.

Examples:

- Rosie **is thinking** about the exam.
- They **thought** about all the rules in the school.
- Jack **strolls** to the park slowly.

F. Adverb

Adverbs describe when (time), where (place), how (manner), how often (frequency), and to what extent (degree) something occurs, to provide context in a sentence. Adverbs can modify a verb, adjective, another adverb, or the entire sentence. It is usually formed by adding “-ly” at the end of an adjective.

Examples:

- Let's eat dinner **outside**.
- This car is **incredibly** expensive.
- Bella **never** answers her phone.

G. Preposition

A preposition is used within the sentence to connect people, objects, time, and location. Preposition expresses position and movement, possession, time, and how an action is completed. It is usually placed directly before the word or phrase it relates to.

Examples:

- I've been hospitalized **since** Tuesday.
- We walked **to** the school.
- The novel is **on** the table.

H. Conjunction

Conjunctions are used to connect words, phrases, and clauses. There are many conjunctions; the common ones include *for*, *and*, *or*, *but*, *because*, and *when*.

Examples:

- I bought matcha **and** chocolate ice cream.
- You can walk **or** drive to the park.
- You have to be careful **because** the vase is fragile.

I. Interjection

An interjection is used to reveal emotion, make a demand, or emphasize a thought. It interjects or interrupts the general flow of language. An interjection can be a word or phrase.

Examples:

- **Wow!** That's incredible.
- **Whoa!** The dolphin jumps so high.
- **Ah**, I forgot to turn off the lamp.

Exercise 1

Choose the letter of the word or group of words that best shows the word class of the word in bold.

1. Rosie and Jane are **eating** pizza.
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb

2. The **small** baby is drinking milk.
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb

3. Jessica visits the library with Anna and **her** sister.
 - a. Noun
 - b. Pronoun
 - c. Preposition
 - d. Adverb

4. He was trying to catch the **ball**.
 - a. Noun
 - b. Pronoun
 - c. Adjective
 - d. Adverb

5. She was panting **heavily** as she ran.
 - a. Noun
 - b. Pronoun
 - c. Adjective
 - d. Adverb

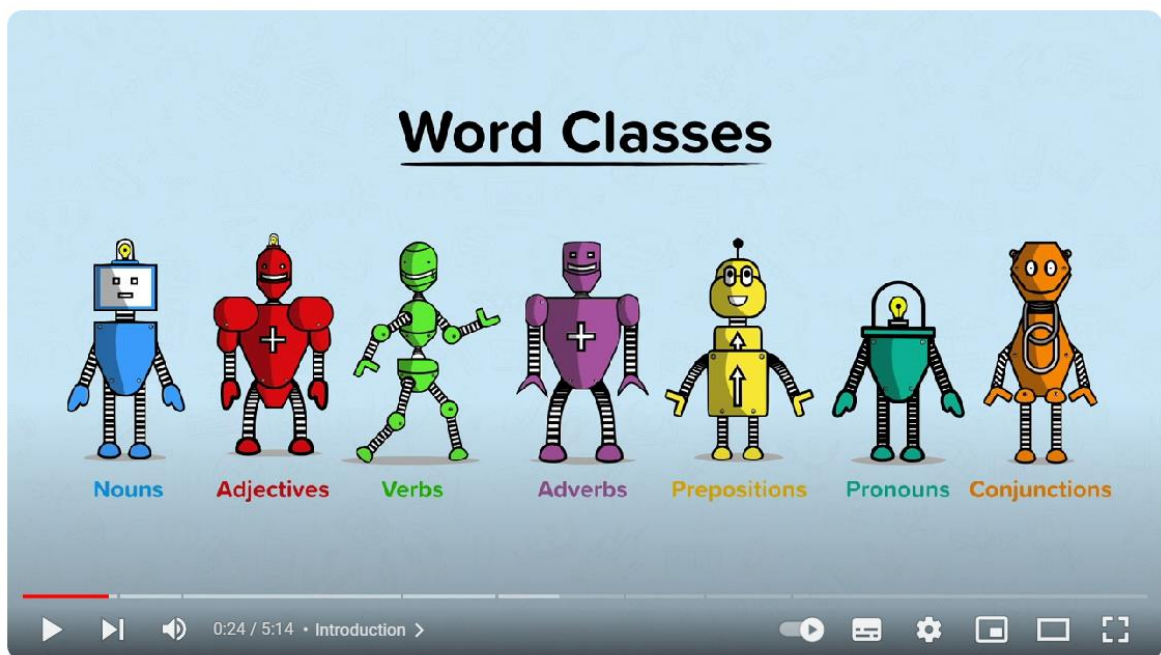
Exercise 2

Complete the sentences with the correct form of word classes.

1. The climbers are climbing up a ----- mountain. (high/highly)
2. Cut the apples and strawberries. Put ----- into a bowl. (they/them)
3. The ----- girl looked left and right before crossing the road. (cautious/cautiously)
4. Most of the students are reading the text ----- . (fluent/fluently)
5. John caught the ball before ----- hit the ground. (it/itself)

Exploration

To deepen your understanding of word classes, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=YMPf77EhONg>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_WordClasses



Project Corner

Project : Essentials for Survival
Week : 1 – 4
Participants : 3 students per group

What are the most vital items for survival? Start with the most crucial equipment when deciding what to pack for a trip or how to get ready for a potential survival crisis. There are some survival necessities that should always be taken into account, even though your final selection of what to bring will depend on particular circumstances.

For this week, discuss with your friends about what essentials are needed to survive in the wilderness. Select the correct word classes for each essential.

You may consult your lecturer if you have any questions or difficulties. Enjoy your discussion!

DERIVATION

Derivation involves forming a new word by adding prefixes or suffixes to an existing word. Prefixes and suffixes, both types of affixes, are morphemes attached to the base word to alter its meaning. Prefixes are letters added at the beginning of a word, while suffixes are letters added at the end to create a new word.

A. Prefixes

Prefixes are primarily employed to condense phrases into single words. For instance, instead of expressing that someone is "achieving more than expected," you can simply say they're "overachieving," where the prefix "over-" is added to the word "achieve."

The pattern will be: prefix + word = new word.

For instance, dis- + connect = disconnect;

re- + cover = recover,

mis- + understand = misunderstand.

These are the following examples of prefixes:

Prefixes	Meaning	Examples
• anti-	• against	• antidote, antihero, antibiotic
• bi-	• two	• bicycle, binoculars, biped
• co-	• together	• co-exist, cooperate, co-pilot
• dis-	• opposite or not	• disadvantage, disapprove
• im-	• opposite or not	• impossible, impotent
• in-	• opposite or not	• incomplete, incorrect
• inter-	• between	• international, interchange
• intra-	• inside or within	• intramural, intravenous
• mid-	• middle	• midpoint, midnight, midterm
• mis-	• wrong	• misfit, mistake, misspelled
• non-	• without	• nonsense, nonfiction
• pre-	• before	• prefix, precaution, preview
• re-	• again	• reconstruct, revisit, review
• sub-	• below	• substandard, submarine
• uni-	• one	• unicycle, university, unicorn

B. Suffixes

Suffixes can modify words by adding a letter /some letters at the end of its words. For instance, afford + *-able* = affordable.

appear + *-ance* = appearance.

beauty + *-fy* = beautify.

Suffixes are also found in some cases, namely verb conjugation (*-s/ -es*), plurality, possession, reflexive pronouns, comparative and superlative, changing parts of speech, ordinal numbers, so forth and so on.

- Verb Conjugation

Suffixes have roles in completing the subject of the sentence. If the subject is singular (she/he/it), it is needed to add (*-s / -es/ -ed*) in the end of the verb. For example:

- 1) Nira plays guitar. (play + *-s*)
- 2) Mr. Widi catches the ball. (catch + *-es*)
- 3) Dea walked to Artos Mall yesterday. (walk + *-ed*)

- Plurality

By adding *-s / -es*, some nouns will form plurality.

- 1) The cat is on the bus.
- 2) Those cats are fed by Mr. Smith.

- Comparative and Superlative

In making comparative sentence, suffix *-er* will be needed to complete word which has one / two syllables, while suffix *-est* is used to explain superlative. For example

- 1) Nathan is taller than his brother. (tall + *-er*)
- 2) Nathan is the tallest in his family. (tall + *-est*)

- Changing Parts of Speech

The pattern of suffixes has some effects in changing the word class. For example:

- 1) afford (verb) + *-able* = affordable (Adj)
- 2) appear (verb) + *-ance* = appearance (Noun)
- 3) beauty (noun) + *-fy* = beautify (verb)

These are the examples of suffixes:

Suffixes	Meaning	Examples
○ -able	○ can be done	○ comfortable, passable
○ -ed	○ past-tense verbs	○ jumped, climbed, watched
○ -en	○ made of	○ golden, wooden
○ -er	○ performs actions	○ baker, teacher, driver
○ -est	○ superlative	○ nicest, cutest, biggest
○ -fy	○ make	○ modify, clarify, classify
○ -ish	○ do	○ punish, selfish, foolish
○ -ism	○ belief	○ Hinduism, Catholicism
○ -ive	○ having nature	○ creative, decisive, expensive
○ -ful	○ notable	○ cupful, careful, hopeful
○ -ing	○ verb form	○ running, jumping, laughing
○ -ion	○ act or process	○ attraction, abortion
○ -tion	○ act or process	○ absorption, action
○ -less	○ without	○ endless, hopeless, tireless
○ -ly	○ adj	○ quickly, carefully, happily
○ -ness	○ ective	○ happiness, hopefulness
○ -ous	○ state of being	○ erroneous, joyous
○ -ship	○ having qualities	○ partnership, internship

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

1. I was surprised when our boss gave us tickets to One Direction concert. It was ...
A. unhappy
B. unable
C. unkind
D. unbelievable
2. Oh no, my smartphone has run out of battery. I need to ... it.
A. deactivates
B. recharge
C. restart
D. repair

3. Touching your nose with your elbow is virtually ...
 - A. hardness
 - B. irresponsible
 - C. impossible
 - D. disappointed

4. Please put the plastic bag in the basket. We can use it again. It is ...
 - A. reusable
 - B. washable
 - C. profitable
 - D. understandable

5. Most accident are caused by ... drivers.
 - A. helpless
 - B. homeless
 - C. careless
 - D. powerless

Exercise 2

Complete the sentences with the correct form of suffixes.

1. Naura wants to be a ----- when she grows up. (mathematics)
2. She is sitting ----- on the bus. (comfort)
3. Candy is ----- to your teeth. (harm)
4. There must be ----- reason for this. We need more evidence. (logic)
5. Children are cheerful and ----- (energy)

Exploration

To deepen your understanding of derivation, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=RPqxNgO8u-A>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_Derivation



Project Corner

Project : Essentials for Survival

Week : 1 – 4

Participants : 3 students per group

Have you finished with your survival list? Now it's time for you to put it into sentences. To make your list easier to understand, try to change the grammatical category or word class of the root word. Once you have your sentences constructed, consult your lecturer about the derivation you have applied.

PREPOSITIONS

Prepositions are words that are used to connect nouns, pronouns to show direction, place, time, manner, etc. There are many prepositions in English, for example *in, on, at, above*, etc.

A. Prepositions of Time

These prepositions include *at, on, in, before, and after*. The function of each preposition is different.

‘At’ is used to explain specific time, e.g., *She came to the class at 4 pm.*

‘On’ is used to explain days, dates, and specific holiday, e.g., *I moved here on June 6th, 2023.*

‘In’ is used to explain months, seasons, years, e.g., *The thief was caught in 2022.*

B. Prepositions of Place

Prepositions of place have some types, including *at, in, on, under, below*, etc. The usage of each preposition will be different. These are the following examples:

‘At’ is used to show something at a specific point, e.g., *He agrees to meet at the airport.*

‘On’ is used to show something with a surface, e.g., *The novels are placed on the desk.*

‘In’ is used to show something that is inside or within confined boundaries, e.g., *Karen is in German, studying in the famous university.*

C. Prepositions of Direction/Movement

These prepositions show the movement/direction from one place to another. The prepositions are *through, across, along, up, down, towards*, etc. For example:

The train drove through the tunnel.

She accidentally fell down.

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

1. The red car is ---- of the house.
 - A. beside
 - B. next to
 - C. under
 - D. in front

2. I saw a snake ---- the chair and the cupboard!
 - A. under
 - B. behind
 - C. between
 - D. in

3. He will be 36 years old ---- October 26, 2023.
 - A. in
 - B. on
 - C. at
 - D. before

4. The barbershop is ---- to the supermarket.
 - A. next
 - B. in
 - C. on
 - D. behind

5. He earns his living ---- teaching.
 - A. before
 - B. in
 - C. under
 - D. by

Exercise 2

Complete the sentences with the correct form of prepositions (before/ after/ at / in / on / along / under / below / down).

1. Sakhi brushed her teeth ----- she went to bed.
2. The plane landed ----- the airport.
3. The cute baby could crawl ----- the ground.
4. I was born ----- 1990.
5. I left my shoes ----- the floor.

Exploration

To deepen your understanding of prepositions, spare some time to watch the following videos. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=By94mMolWUI>)



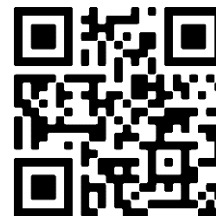
(Source: <https://www.youtube.com/watch?v=ViVuOsdHhHs>)



(Source: https://www.youtube.com/watch?v=Rai_E2EjOBw)

Does the videos help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_Prepositions



Project Corner

Project : Essentials for Survival

Week : 1 – 4

Participants : 3 students per group

Ready with your draft? After studying the materials presented in this unit, please recheck whether you have used the correct prepositions in your writing. Consult your lecturer if you are unsure.

SUBJECT – VERB AGREEMENT

Subject – verb agreement is an agreement between Noun/ Pronoun as subject and Verb as predicate to work together in the sentence. If the sentence has a singular subject, the verb is supposed to be singular, and vice versa. There are some rules of subject-verb agreement. Let's have a look at them one by one!

A. The subject and the verb must agree in number.

If the sentence has a singular subject, the verb must be singular too. Oppositely, when the subject is plural, the verb is also plural.

- My **dog** *growls* when **he** *is* angry. (singular subject + singular verb)
- My **dogs** *growl* when **they** *are* angry. (plural subject + plural verb)

B. Be careful in using compound subject, whether it uses 'and' or 'or'.

If the subjects are using 'and' to connect them, use a plural verb. If the subjects are using 'or', use a singular verb.

- The cow **and** the cat **make** a lot noise. (plural subject + plural verb)
- The cow **or** the buffalo **is** in the field. (singular subject + singular verb)

C. If compound subjects have singular and plural subjects, match the second one to the verb.

- Either my mom or **my friends** *drive* me to school. (plural subject + plural verb)
- Either my friends or **my mom** *drives* to school. (singular subject + singular verb)

D. Match the subject with the verb in question.

- Where *is* my favorite **book**? (singular subject + singular verb)
- Where *are* the educational **books**? (plural subject + plural verb)

E. Treat most indefinite pronouns as singular.

Anybody	Each	Everyone	Nobody	Somebody
Anyone	Either	Everything	No one	Someone
Anything	Everybody	Neither	Nothing	Something

- **Everybody** who signed up for the snowboarding trip *was* taking lessons.
- **Everyone** on the team *supports* the coach.

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

1. My cousins ----- in Canada.
 - A. lives
 - B. live
 - C. alive
 - D. living

2. She ----- to buy a new car.
 - A. need
 - B. needs
 - C. are
 - D. does not need

3. Siska and Amanda ----- volleyball in the yard.
 - A. plays
 - B. play
 - C. playing
 - D. are

4. Either my parents or my friends ----- me to do the right things.
 - A. asks
 - B. ask
 - C. asking
 - D. is

5. Many people ----- pizza to celebrate the victory of football game.
 - A. eats
 - B. eat
 - C. are
 - D. is

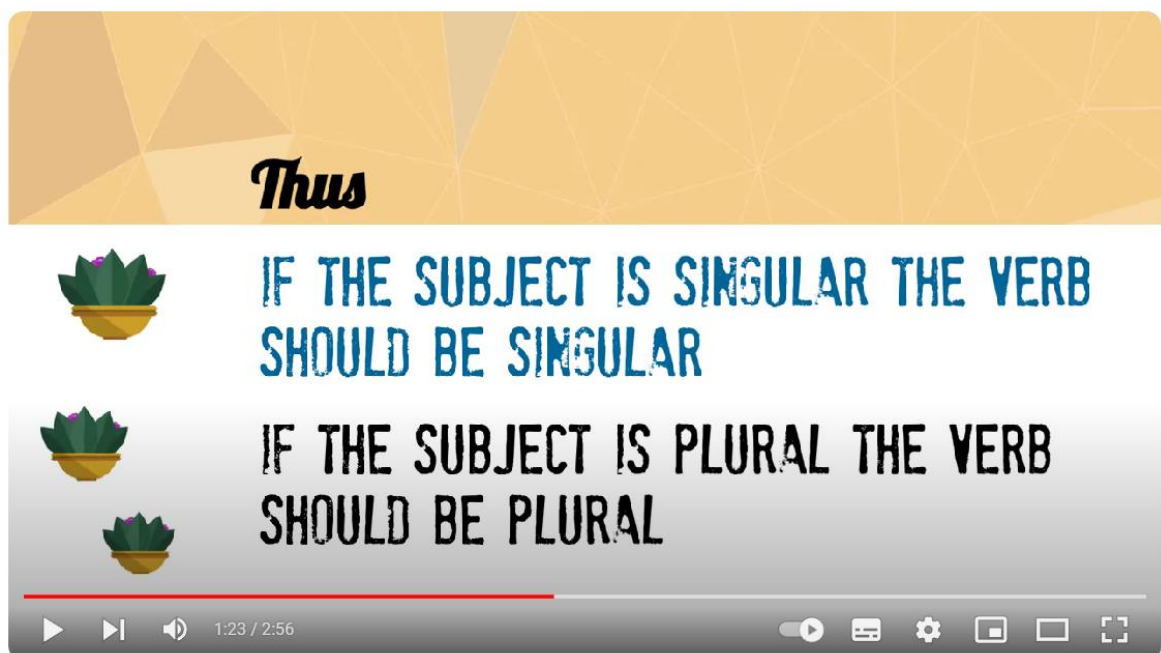
Exercise 2

Complete the sentences with the correct form of subjects.

1. Tiara and Andini (doesn't / don't) know the answer.
2. The man with all the birds (live / lives) on my street.
3. Everybody in the class (has/ have) tickets.
4. Either the driver or the passenger (is/are) asked about the accident.
5. The leader of choir (sing / sings) tenor.

Exploration

To deepen your understanding of subject – verb agreement, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=besRVVOjdw>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_SVAgreement



Project Corner

Project : Essentials for Survival
Week : 1 – 4
Participants : 3 students per group

Now, it's time for you to put everything together in sentences. Make sure that each sentence has a subject and a verb. Don't forget to check whether the subject and the verb are in agreement. After that, final check your writing in terms of the use of word classes, derivation, prepositions, and subject-verb agreements. Layout your writing in a creative and interesting design and submit your work.

MODAL AUXILIARIES

Modals are commonly referred to as auxiliary verbs and are utilized to impart additional and specific meaning to the main verb in a sentence. It has some functions in expressing permission, obligation, prohibition, suggestion, possibility, intention, ability, etc.

A. Ability

There are some examples of modal as auxiliary verbs to express ability, namely *can*, *could*, and *be able to*. These are the examples of using ability modal:

- Christopher *can* speak four languages.
- She *could* swim when she was five.
- I *am able to* catch the ball.

B. Permission

It is used to express whether something is allowed or not.

- *Can* I watch the game?
- *May* I borrow your motorcycle?
- *Could* you bring me an umbrella?

C. Advice

Advice means giving some suggestions to someone to be done.

- You *should* study hard.
- You *should* try to lose weight.

D. Obligation

Obligation is something that must be done.

- She *must* know the reality.
- They *have to* follow the rules.

E. Possibility

Possibility means that something could have happened.

- She *could* be at home now.
- I *might* go to the beach this weekend.
- He *may* come at 8 pm tonight.

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

1. You ----- do any more training today. You look so tired. Take a break!
A. can
B. can't
C. shouldn't
D. may

2. Wina has a lot of weight so she ----- run so fast.
A. cannot
B. can
C. may
D. may not

3. I'm sorry I ----- come yesterday. I had to work late.
A. could not
B. may not
C. can
D. may

4. Sheila gave me an important letter. I ----- forget to post it.
A. cannot
B. must not
C. need not
D. might not

5. All candidates ----- send in their application forms by Thursday.
A. can
B. might
C. may
D. must

Exercise 2

Complete the sentences with the correct form of modal auxiliaries.

1. Mary (must/ could) lose weight if she goes to the gym.
2. Excuse me, (could/must) you take me a photo?
3. Those children (should/shouldn't) stop fighting.
4. That book is too big for her. (Can/Have to) you help him?
5. This is a hospital. You (may not/ must not) smoke here.

Exploration

To deepen your understanding of modal auxiliaries, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=4GMU08J98MQ>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_Modals



Project Corner

Project : Essentials for Traveling

Week : 5 – 7

Participants : 3 students per group

Do you love traveling? Traveling can be a wonderful and enriching experience, and there are several essential items and considerations to keep in mind to ensure a safe and enjoyable journey.

For this week, try to come up with ideas of what we should consider guaranteeing a safe and pleasant trip. Remember to use the most appropriate modal verbs in your sentences.

You may consult your lecturer if you have any questions or difficulties. Enjoy your discussion!

GERUNDS AND INFINITIVES

Gerunds and infinitives are similar in that both are created from verbs that subsequently change roles to become nouns in a sentence, allowing them to both serve as the subject and the object of verbs. Infinitives and gerunds can occasionally be used interchangeably. But there are key distinctions that we need to comprehend. To properly use them, we will learn about these similarities and differences in this unit.

A. Gerund

A gerund is a verb in its *-ing* (present participle) form, serving as a noun. Any action verb can transform into a gerund (like walking, smiling, thinking, etc.). Similar to nouns, gerunds can fulfill various roles in a sentence, such as being the subject, subject complement, direct object, indirect object, object complement, or object of a preposition.

1. Gerunds as Subjects

In English grammar, subject is the part of a sentence or clause that commonly shows (a) what it is about, or (b) who or what performs the action.

Smoking causes stroke and coronary heart disease.

Learning a new language is very interesting.

In the first sentence, the subject is in the form of gerund, i.e., smoking. Meanwhile, the subject of the second sentence is in the form of gerund phrase, i.e., learning a new language.

2. Gerunds as Subject Complements

A subject complement is a word or phrase that comes after a linking verb and serves to identify or describe the subject.

My sister's hobby is **singing**.

What I really like is **travelling** to other countries.

3. Gerunds as Direct Objects

Gerunds can function as direct objects within a sentence. Direct objects are words or phrases that receive the actions carried out by the verb.

My dad prefers **exercising** to watching TV.

I love **gardening**.

In these two sentences, the gerunds “exercising” and “gardening” tell us what the subjects like. The gerunds “exercising” and “gardening” receive the action of “prefers” and “love”. Therefore, these gerunds are direct objects.

4. Gerunds as Objects of Prepositions

Gerunds can serve as the object of a preposition. Prepositions are words or phrases utilized before nouns or noun phrases to convey qualities like direction, location, time, or spatial position. The object of a preposition refers to the word that follows the preposition and specifies the who, what, when, why, or how associated with that preposition.

I have to go home after **exercising**.

She got in trouble for **avoiding her work and not completing it**.

In the initial sentence, the gerund "exercising" indicates the specific time when I will go home: after completing my exercise. The second gerund phrase offers additional information about the reason she got into trouble: for avoiding her work and not completing it.

B. Infinitive

Infinitives represent a unique verb form that can function as a noun, adjective, or adverb. Typically formed by adding "to" before the base verb, infinitives allow for discussing actions without directly performing them, as seen in sentences like "I want to go home" or "To err is human."

Infinitives are used to talk about actions in a broad sense rather than referring to a particular instance of the action being performed. For examples:

I need **to win**.

Today, we **win**.

In the first sentence, the infinitive form of the verb "win" functions as a noun, with the main verb being "need." In contrast, the second sentence employs the regular, action-oriented form of "win." In the first sentence using the infinitive, the act of "winning" is merely a concept being discussed, not actually carried out. However, the second sentence vividly portrays the action of winning.

C. The Differences

Gerunds and infinitives have the flexibility to function as the subject or complement in a sentence. When used as subjects or complements, gerunds often resemble everyday spoken English, whereas infinitives tend to sound more abstract. In typical sentences, gerunds come across as more natural and are commonly used in everyday English. Infinitives, on the other hand, highlight the potential or possibility of something and carry a more philosophical tone. To simplify, it's useful to remember that in most cases, gerunds are the preferred choice for subjects or complements, making up about 90% of such instances. (C. McCarthy, 2013)

Examples:

- **Learning English** is important. (normal subject)
- **To learn English** is important. (abstract subject - less common)
- The most important thing is **learning English**. (normal complement)
- The most important thing is **to learn English**. (abstract complement - less common)

When functioning as the object of a sentence, selecting between a gerund and an infinitive can be challenging. In these cases, gerunds and infinitives are generally not interchangeable. The choice between them is typically determined by the main verb in the sentence.

Examples:

- She enjoys swimming. ("Enjoy" requires a gerund.)
- I want to swim. ("Want" requires an infinitive.)

Here is a list of verbs which are commonly followed by gerunds and infinitives:

Verb + Gerund

admit	continue	keep	require
advice	consider	love	suggest
allow	deny	mind	stop
avoid	discuss	need	try
begin	enjoy	recommend	understand

Verb + Infinitive

agree	forget	refuse	try
ask	learn	remember	vow
choose	offer	seem	wait
decide	plan	tend	want
demand	promise	threaten	wish

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

1. He avoided ----- her the truth.
A. to tell
B. telling
C. told
D. tell

2. ----- is her life. That is why Susan moved to New York to study dancing professionally.
 - A. Dancing
 - B. To dance
 - C. Danced
 - D. Dances

3. Where did you learn ----- Spanish? Was it in Spain or in Latin America?
 - A. speaking
 - B. to speak
 - C. speak
 - D. spoke

4. Debbie plans ----- abroad next year.
 - A. to study
 - B. studying
 - C. studies
 - D. studied

5. Cheryl suggested ----- a movie after work.
 - A. saw
 - B. seen
 - C. to see
 - D. seeing

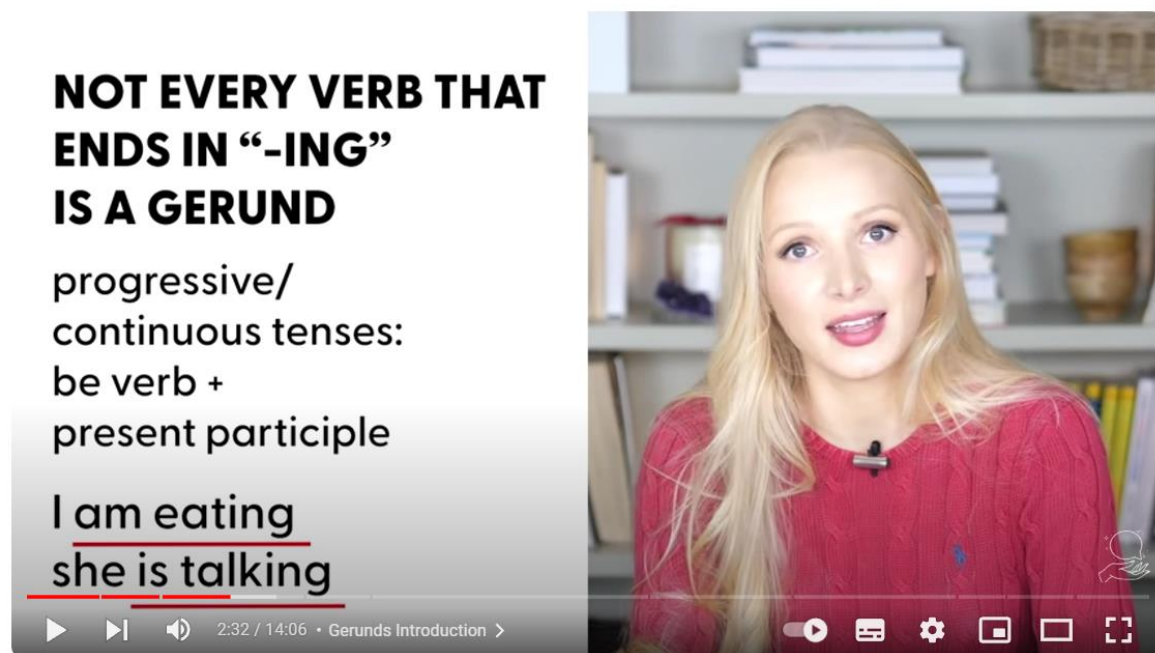
Exercise 2

Complete the sentences with the correct form of gerunds or infinitives.

1. What do you want ----- (do) tonight?
2. I feel like ----- (go) to a movie.
3. It's not so bad ----- (tell) a white lie, is it?
4. I don't think ----- (lie) is ever right.
5. I think ----- (defend) yourself is the right thing to do if you have a good reason.

Exploration

To deepen your understanding of gerunds and infinitives, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=1VaoDZpzWTw>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_Gerund_Infinitive





Project Corner

Project : Essentials for Traveling

Week : 5 – 7

Participants : 3 students per group

You already have a list of some considerations of what to prepare for a safe and pleasant trip. Now, try to make your writing more sophisticated by using gerunds and infinitives to revise your first draft.

PRONOUNS

Pronouns are words substituting nouns, often utilized to prevent repetitive mention of specific nouns. These pronouns take different forms based on their usage. In this unit, you will learn how to employ pronouns through clear grammar explanations and sample sentences. After that, practice what you've learned by working through the activities.

A. Subject Pronouns

Subject pronouns are pronouns used as the subject of a sentence. In other words, they stand in for the person, people, or things that are performing the action mentioned. Consequently, they usually initiate sentences, followed by a verb. They are *I, you, he, she, we, they, and it*.

*Anita looks slimmer now. **She** lost weight by cutting out junk food.*

She is the subject pronoun which refers to Anita.

*Bob and I went to the movies. **We** enjoyed the storyline very much.*

We is the subject pronoun which refers to Bob and I.

B. Object Pronouns

Apart from subject pronouns, there are object pronouns. These pronouns function as the recipients of a verb or preposition. They represent the person(s), group(s), or thing(s) affected by an action. Object pronouns typically come after a verb (for example, "buy") or a preposition (such as "to"). Object pronouns include *me, you, him, her, us, them, and it*.

*Jean saw **him**.*

Him is the direct object of the verb "saw".

*Give **her** the book.*

The word "book" is the direct object of the verb "give," and "her" functions as the indirect object. Indirect objects often have an implied "to" or "for" before them, as in "Give [to] her the book" or "Do [for] me a favor."

*Are you talking to **me**?*

Me serves as the object of the preposition "to."

C. Possessive Adjectives

Possessive adjectives are employed to indicate ownership or possession. They are placed before a noun to show who owns the item. Possessive adjectives include *my, your, our, their, his, her, and its*.

*This is Bob and this is **his** wife, Lia.*

His is the possessive adjective showing that Lia is Bob's wife.

*What a gorgeous bird! **Its** feathers are bright red and yellow!*

Its is the possessive adjective showing that the bright red and yellow feathers belong to the bird.

D. Possessive Pronouns

Similar to possessive adjectives, possessive pronouns indicate ownership, but unlike possessive adjectives, they don't require a noun. Possessive pronouns are used when the context makes it evident which object is being referred to. Possessive pronouns include *mine, yours, ours, theirs, his, and hers*.

*That is your book, and this is **mine**.*

Mine is the possessive pronoun, meaning "my book".

*Your hotel is near the beach while **ours** is near the city center.*

Ours is the possessive pronoun, meaning "our hotel".

E. Reflexive Pronouns

Pronouns ending in -self or -selves are known as reflexive pronouns. They are employed when the subject and the object of a verb are identical, referring to the same person or thing. These pronouns include *myself, yourself, ourselves, themselves, himself, herself, and itself*.

Dylan helped *himself*.

Himself is the reflexive pronoun which refers to Dylan.

When the object of a preposition refers to a noun or pronoun mentioned earlier, employ a reflexive pronoun.

Dylan bought it for *himself*.

Reflexive pronouns can also be utilized to place emphasis.

He *himself* finished the whole job.

F. Pronouns in English

Here is the list of pronouns in English.

Subject Pron.	Object Pron.	Possessive Adjectives	Possessive Pronouns	Reflexive Pron.
I	me	my	mine	myself
you	you	your	yours	yourself
we	us	our	ours	ourselves
they	them	their	theirs	themselves
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	-	itself

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

1. We don't need help with our project, but the boys need help with -----.
 - A. theirs
 - B. them
 - C. their
 - D. they

2. My sister is always tired. ----- job is difficult.
 - A. She
 - B. Her
 - C. Hers
 - D. Her's

3. This is the place where ----- found my missing dog.
 - A. I
 - B. my
 - C. mine
 - D. myself

4. That dog down the street is -----.
 - A. he
 - B. him
 - C. his
 - D. himself

5. Paula's coming to visit ----- in September.
 - A. we
 - B. us
 - C. our
 - D. ours

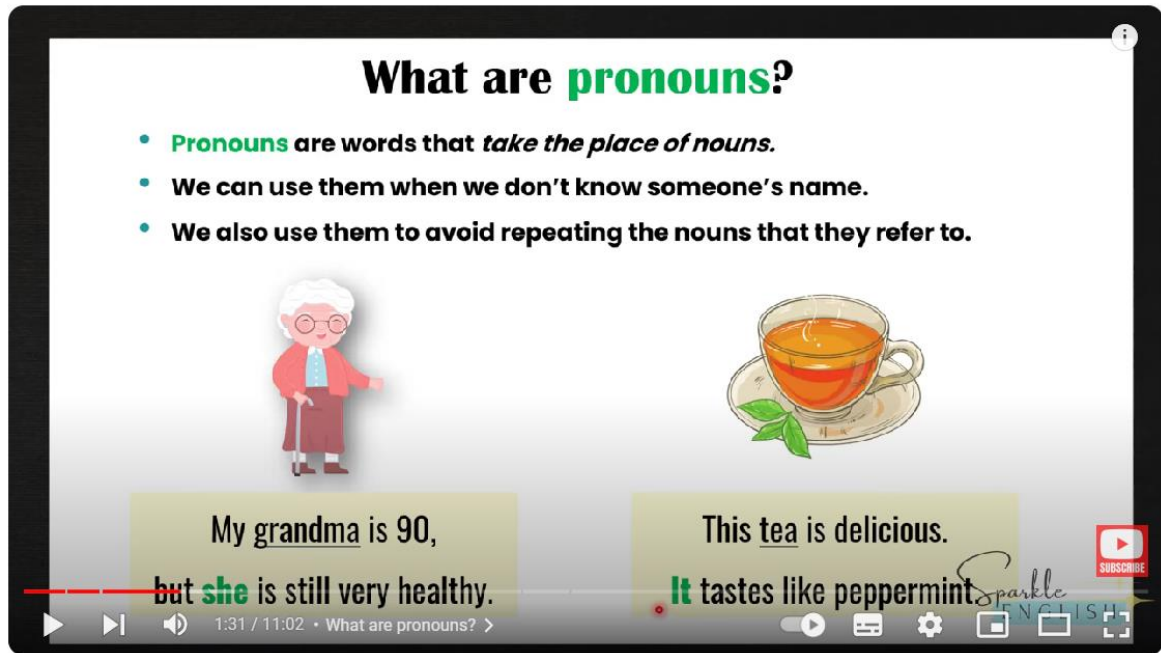
Exercise 2

Complete the sentences with the correct form of pronouns.

1. An owl can move ----- neck backwards to a large extent.
2. All my friends are coming home for ----- parents' 25th wedding anniversary celebration.
3. Selena was joyful when ----- finally reunited with her lost brother.
4. Where's the knife? I can't find -----.
5. The teacher asked the students if the students had submitted ----- assignments.

Exploration

To deepen your understanding of pronouns, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=acqD-uZGMWc&t=53s>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/English_Pronouns





Project Corner

Project : Essentials for Traveling

Week : 5 – 7

Participants : 3 students per group

Now, it's time for you to put everything together. Recheck the use of pronouns in your writing. Remember to use pronouns that agree with their antecedents (the noun they refer to) to ensure that readers can easily understand the intended meaning of a sentence. Finally, layout your writing in a creative and interesting design and submit your work.

VERB FORMS: PARTICIPLES

A participle is a verb form that can function as an adjective or be part of certain verb tenses. There are two distinct forms of participles: the present participle and the past participle, each used in different situations. Participles are common in English, but that does not mean they are easy to understand. This unit will focus on the different types of participles and how to use them correctly in various verb tenses.

A. Present Participle

The present participle is formed by adding "-ing" to a verb. It is utilized in constructing continuous tenses, including the present continuous, past continuous, and future continuous tenses.

Be + Present Participle

Present Continuous: Chris and Joe are *watching* TV now.

Past Continuous: Sharon *was cooking* when I came home.

Future Continuous: He'll be *playing* tennis tomorrow at two o'clock.

Present Perfect Continuous: She has been *watching movies* for 4 hours.

Past Perfect Continuous: We had been *waiting* for 45 minutes when she finally arrived.

Future Perfect Continuous: Nick will have been *sleeping* for two hours by 3 o'clock.

B. Past Participle

Past participles take many forms (V3): written, said, cooked, gone, been, etc. Past participle is used for the construction of perfect tenses.

Have/Has/Had + Past Participle

Present Perfect: He's already *eaten* breakfast.

Past Perfect: We had *left* for Singapore before he called.

Future Perfect: I will have *bought* the books by tomorrow afternoon.

Past participles are also used in all passive voice sentences.

Be + Past Participle

Present passive: Jack was *taught* by Simon.

Past passive: My watch was *made* in Italy.

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

1. I will ----- home already when the pizza comes.
 - A. go
 - B. going
 - C. has gone
 - D. have gone

2. The dog ----- all around the garden right now.
 - A. has been run
 - B. is running
 - C. runs
 - D. run

3. James ----- at the university for more than a year before he left for Asia.
 - A. had been teaching
 - B. has been teaching
 - C. was teaching
 - D. is teaching

4. Karina ----- when mother stepped into her room.
 - A. has been sleeping
 - B. has slept
 - C. is sleeping
 - D. had slept

5. He ----- three books and he is working on another one.
- A. has been written
 - B. has written
 - C. had written
 - D. is writing

Exercise 2

Complete the sentences with the correct form of present or past participles.

1. They had ----- for over an hour before Tony arrived.
2. The children ----- their homework when I got home.
3. She ----- four books and she was working on another one.
4. Please be quiet. The children -----.
5. We ----- the same car for ten years.

Exploration

To deepen your understanding of present and past participles, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=H8E5EF0IEN0>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_Verb_Forms



Project Corner

Project : A Tourist Guide
Week : 9 – 11
Participants : 3 students per group

Reading a tourist guide can enrich our travel experience by providing valuable information, enhancing our safety, saving our time and money, and helping us connect more deeply with the local culture and community.

For this week, try to draft a tourist guide using the correct verb forms depending on the tense being used in the sentence and the specific auxiliary verb associated with that tense.

You may consult your lecturer if you have any questions or difficulties. Enjoy your discussion!

NOUNS

A noun is a word that represents the names of a person, place, thing, state, or quality. Almost every sentence includes a noun, and these words serve different functions within a sentence: they can be the subject, direct object, indirect object, subject complement, object complement, appositive, or modifier. In the realm of English grammar, nouns are categorized into different types. To gain a thorough understanding of each type, let's delve into the study of this unit.

A. Singular – Plural Nouns

A singular noun denotes one person or thing, while a plural noun signifies more than one person or thing. Singular nouns always match with singular verbs and can be introduced by the articles "a" or "an." On the other hand, plural nouns always pair with plural verbs and do not require the articles "a" and "an." Plural forms are created by adding "-s" or "-es" to singular nouns. However, occasionally, a noun's spelling might change, or it could transform into an entirely different word.

Regular Plural Nouns

a book – two books
one kid – many kids
an apple – ten apples

each student – both students
every brush – several brushes
a single rose – various roses

Irregular Plural Nouns

a child – two children
a woman – both women
one man – three men
a knife – two knives
a wife – two wives
a foot – two feet
every tooth – many teeth

a goose – several geese
a sheep – ten sheep
each deer – both deer
a fish – many fish
a mouse – four mice
a curriculum – several curricula
a person – two people

The following is a list of common determiners used with singular and plural nouns:

Singular	each	every	single	one	a
	each year	every day	single person	one friend	a cat
Plural	both	two	many	several	various
	both kids	two tables	many cats	several rooms	various types

B. Countable – Uncountable Nouns

Nouns can be categorized as countable or uncountable. Countable nouns are items that can be quantified, like "an apple," "two apples," "three apples," and so on. They can be used with articles such as "a/an" and "the," or with quantifiers like "a few" and "many." In contrast, uncountable nouns, also known as mass nouns, refer to substances or concepts that are difficult to count individually, such as "air," "rice," and "water." Uncountable nouns are always considered singular and can stand alone or be used with determiners like "some," "any," "a little," and "much."

Here is a list of common determiners used with countable and uncountable nouns:

Countable	a lot of	some	many	number	few	fewer
	a lot of windows	some chairs	many books	a number of friends	few complaints	fewer people
Uncountable	a lot of	some	much	amount	little	less
	a lot of money	some oil	much difficulty	an amount of noise	little salt	less sugar

Exercise 1

Choose the letter of the word or group of words that best completes the sentence.

- The ----- are playing in the playground.
 - child
 - childs
 - children
 - childrens

2. There are a lot of ---- in our classroom.
 - A. window
 - B. windows
 - C. windowes
 - D. many windows

3. Dehydrated babies must drink a lot of ----.
 - A. water
 - B. waters
 - C. watering
 - D. watered

4. We met some nice ---- when we were walking along the beach.
 - A. person
 - B. persons
 - C. people
 - D. peoples

5. Have you got ---- pen?
 - A. a
 - B. an
 - C. some
 - D. several

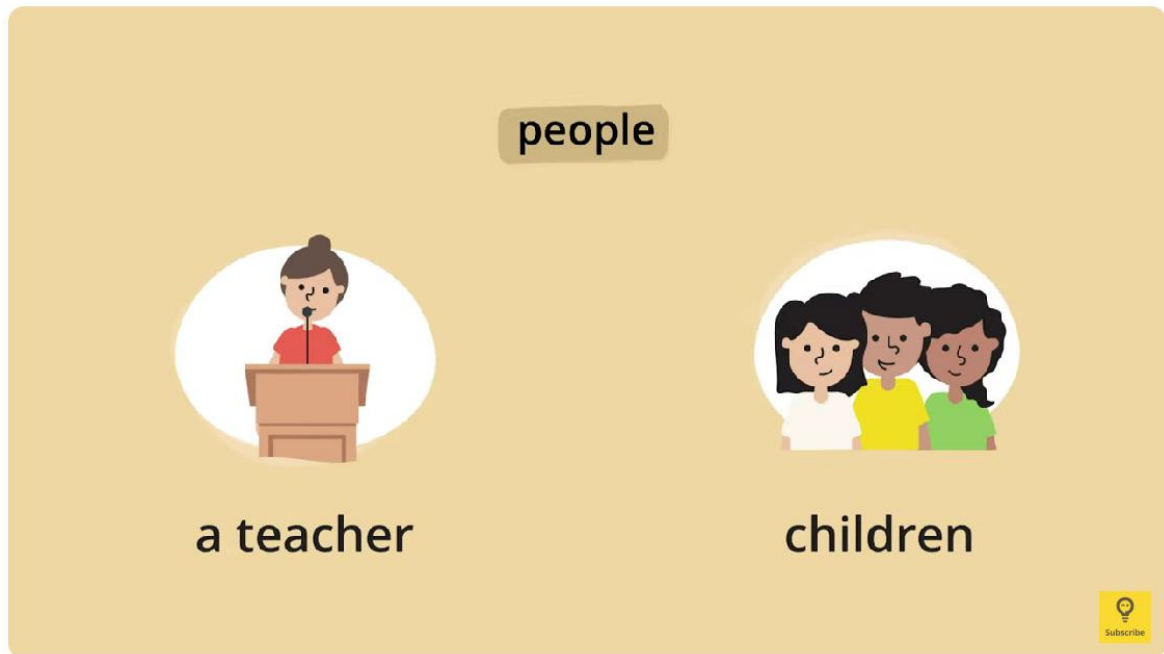
Exercise 2

Complete the sentences with the correct form of singular, plural, countable, or uncountable nouns in the brackets.

1. I've got two ---- (pocket-knife).
2. Laura and Leah are his ---- (stepdaughter).
3. I need some ---- (match) to light the fire.
4. Studies are showing that ---- (man) process information differently from women.
5. Very occasionally, children are born with one or more ---- (tooth).

Exploration

To deepen your understanding of nouns, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=L4B7XxuJO6A>)



(Source: <https://www.youtube.com/watch?v=BTX8T2KP6uU>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_Nouns



Project Corner

Project : A Tourist Guide
Week : 9 – 11
Participants : 3 students per group

Now you have understood that nouns can be used in various forms. Recheck your first draft in terms of the use of singular – plural or countable – uncountable nouns. Provide informative information to readers by using nouns that are easy to understand.

ADJECTIVES

‘Switzerland is beautiful.’

The sentence indicates Switzerland's attractiveness due to the adjective "beautiful," which describes the noun Switzerland. Adjectives are words that modify nouns, describing the qualities of people, things, or places. In this unit, we will explore the roles of adjectives in English.

A. The Functions of Adjectives

Adjectives can serve as an attribute or a predicate of a certain object:

1. Attributive adjectives

As an attribute, an adjective is always located before the noun. It aims to modify nouns.

That is an old house.

Her father is the rich businessman.

Italy is such a beautiful country.

2. Predicative adjectives

Predicative adjectives are placed after linking verbs; such as *be*, *seem*, *look*, *become*, *feel*; and serve to describe the nouns.

The teacher is new, isn't she?

I don't look good in this dress.

He felt terrible.

B. The Positions of Adjectives

While certain adjectives can maintain their meanings when positioned differently within a sentence, others are restricted to specific placements in relation to other words.

1. Adjectives that are only placed before nouns

Several adjectives can only be placed before nouns. Some of those are as follows:

old that means long established, dating from far back.

It is always nice to reconnect with an old friend. → we cannot put the adjective *old* after the noun *friend* because ‘a friend who is old’ means differently.

elder that means the older person.

She is my elder sister. → We cannot say 'my sister is elder.' It should be 'my sister is **older**.'

live that means alive, not dead.

The truck is full of live animals → we cannot say 'the animals are live', but it should be 'the animals are **alive**.'

The adjective live should always be put before the nouns to make it meaningful.

lone that means solitary, alone, or having no companions.

The shooter was identified as a lone wolf → we cannot say 'the wolf is lone.'

The adjective lone must be replaced with other adjectives if it is placed after the noun. It should be 'the wolf is **alone**.'

Other adjectives include:

main: more important

It was the main reason. → not *the reason is main.*

utter: complete or extreme

The whole meeting is an utter confusion → not *the confusion that is utter.*

mere: being nothing more than that

The bus just left mere minutes ago. → not *the minutes are mere.*

inner: inside

The inner section consists of two parts. → not *the section is inner.*

sheer: very great

Her success was the result of the sheer determination that she had. → not *the determination is sheer.*

2. Adjectives that are only placed after verbs

Most of the adjectives in this category begin with the letter a- and they are placed after linking verbs (be), for example:

asleep

She is asleep. → a **sleeping** girl. (not an asleep girl)

afraid

The child is afraid of spider. → a **frightened** child (not an afraid child)

alike

Those bags are so alike. → two similar bags (not two alike bags)

alive

The cat is alive. → a live cat, or a living cat (not an alive cat)

alone

He is alone. → a lone man (not an alone man)

awake

The baby is awake. → an awakened baby (not an awake baby)

ablaze

The forest is ablaze. → a burning forest (not an ablaze forest)

afloat

The ship is afloat. → a floating ship (not an afloat ship)

3. Adjective placed after a verb and an object

Several adjectives are also possible to be placed after a verb and an object. The structure of the sentence would be *verb + object + adjective*.

The present from my mom made me happy.

We found the class empty.

Did you paint the room grey?

C. Adjectives with *-ing* and *-ed*

Read this short passage.

As a university student, Lucy found some lectures quite boring. The professors did not usually create an interactive class; they simply read the textbooks for hours and left the students to do homework. Lucy had told her academic advisor how bored she had been, but nothing had changed.

From the text, we can conclude that:

*Some of Lucy's lectures are **boring**.*

*Lucy is **bored** with some of the lectures.*

Distinguishing between the adjectives 'boring' and 'bored' is crucial, as students frequently mix them up. The term 'bored' describes a feeling of disinterest resulting from encountering 'boring' people or things. A person is 'bored' because something or someone is 'boring', so:

- ✓ Lucy is **bored** because some of her lectures are **boring**.
- ✓ Some of Lucy's lectures are **boring**, that is why she is **bored**.

Now, compare these adjectives:

*The movie is **interesting**.*

*The story is **depressing**.*

*Watching that movie is **tiring**.*

*The ending is **satisfying**.*

*I am **interested** with the movie.*

*The story makes me **depressed**.*

*I am **tired** of watching the movie.*

*I am **satisfied** with the ending.*

The adjectives with **-ing** above tell you about the characteristics of the movie.

The adjectives with **-ed** above describe how someone feel about the movie

D. Adjectives Order

When multiple adjectives precede a noun, there's generally a specific order, although it can't be simplified into a single rule. The following principles provide helpful guidance in this regard.

1. Descriptions usually come before classifications.

Adjectives describing a noun should be positioned before adjectives that classify the noun, indicating its purpose or type. For instance, classifying adjectives like "dining" in "dining table," "running" in "running shoes," or "operational" in "operational car" specify the purpose of the nouns.

	description	classification	noun	
a	thick	medical	book	(<u>NOT</u> 'a medical thick book')
the	latest	scientific	paper	(<u>NOT</u> 'the scientific latest paper')
an	astonishing	Buddhist	temple	(<u>NOT</u> 'a Buddhist astonishing temple')

2. Opinions usually come before descriptions.

Adjectives that provide opinions, judgments, or attitudes towards nouns are generally positioned ahead of descriptive adjectives.

	opinion	description	noun	
<i>that</i>	lovely	pink	<i>dress</i>	(<u>NOT</u> ' <i>that pink lovely dress</i> ') (<u>NOT</u> ' <i>the hot delicious chocolate</i> ') (<u>NOT</u> ' <i>a little joyful girl</i> ')
<i>the</i>	delicious	hot	<i>chocolate</i>	
<i>a</i>	joyful	little	<i>girl</i>	

3. Order of descriptive adjectives

Descriptive adjectives can be classified in various ways, including by shape, color, size, origin, material, and age. Adjectives describing origin and material typically come at the end of the order. Here's the sequence of descriptive adjectives:

	size	age	shape	color	origin	material	noun
<i>a</i>	big	old	round	brown	American	wooden	table
<i>a</i>		new		silver	German		car
<i>an</i>	enormous	classic				brick	house
<i>a</i>	little		rectangular		Indian		rug

Exercise 1

Choose the correct answer for each question.

- Which of the following sentences has an attributive adjective?
 - English is easy to learn.
 - English is your native language, is it?
 - I think I perform well in my English test.
 - Everyone agree that learning English is challenging.
- Which of the following sentences is correct?
 - The house is little.
 - John tried to rebuild the apart puzzle pieces.
 - The outer part of the croissant should be crusty.
 - Upon hearing the news. Everyone can see that Andy's anger is slight.

3. Which of the following sentences is correct?
- A. I was so disappointing with how the story unfolded.
 - B. It was such a terrified experience.
 - C. The trip was so excited.
 - D. She looks disgusted with what she found out.
4. The following adjectives can be used to describe a novel, except -----.
- A. Surprised
 - B. Confusing
 - C. Disappointing
 - D. Eloquent
5. The doctor is holding a scary, long, operating, metal tool.
The word that needs repositioning is -----.
- A. scary
 - B. long
 - C. metal
 - D. tool

Exercise 2

Fill in the blanks with the correct adjective.

- 1. The view of the (alone/lone) ----- tree next to the lake is so serene.
- 2. The mother tries hard to calm her (afraid/frightened) ----- son.
- 3. What was your most (embarrassing/embarrassed) ----- moment that you can remember?
- 4. She slipped and fell because she was too (excited/exciting) -----.
- 5. He went home quickly because he wanted to try his new (stylish/leather) ----- shoes.

Exploration

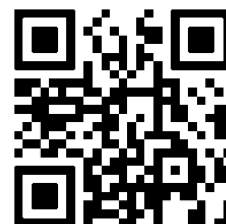
To deepen your understanding of adjectives, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=wC5GPzMb9BE>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

http://bit.ly/ITEG_Adjectives



Project Corner

Project : A Tourist Guide

Week : 9 – 11

Participants : 3 students per group

Your tourist guide is now 80% ready to be published. Recheck your writing in terms of the use of adjectives. Try to use adjectives that are most appropriate to clarify the information you have provided.

Finally, layout your writing in a creative and interesting design and submit your work.

PARALLEL STRUCTURES

“On her day off, Tasya likes **spending** time in her living room, **lying** on the sofa, **eating** peanuts, and **binge-watching** new series on Netflix.”

From the sentence, we learn that there a list of what Tasya likes to do whenever she’s on her day off:

- spending time in her living room
- lying on the sofa
- eating peanuts
- binge-watching new series on Netflix

Notice how all the things that Rosa listed begin with the same word pattern: spending, lying, eating, binge-watching.

This is called **parallel structure** or **parallelism**. It is when we join two or more comparable words, phrases, or clauses to draw attention to similar ideas in a sentence. In this unit, we are going to explore more about parallel structure.

A. Parallel Structure with Coordinating Conjunctions

Coordinating conjunctions are words used to connect or list two or more words, phrases, or clauses with equal grammatical categorization. Their role is essential in forming parallel structure.

There are seven coordinating conjunctions, and they can be easily remembered by the acronym **FANBOYS**:

For: He got an E on his test, for he never studied well.

And: I need to get some onions, lettuce, and ground beef.

Nor: She keeps crying. She doesn’t want to drink her milk, eat cookies, nor take a nap.

But: I like watching movies but not reading books.

Or: Gloria can’t decide what to wear to the party, the red short dress or the floral maxi dress.

Yet: The people complained about the smell, yet they continued leaving their trash on their front porch.

So: He applied for the third job so he could pay the rent.

However, the conjunctions 'and', 'but', 'or', and 'nor' are most commonly used in parallel structure.

1. Examples of word parallel

- 1) *I need to get some onions, lettuce, and ground beef.*
- 2) *I need to buy some onions, lettuce, and pick up my kids at school.*

In sentence 1, the things being listed here are all nouns: *onions*, *lettuce*, *ground beef*. Those three nouns are connected by the conjunction *and*. However, sentence 2 is not a correct parallel structure since the things being listed are not similar. They are nouns; *onions* and *lettuce*, and a verb; *pick up*.

- 3) *I have to choose to do that task quickly or carefully. I can't do both.*
- 4) *I have to choose to do that task quickly or in a careful manner. I can't do both.*

Sentence 3 is a correct parallel sentence because the conjunction *or* connects two adverbs: *quickly* and *carefully*. Sentence 4, on the other hand, is incorrect because the words being connected are not similar. *Quickly* is an adverb, while *in a careful manner* is an adverbial phrase.

2. Examples of phrase parallel

- 1) *I have to choose between vacuuming the floor, doing dishes, or brushing the bathroom first.*
- 2) *I have to choose between vacuuming the floor, dishes, or brushing the bathroom first.*

In sentence 1, the things being paralleled in that sentence are all gerund phrases: *vacuuming the floor*, *doing dishes*, and *brushing the bathroom*, and they are connected by the conjunction *or*. However, sentence 2 is an incorrect example of parallel structure because the things being connected are two gerund phrases; *vacuuming the floor* and *brushing the bathroom*; and a noun; *dishes*.

3. Examples of clause parallel

- 1) Please call me when you're done with your homework or when you have free time.
- 2) Please call me when you're done with your homework or on your free time.

Sentence 1 is an example of a correct parallel structure because the two things being connected are both adverbial clauses: 'when you're done with your homework' and 'when you have free time'. Sentence 2, on the other hand, is incorrect because the things being paralleled are an adverbial clause; 'when you're done' and an adverbial phrase; 'on your free time'.

B. Parallel Structure with Comparison

Parallel structures can also be used to compare things. The words commonly used to compare or contrast things are *as*, *more than*, *less than*, or *adjectives with suffix -er + than*. When we compare things, we need to ensure that the things we compare are in a similar grammatical structure.

Examples of parallel structure in comparison

- 1) John is taller than I am.
- 2) John is taller than me.

Sentence 1 is the correct example of parallel structure because the things being compared both have the role as subjects. Therefore, it is more acceptable to compare 'John (is)' and 'I (am)', than 'me' in sentence 2. 'Me' is a pronoun used as an object.

- 3) How you respond to things is more important than what actually happens.
- 4) How you respond to things is more important than the problem.

Sentence 3 is more appropriate than sentence 4 because the things being compared are both noun clauses. In sentence 4, however, the two nouns are incomparable because one is a noun clause; 'how you respond to things' while the other is a noun; 'the problem'.

C. Parallel Structure with Linking Verbs

The main purpose of linking verbs (be, look, sound, smell, feel, become, remain, feel) is to explain the subject, which means that often times, the subject is set up to be parallel with the object.

Examples of parallel structure with linking verbs

- 1) Being rich does not mean being happy.
- 2) What you eat is what you are.
- 3) To love is to let go.

All examples above are examples of correct use of parallel structure in sentences. The things joined by the linking verbs (is, mean) are in the same grammatical categories; gerund phrases: 'being rich' and 'being happy'; noun clauses: 'what you eat' and 'what you are'; and infinitives: 'to love' and 'to let go'.

D. Parallel Structure with Correlative Conjunctions

Correlative conjunctions are two-part conjunctions used to show the connections between two words, phrases, or clauses. Since the elements being connected must be of equal grammatical categories, it is important to utilize parallel structure.

The most commonly used correlative conjunctions are:

- ✓ both ... and ...
- ✓ either ... or ...
- ✓ neither ... nor ...
- ✓ not only ... but also ...

The conjunctions above **must always** be used together with their pairs in the sentence.

Examples of parallel structure with correlative conjunctions

- 1) Both the teacher and the students were excited about the upcoming field trip.
- 2) He not only enjoys playing the piano but also loves composing his own music.
- 3) Neither the rain nor the winds could deter them from going on their afternoon walk.
- 4) We can either enjoy a movie at the cinema tonight or have a cozy movie night at home.

Each of the elements being connected in the examples is classified in the same grammatical categories as its pair. They are nouns: *'the teacher'* and *'the students'* as well as *'the rain'* and *'the winds'*; verb phrases: *'enjoys playing'* and *'loves composing'*; and verbs: *'enjoy'* and *'have'*.

Exercise 1

Choose the correct answer for each question.

1. Identify the sentence with correct parallel structure.
 - A. His hobbies are reading, playing chess, and he enjoys biking.
 - B. His hobbies are reading, playing chess, and biking for enjoyment.
 - C. His hobbies are reading, playing chess, and enjoys biking.
 - D. His hobbies are reading, playing chess, and to enjoy biking.

2. Which of the following sentences demonstrates the correct use of parallel structure?
 - A. While some prefer reading books, others enjoy watching movies.
 - B. While some prefer reading books, others likes it too.
 - C. While others prefer watching movies, some to read books.
 - D. While some prefer reading books, others enjoying to watch movies.

3. Select the sentence that is **not** parallel.
 - A. Her dedication to her studies is greater than her brother's.
 - B. She is not only taller than her sister is, but also more intelligent.
 - C. His enthusiasm for painting is as much, if not, more than his sister.
 - D. Swimming in the ocean is riskier than swimming in the pool.

4. Neither the cake recipe ----- sugar, nor ----- call for butter.
 - A. require, do it
 - B. requires, does it
 - C. requiring, doing it
 - D. to require, does it to

5. The scientist's research has contributed not only-----, but also-----
- A. to advancements in medicine, understanding of genetic anomalies.
 - B. to advancements in medicine, to understand the genetic anomalies.
 - C. to advancements in medicine, in the genetic anomalies understanding.
 - D. to advancements in medicine, to our understanding of genetic anomalies.

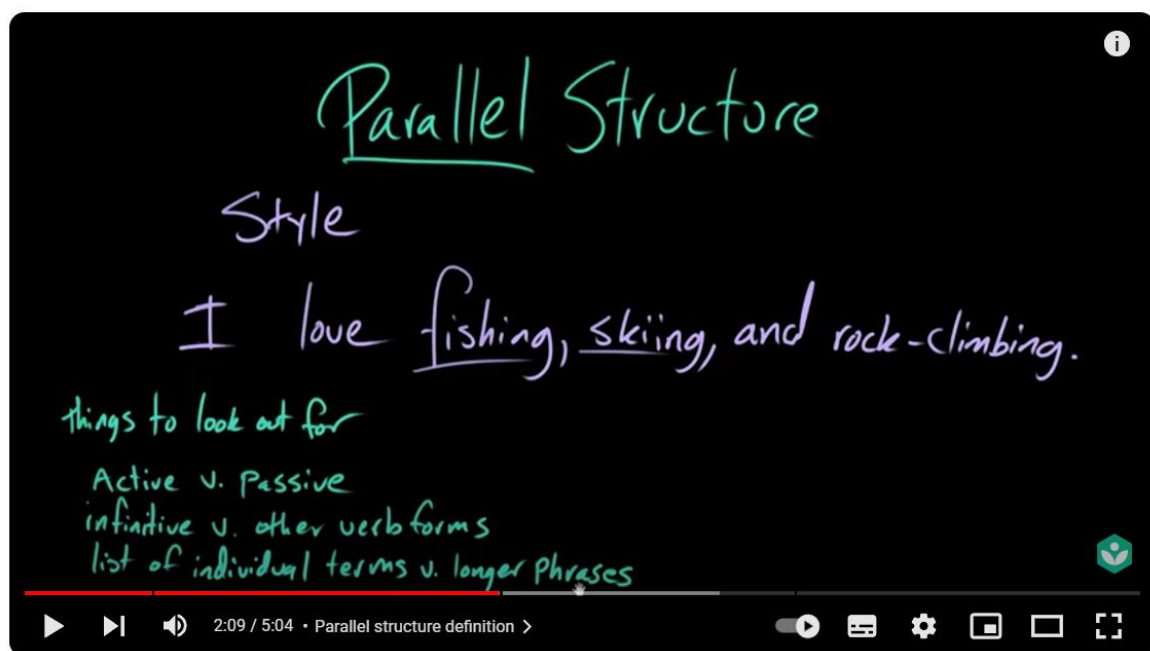
Exercise 2

Fill in the blanks with the correct form of the words in the parentheses.

1. Grace picked up the phone and (say) ----- hello.
2. Jake loves tea but he (hate) ----- coffee.
3. Andy's ambition to get to medical school is bigger than (his cousin) -----.
4. Either he accidentally deleted the data or there (be) ----- a software glitch causing the error.
5. To be or (not, be) -----, that is the question.

Exploration

To deepen your understanding of parallel structure, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=2l2FgUrn1A>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

http://bit.ly/ITEG_ParallelStructure



Project Corner

Project : A Travel Brochure
Week : 12 – 14
Participants : 3 students per group

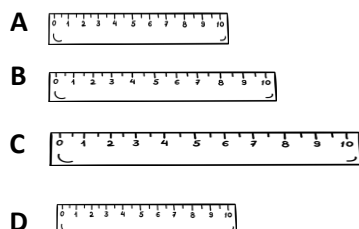
A travel brochure is a promotional document that provides information about a destination, tour, or travel package. Its purpose is to attract potential travelers and provide them with enticing details about a specific location or travel experience. A well-designed travel brochure combines engaging content with appealing visuals to create a compelling narrative that entices readers to explore the featured destination or travel experience.

For this week, try to design a travel brochure using sentences containing parallel structures. Using parallelism in constructing sentences offers several benefits, enhancing clarity, readability, and overall impact of the writing.

You may consult your lecturer if you have any questions or difficulties. Enjoy your discussion!

DEGREES OF COMPARISON

Look at the picture of rulers below.



We can say that:

Ruler B is longer than ruler A.

Ruler A is shorter than ruler B.

Ruler D is as long as ruler A.

Ruler C is the longest of all.

Ruler A is the shortest among all.

Adjectives and adverbs of manners can demonstrate various degrees of comparison, as illustrated in the examples provided: longer than, shorter than, as long as, the longest, the shortest. This unit will delve into these different levels of comparison and how to use them accurately in sentences.

A. Equal degree

The equal degree of comparison pertains to a situation where two or more items being compared are deemed similar in terms of quality or attributes. This form of comparison frequently employs structures like 'as...as'.

Example of equal degree of comparison with adjectives

- 1) Luna is just **as diligent as** Suzan.
- 2) I need **as much** money **as** you do.

Both sentences above express the similarity or equal degree in comparison. However, sentence 1 emphasizes the similar quality, while sentence 2 does on the similar quantity.

In terms of similar quality, the structure that we can use is ‘**as+adjective”as**’. Meanwhile, to express similar quantity, we can use ‘**as+much/many+noun+as**’ depending on whether the noun is countable or uncountable.

Example of equal degree of comparison with adverbs

- 1) Linda dances **as beautifully as** her teacher.
- 2) Ronnie worked on the report **as carefully as** his other peers.

Both sentences above demonstrate the concept of equal degree of comparison, where the comparison emphasized the similarity in the manner of how an action is done. Similar to the previous examples, the structure that we can use is ‘**as+adverb (of manner)+as**’.

B. Comparative and Superlative Degree

When there are differences between two or more things, we can illustrate these distinctions using the comparative and superlative degrees of comparison. These degrees help in comparing various qualities in terms of levels, intensities, or amounts. The comparative degree shows whether one thing possesses more or less of a certain quality compared to another, whereas the superlative degree indicates that a particular thing has the highest or lowest degree of that quality.

Typically, the comparative degree is indicated by adding "-er" to adjectives or by placing the word “more” before adjectives or adverbs. On the other hand, the superlative degree is denoted by adding "-est" to adjectives or using the word “most” before adjectives or adverbs. In other words,

Comparative

noun 1 + verb + **adjective (-er)** + than + noun 2
more + adjective

Superlative

noun + verb + **adjective (-est)** + among all
The most + adjective of all
of the whole

Examples:

- 1) The weather today is **colder** than it was yesterday. (comparative)
According to the weather forecast, today is **the coldest** day of the year. (superlative)
- 2) Chimpanzees are **cleverer** than parrots. (comparative)
In fact, chimpanzees are **the cleverest** animals in the world. (superlative)
- 3) I believe that bakso is **more delicious** than pizza. (comparative)
For me, bakso is **the most delicious** food in the world. (superlative)
- 4) She suddenly gave a **more thoughtful** response than her classmates did. (comparative)
Actually, it was **the most thoughtful** response anyone in that class had given during the discussion. (superlative)

From the examples, we can see that different adjectives can have different comparative and superlative forms. Below are the divisions:

1. One-syllable adjective (regular comparison)

Adjectives	Comparative	Superlative	
tall	taller	tallest	} most adjective -er, -est
small	smaller	smallest	
fast	faster	fastest	
cute	cuter	cutest	} adjectives ending in e -r, -st
late	later	latest	
hot	hotter	hottest	} adjectives with one vowel and one consonant in the end -double consonant + ending -er and -est
wet	wetter	wettest	
sad	sadder	saddest	

2. Irregular comparison

Adjectives	Comparative	Superlative
bad	worse	worst
good	better	best
ill	worse	
far	farther (distance) further (information)	farthest (distance) furthest (information)
old	older (age) elder (member of a family)	oldest (ages) eldest (member of a family)

3. Two-syllable adjectives

Some two-syllable adjectives can have *-er* and *-est* ending. Some of them are:

Adjectives	Comparative	Superlative
clever	cleverer	cleverest
simple	simpler	simplest
gentle	gentler	gentlest

Some two-syllable adjectives can be added with *more* and *most* in comparisons.

Some of them are:

Adjectives	Comparative	Superlative
modern	more modern	most modern
famous	more famous	most famous
basic	more basic	most basic

However, some of them can be used with both ending *-er* or *-est* and be added with *more* and *most* in comparison.

4. Longer adjectives

Long adjectives with three or more syllables are used with *more* and *most*. Some of them are:

Adjectives	Comparative	Superlative
beautiful	more beautiful	most beautiful
dangerous	more dangerous	most dangerous
important	more important	most important

5. Less and least

The comparative degree isn't limited to indicating higher quality; it can also denote something of lower quality. In the comparative degree, we can employ "less," whereas in the superlative degree, we can use "the least." These terms are applicable to both short and long adjectives.

Examples:

- 1) The second project was **less challenging** than the first one.
This project was **the least challenging** project among all.
- 2) The cupcake that I made is **less sweet** than the tiramisu.
Of all the desserts I made, the cupcake is **the least sweet**.

C. Using Adverbs in Comparison

The comparative and superlative degrees of comparison can be used with adverbs of manner to compare how actions are performed. Adverbs of manner are formed by adding "-ly" to adjectives.

Examples:

- 1) Lyodra sings **more beautifully** than other contestants.
In fact, Lyodra sings **most beautifully** in that competition.

The above sentence tells us that Lyodra sings in a beautiful manner. She sings in a more beautiful way than other contestants do and actually, she sings in the most beautiful way.

However, not all adverbs of manner take the ending *-ly*. Some of them have the same form as the adjectives, such as *early*, *fast*, *late*, *hard*, *long*, *near*, *soon*, and *low*. For these adverbs, the comparative and superlative forms take the ending *-er* and *-est*.

Examples:

- 1) You need to **study harder** to pass the exam.
- 2) She **came here the earliest** this morning.

Similar to the adjective counterparts, some adverbs also have irregular forms of comparative and superlative.

Adverbs	Comparative	Superlative
badly	worse	worst
well	better	best
much	more	most
little	less	least

Examples:

- 1) I don't think I should drive. I **drive worse** than a student.
- 2) She **performed best** in the singing competition.
- 3) Of all the desserts, I **like cream cake the least**.

Exercise 1

Choose the correct comparative form for each sentence.

1. It's very noisy here. Let's go somewhere -----.
A. quietly
B. quite
C. quietest
D. quieter
2. Sam is younger than he looks. He is not -----.
A. as young as he looks
B. as old as he looks
C. younger than he looks
D. as older as he looks
3. You went to a cinema and the film was extremely boring. What can you tell your parents afterwards?
A. That is the most boring film I've ever seen.
B. That is the least boring film I've ever seen.
C. That is the boringest film I've ever seen.
D. That is the most boringly film I've ever seen.

4. Considering his short fuse, I have to admit that he handled the situation ----- than I expected.
- A. calmly
 - B. calmlier
 - C. calmest
 - D. more calmly
5. Among all the options, this solution seems ----- for our situation.
- A. the best
 - B. more badly
 - C. better
 - D. well

Exercise 2

Fill in the blanks with the correct form of the words in the parentheses.

1. A: How long can I stay with you?
B: You can stay here (long) ----- you like.
2. I'd like to have a (reliable) ----- laptop. The one I have now is so slow.
3. This is the (tasty) ----- sushi I've ever tasted.
4. He is an introverted boy. He is (interest) ----- in participating in outdoor activities.
5. This new software update is good. It operates (effective) ----- than the previous version.

Exploration

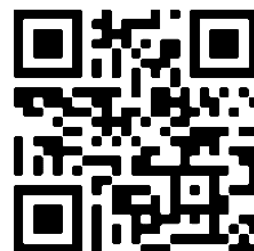
To deepen your understanding of degrees of comparison, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://youtu.be/oGr7l3q7SMI>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_DegreeofComparison



Project Corner

Project : A Travel Brochure

Week : 12 – 14

Participants : 3 students per group

Now you have your first draft. Try to make your content more convincing by using degrees of comparison. Put your adjectives or adverbs that describe your tourist destination into comparative or superlative forms to show their superiority.

PASSIVE VERBS

Compare these sentences:

Janice **helps** Suzan.

My grandparents **bought** this house in 1950s.

Somebody **will clean** this house.

The mailman **has already delivered** my package.

Suzan **is helped** by Janice.

This house **was bought** by my grandparents in 1950s.

This house **will be cleaned**.

My package **has already been delivered**.

The sentences on the left focus on the subjects as the doers of the actions:

- Janice is the one helping Suzan.
- My grandparents were the ones who bought the house.
- Somebody is the one who will clean the house.
- The mailman is the one who has delivered my package.

However, the sentences on the right switch the focus to the object as the ones receiving the actions.

- Suzan is the one getting helped by Janice.
- The house was the thing being bought by my grandparents.
- The house is the thing that will be cleaned.
- My package is the thing that has been delivered.

In other words, the sentences on the left are called active sentences, while the one on the right are called passive sentences or passive voice. In this unit, we will learn more about passive voice.

A. Forming passive voice

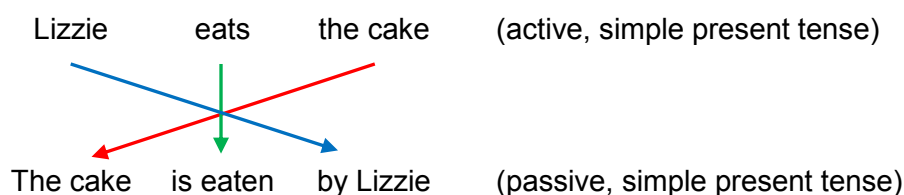
Before getting further to the forms of passive voice, it is important for us to understand the structure of a simple sentence. Take a look at this sentence:



To change the sentence above into passive form, we need to:

1. Move the object to the beginning of the sentence since the aim of passive form is to put the focus to the object.
2. Add a verb to be that matches the tense of the original sentence.
3. Change the verb into past participle.
4. If the subject is considered important for the sentence, put it at the end of the sentence preceded by the word 'by'.

Therefore, the passive form of the sentence above is:



B. Passive forms in different tenses

Tenses play an important role in forming passive sentences, therefore it is essential to be able to identify the tenses of the original sentence and their verb to be. Another thing that is also important is the past participle verbs.

1. Present tense

a. Simple present tense

Verb to be:

singular	is, am
plural	are

Examples:

*Lizzie eats the cake. → The cake **is eaten** by Lizzie.*

*Lizzie eats the cakes → The cakes **are eaten** by Lizzie.*

b. Present progressive tense

Verb to be:

singular	is being, am being
plural	are being

Examples:

*Lizzie is eating the cake. → The cake **is being eaten** by Lizzie.*

*Lizzie is eating the cakes → The cakes **are being eaten** by Lizzie.*

c. Present perfect tense

Verb to be:

singular	Has been
plural/I	Have been

Examples:

*Lizzie has eaten the cake. → The cake **has been eaten** by Lizzie.*

*Lizzie has eaten the cakes → The cakes **have been eaten** by Lizzie.*

d. Present perfect progressive tense

Verb to be:

singular	Has been being
plural/I	Have been being

Examples:

*Lizzie has been eating the cake. → The cake **has been being eaten** by Lizzie.*

*Lizzie has been eating the cakes → The cakes **have been being eaten** by Lizzie.*

2. Past Tense

a. Simple past tense

Verb to be:

singular	was
plural	were

Examples:

*Lizzie ate the cake. → The cake **was eaten** by Lizzie.*

*Lizzie ate the cakes → The cakes **were eaten** by Lizzie.*

b. Past progressive tense

Verb to be:

singular	was being
plural	were being

Examples:

*Lizzie was eating the cake. → The cake **was being eaten** by Lizzie.*

*Lizzie was eating the cakes → The cakes **were being eaten** by Lizzie.*

c. Past perfect tense

Verb to be:

singular	Had been
plural	

Examples:

*Lizzie had eaten the cake. → The cake **had been eaten** by Lizzie.*

*Lizzie had eaten the cakes → The cakes **had been eaten** by Lizzie.*

d. Past perfect progressive tense

Verb to be:

singular	Had been being
plural	

Examples:

*Lizzie had been eating the cake. → The cake **had been being eaten** by Lizzie.*

*Lizzie had been eating the cakes → The cakes **had been being eaten** by Lizzie.*

3. Future tense

a. Simple future tense

Verb to be:

singular		will be
plural		

Examples:

*Lizzie will eat the cake. → The cake **will be eaten** by Lizzie.*

*Lizzie will eat the cakes → The cakes **will be eaten** by Lizzie.*

b. Future progressive tense

Verb to be:

singular		will be being
plural		

Examples:

*Lizzie will be eating the cake. → The cake **will be being eaten** by Lizzie.*

*Lizzie will be eating the cakes → The cakes **will be being eaten** by Lizzie.*

c. Future perfect tense

Verb to be:

singular		will have been
plural		

Examples:

*Lizzie will have eaten the cake. → The cake **will have been eaten** by Lizzie.*

*Lizzie will have eaten the cakes → The cakes **will have been eaten** by Lizzie.*

d. Future perfect progressive tense

Verb to be:

singular	will have been being
plural	

Examples:

*Lizzie will have been eating the cake. → The cake **will have been being eaten by** Lizzie.*

*Lizzie will have been eating the cakes → The cakes **will have been being eaten by** Lizzie.*

C. Passive forms without 'by + agent'

When writing in passive form, it is very common for students to use 'by + agent' to introduce the person or agent doing the action, for example:

*The cake was eaten **by** Lizzie.*

However, agent is actually used in only 20% of passive forms used in real-life communication. Most of the time, we do not need to know the agent since the main focus is on the actions done to the object. These passive forms are also commonly found in reported speech.

Examples:

- 1) *The mail has been delivered.*
- 2) *I get paid every Friday.*
- 3) *Because of his criminal record, he was refused a visa.*
- 4) *The meeting has been arranged for us.*
- 5) *Derrick was chosen to be the class leader.*

Exercise 1

Choose the correct answer for each question.

1. The mail will arrive at 2 p.m. We will be home at 3 p.m.
In other words, by the time we reach home, -----.
A. the mail will be arrived
B. the mail will have been delivered
C. the mail will arrive
D. the mail will be delivered

2. The waiters have served the customer. In other words, -----.
A. the customer has served by the waiters
B. the customer have been served by the waiters
C. the customer had been served by the waiters
D. the customer has been served by the waiters

3. All furniture here ----- from original style in 1940s.
A. is produced
B. are produced
C. were produced
D. produced

4. Someone ----- my purse and reported it to the security.
A. found
B. was found
C. stole
D. has found

5. I didn't realize that someone filmed us.
I didn't realize that -----.
A. we were filmed
B. we did filmed
C. we are filmed
D. we have been filmed

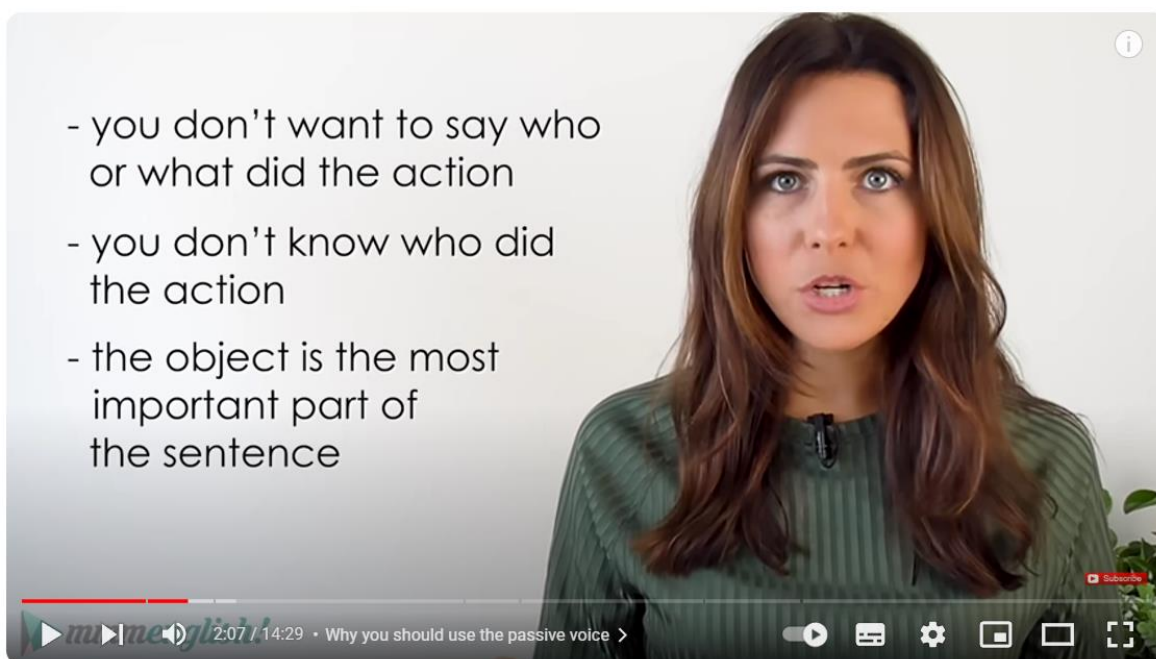
Exercise 2

Fill in the blanks with the correct form of the words in the parentheses.

1. Yogurt (make) ----- from milk.
2. Mike got a ticket for speeding. When he went to the traffic court, he (offer) ----- to pay large fine.
3. Why (Mike/sack) ----- from his job? I thought he was very passionate about his job.
4. According to police's investigation, the forest fire (cause) ---- by cigarette butts.
5. Even though I am an adult, sometimes I (treat) ----- like a child because of my petite posture.

Exploration

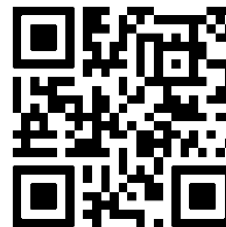
To deepen your understanding of passive verbs, spare some time to watch the following video. Hopefully, the explanation can help you better understand the materials.



(Source: <https://www.youtube.com/watch?v=nkAyggAM1q4>)

Does the video help improve your understanding? Now, let's do an extra exercise online. Click the link below or scan the following QR code to do the exercise. Good luck!

https://bit.ly/ITEG_PassiveVerbs



Project Corner

Project : A Travel Brochure
Week : 12 – 14
Participants : 3 students per group

In business and professional communication, passive voice can be used to soften requests or statements, adding a polite and formal tone to the message. Thus, try to use passive verbs in your writing. However, overusing passive voice can lead to unclear or awkward sentences. You should always consider the context and purpose of your writing and choose sentence structures that best convey your intended meaning.

Finally, layout your writing in a creative and interesting design and submit your work.

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ANSWER KEYS

WORD CLASSES

Exercise 1

1. **(B)** The word “eating” describes an action, and thus it is a verb.
2. **(C)** The word “small” describes a noun, and thus it is an adjective.
3. **(B)** The word “her” substitutes the noun, and thus it is a pronoun.
4. **(A)** The word “ball” represents a thing, and thus it is a noun.
5. **(D)** The word “heavily” modifies the verb, and thus it is an adverb.

Exercise 2

1. **(High)** The appropriate word class used to describe the noun “mountain” is an adjective, i.e., high.
2. **(Them)** The appropriate word class used to replace the noun “apples and strawberries” is an object pronoun, i.e., them.
3. **(Cautious)** The appropriate word class used to describe the noun “girl” is an adjective, i.e., cautious.
4. **(Fluently)** The appropriate word class used to describe the verb “are reading” is an adverb, i.e., fluently.
5. **(It)** The appropriate word class used to replace the noun “ball” is a pronoun, i.e., it.

DERIVATION

Exercise 1

1. **(D)** The word “surprised” will relate to “unbelievable”.
2. **(B)** The word “run out battery” is key word to “recharge”.
3. **(C)** The statement is not possible to do, so it is “impossible”.
4. **(A)** “We can use it again” has a similar meaning to “reusable”.
5. **(C)** The word “accident” is one of the causes of “careless”.

Exercise 2

1. **(Mathematician)** The suffix -ian is used to identify the person or occupation. A mathematician is a person who is passionate about Math.
2. **(Comfortably)** It is suitable because suffix -ly is forming the word into adverb.
3. **(Harmful)** The suffix -ful is used to make the word into adjective.

4. **(Logical)** The suffix -al is used to make the word into adjective.
5. **(Energetic)** The suffix -tic is used to make the word into adjective.

PREPOSITIONS

Exercise 1

1. **(D)** The easiest way to identify the correct answer is by looking at the preposition 'of' in "... of the house". The choice that is suitable with the sentence is D (in front of).
2. **(C)** There are two things mentioned in the sentence "the chair and the cupboard". Thus, the correct answer is (C) between.
3. **(B)** The word "October 26" belongs to dates; thus, it uses 'on' to complete the sentence.
4. **(A)** The correct answer is "next" because there is the preposition 'to' in "...to the supermarket". Thus, it will be 'next to the supermarket'.
5. **(D)** Preposition 'by' is suitable with the context of the sentence.

Exercise 2

1. **(before)** Preposition 'before' is suitable to complete the sentence because the habitual of things. Before going to bed, brushing teeth is a habitual thing.
2. **(at)** Preposition 'at' is suitable to show 'the airport' is the place.
3. **(along)** The word 'crawl' must be followed by preposition 'along' to get the correct meaning.
4. **(in)** Preposition 'in' is to show the year.
5. **(on)** Preposition 'on' is to show something above the floor.

SUBJECT-VERB AGREEMENT

Exercise 1

1. **(B)** The subjects are plural, so the verb is also plural.
2. **(B)** The subject is singular, so the verb is also singular.
3. **(B)** The subjects are plural, so the verb is also plural.
4. **(B)** The subjects are plural, so the verb is also plural.
5. **(B)** The subjects are plural, so the verb is also plural.

Exercise 2

1. **(don't)** The subjects are plural, so the verb must be plural.
2. **(lives)** The subject is 'the man' (singular subject), so the verb is singular.
3. **(has)** Everybody means singular subject, so the verb is also singular.
4. **(is)** If you find "Either...or...", take a look at the second subject. The verb will follow to the second subject.
5. **(sings)** There is only 'one leader' of the choir, so it is singular. It means that the verb should be singular too.

MODAL AUXILIARIES

Exercise 1

1. **(C)** The sentences express the advice, so the correct modal is "shouldn't".
2. **(A)** The phrase 'a lot of weight' have the meaning that the person is hard to move, so suitable modal is "cannot".
3. **(A)** In the beginning of the sentence, the speaker says sorry. Thus, it is suitable to be filled as "could not".
4. **(B)** The phrase 'important letter' means that something cannot be forgotten. The suitable modal is "must not".
5. **(D)** The word 'candidates' means that people who want to get a job, so it is needed to fulfill the requirements. The suitable modal for this sentence is "must".

Exercise 2

1. **(could)** There is a possibility to lose weight by going to the gym.
2. **(could)** To ask for some help politely, the word 'could' is suitable.
3. **(should)** There is a phrase 'stop fighting', so the correct modal is should.
4. **(can)** To ask for some help politely, the word 'can' is suitable.
5. **(must)** Hospital needs people keep the environment well. Thus, the correct modal is 'must'. It is a part of the rules.

GERUNDS & INFINITIVES

Exercise 1

1. **(B)** The object for the verb “avoided” comes in the form of a gerund form, i.e., telling.
2. **(A)** The subject for the verb “be” sounds more like normal, spoken English in the form of a gerund form, i.e., dancing.
3. **(B)** The object for the verb “learn” comes in the form of an infinitive, i.e., to speak.
4. **(A)** The object for the verb “plan” comes in the form of an infinitive, i.e., to study.
5. **(D)** The object for the verb “suggested” comes in the form of a gerund form, i.e., seeing.

Exercise 2

1. **(To do)** The infinitive form “to do” matches the verb “want”.
2. **(Going)** The gerund form “going” matches the verb “like”.
3. **(To tell)** As an abstract complement, the infinitive form “to tell” is more appropriate.
4. **(Lying)** As an object, the gerund form “lying” matches the verb “think”.
5. **(Defending)** As a subject, the gerund form “defending” is more commonly used than the infinitive “to defend” form.

PRONOUNS

Exercise 1

1. **(A)** This sentence needs a possessive pronoun “theirs” because the noun “project” has already been mentioned earlier.
2. **(B)** This sentence needs a possessive adjective for the noun “job”, showing that the job belongs to “my sister”.
3. **(A)** This sentence needs a subject pronoun for the clause “where ----- found my missing dog”.
4. **(C)** This sentence needs a possessive pronoun “his” because the pronoun does not use a noun afterward.
5. **(B)** This sentence needs an object pronoun “us” for the transitive verb “visit”.

Exercise 2

1. **(Its)** This sentence needs a possessive adjective “its” for the noun “neck”, showing that the neck belongs to the owl.
2. **(My)** This sentence needs a possessive adjective “my” for the noun “parents’ 25th wedding anniversary celebration”.

3. **(She)** This clause needs a subject pronoun which refers to Selena (a female subject), i.e., she.
4. **(It)** This sentence needs an object pronoun “it” referring to the noun “the knife”.
5. **(Their)** This sentence needs a possessive adjective “their” for the noun “assignments”, indicating that the assignments belong to the students.

VERB FORMS

Exercise 1

1. **(D)** This sentence is in future perfect tense; therefore, the verb should be “will have gone”.
2. **(B)** This sentence is in present continuous tense; therefore, the verb should be “is running”.
3. **(A)** This sentence is in past perfect continuous tense; therefore, the verb should be “had been teaching”.
4. **(D)** This sentence is in past perfect tense; therefore, the verb should be “had slept”.
5. **(B)** This sentence is in present perfect tense; therefore, the verb should be “has written”.

Exercise 2

1. **(been talking)** This sentence is in past perfect continuous tense; therefore, the verb should be “had been talking”.
2. **(were doing)** This sentence is in past continuous tense; therefore, the verb should be “were doing”.
3. **(had written)** This sentence is in past perfect tense; therefore, the verb should be “had written”.
4. **(are sleeping)** This sentence is in present continuous tense; therefore, the verb should be “are sleeping”.
5. **(have had)** This sentence is in present perfect tense; therefore, the verb should be “have had”.

NOUNS

Exercise 1

1. **(C)** The plural verb “are” indicates that the subject in this sentence is a plural noun. The correct plural form for “child” is “children”.
2. **(B)** The determiner “a lot of” in this sentence indicates the use of countable noun “window”. The correct plural form is “windows”.
3. **(A)** The determiner “a lot of” in this sentence indicates the use of uncountable noun “water”, referring to a liquid substance, and thus the correct form is “water”.
4. **(C)** The determiner “some” in this sentence indicates the use of plural noun”. The correct plural form for “person” is “people”.
5. **(A)** The noun “pen” in this sentence is in its singular form, and thus it must take a singular determiner “a”.

Exercise 2

1. **(Pocket-knives)** Knife is a countable noun. When used with a determiner “two”, indicating a plural noun, the correct irregular plural form is “knives”.
2. **(Stepdaughters)** The subject of this sentence is plural “Laura and Leah”, and thus the noun “stepdaughter” that refers to them should be in the form of a plural noun “stepdaughters”.
3. **(Matches)** The noun “match” is a countable noun. When used with a determiner “some”, it should be used in its plural form i.e., matches.
4. **(Men)** The verb “process” in this sentence is a plural verb, and thus the subject of the sentence must be plural. The plural form of the noun “man” is “men”.
5. **(Teeth)** The determiner “more” indicates a plural noun. The plural form of the noun “tooth” is “teeth”.

ADJECTIVES

Exercise 1

1. **(B)** This is the only sentence that has an adjective placed before a noun, which is “native”.
2. **(C)** The word “outer” is an adjective that can only be placed before a noun. The other adjectives; “little”, ‘apart”, and “slight” need to be placed before nouns as well.
3. **(D)** The word “disgusted” describes how the subject felt about what she found out.

4. **(A)** The adjective “surprised” should be “surprising” because it needs to describe the characteristic of the novel.
5. **(C)** The adjective “metal” describes the material the tool is made of, therefore, it has to be placed before the classifying adjective “operating”.

Exercise 2

1. **(lone)** The adjective “alone” cannot be put before a noun.
2. **(frightened)** The adjective “afraid” cannot be put before a noun.
3. **(embarrassing)** This sentence needs an adjective that describes the characteristic of the moment.
4. **(excited)** This sentence needs an adjective that describes what the subject feels about something.
5. **(leather)** The word “new” is classified in the category of age, therefore, it should be followed by categories other than opinion.

PARALLEL STRUCTURES

Exercise 1

1. **(B)** The elements being joined need to be all gerunds (*reading, playing chess, reading for enjoyment*).
2. **(A)** The sentence needs to have two elements of present verbs (*prefer* and *enjoy*).
3. **(C)** the phrase ‘*her sister*’ has to be in the form of possessive form as it has to be parallel with ‘*his enthusiasm*’.
4. **(B)** The appropriate tense for the sentence is simple present tense, therefore, the correct elements to be paralleled are ‘*requires*’ and ‘*does it*’.
5. **(D)** The sentence needs the elements of ‘to + noun’.

Exercise 2

1. **(said)** the word ‘say’ should be in past form to be parallel with the word ‘*picked*’.
2. **(hates)** the word ‘hate’ should be in singular present form to be parallel with the word ‘*loves*’.
3. **(his cousin’s)** The noun phrase ‘*Andy’s ambition*’ is in the form of possessive, therefore the other element should be written in possessive form as well.
4. **(was)** Since the first element to be connected is in past form, the second element ‘*be*’ should be ‘*was*’.

5. **(not to be)** The first element is an infinitive, therefore the second element should be an infinitive as well. Since there is the word '*not*', it is written '*not to be*'.

DEGREES OF COMPARISON

Exercise 1

1. **(D)** *Quieter* is the correct comparative form of the adjective '*quiet*'.
2. **(B)** This sentence aims to show unequal qualities using an equal degree of comparison. Since Sam actually looks older for his age, the correct answer is 'He is not as old as he looks'.
3. **(A)** The correct form of superlative for the adjective '*boring*' is '*the most boring*'.
4. **(D)** The sentence requires a comparative form of the adverb '*calmly*'. Therefore, the correct answer is '*more calmly*'.
5. **(A)** The sentence requires a superlative form of the adverb '*well*', indicated by the phrase '*among all the options, ...*'. Therefore, the correct answer is '*the best*'.

Exercise 2

1. **(as long as possible)** This sentence needs an equal degree of comparison, therefore the answer is '*as long as possible*'.
2. **(more reliable)** this sentence needs a comparative degree for the adjective '*reliable*', therefore the answer is '*more reliable*'.
3. **(tastier)** this sentence needs a comparative degree for the adjective '*tasty*', therefore the answer is '*tastier*'.
4. **(least interested)** this sentence needs a superlative degree for the adjective '*interested*', therefore the answer is '*least interested*'.
5. **(more effectively)** this sentence needs a comparative degree for the adverb '*effectively*', therefore the answer is '*more effectively*'.

PASSIVE VERBS

Exercise 1

1. **(B)** The passive form needs to be in future perfect tense, therefore the correct answer is B.
2. **(D)** The tense is present perfect, and the object is singular (the customer), therefore, the answer is D.
3. **(A)** Furniture is singular, therefore the correct answer is A.
4. **(C)** This sentence is active, therefore the answer is C.
5. **(A)** The sentence is in simple past tense, and the object (we) is plural, therefore the answer is A.

Exercise 2

1. **(is made)** this sentence needs to be passive and in simple sentence, with the subject being a singular noun.
2. **(was offered)** the passive form needs to be in simple past tense.
3. **(was Mike sacked)** This sentence needs to be a passive interrogative sentence in past tense. Therefore, the correct question should be '*why was Mike sacked...*'.
4. **(was caused)** This sentence needs to be passive in simple past tense.
5. **(am treated)** This sentence needs to be passive in simple present tense.



INTRODUCTION TO ENGLISH GRAMMAR

**A PROJECT-BASED LEARNING
COURSEBOOK**