

**RINI YUDIATI, M.PD
ANDIRIYANTO, M.PD
ANNI ANNISA, Lc. M.Th.I**

GRAMMAR&WRITING IN USE

KATA PENGANTAR

Alhamdulillah, puji syukur kehadiran Allah SWT, Maha mengetahui, Dzat yang menciptakan langit dan bumi, yang memberikan nikmat berupa kekuatan dan kesempatan, sehingga penulis bisa menyelesaikan buku ke 4 ini dengan judul "*Grammar&Writing In Use*".

Buku ke 4 bertujuan untuk membantu mahasiswa/pelajar dalam belajar grammar dan writing untuk meningkatkan pengetahuan dan pemahaman mereka tentang Bahasa Inggris dengan baik dan benar. Selain untuk menambah ilmu pengetahuan mahasiswa/pelajar, mereka juga bisa langsung praktek untuk mengetahui kemampuan bahasa inggris dengan mengerjakan *exercises* yang tersedia di dalam buku tersebut.

Buku ini memuat tentang pola dan tata cara bahasa serta teknik writing yang pernah di bahas di buku ke 1 oleh penulis serta latihan-latihan untuk mengecek pemahaman pembaca tentang *tenses, pronoun dan determiner, sentence structure* dan *paragraph*.

Penulis berharap pembaca dapat dengan lebih mudah memahami isi dari buku ini dengan baik dan benar.

DAFTAR ISI

Chapter I TENSES 1.1 Simple Present 1.2 Present Continuous 1.3 Present Perfect 1.4 Present Perfect Continuous 1.5 Past Continuous 1.6 Past Perfect 1.7 Past Perfect Continuous 1.8 Simple Future Tense 1.9 Future Continuous Tense 1.10 Future Perfect Tense 1.11 Future Perfect Continuous Chapter II Pronoun and Determiners 2.1 A Friend of mine/ My own house/ On my own/ By myself 2.2 Myself/ Yourself/ Themselves 2.3 There....and it... 2.4 Some and any 2.5 No/ None/ Any 2.6 Much, Many, Little, Few, A lot, Plenty 2.7 All/ All of Most/Most of No/None of 2.8 Both/ Both of Neither/Neither of Either/Either of 2.9 All, Every and Whole 2.10 Each and Every Chapter III Questions and Auxiliary Verb 3.1 Question (1) 3.2 Question (2) 3.3 Auxiliary Verb 3.4 Question Taq Chapter IV Sentence Structure 4.1 Type of sentence 4.2 Clause Connectors 4.3 Coordinate and Subordinate Conjunction Chapter V Paragraph Daftar Pustaka Biography	3
---	----------

CHAPTER I TENSES

Simple Present

Pattern: **S + V₁ + O**

V1 ditambah s/es untuk subject bentuk ketiga tunggal dalam pernyataan.

• **How To Use**

<p>We use the simple present to talk about things in general. We are not thinking only about now. We use it to say that something happens all the the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking. Menyatakan suatu kebiasaan (<i>habitual action</i>) atau kegiatan yang terjadi berulang-ulang dan atau terus-menerus.</p>	<ul style="list-style-type: none"> – <i>My sister lives in Cirebon.</i> – <i>Every night the security turns on all the lights and walks around the building every half an hour.</i> – <i>I go running three times a week.</i> – <i>Nurses look after patients in hospitals.</i> – <i>I usually go away at weekends.</i> – <i>The earth goes roun the sun.</i>
<p>We use do/does to make questions and negative sentences</p>	<p><i>Positive</i></p> <ul style="list-style-type: none"> – <i>Do I/we/you/they work?</i> – <i>Does he/she/it come?</i> <p><i>Negative</i></p> <ul style="list-style-type: none"> – <i>I/we/you/they don't work?</i> – <i>He/she/it doesn't come?</i>
<p>We use simple present when we say how often we do things. Membicarakan hal akan datang dalam hal ini berkenaan dengan jadwal, program, acara, atau kegiatan lain yang terencana dan atau berseri.</p>	<ul style="list-style-type: none"> – <i>We begin lesson next week.</i> – <i>What time does the film start?</i> – <i>The train arrives at 8.14.</i> – <i>Ann doesn't drink tea very often</i> – <i>In summer John usually plays tennis once or twice a week.</i>
<p>I promise / I apologize etc. Sometimes we do things by saying something. For example, when you promise to do something, you can say 'I promise...'; when you suggest something, you can say 'I suggest ...'. We use the simple present (promise/suggest etc.)</p>	<ul style="list-style-type: none"> – <i>I promise I won't be late. (not 'I'm promising')</i> – <i>What do you suggest I do? 'I suggest that you...'</i>

EXERCISES

A. Complete the sentences using one of the following:
 Cause(s) close(s) drink(s) live(s) open(s) speak(s) take(s)place

1. Ann speaks German very well.

2. I never _____ coffee.
3. The swimming pool _____ at 9 o'clock and _____ at 18.30 every day.
4. Bad driving _____ many accidents
5. My parents _____ in a very small flat
6. The Olympic Games _____ every four years.

B. Put the verb into the correct form.

1. Jane doesn't drink (not/drink) tea very often.
2. Where _____ (Martin/come) from? 'He is Scottish'
3. What time _____ (the bank/close) in Britain?
4. 'What _____ (you/do)?' 'I'm an electrical engineer'
5. It _____ (take) me an hour to get to work. How long _____ (it/take) you?
6. I _____ (play) the piano but I _____ (not/play) very well.
7. I don't understand this sentence. What _____ (this word/mean).

Present Continuous

Pattern: **S + is/am/are + V-ing + O**

• How To Use

I'm doing something = I'm In the middle of doing something; I've started doing it and I haven't finished yet. Digunakan untuk menyatakan suatu kegiatan yang sedang berlangsung sekarang (*now*) atau sekitar waktu pembicaraan (*around the time of speaking*)

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

We use the present continuous when we talk about things happening in a period around now (for example, today/ tonight/ this week/ this evening etc). Digunakan untuk menyatakan suatu kegiatan yang akan terjadi segera.

- Listen! He is singing a good song.
- Fini is eating dinner now.
- Karina is in Britain for three months. She is learning English.
- Please don't make so much noise. I'm working. (not'I work')
- I'm tired. I'm going to the bed now. Good night.
- Tom and Ann are talking in a café. Tom says: "I'm reading an interesting book at the moment". [Tom is not reading the book at the time of speaking. He means that he has started it but not finished it yet. He is in the middle of reading it].
- George is leaving for France tomorrow.
- I am seeing the movie tonight.
- 'You're working hard today.' 'Yes, I have a lot to do'
- 'Is Susan working this week?' 'No, She's on holiday.

EXERCISES

1.1 Complete the sentences with one of the following verbs in the correct form:

come get happen look make start stay try work

1. 'You **'re working** hard today.' 'Yes, I have a lot to do.'
2. I _____ for Christine. Do you know where she is?
3. It _____ dark. Shall I turn on the light?

4. They haven't got anywhere to live at the moment. They _____ with friends until they find somewhere.
5. 'Are you ready, Ann?' 'Yes, I _____.'
6. Have you got an umbrella? It _____ to rain
7. You _____ a lot of noise. Could you be quieter? I _____ to concentrate.
8. Why are all these people here? What _____?

1.2 Use the words in brackets to complete the questions.

1. **Is Colin working** this week? No, he is on holiday. (Colin/work)
2. Why _____ at me like that? What's the matter? (You/look)
3. Jenny is a student at university. Is she? What _____? (she/study)
4. _____ to the radio or can I turn it off? (anybody/listen)
5. How is your English? _____ better? (it/get)

1.3 Complete the sentences using one of these verbs: (get change rise fall increase) You don't have to use all the verbs and you can use a verb more than once.

1. The population of the world is rising very fast.
2. Ken is still ill but he _____ better slowly
3. The world _____. Things never stay the same
4. The cost of living _____. Every year things are more expensive.
5. The economic situation is already very bad and it _____ worse.

Present Perfect

Patter: **S + have/has + V₃ + O**

• **How to use**

When we use the present perfect there is always a connection with now. The action in the past has a result now. Untuk menyatakan suatu kegiatan yang telah rampung/selesai dilaksanakan sekarang.

When often use the present perfect to give new information or to announce a recent happening:

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

Just: 'a short time ago':

- *We have already written our reports. (We are not writing it anymore.)*
- *Ira has already read the entire book. (She is not reading it anymore.)*
- *Karina is in Britain for three months. She is learning English.*
- *'Where is the key?' 'I don't know. I've lost it (I haven't got it now)*
- *I can't find my bag. Have you seen it? (do you know where it is now?)*
- *Ow! I've cut my finger.*
- *The road is closed. There has been an accident.*
- *Would you like something to eat? 'No, thanks. I've just had lunch.'*
- *Hello. Have you just arrived?*

Present Perfect Continuous

Pattern

S + have/has + been + V-ing

• How to use

Untuk menyatakan suatu kegiatan yang dimulai pada waktu lampau dan sekarang masih berlangsung dan ada kemungkinan masih akan terus berlangsung.

- *John has been working in Washington for three years.*
- *Over the past few years medical doctors have been searching for a drug to control the AIDS virus.*
- *One of my friends has been working in*

Simple Past

Pola:

S + V₂ + O

• Penggunaan

Untuk menyatakan suatu kegiatan yang terjadi pada suatu titik waktu lampau.

- *John went to Spain last year.*
- *Maria did her work last night.*

Past Continuous

Pola:

S + was/were + V-ing

• Penggunaan

Menyatakan suatu kegiatan yang sedang berlangsung pada waktu lampau saat kegiatan lain terjadi/menyela.

When + S1 + Simple Past + S2 + Past Continuous

S1 + Past Continuous + when + S2 + Simple past

- *The engine was running when it Suddenly stopped.*
- *When Fini came home, Nanan was watching television.*

Menyatakan dua kegiatan berlangsung bersamaan pada waktu lampau

S1 + Past Continuous + while + S2 +

atau

While + S1 + Past Continuous + S2 + Past

- *Fini was watching television while Nanan was reading a book.*
- *While Setiawan was reading a book, Karina was watching TV.*

Selain itu ada kemungkinan pola berikut

While + S1 + past continuous + S2 + simple

Menyatakan suatu tindakan yang sedang berlangsung pada suatu waktu spesifik di masa lampau.

- *Bob was watching TV at 7 last night.*

Past Perfect

Pola: **S + had + V₃ + O**

• Penggunaan

Menyatakan suatu kegiatan/tindakan yang terjadi sebelum kegiatan lain pada waktu lampau; biasanya ada dua atau lebih kegiatan yang beriringan.

- *John had gone to the store before he went home.*
- *Fini went to campus after she had her breakfast.*

– *Before Fini went to campus, she had had her breakfast.*

After Fini had had her breakfast, she went to campus.

Past Perfect Continuous

Pola: **S + had + been + V-ing**

• Penggunaan

Untuk menyatakan suatu kegiatan yang dimulai sebelum waktu berbicara pada waktu lampau dan berjalan terus sampai waktu itu, atau berhenti baru saja sebelum orang itu berbicara.

- *Devi had been living in Kuningan for ten years before she moved to Jakarta.*
- *Sovila had been working at Yayasan 45 for fifteen years before she retired.*
- *I had been waiting for a bus for twenty minutes when I saw you.*

Simple Future Tense

Pola: **S + will / shall + V1**

S + will/shall + V1

• Penggunaan

Shall/will = bentuk akan yang tidak terencana/spontan akan terjadi bilamana suatu kondisi tertentu terpenuhi.
To be going to = bentuk akan yang sudah terencana atau sudah pasti.

- *I shall meet you tomorrow.*
- *I will go and shut it.*
- *He will come if I ask him to look at those black clouds!*
- *It's going to rain. Oh I feel terrible. I think I'm going to be sick.*

Future Continuous Tenses

Pola: **S + will/shall + be + V-ing**

• Penggunaan

Untuk menyatakan suatu kegiatan sedang berlangsung di waktu akan datang.

- *Football begins at 7.30 and ends at 9.15. Tom will be watching the match at 8.30.*
- *This time next week I will be sailing to Neverland.*

Future Perfect Tense

Pola: **S + will/shall + have + V₃**

• Penggunaan

Untuk menyatakan suatu kegiatan/aktivitas yang terjadi dan selesai sebelum/pada saat kegiatan lain berlangsung di waktu akan datang.	<ul style="list-style-type: none">– <i>By the time we come home, the boys will have finished their homework.</i>– <i>I can lend you the book next week because by that time I will have finished reading it.</i>– <i>By the end of this week, I will have been back from Malaysia.</i>
--	--

Future Perfect Continuous

Pola: **S + will/shall + have + been + V-ing**

• Penggunaan

Pada dasarnya sama dengan future perfect, hanya tense ini lebih menekankan pada saat terjadinya.	<ul style="list-style-type: none">– <i>“Exams will start in a week”</i>– <i>“I know, I will have been studying all next weekend”</i>– <i>I will have been living here for ten years by the end of this year.</i>
--	--

CHAPTER II PRONOUNS AND DETERMINERS

2.1 A Friend of mine | My own house | On my own / by myself

A. A Friend Of Mine / a friend of Tom's etc.

We say 'a friend of **mine/yours/his/hers/ours/theirs**' (*not* 'a friend of me/you/him' etc.)

- I'm going to a wedding on Saturday. **A friend of mine** is getting married. (*not* 'a friend of me')
- We went on holiday with **some friends of ours**. (*not* 'some friends of us')
- Michael had an argument with **a neighbour of his**.
- It was **a good idea of yours** to go swimming this afternoon.

In the same way we say 'a friend of Tom's', 'a friend of my sister's' etc.:

- It was **a good idea of Tom's** to go swimming.
- That woman over there is **a friend of my sister's**.

B. My own ... / your own ... etc.

We use my/your/his/her/its/our/their before own:

My own house **your own** car **her own** room

You can not say 'an own...' ('an own house', 'an own car' etc.)

My own... / **your own...** (etc.) = something that is only mine/yours (etc.), not shared or borrowed:

- I don't want to share a room with anybody. I want **my own room**.
- Vera and George would like to have **their own house**. (*not* 'an own house')
- It's a pity that the flat hasn't got **its own entrance**.
- It's **my own fault** that I've got no money. I buy too many things I don't need.
- Why do you want to borrow my car? Why can't you use **your own**? (= your own car)

You can also use ...**own**... to say that you do something yourself instead of somebody else doing it for you. For example:

- Brian usually cuts **his own hair**. (= he cuts it himself; he doesn't go to the hairdresser)
- I'd like to have a garden so that I could grow **my own vegetables**. (= grow them myself instead of buying them from shops)

C. On my own / by myself

On my own and **by myself** both mean 'alone'. We say:

On { my / your his / her / its own }	=	by { Myself / yourself (<i>singular</i>) himself / herself / itself ourselves / yourselves (<i>plural</i>) / themselves }
---	---	---

- I like living **on my own / by myself**.
- Did you go on holiday **on your own / by yourself**?
- Jack was sitting **on his own / by himself** in a corner of the café.
- Learner drivers are not allowed to drive **on their own / by themselves**.

EXERCISES

I. Write new sentences using the structure in Section A (a friend of mine etc.).

1. I am writing to one of my friends. I'm writing to a friend of mine
2. We met one of your relations. We met a
3. Henry borrowed one of my books. Henry
4. Ann invited some of her friends to her flat. Ann
5. We had dinner with one of our neighbours.
6. I went on holiday with two of my friends.
7. Is that man one of the your friends?
8. I met one of Jane's friends at the party.

II. Complete the sentences using **my own / your own** etc. + one of the following:

business ideas money private jet ~~room~~
television

1. I don't want to share a room. I want my own room
2. I don't watch television with the rest of the family. I've got
in my room.
3. Sue doesn't need to borrow from me. She's got
4. Julia is fed up with working for other people. She wants to start
5. Henry is extremely rich. He's got
6. You can give him advice but he won't listen. He's got
7. The Isle of Man is an island off the coast of Britain. It is not completely
independent
but it has

III. Complete the sentences using **my own / your own** etc.

1. Why do you want to borrow my car? Why can't you use your own car?
2. How can you blame me? It's not my fault. It's
3. He's always using my ideas. Why can't he use ?
4. Please don't worry about my problems. You've got
5. I can't make her decisions for her. She must take

IV. Complete the sentences using **my own / your own** etc. Choose one of these verbs:

bake ~~cut~~ make write

1. Brian never goes to the hairdresser. He usually cuts his own hair
2. Mary doesn't often buy clothes. She usually
3. Paul is a singer. He sings songs written by other people but he also
4. We don't often buy bread from a bakery. We

V. Complete the sentences using **my own / by myself** etc.

1. Did you go on holiday on your own?
2. I'm glad I live with other people. I wouldn't like to live on
3. The box was too heavy for me to lift by
4. 'Who was Tom with when you saw him?' 'Nobody. He was by
5. Very young children should not go swimming by
6. I don't think she knows many people. When I see her, she is always by

7. I don't like strawberries with cream. I like them on
8. Do you like working with other people or do you prefer working by
9. We had no help decorating the flat. We did it completely on
10. I went out with Sally because she didn't want to go out on

2.2 Myself/yourself/themselves etc.

A. Study this example:

George cut himself when he was shaving this morning.

We use myself/yourself/himself etc. (*reflexive pronouns*) when the *subject* and *object* are the same:

subject → George cut himself . ← object

The reflexive pronouns are:

singular : myself yourself (*one person*) himself/herself/itself

plural : ourselves yourselves (*more than one person*) themselves

- I don't want you to pay for me. **I** pay for **myself**. (*not 'I'll pay for me'*)
- Julia had a great holiday. **She** enjoyed **herself** very much.
- Do **you** sometimes talk to **yourself**? (*said to one person*)
- If **you** want more to eat, help **yourselves**. (*said to more than one person*)

Compare:

- It's not our fault. **You** can't blame **us**.
- It's our own fault. **We** blame **ourselves**.

Note that we do *not* use **myself/yourself** etc. after '**bring/take** something **with ...**':

- It might rain. I'll **take** an umbrella **with me**. (*not 'with myself'*)

B. We do *not* use **myself** etc. after **concentrate/feel/relax/meet**:

- You must try and **concentrate**. (*not 'concentrate yourself'*)
- 'Do you **feel** nervous?' 'Yes, I can't **relax**.'
- What time shall we meet? (*not 'meet ourselves', not 'meet us'*)

We normally use **wash/shave/dress** *without myself* etc.:

- He got up, **washed, shaved, and dressed**. (*not 'washed himself' etc.*)

But we say 'I **dried myself**'

C. Study the difference between **-selves** and **each other**:

- Tom and Ann stood in front of the mirror and looked at **themselves**. (= *Tom and Ann looked at Tom and Ann*) *but*
- Tom looked at Ann; Ann looked at Tom. They looked at **each other**.

You can use **one another** instead of **each other**:

- How long have you and Bill known **one another**? (*or ...known each other*)
- Sue and Ann don't like **each other**. (*or ...don't like one another*)

D. We also use **myself/yourself** etc. in another way. For example:

- 'Who repaired your bicycle for you?' 'Nobody. **I** repaired it **myself**.'

'I repaired it **myself**'. = I repaired it, not anybody else. Here, **myself** is used to *emphasise I* (= it makes it stronger). Some more example:

- I'm not going to do it for you. **You** can do it **yourself**. (= you, not me)
- **Let's** paint the house **ourselves**. It will be much cheaper.
- **The film itself** wasn't very good but I liked the music.
- I don't think Sue will get the job. **Sue herself** doesn't think she'll get it. (*or Sue doesn't think she'll get it herself.*)

EXERCISES

I. Complete each sentence using **myself/yourself** etc. with one of these verbs (in the correct form): **blame** **burn** ~~cut~~ **enjoy** **express** **hurt** **put**

1. George cut himself while he was shaving this morning.
2. Bill fell down some steps but fortunately he didn't
badly.
3. It isn't her fault. She really shouldn't
4. Please try and understand how I feel. in my position.
5. They had a great time. They really
6. Be careful! That pan is very hot. Don't
7. Sometimes I can't say exactly what I mean. I wish I could
better.

II. Put it **myself/yourself/ourselves** etc. or **me/you/us** etc.

1. Julia had a great holiday. She enjoyed herself
2. It's not my fault. You can't blame
3. What I did was very wrong. I'm ashamed of
4. We've got a problem. I hope you can help
5. 'Can I take another biscuit?' 'Of course. Help!'
6. Take some money with in case you need it.
7. Don't worry about Tom and me. We can look after
8. I gave them a key to our house so that they could let in.
9. When they come to visit us, they always bring their dog with

III. Complete this sentence. Use **myself/yourself** etc. only where necessary. Use one of these verbs (in the correct form):

Concentrate **defend** **dry** **feel** **meet** **relax** ~~shave~~
wash

1. Martin decided to grow a beard because he was fed up with shaving
2. I wasn't very well yesterday but I much better
today.
3. She climbed out of the swimming pool and with a
towel.
4. I tried to study but I just couldn't
5. If somebody attacks you, you need to be able to
6. I'm going out with Chris this evening. We're at the station at 7.30.
7. You're always rushing around. Why don't you sit down and ?
8. There was no water, so we couldn't

IV. Complete this sentence with **-selves** or **each other**.

1. How long have you and Bill known each other?
2. If people work too hard, they can make ill.
3. I need you and you need me. We need
4. In Britain friends often give presents at
Christmast.
5. Some people are very selfish. They only think of
6. Nora and I don't see very often these days.
7. We couldn't get back into the house. We had locked out.
8. They've had an argument. They're not speaking to at the moment.
9. We'd never met before, so we introduced to

V. Complete the answer to the questions using **myself/yourself/itself** etc.

1	Who repaired the bicycle for you?	Nobody. I repaired it myself
2	Did Brian have his hair cut by a hairdresser?	No, he cut
3	Do you want me to post that letter for you?	No, I'll
4	Who told you that Linda was getting married?	Linda
5	Can you phone John for me?	Why can't you ?

2.3 There ... and it...

A. There and it

We use **there...** when we talk about something for the first time, to say that it exists:

- **There's** a new restaurant in King Street. (*not* 'A new restaurant is in King Street')
- The journey took a long time. **There was** a lot of traffic. (*not* 'It was a lot of traffic')
- Things are much more expensive now. **There has been** a big rise in the cost of living.

It = a particular thing, place, fact, situation etc. (but see also Section C):

- We went to the new restaurant. **It's** very good. (**it** = the restaurant)
- 'Was the traffic bad?' 'Yes, **it was** terrible.' (**it** = the traffic)
- I wasn't expecting them to come. **It** (= that they came) was a complete surprise.

Compare:

- I don't like this town. **There's** nothing to do here. **It's** a boring place.

Note that **there** also means 'to/at/in that place':

- The new restaurant is very good. I went **there** (= to the restaurant) last night.
- When we arrived at the party, there were already a lot of people **there**. (= at the party)

B. You can say **there will be, there must be, there used to be** etc.

- **Will there be** many people at the party?
- '**Is there** a flight to Paris this evening?' '**There might be.** I'll phone the airport.'
- If people drove more carefully, **there wouldn't be** so many accidents.
Also: **there must have been, there should have been** etc.:
- **There was** a light on. **There must have been** somebody at home.

Compare **there** and **it**:

- They live on a busy road. **There must be** a lot of noise from the traffic.
They live on a busy main road. **It must be** very noisy.
- **There used to be** a cinema in King Street but it closed a few years ago.
That building is now a supermarket. **It used to be** a cinema.

You can also say **there is sure/certain/likely to be** something:

- **There is sure to be** a flight to Paris this evening.

C. We use it in sentences like this:

- **It's** dangerous **to walk in the road**. (**It** = to walk in the road)

It is unusual to say 'To walk in the road is dangerous.' Normally we begin with **It...**:

- **It** didn't take us long **to get here**. (**It** = to get here)
- **It's** a pity (**that**) **Sandra can't come to the party**. (**It** = that Sandra can't come)
- Let's go. **It's** not worth **waiting any longer**. (**It** = waiting any longer)

We use **it** to talk about distance, time, and weather:

- **It's** a long way from here to the airport.
- **It's** a long time since I last saw you.
- **It's** going to be a nice day.
- How far is **it** to the airport?
- **It's** a long time since I last saw you.
- **It** was windy. (*but 'There was a cold wind'*)

EXERCISES

I. Put **it there is/was** or **it is/was**. Some sentence are questions (**is there...? / is it...?** etc.) and some are negative (**isn't/wasn't**).

1. The journey took a long time. **There was** a lot of traffic.
2. What's the new restaurant like? **Is it** good?.
3. '..... a bookshop near here?' 'Yes, one in Hill Street.'
4. When we got to the cinema, a queue outside. a very long queue, so we decided not to wait.
5. I couldn't see anything. completely dark.
6. trouble at the club last night. They had to call the police.
7. How far from Milan to Rome?
8. Keith's birthday yesterday. We had a party.
9. Three years since I last went to the theatre.
10. I wanted to visit the museum but enough time.
11. '..... time to go?' 'Yes, nearly midnight.'
12. A few days ago a storm. a lot of damage.
13. a beautiful day yesterday. We had a picnic.
14. anything on television, so I turned it off.
15. an accident in King Street but very serious.

II. Read the first sentence and then write a sentence beginning **There...**

1. The roads were busy today. *There was a lot of traffic*
2. This soup is very salty. There in the soup.
3. The box was empty. in the box.

4. The film was very violent.
5. The shops were very crowded.
6. I like this town – it's lively.

III. Complete the sentence. Use **there will be**, **there would be** etc. Choose from:

will **might** ~~**would**~~ **wouldn't** **should** **used to** (be) **going to**

1. If people drove more carefully, *there would be* fewer accidents.
2. 'Have we got any eggs?' 'I'm not sure. some in the fridge.'
3. I think everything will be OK. I don't think any problems.
4. Look at the sky. a storm.
5. 'Is there a school in the village?' 'Not now. one but it closed.'
6. People drive too fast on this road. I think a speed limit.
7. If people weren't aggressive, any wars.

IV. Are these sentences right or wrong? Change **it** to **there** where necessary.

1. They live in a busy road. It must be a lot of noise. *WRONG: There must be*
2. Last winter it was very cold and it was a lot of snow.
3. I wish it was warmer. I hate cold weather.
4. It used to be a church here, but it was knocked down.
5. It's was a long way from my house to the nearest shop.
6. Why was she so unfriendly? It must have been a reason.
7. I don't know who will win but it's sure to be a good match.
8. 'Where can we park the car?' 'Don't worry. It's sure to be a car park somewhere.'
9. After the lecture it will be an opportunity to ask questions.
10. I like the place where I live but it would be nicer to live by the sea.
11. I was told that it would be somebody to meet me at the station but it wasn't anybody.

2.4 Some and any

A. In general we use **some** (*also somebody/someone/something*) in positive sentence and **any** (*also anybody* etc.) in negative sentence (but see also Section C and D):

some	any
<ul style="list-style-type: none"> • We bought some flowers. • He's busy. He's got some work to do. • There's somebody at the door. • I'm hungry. I want something to eat. 	<ul style="list-style-type: none"> • We didn't buy any flowers. • He's lazy. He never does any work. • There isn't anybody at the door. • I'm not hungry. I don't want anything to eat.

We use **any** in the following sentences because the meaning is negative:

- She went out **without any** money. (She **didn't** take **any** money with her.)
- He **refused** to eat **anything**. (He **didn't** eat **anything**.)
- Hardly **anybody** passed the examination. (= almost nobody passed)

B. In most questions we use **any**:

- 'Have you got **any** luggage?' 'No. I haven't.'
- 'Has **anybody** seen my bag?' 'Yes. It's under the table.'

But we use **some** in questions when we expect the answer 'yes':

- What's wrong? Have you got **something** in your eye? (It seems that you have got something in your eye and I expect you to answer 'yes'.)

We use **some** in questions when we offer or ask for things:

- Would you like **something** to eat?
- Can I have **some** sugar, please?

C. We often use **any** after **if**:

- **If** there are **any** letters for me, can you send them on to this address?
- **If anyone** has any questions, I'll be pleased to answer them.
- Let me know **if** you need **anything**.

The following sentences have the idea of **if**:

- I'm sorry for **any** trouble I've caused. (= if I have caused any trouble)
- **Anyone** who wants to do the exam must give me their names today. (= if there is anyone)

D. We also use **any** with the meaning 'it doesn't matter which':

- You can catch **any** bus. They all go to the centre. (= it doesn't matter which bus you catch)
- 'Sing a song.' 'Which song shall I sing?' '**Any** song. I don't mind.' (= it doesn't matter which song)
- Come and see me **any** time you want.
- 'Let's go out somewhere.' 'Where shall we go?' '**Anywhere**. I don't mind.'
- We left the door unlocked. **Anybody** could have come in.

Compare **something** and **anything**:

- A: I'm hungry. I want **something** to eat.
B: What would you like?
A: I don't mind. **Anything**. (= something, but it doesn't matter what)

E. **Somebody/someone/anybody/anyone** are singular words:

- Someone is here to see you.

But we often use **they/them/their** after these words:

- **Someone** has forgotten **their** umbrella. (= his or her umbrella)
- If **anybody** wants to leave early, **they** can. (= he or she can)

EXERCISES

I. Complete the sentences with **some** or **any**.

1. We didn't buy **any** flowers.
2. This evening I'm going out with friends of mine.
3. 'Have you seen good films recently?' 'No, I haven't been to the cinema for ages.'
4. I didn't have money, so I had to borrow
5. Can I have milk in my coffee, please?
6. I was too tired to do work.

7. You can cash these traveler's cheques at bank.
8. Can you give me information about places of interest in the town?
9. With the special tourist train ticket, you can travel on train you like.
10. If there are words you don't understand, use a dictionary.

II. Complete the sentences with **some-** or **any-** + **-body/-thing/-where**.

1. I was too surprised to say anything.....
2. There's at the door. Can you go and see who it is?
3. Does mind if I open the window?
4. I wasn't feeling hungry, so I didn't eat
5. You must be hungry. Would you like to eat?
6. Quick, let's go! There's coming and I don't want to see us.
7. Sally was upset about and refused to talk to
8. This machine is very easy to use. can learn to use it in a very short time.
9. There was hardly on the beach. It was almost deserted.
10. 'Do you live near Jim?' 'No, he lives in another part of town.'
11. We slept in a park because we didn't have to stay.
12. 'Where shall we go on holiday?' 'Let's go warm and sunny.'
13. They stay at home all the time. They never seem to go
14. I'm going out now. If phones while I'm out, can you tell them I'll be back at 11.30?
15. Why are you looking under the bed? Have you lost?
16. who saw the accident should contact the police.
17. Sue is very secretive. She never tells (2 words)

III. Complete the sentences. Use **any** (+ noun) or **anybody/anything/anywhere**.

1 Which bus do I have to catch?

..... Any bus .. . They all go to the centre.

2 Which day shall I come?

I don't mind.

3 What do you want to eat?

..... I don't mind.

4 Where shall I sit?

Whatever you have.

5 What sort of job are you looking for?

It's up to you. You can sit you like.

6 What time shall I phone tomorrow?

..... It doesn't matter.

7 Who shall I invite to the party?

..... I'll be in all day.

8 Which newspaper shall I buy?

I don't mind. you like.

..... Whatever they have in the shop.

2.5 No/none/any

A. No none nothing nobody/no one nowhere

You can use these negative words at the beginning of a sentence or alone:

- **No** cars are allowed in the city centre.
- **None** of this money is mine.
- 'What did you say?' '**Nothing**'
- **Nobody** (or **No one**) came to visit me while I was in hospital.
- 'Where are you going?' '**Nowhere**. I'm staying here.'

You can also use these words after a verb, especially after **be** and **have**:

- The house is empty. There's **nobody** living there.
- She **had no** difficulty finding a job.

No/nothing/nobody etc. = **not** + **any/anything/anybody** etc.:

- We haven't got **any** money. (= We've got **no** money)
- I didn't say **anything**. (= I said nothing)
- She didn't tell **anybody** about her plans. (= She told **nobody**...)
- The station isn't **anywhere** near here. (= ... is **nowhere** near here)

When you use **no/nothing/nobody** etc., do *not* use a negative verb (isn't, didn't, can't etc)

- I said **nothing**. (*not* 'I didn't say nothing')
- **Nobody** tells me anything. (*not* 'Nobody doesn't tell...')

B. We also use **any/anything/anybody** etc. (without 'not') to mean 'it doesn't matter which/what/who' (see 2.4D). compare **no-** and **any-**:

- 'What do you want to eat?' '**Nothing**. I'm not hungry.'
I'm so hungry. I could eat **anything**. (= it doesn't matter what)
- The exam was extremely difficult. **Nobody** passed. (= everybody failed)
The exam was very easy. **Anybody** could have passed. (= it doesn't matter who)

C. **No** and **none**

We use **no** + a noun. **No** = **not a** or **not any**:

- We had to walk home because there was **no bus**. (= there wasn't **a** bus)
- I can't talk to you now. I've got **no time**. (= I haven't got **any** time)
- There were **no shops** open. (= there weren't **any** shops open)

We use **none** alone (without a noun):

- 'How much money have you got?' '**None**.' (= no money)
- All the tickets have been sold. There are **none** left. (= no tickets left)

Or we use **none of**... :

None of these shops **none of my money** **none of**
it/them/us/you

After **none of** + a *plural* word ('none of **the shops**', 'none of **them**' etc.) you can use a singular or a plural verb. A plural verb is more usual:

- **None of the shops were** (or **was**) open.

D. After **nobody/no one** you can use **they/them/their**:

- **Nobody** phoned, did **they**? (= did he or she)
- The party was a disaster. **Nobody** enjoyed **themselves**. (= himself or herself)
- **No one** in the class did **their** homework. (= his or her homework)

EXERCISES

I. Answer these questions using **none/nobody/nothing/nowhere**.

1	What did you do?	Nothing.....
2	Who were you talking to?	.....
3	Where are you going?	.....
4	How much luggage have you got?	.....
5	How many children have they got?	.....
6	Who did you meet?	.....
7	What did you buy?	.....

Now write full sentences using **any/anybody/anything/anywhere**.

8. (1) I didn't do anything.....
9. (2) I.....
10. (3).....
11. (4).....
12. (5).....
13. (6).....
14. (7).....

II. Complete these sentences with **no, none, or any**.

1. It was a public holiday. So there were **no** shops open.
2. I haven't got **any** money. Can you lend me some?
3. I couldn't make an omelette because there were
eggs.
4. I couldn't make an omelette because there weren't
eggs.
5. 'How many eggs have we got?' '.....'. I'll go and buy some from
the shop if you like'
6. We took a few photographs but..... of them were very good.
7. What a stupid thing to do! intelligent person would do such a
thing.
8. I'll try and answer questions you ask me.
9. I couldn't answer of the questions they asked me.
10. We cancelled the party because of the people we invited were
able to come.

III. Complete these sentences with **no- or any- + -body/-thing/-where**.

1. I don't want **anything** to drink. I'm not
thirsty.
2. The bus was completely empty. There was on it.
3. 'Where did you go for your holidays?' '.....'. I stayed at
home.'
4. I went to the shops but I didn't buy
5. 'What did you buy?' '.....'. I couldn't find I wanted.
6. The town was still the same when I returned years later. had
changed.

7. Have you seen my watch? I've looked all over the house but I can't find it .
8. There was complete silence in the room. said

IV. Choose the right word.

1. She didn't tell nobody / anybody about her plans. (anybody is *correct*)
2. The accident looked serious but fortunately nobody / anybody was injured.
3. I looked out of the window but I couldn't see nobody / anybody.
4. My job is very easy. Nobody / anybody could do it.
5. 'What's in that box?' 'Nothing / anything. It's empty.'
6. The situation is uncertain. Nothing / anything could happen.
7. I don't know nothing / anything about economics.

2.6 Much, many, little, few, a lot, plenty

A. We use **much** and **little** with uncountable nouns:

much time **much** luck **little** energy **little** money

We use **many** and **few** with plural nouns:

many friends **many** people **few** cars **few**
countries

B. We use **a lot of** / **lots of** / **plenty of** with uncountable and plural nouns:

a lot of luck **lots of** time **plenty of** money
a lot of friends **lots of** people **plenty of** ideas

Plenty = more than enough:

- There's no need to hurry. We've got **plenty of** time.
- I've had **plenty** to eat. I don't want any more.

C. We use **much/many** especially in negative sentence and questions. **A lot (of)** is also possible:

- We didn't spend **much** money. (*or* We didn't spend **a lot of** money.)
- Do you know **many** people? (*or* Do you know **a lot of** people?)
- I don't go out **much**. (*or* I don't go out **a lot**.)

In positive sentences **a lot (of)** is more usual. **Much** is unusual in positive sentence in spoken English:

- We spent **a lot of** money. (*not* 'We spent much money')
- He goes out **a lot**. (*not* 'He goes out much')

You can use **many** in positive sentences, but **a lot (of)** is more usual in spoken English:

- **A lot of** people (*or* **Many** people) drive too fast.

But note that we use **too much** and **so much** in positive sentences:

- We spent **too much** money.

D. **Little** and **few** (without 'a') are negative ideas (= not much / not many):

- We must be quick. There is **little** time. (= not much, not enough time)
- He isn't popular. He has **few** friends. (= not many, not enough friends)

You can say **very little** and **very few**:

- There is **very little** time.
- He has **very few** friends.

A little and **a few** are more positive. **A little** = some, a small amount:

- Let's go and have a drink. We've got **a little** time before the train leaves.
(a little time = some time, enough time to have a drink)
- 'Do you speak English?' 'A **little**.' (so we can talk a bit)

A few = some, a small number:

- I enjoy my life here. I have **a few** friends and we meet quite often.
(a few friends = not many but enough to have a good time)
- 'When did you last see Clare?' 'A **few** days ago.' (= some days ago)

Compare:

- He spoke **little** English, so it was difficult to communicate with him.
He spoke **a little** English, so we were able to communicate with him.
- She's lucky. She has **few** problems. (= not many problems)
Things are not going so well for her. She has **a few** problems. (= some problems)

Note that 'only a little' and 'only a few' have a negative meaning:

- We must be quick. We've **only** got **a little** time.
- The village was very small. There were **only a few** houses.

EXERCISES

I. In some of these sentences **much** is incorrect or unnatural. Change **much** to **many** or **a lot (of)** where necessary. Put 'right' if the sentence is correct.

1. We didn't spend much money. right
2. Sue drinks much tea. a lot of tea
3. Jim always puts much salt on his food. _____
4. We'll have to hurry. We haven't got much time. _____
5. Did it cost much to repair the car? _____
6. It cost much to repair the car. _____
7. I don't know much people in this town. _____
8. I use the phone much at work. _____
9. They've got so much money they don't know what to do with it. _____

II. Complete the sentences using **plenty (of)** + one of the following:

hotels money room ~~time~~ to learn things to see

1. There's no need to hurry. We've got plenty of time
2. He's got no financial problems. He's got _____
3. Come and sit with us. There's _____
4. She knows a lot but she still has _____
5. It's an interesting town to visit. There _____
6. I'm sure we'll find somewhere to stay. _____

III. Put in **much, many, few** or **little**.

1. He isn't very popular. He has _____ **few** _____ friends.
2. Ann is very busy these days. She has _____ **free time**.
3. Did you take _____ **photographs** when you were on holiday?
4. I'm not very busy today. I haven't got _____ **to do**.
5. The museum was very crowded. There were too _____ **people**.
6. Most of the town is modern. There are _____ **old buildings**.

7. The weather has been very dry recently. We've had rain.

IV. Some of these sentences need **a**. Put in **a** where necessary. Put 'right' if the sentence is already complete.

1. She's lucky. She has few problems. **right**
2. Things are not going so well for her. She has few problems. .. **a few problems**
3. Can you lend me few dollars?
4. I can't give you a decision yet. I need little time to think.
5. There was little traffic, so the journey didn't take very long.
6. It was a surprise that he won the match. Few people expected him to win.
7. I don't know much Spanish - only few words.

V. Put in **little** / **a little** / **few** / **a few**.

1. We must be quick. We have **little** time.
2. Listen carefully. I'm going to give you **advice**.
3. Do you mind if I ask you **questions**?
4. This town is not a very interesting place to visit, so **tourist** come here.
5. I don't think Jill would be a good teacher. She's got **patience**.
6. 'Would you like milk in your coffee?' 'Yes, please.'
7. This is very boring place to live. There's **to do**.
8. 'Have you ever been to Paris?' 'Yes, I've been there **times**.'

2.7 All / all of most / most of no / none of etc.

all	some	any	most	much/many
little/few				

A. You can use the words in the box (and also **no**) with *a noun* (some food/few books etc.)

- **All cars** have wheels.
- **Some cars** can go faster than others
- (*on a notice*) **NO CARS** (= no cars allowed)
- **Many people** drive too fast.
- I don't go out very often. I'm at home **most days**.

You cannot say 'all of cars', 'most of people' etc. (see also Section B):

- **Some people** are very unfriendly. (*not* 'some of people')

Note that we say **most** (*not* 'the most'):

- **Most tourist** don't visit this part of the town. (*not* 'the most tourists')

B. **Some of... / most of... / none of...** etc.

You can use the words in the box (also **none** and **half**) with **of**. You can say **some of** (the people), **most of** (my friends), **none of** (this money) etc.

We use **some of**, **most of** (etc.) + **the / this / that / these / those / my / his / Ann's...** etc.

So we say:

- **Some of the** people, **some of those** people (*but not 'some of people'*)
- **Most of my** friends, **most of Ann's** friends (*but not 'most of friends'*)
- **None of this** money, **none of their** money (*but not 'none of money'*)

For example:

- **Some of the** people I work with are very friendly.
- **None of this** money is mine.
- Have you read **any of these** books?
- I wasn't well yesterday. I spent **most of the day** in bed.

You don't need **of** after **all** or **half**. So you can say:

- **All my friends** live in London. *or* **All of** my friends...
- **Half this money** is mine. *or* **Half of** this money...

See also Section C.

Compare **all...** and **all (of) the...**:

- **All flowers** are beautiful. (= all flowers in general)
- **All (of) the flowers** in this garden are beautiful. (= a particular group of flowers)

C. You can use **all of / some of / none of** etc. + **it/us/you/them**

- 'How many of these people do you know?' '**None of them.**' / '**A few of them.**'
- Do **any of you** want to come to a party tonight?
- 'Do you like this music?' '**Some of it.** Not **all of it.**'

Before **it/us/you/them** you need **of** after **all** and **half** (**all of**, **half of**):

all of us (*not 'all us'*) **half of them** (*not 'half them'*)

D. You can use the words in the box (and also **none**) alone, *without* a noun:

- **Some cars** have four doors and **some** have two.
- **A few** of the shops were open but **most** (of them) were closed.
- **Half** (of) this money is mine, and **half** (of it) it yours. (*not 'the half'*)

EXERCISES

I. Put in **of** where necessary. Leave an empty space (-) if the sentence is already complete.

- | | |
|--|--|
| 1. All cars have wheels. | 5. I have lived in London most my life. |
| 2. None of this money is mine. | 6. Many people watch too much TV. |
| 3. Some people get angry very easily. | 7. Are any those letters for me? |
| 4. Some the people I met at the party were very interesting. | 8. Most days I get up before 7 o'clock. |
| | 9. Jim thinks that all museums are boring. |

II. Choose from the list and complete the sentences. Use **of** (some **of** / most **of** etc.) where necessary.

- | | | | |
|-----------------------|--------------------|---------------------|-----------------------------|
| accidents | ears | her friends | the people I invited |
| birds | my dinner | the houses | European countries |
| the population | these books | her opinions | my spare time |

- I haven't read many of these books.
- All cars have wheels.
- I spend most gardening.
- It's a historic town. Many are over 400 years old.

5. Many are caused by bad driving.
6. When she got married, she kept it a secret. She didn't tell any
7. Not many people live in the north of the country. Most live in the south.
8. Not all can fly. For example, the penguin can't fly.
9. None to the party could come, so I cancelled it.
10. Julia and I have very different ideas. I don't agree with many
11. Sarah travels a lot. She has been to most
12. I had no appetite. I could only eat half

III. Complete the sentences using the words in brackets. Sometimes no other words are necessary. Sometimes you need **the** or **of the**.

1. I wasn't well yesterday. I spent ... **most of the day** in bed. (most/day)
2. **Some cars** can go faster than others. (some/cars)
3. drive too fast. (many/people)
4. you took on holiday were very good. (some/photographs)
5. learn more quickly than others. (some/people)
6. We've eaten we bought. There's very little left. (most/food)
7. Have you spent you borrowed? (all/money)
8. Peter can't stop talking. He talks (all/time)
9. We had a lazy holiday. We spent on the beach. (most/time)
10. George is easy to get on with. like him. (most/people)
11. The exam was difficult. I could only answer (half/questions)

IV. Complete the sentences. Use **all/some/none + it/them/us** (**all of it / some of them** etc.).

1. These books are all Jane's. **None of them** belong to me.
2. 'How many of these books have you read?' '..... Every one.'
3. We all got wet in the rain because had an umbrella.
4. Some of this money is yours and is mine.
5. I asked some people for directions but were able to help me.
6. She made up the whole story from beginning to end. was true.
7. Not all the tourists in the group were Spanish. were French.
8. I watched most of the film but not

2.8 Both / both of neither / neither of either / either of

A. We use both/neither/either for *two* things. You can use these words with a *noun* (both books, neither book etc.)

For example, you are talking about going out to eat this evening. There are two restaurants where you can go. You say:

- **Both restaurants** are very good. (*not* 'the both restaurants')
- **Neither restaurant** is expensive.
- We can go to **either restaurant**. I don't mind. (**either** = one or the other, it doesn't matter which one)

B. **Both of... / neither of... / either of...**

When you use **both/neither/either + of**, you always need **the... / these/those... / my/your/his / Tom's...** (etc.). You cannot say 'both of restaurants'. You have to say 'bot of **the** restaurants', 'both of **those** restaurants' etc.:

- **Both of these** restaurants are very good.
- **Neither of the** restaurants we went to was (*or were*) expensive.
- I haven't been to **either of those** restaurants. (= I haven't been to one or the other)

You don't need **of** after **both**. So you can say:

- **Both my parents** are from London. *or* **Both of my parents**...

You can use **both of / neither of / either of + us/you/them**:

- (*talking to two people*) Can **either of you** speak Spanish?
- I asked two people the way to the station but **neither of them** knew.

You must say 'both **of**' before **us/you/them** (**of** is necessary):

- **Both of us** were very tired. (*not* 'Both us were...')

After **neither of...** a singular or plural verb is possible:

- Neither of the children **wants** (*or want*) to go to bed.

C. You can also use **both/neither/either** alone:

I couldn't decide which of the two shirts to buy. I liked **both**. (*or* I liked **both of** them.)

'Is your friend British or American?' '**Neither**. She's Australian.'

'Do you want tea or coffee?' '**Either**. I don't mind.'

D. You can say:

Both...and...:	<ul style="list-style-type: none"> • Both Ann and Tom were late. • I was both tired and hungry when I arrived home.
Neither...nor...:	<ul style="list-style-type: none"> • Neither Liz nor Robin came to the party. • She said she would contact me but she neither wrote nor phoned.
Either...or...:	<ul style="list-style-type: none"> • I'm not sure where he's from. He's either Spanish or Italian. • Either you apologize or I'll never speak to you again.

E. Compare **either/neither/both** (*two things*) and **any/none/all** (*more than two*):

There are two good hotels in the town. You can stay at either of them. We tried two hotels. Neither of them had any rooms. / Both of them were full.	There are many good hotels in the town. You can stay at any of them. We tried a lot of hotels. None of them had any rooms. / All of them were full.
---	--

EXERCISES

I. Complete the sentences with **both/neither/either**.

1. 'Do you want tea or coffee?' ' Either . I really don't mind.'
2. 'What day is it today - the 18th or the 19th?' ' It's the 20th.'
3. 'There are two sandwiches here. Do you mind which I take?' 'No, take'
4. A: Where did you go for your holidays - Scotland or Ireland?
B: We went to A week in Scotland and a week in Ireland.
5. 'When shall I phone you, morning or afternoon?' ' I'll be in all day.'
6. 'Where's Kate? Is she at work or at home?' ' She's away on holiday.'

II. Complete the sentences with **both/neither/either**. Use **of** where necessary.

1. Both (of)..... My parents are from London.
2. To get to the town Centre, you can go along the footpath by the river or you can go along the road. You can go way.
3. I tried twice to phone George but times he was out.
4. Tom's parent is English. His father is Polish and his mother is Italian.
5. I saw an accident this morning. Once car drove into the back of another. Fortunately driver was injured but cars were quite badly damaged.
6. I've got two sisters and a brother. My brother is working but my sisters are still at school.

III. Complete the sentences with **both/neither/either of us/them**.

1. I asked two people the way to the station but neither of them could help me.
2. I was invited to two parties last week but I didn't go to
3. There were two windows in the room. It was very warm, so I opened
4. Sarah and I play tennis together regularly but can play very well.
5. I tried two bookshops for the book I wanted but had it.

IV. Write sentences with **both...and... / either...nor... / either...or...**

1. Tom always late. So was Ann. Both Tom and Ann were late
2. She didn't write and she didn't phone. She neither wrote nor phoned
3. Jim is on holiday and so is Carol. Both
4. George doesn't smoke and he doesn't drink.
5. Jim hasn't got a car. Carol hasn't got a car either.
6. It was a very boring film. It was very long too. The film
7. Is that man's name Richard? Or is it Robert? It's one of the two.
That man's name
8. I haven't got time to go on holiday. And I haven't got the money.
I've got
9. We can leave today or we can leave tomorrow - whichever you prefer.
We

V. Complete the sentences with **neither/either/none/any**.

1. We tried a lot of hotels but none of them had any rooms.
2. I took two books with me on holiday but I didn't read of them.
3. I took five books with me on holiday but I didn't read of them.
4. There are a few shops at the end of the street but of them sell newspaper.
5. You can phone me at time during the evening. I'm always at home.
6. I can meet you on the 6th or 7th. Would of those days be convenient for you?
7. John and I couldn't get into the house because of us had a key.
8. There were a few letters this morning but of them were for me.

2.9 All, every and whole

A. All and everybody/everyone

We do not normally use **all** to mean **everybody/everyone**.

- **Everybody** enjoyed the party. (*not* 'All enjoyed...')

But note that we say **all of us/you/them**, not 'everybody of...':

- **All of us** enjoyed the party. (*not* 'everybody of us')

B. All and everything

Sometimes you can use **all** or **everything**:

- I'll do **all I can** to help. or I'll do **everything I can** to help.

You can say 'all I can' / 'all you need' etc. but we do not normally use **all alone**:

- He thinks he knows everything. (*not* 'he knows all')
- Our holiday was a disaster. Everything went wrong (*not* 'All went wrong')

We use **all** in the expression **all about**:

- They told us all about their holiday.

We also use **all** (*not* 'everything') to mean **the only thing(s)**:

- All I've eaten today is a sandwich. (= the only thing I've eaten today)

C. Every/everybody/everyone/everything are *singular* words, so we use a *singular* verbs.

- **Every seat** in the theatre **was** taken.
- **Everybody has** arrived. (*not* 'have arrived')

But we often use **they/them/their** after **everybody/everyone**:

- **Everybody** said **they** enjoyed **themselves**. (= he or she enjoyed himself or herself)

D. All and whole

Whole = complete, entire. Most often we use **whole** with *singular* nouns:

- Did you read **the whole book**? (= all the book, not just a part of it)
- She has lived **her whole life** in Scotland.

We normally use **the/my/her** etc. before **whole**. Compare **whole** and **all**:

the whole book / **all the** book **her whole** life / **all her** life

You can also use: **a whole...**:

- Jack was so hungry; he ate **a whole packet** of biscuits. (= a complete packet)

We do not normally use **whole** with *uncountable* nouns. We say:

- I've spent **all the money** you gave me. (= *not* 'the whole money')

E. Every/all/whole with time words.

We use every to say how often something happens. So we say **every day / every Monday / every ten minutes / every three weeks** etc.:

- When we were on holiday, we went to the beach **every day**. (*not* 'all days')
- The bus service is very good. There's a bus **every ten minutes**.
- Ann gets paid **every four weeks**.

All day / the whole day = the complete day from beginning to end.

- We spent **all day / the whole day** on the beach.
- He was very quiet. He didn't say a word **all evening / the whole evening**.

Note that we say **all day** (*not* 'all the day'), **all week** (*not* 'all the week') etc.

Compare **all the time** and **every time**:

- They never go out. They are at home **all the time**. (= always - *not* 'every time')
- **Every time** I see you, you look different. (= each time, on every occasion)

EXERCISES

I. Complete these sentences with **all**, **everything** or **everybody/everyone**.

1. It was a good party. Everybody enjoyed it.
2. All I've eaten today is a sandwich.
3. Everybody has got their faults. Nobody is perfect.
4. Nothing has changed. Everything is the same as it was.
5. Margaret told me everything about her new job. It sounds quite interesting.
6. Can everybody write their names on a piece of paper, please?
7. Why are you always thinking about money? money isn't everything
8. I didn't have much money with me. Everything I had was ten pounds.
9. When the fire alarm rang, everybody left the building immediately.
10. She didn't say where she was going. Everything she said was that she was going away.
11. We have completely different opinions. I disagree with everything she says.
12. We all did well in the examination. Everybody in our class passed.
13. We all did well in the examination. Everybody of us passed.
14. Why are you so lazy? Why do you expect me to do everything for you?

II. Write sentences with **whole**.

1. I read the book from beginning to end. I read the whole book
2. Everyone in the team played well. The whole team
3. Paul opened a box of chocolates. When he finished eating, there were no chocolates left in the box. He ate the whole box
4. The police came to the house. They were looking for something. They searched everywhere, every room. They searched the whole house
5. Ann worked from early in the morning until late in the evening. She worked the whole day
6. Everyone in Dave and Judy's family plays tennis. Dave and Judy play, and so do their children. The whole family
7. Jack and Jill went on holiday to the seaside for a week. It rained from the beginning of the week to the end. It rained the whole week

Now write the sentences 5 and 7 again using **all** instead of **whole**.

8. (5) Ann worked all day
9. (7) It rained all week

III. Complete these sentences using **every** with one of the following:

Five minutes ~~ten minutes~~ four hours six months four years

1. The bus service is very good. There's a bus every ten minutes
2. Tom is ill. He has some medicine. He has to take it every five minutes
3. The Olympic Games take place every four years
4. We live near a busy airport. A plane flies over our house every ten minutes
5. It's a good idea to have a check-up with a dentist every six months

IV. Which is the correct alternative?


- I've spent ~~the whole money~~ / all the money you gave me. (all the money is correct)
- Sue works every day / all days except Sunday.
- I'm tired. I've been working hard all the day / all day.
- It was a terrible fire. Whole building / the whole building was destroyed.
- I've been trying to phone her all day but every time / all the time I phone her the line is engaged.
- I don't like the weather here. It rains every time / all the time.
- When I was on holiday, all my luggage / my whole luggage was stolen.

2.10 Each and every

A. Each and every are similar in meaning. Often it is possible to use **each** and **every**:

- **Each** time (or **every** time) I see you, you look different.
- There's a telephone in **each** room (or **every** room) of the house.

But **each** and **every** are not exactly the same. Study the difference:

<p>We use each when we think of things separately, one by one: Study each sentence carefully. (= study the sentences one by one)</p> <p style="text-align: center;">each = ☆ + ☆ + ☆ + ☆</p> <p>Each is more usual for a small number:</p> <ul style="list-style-type: none"> • There were four books on the table. Each book was a different colour. • (in a card game) At the beginning of the game, each player has three card. 	<p>We use every when we think of things as a group. The meaning is similar to all. Every sentence must have a verb. (= all sentences in general)</p> <p style="text-align: center;">every = </p> <p>Every is more usual for a large number:</p> <ul style="list-style-type: none"> • Carol loves reading. She has read every books in the library. (= all the books) • I would like to visit every country in the world. (= all the countries)
---	---

Each (but not **every**) can be used for two things:

In a football match, **each team** has 11 players. (not 'every team')

We use **every** (not **each**) to say how often something happens:

'How often do you go shopping?' '**Every day.**' (not 'each day')

There's a bus **every ten minutes**. (not 'each ten minutes')

B. Compare the structure we use with **each** and **every**

<p>You can use each with a noun: each book each student</p> <p>You can use each alone (without a noun):</p> <ul style="list-style-type: none"> • None of the rooms was the same. Each was different. (= each room) <p>Or you can use each one:</p> <ul style="list-style-type: none"> • Each one was different. <p>You can say each of (the.../these.../etc.):</p> <ul style="list-style-type: none"> • Read each of these sentences 	<p>You can use every with a noun: every book every student</p> <p>You can say every one (but not every alone):</p> <ul style="list-style-type: none"> • 'Have you read all these books?' 'Yes. Every one.' <p>You can say every one of... (but not 'very of...'):</p> <ul style="list-style-type: none"> • I've read every one of those books. (not 'every of those books')
---	--

<p>carefully.</p> <ul style="list-style-type: none"> • Each of the books is a different colour. <p>Also each of us/you/them:</p> <ul style="list-style-type: none"> • Each of them is a different colour. 	<ul style="list-style-type: none"> • I've read every one of them.
--	---

C. You can also use **each** in the middle or at the end of a sentence. For example:

- The students were **each** given a book.(= each student was given a book.)
- These oranges cost 25 pence **each**.

D. **Everyone** and **every one**

Everyone (one word) is only for people (= 'everybody'). **Every one** (two words) is for things or people, and similar to **each one** (see Section B):

Everyone enjoyed the party. (= **Everybody**...)

He is invited to lots of parties and he goes to **everyone**. (= to **every party**)

EXERCISES

I. Put in **each** or **every**.

1. There were four books on the table. Each book was a different colour.
2. The Olympic Games are held every four years.
3. Each parent worries about the children.
4. In a game of tennis there are two or four players. Each player has a racket.
5. Nicola plays volleyball every Thursday evening.
6. I understood most of what they said but not every word.
7. The book is divided into five parts and each of these has three sections.
8. I get paid every four weeks.
9. We had a great weekend. I enjoyed every minute of it.
10. I tried to phone her two or three times, but every time there was no reply.
11. Car seat belts save lives. Every driver should wear one.
12. (from an examination paper) Answer all five questions. Begin your answer to each question on a separate sheet of paper.

II. Complete the sentence using **each**.

1. The price of one of those oranges is 25 pence. Those oranges are 25 pence each.
2. I had ten pounds and so did Sonia. Sonia and I each had ten pounds.
3. One of those postcards costs 40 pence. Those cost 40 pence each.
4. The hotel was expensive. I paid £40 and so did you. We each paid £40.

III. Put in **everyone** (one word) or **every one** (two words).

1. He's invited to a lot of parties and he goes to everyone.
2. As soon as everyone had arrived, we began the meeting.
3. I asked her lots of questions and she answered every one correctly.
4. She's very popular. Everyone likes her.
5. I dropped a tray of glasses. Unfortunately every one broke.

CHAPTER III QUESTIONS AND AUXILIARY VERBS

3.1. Questions (1)

A. We usually make questions by changing the word order: we put the first *auxiliary verb (AV)* before the *subject (S)*:

Tom	will	→	will	Tom?
you	have	→	have	you?
I	can	→	can	I?
the house	was	→	was	the house?

- S + AV AV + S
- **Will Tom** be here tomorrow?
 - **Have you** been working hard?
 - What **can I** do? (*not* 'What I can do?')
 - When **was the house** built?
(*not* 'When was built the house?')

you	live	→	do	you live?
the film	begins	→	does	the

you	live	→	do	you live?
the film	begins	→	does	the

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

- **Do you live** near here?
- What time **does** the film **begin**?
(*not* 'What time begins...?')

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

- **Did you sell** your car?
- How **did** the accident happen?

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

Compare:

<p>who <i>object</i></p> <p>Emma telephoned somebody</p> <p style="margin-left: 40px;">└─── <i>object</i> ───┘</p> <p>Who did Emma telephone?</p>	<p>who <i>subject</i></p> <p>Somebody telephoned Emma.</p> <p style="margin-left: 20px;">subject ───┘</p> <p>Who telephoned Emma?</p>
---	---

In these examples, **who/what/which** is the *subject*:

- **Who wants** something to eat? (*not* 'who does want?')
- **What happened** to you last night? (*not* 'What did happen?')
- **Which bus** goes to the city centre? (*not* 'Which bus does go')

C. Note the position of prepositions in questions beginning

Who/What/Which/Where...?:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Who do you want to speak to? • Which job has Jane applied for? | <ul style="list-style-type: none"> • What was the weather like yesterday? |
|---|--|

- **Where** do you come **from**?

D. *Negative questions (isn't it...? / didn't you...?)*

We use negative questions especially to show surprise:

- **Didn't you** hear the bell? I rang it four times.

or when we expect the listener to agree with us:

- **'Haven't we** met somewhere before?' 'Yes. I think we have.'
- **Isn't it** a beautiful day! (= It's a beautiful day, isn't it?)

Note the meaning of **yes** and **no** in answers to negative questions:

- **Don't you** want to go to the party? { **Yes.** (= Yes, I want to go)
No. (= No, I don't want to go)

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

- **Why don't we** go out for a meal tonight? (*not* 'Why we don't...')
- **Why wasn't Mary** at work yesterday? (*not* 'Why Mary wasn't...')

EXERCISES

I. *Ask Liz questions. (Look at her answers before you write the questions.)*



<ol style="list-style-type: none"> 1. (where/from?) <u>Where are you from?</u> 2. (where/live/now?) <u>Where</u> 3. (married?) <u>.....</u> 4. (how long/married?) <u>.....</u> 5. (children?) <u>.....</u> 6. (how old/they?) <u>.....</u> 7. (what/husband/do?) <u>.....</u> 8. (he/enjoy his job?) <u>.....</u> 9. (arrest anyone yesterday?) <u>.....</u> 10. (how often/go/on holiday?) <u>.....</u> 11. (where/next year?) <u>.....</u> 	<p>From London originally. In Manchester. Yes. 12 years. Yes, three boys. 4, 7, and 9. He's a policeman. Yes, very much. I don't know. Usually once a year. We don't know yet.</p>
--	--

II. *Make questions with who or what.*

<ol style="list-style-type: none"> 1. Somebody hit me. 2. I hit somebody. 3. Somebody gave me the key. 4. Something happened. 5. Diane told me something. 6. This book belongsto somebody. 7. Somebody lives in that house. 8. I fell over something. 9. Something fell on the floor. 10. This word means something. 11. I borrowed the money from somebody. 12. I'm worried about something. 	<p><u>Who hit you?</u> </p> <p><u>Who did you hit?</u> Who</p> <p>What</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---	---

III. *Put the words in brackets in the correct order. All the sentences are questions.*

1. (when/was/built/this house) when was this house built?
2. (how/cheese/is/made)
3. (when/invented/the computer/was)

4. (why/Sue/working/isn't/today)
5. (what time/coming/your friends/are)
6. (why/was/cancelled/the concert)
7. (where/your mother/was/born)
8. (Why/you/to the party/didn't/come)
9. (how/the accident/did/happen)
10. (why/this machine/doesn't/work)

IV. Write negative questions from the words in brackets. In each situation you are surprised.

1. A: We won't see Ann this evening.
B: Why not? (she/not/come/to the party?) isn't she coming to the party?.....
2. A: I hope we don't meet Brian tonight.
B: Why? (you/not/like/him?)
3. A: Don't go and see that film.
B: Why not? (it/not/good)
4. A: I'll have to borrow some money.
B: Why? (you/not/have/any?)

3.2. Questions (2) (Do you know where... ? / She asked me where...)

A. When we ask for information, we often say **Do you know...? / Could you tell me...?** etc. If you begin a question like this, the word order is different from a simple question.

Compare:

Where has Tom gone? (simple question)



but **Do you know** where **Tom has** gone? (not 'Do you know where has Tom gone?')

When the question (**Where has Tom gone?**) is part of a longer sentence (**Do you know...? / I don't know... / Can you tell me...?** etc.), it loses the normal question word order.

Compare:

• What time is it ?	<i>but</i>	Do you know what time it is ?
• Who is that woman ?		I don't know who that woman is .
• Where can I find Linda? Linda?		Can you tell me where I can find Linda?
• How much will it cost? cost?		Have you any idea how much it will cost?

Be careful with **do/does/did** questions:

• What time does the film begin ?	<i>but</i>	Do you know what time the film begins ?
		(not 'Do you know what time does...')
• What do you mean ?		Please explain what you mean .
• Why did Ann leave early?		I wonder why Ann left early.

Use **if** or **whether** where there is no other question word (**what, why**, etc.):

- Did anybody see you? *but* Do you know **if** (or **whether**) anybody saw you?

B. The same changes in word order happen in *reported* questions:

direct The police officer said to us. 'Where **are you going** ?'

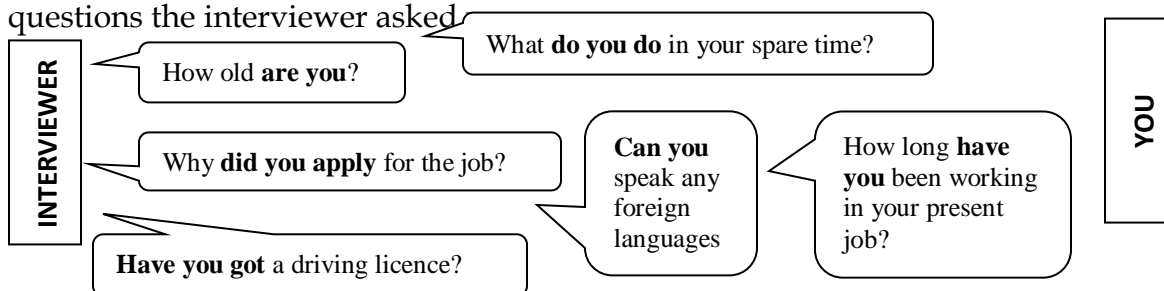
reported The police officer asked us where **we were going** .

direct Clare said. 'What time **do the banks close** ?'

reported Clare wanted to know what time **the banks closed** .

In reported questions, the verb usually changes to the past (**were, closed**).

Study these examples. You had an interview for a job and these were some of questions the interviewer asked



Later you tell a friend what the interviewer asked you. You use *reported* speech:

- She asked (me) how old **I was**.
- She wanted to know what **I did** in my spare time.
- She asked (me) how long **I had** been working in my present job.
- She asked (me) why **I had** applied for the job. (*or ...why I applied*)
- She wanted to know whether (*or if*) **I could** speak any foreign languages.
- She asked whether (*or if*) **I had** a driving licence. (*or ...I had got...*)

EXERCISES

I. Make a new sentence from the question in bracket.

1. (Where has Tom gone?) Do you know where Tom has gone?.....
2. (Where is the post office?) Could you tell me where
3. (What's the time?) I wonder
4. (What does this word mean?) I want to know
5. (What time did they leave?) Do you know
6. (Is Sue going out tonight?) I don't know
7. (Where does Carol live?) Have you any idea
8. (Where did I park the car?) I can't remember
9. (Is there a bank near here?) Can you tell me
10. (What do you want?) Tell me
11. (Why didn't Kay come to the party?) I don't know
12. (Do you have to pay to park here?) Do you know
13. (Who is that woman?) I've no idea
14. (Did Ann receive my letter?) Do you know
15. (How far is it to the airport?) Can you tell me

II. You are making a phone call. You want to speak to Sue but she isn't there. Somebody else answers the phone. You want to know three things:

(1) **Where has she gone?** (2) **When will she be back?** and (3) **Did she go out alone?**

Complete the conversation:

A: Do you know where (1)?

B: Sorry, I've got no idea.

A: Never mind. I don't suppose you know (2)?

B: No, I'm afraid not.

A: One more thing. Do you happen to know (3)?

B: I'm afraid I didn't see her go out.

A: OK. Well, thank you anyway. Goodbye.

III. You have been away for a while and have just come back to your home town. You meet Gerry, a friend of yours. He asks you a lot of questions:

1. How are you?

2. Where have you been?

3. How long have you been back?

4. What are you doing now?

5. Where are you living?

6. Why did you come back?

7. Are you glad to be back?

8. Do you have any plans to go away again?

9. Can you lend me some money?

Now you tell another friend what Gerry asked you. Use reported speech.

1. He asked me how I was.....
2. He asked me
3. He
4.

5.
6.
7.
8.
9.

3.3. Auxiliary verbs (have/do/can etc.) I think so / I hope so etc.

A. There are two verbs in each of these sentences:

I	have	lost	My keys.
She	can't	come	to the party.
The hotel	was	built	ten years ago.
Where	do you	live?	

In these example **have/can't/was/do** are *auxiliary* (= helping) *verbs*.

You can use an auxiliary verb (without the rest of the sentence) when you don't want to repeat something:

- 'Have you locked the door?' 'Yes, I **have**.' (= I have *locked the door*)
- George wasn't working but Janes **was**. (= Jane was *working*)
- She could lend me the money but she **won't**. (= she won't *lend me the money*)
- 'Are you angry with me?' 'Of course **I'm not**.' (= I'm not *angry*)

Use **do/does/did** for the present and past simple.

- 'Do you like onions?' 'Yes, I **do**.' (= I *like onions*)
- 'Does Mark smoke?' 'He did but he **doesn't** any more.'

B. We use **have you? / isn't she? / do they?** etc. to show polite interest in what somebody has said:

- 'I've just met Simon.' 'Oh, **have you?** how is he?'
- 'Liz isn't very well today.' 'Oh, **isn't she?** What's wrong with her?'
- 'It rained every day during our holiday.' 'Did it? What a pity!'

Sometimes we use these 'short questions' to show surprise:

- 'Jim and Nora are getting married.' 'Are they? Really?'

C. We use auxiliary verbs with **so** and **neither**:

- 'I'm feeling tired.' 'So am I.' (= I'm feeling tired too.)
- 'I never read newspaper.' 'Neither do I.' (= I never read newspaper either)
- Sue hasn't got a car and **neither has Martin**.

Note the word order after **so** and **neither** (*verb before subject*):

- I passed the exam and **so did Tom**. (*not 'so Tom did'*)

You can use **nor** instead of **neither**:

- 'I can't remember his name.' 'Nor can I.' or 'Neither can I.'

You can also use '**...not...either**':

- 'I haven't got any money.' 'Neither have I.' or 'Nor have I.' or 'I haven't either.'

D. **I think so / I hope so** etc.

After some verbs you can use **so** when you don't want to repeat something:

- 'Are those people English?' 'I think so.' (= I think *they are English*)
- 'Will you be at home tomorrow mornig?' 'I expect so.' (= I expect *I'll be at home...*)
- 'Do you think Kate has been invited to the party?' 'I suppose so.'

You can also say **I hope so, I guess so, and I'm afraid so**.

The usual negative forms are:

- I think so / I expect so → I don't think so / I don't expect so
 I hope so / I'm afraid so / I guess so → I hope not / I'm afraid not / I guess not

I suppose so → I don't suppose so or I suppose not
 'Is that woman American?' 'I think so. / I don't think so.'
 'Do you think it's going to rain?' 'I hope so. / I hope not.' (not 'I don't hope so')

EXERCISES

I. Complete the sentences with an auxiliary verb (do/was/could/should etc.). Sometimes the verb must be negative (don't/wasn't etc.).

1. I wasn't tired but my friends were.....
2. I like hot weather but Ann
3. 'Is Colin here?' 'He five minutes ago but I think he's gone home now.'
4. She might phone later this evening but I don't think she
5. 'Are you and Chris coming to the party?' 'I but Chris
6. I don't know whether to apply for the job or not. Do you think I
7. 'Please don't tell anybody what I said.' 'Don't worry. I
8. 'You never listen to me.' 'Yes, I!'
9. 'Can you play a musical instrument?' 'No, but I wish I
10. 'Please help me.' 'I'm sorry. I if I but I

II. You never agree with Sue. Answer in the way shown.

1		
2	I'm hungry.	... Are you? I'm not
3	I'm not tired.	... Aren't you? I am
4	I like football.	.....
5	I didn't enjoy the film.	.....
6	I've never been to South America.	.....
6	I thought the exam was quiet easy.	.....

Sue

You

III. You are talking to Tina. Write true sentences about yourself. Reply with **So...** or **Neither...** if suitable. Study the two examples carefully.

1		
2	I feel really tired.	... So do I.
3	I'm working hard	... Are you? I am not.
4	I watched television last week.	.....
5	I won't be in London next week.	.....
6	I live in a small town.	.....
7	I'd like to go to the moon.	.....
7	I can't play the trumpet.	.....

TINA

YOU

IV. In these conversations, you are B. Read the information in brackets and then answer with **I think so, I hope not** etc.

1. (You don't like rain.) A: Is it going to rain? B: (hope) I hope not.
2. (You need more money quickly.)
A: Do you think you'll get a pay rise soon? B: (hope)
3. (You think Diane will probably get the job that she applied for.)
A: I wonder if Diane will get the job. B: (expect)
4. (You're not sure whether Jill is married - probably not.)
A: Is Jill married? B: (think)
5. (You are the receptionist at a hotel. The hotel is full.)

- 'You haven't seen Mary today, have you?' 'No, I'm afraid not.'
(= Have you seen Mary today by any chance?)

We often use a *negative sentence + positive tag* to ask for things or information, or to ask somebody to do something. The voice goes *up* at the end of the tag in sentences like these:

- 'You haven't got a pen, have you?' 'Yes, here you are.'
- 'You couldn't do me a favour, could you?' 'It depends what it is.'
- 'You don't know where Karen is, do you?' 'Sorry, I've no idea.'

D. After **Let's...** the question tag is **...shall we?**:

- **Let's** go for a walk, **shall we?**

After the imperative (**Do...** / **Don't do...** etc.), the tag is usually **...will you?**:

- **Open** the door, **will you?**
- **Don't be** late, **will you?**

Note that we say **...aren't I?** (= am I not?):

- I'm late, **aren't I**

EXERCISES

I. Put a question tag on the end of these sentences.

1	Tom won't be late, <u>will he?</u>	No, he's never late.
2	You're tired, <u>aren't you?</u>	Yes, a little.
3	You've got a camera,	Yes, why? Do you want to borrow it?
4	You weren't listening,	Yes, I was.
5	Sue doesn't know Ann,	No, they've never met.
6	Jack's on holiday,	Yes, he's in Portugal.
7	Ann's applied for the job,	Yes, but she won't get it.
8	You can speak German,	Yes, but not very fluently.
9	He won't mind if I use his phone,	No, of course he won't.
10	There are a lot of people here,	Yes, more than I expected.
11	Let's go out tonight,	Yes, let's.
12	This isn't very interesting,	No, not very.
13	I'm too impatient,	Yes, you are sometimes.
14	You wouldn't tell anyone,	No, of course not.
15	Listen,	OK, I'm listening.
16	I shouldn't have lost my temper,	No, but never mind.
17	Don't drop that vase,	No, don't worry.
18	He'd never met her before,	No, that was the first time.

II. Read the situation and write a sentence with a question tag. In each situation you are asking your friend to agree with you.

1. You look out the window. The sky is blue and the sun is shining. What do you say to your friend? (beautiful day) It's a beautiful day, isn't it?
2. You're with a friend outside a restaurant. You're looking at the prices, which are very high. What do you say? (expensive) It
3. You've just come out of the cinema with a friend. You really enjoyed the film. What do you say to your friend? (great) The film

4. You and a friend are listening to a woman singing. You like her voice very much. What do you say to your friend? (a lovely voice) She
5. You are trying on a jacket. You look in the mirror and you don't like what you see. What do you say to your friend? (not / look / very good) It
6. Your friend's hair is much shorter than when you last met. What do you say to her/him? (have / your hair / cut) You
7. You and a friend are walking over a wooden bridge. It is very old and some parts are broken. What do you say? (not/ very safe) This bridge

III. *In these situations you are asking for information and asking people to do things. Make sentences like those in Section C.*

1. You need a pen. Perhaps Jane has got one. Ask her.
Jane, you haven't got a pen, have you?
2. Jack is just going out. You want him to get you some stamps. Ask him.
Jack, you
3. You're looking for Ann. Perhaps Kate knows where she is. Ask her.
Kate, you
4. You need a bicycle pump. Perhaps Helen has got one. Ask her.
Helen,
5. You're looking for your keys. Perhaps Robin has seen them. Ask him.
.....

CHAPTER IV SENTENCE STRUCTURE

4.1. TYPE OF SENTENCES

CLAUSES

Clauses are the building blocks of sentences. A clause is a group of words that contains (at least) a subject and a verb.

These are clauses:

- Ecology is a science
- Because pollution causes cancer

These are not clauses:

- To protect the environment
- After working all day in the language laboratory

There are two kinds of clauses: independent and dependent

A. Independent Clauses

An independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. An independent clause is like an adult person: it is independent and "live" by itself. An independent clause is formed with:

Subject + Verb (+Complement)

The following sentences show examples of independent clauses:

Students normally spend four years in college

I will declare my major now, but I may change it later.

Foreign students suffer from culture shock when they come to the United States.

Because the cost of education has been rising, many students are having financial problems.

B. Dependent Clause

A **dependent clause** begins with a subordinator such as *when, while, if, that, or who*, followed by a subject, verb, and complement. It does not express a complete thought and cannot stand by itself as a sentence. A dependent clause is like a little child: it cannot "live" by itself. A dependent clause is formed with:

Subordinator + Subject + Verb (+ complement)

These are dependent clause:

- ... when the semester was over...
- ...who was accepted by the university...
- ... if you leave your car unlocked...
- ... because I had a job interview...
- ... that the experiment was a success...

Notice that they all begin with subordinators. You should learn to recognize subordinators.

PRACTICE: Independent and Dependent Clause

Write INDEP next to the independent clauses and put period (.) after them. Write DEP next to the dependent clauses.

- ___1. Jet lag affects most long distance travelers
- ___2. Which is simply the urge to sleep at inappropriate times

- ___3. During long journeys through several time zones, the body's inner clock is disrupted
- ___4. For some reason, travel from west to east causes greater jet lag than travel from east to west.
- ___5. Also, changes in work schedules can cause jet lag
- ___6. When hospital nurses change from a day shift to a night shift, for example
- ___7. Although there is no sure way to prevent jet lag
- ___8. There are some ways to minimize it
- ___9. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep
- ___10. The traveler should plan to arrive at his destination as late as possible
- ___11. Upon arriving, he or she should immediately go to bed
- ___12. Then the traveler should start to live in the new time frame immediately

CLAUSE CONNECTORS

Three groups of words are used to connect clause in order to form different kinds of sentences. They are subordinators (subordinating conjunctions), coordinators (coordinating conjunctions), and conjunctive adverbs.

Subordinators (Subordinating conjunctions):

After	Before	That	Whenever
Although	Even though	So that	Where
As	Unless	Though	Wherever
As if	How	Until	Whether
As soon as	If	What	Which
Because	Since	when	While
who	whom		

Coordinators (Coordinating Conjunctions):

There are only seven coordinators, which you can remember by the phrase, FANBOYS:

For, and, nor, but, or, yet, so

Conjunctive Adverbs:

Following is a list of commonly used conjunctive adverbs

Accordingly	Hence	Likewise	Nonetheless
Besides	However	Meanwhile	Otherwise
Consequently	Indeed	Moreover	Therefore
Furthermore	Instead	Nevertheless	Thus
For example	In addition	In contrast	On the other hand

KIND OF SENTENCES

A Sentence is a group of words that you use to communicate your ideas in writing or in speaking. Every sentence is composed of one or more clauses and expresses a complete thought.

There are basically four kinds of sentences in English: simple, compound, complex, and compound- complex. The kind of sentence is determined by the kind of clause used to form it.

A. SIMPLE SENTENCES

A **Simple sentence** is a one independent clause. Like an adult person, it can “live” alone.

- I enjoy playing tennis with my friends every weekend.
- I enjoy playing tennis and look forward to it every weekend.
- My friends and I play tennis and go bowling every weekend.

Notice that the second sentence has two verbs, *enjoy* and *look forward to*. This is called a compound verb. Because there is only one clause, this is a simple sentence. The third sentence has a compound subject as well as compound verb, but it is still a simple sentence because it has only one clause.

Practice : Simple Sentences

1. Write two simple sentences with one subject and one verb.
2. Write two simple sentences with one subject and two verbs.
3. Write two simple sentences with two subject and two verbs.

B. Compound Sentences

A **compound sentence** is two or more independent clauses joined together, like two adults joined together in marriage. Each clause is of equal importance and could stand alone. There are three ways to join independent clauses to form a compound sentence.

With a coordinator:

- I enjoy playing tennis, *but* I hate playing golf

With a conjunctive adverb:

- I enjoy playing tennis; *however*, I hate playing golf

With a semicolon:

- I enjoy playing tennis; I hate playing golf

You will study each of these types of compound sentences in more detail.

Compound Sentences with Coordinators

A compound sentence can be formed with:

Independent Clause, + coordinator + Independent clause
--

Notice that there is a comma after the first independent clause. Remember that there are only seven coordinators: *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*, which you can remember by the phrase FANBOYS. The following sentences illustrate their meanings.

1. The Japanese have the longest life expectancy of any other people, *for* their diet is extremely healthy. (the second clause gives the reason for the first clause.)
2. The Japanese consume a lot of rice, *and* they eat more fish than red meat. (both clauses express equal related ideas)

3. Many Americans, on the other hand, do not eat a healthy diet, *nor* do they get enough exercise. (nor means “and not.” It is used to join two equal negative independent clauses. Notice that the “nor” clause uses question word order.)
4. In the last twenty years, Americans have reduced their smoking, *but* Europeans seem to be smoking more than ever (the two clauses express contrasting ideas.)
5. Europeans should change their smoking habits, *or* they will risk developing lung cancer. (the two clauses express alternatives or possibilities.)
6. Many Japanese men smoke, *yet* the Japanese have long life expectancies. (the second clause is an unexpected contrast to the information in the first clause.)
7. The Japanese diet is becoming more westernized, *so* their life expectancy will probably decrease in the future. (the second clause is a result of the first clause.)

Practice: Compound Sentences with Coordinators

A. Add another independent clause to the following independent clauses to form compound sentences. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation.

Example:

The college campus is located in the center of the city, s *it is very easy to do my shopping*

1. Students can attend day classes and _____

2. Students can live in dormitories or _____

3. I have finished my math homework but _____

4. I have studied English for six years yet _____

5. My advisor suggested a typing class for _____

6. Some students do not like to write term paper nor _____

7. The instructor gave us eight weeks to write our term papers nor _____

8. Most students had not even chosen a topic nor _____

9. The instructor was very upset for _____

10. My roommate scored very high on the English placement test so _____

- B. For each pair of sentences below, choose a coordinator which best fits the meaning and join the two independent clauses to form a compound sentence. Use each FANBOYS coordinator once. Write your new sentences on a separate sheet of paper and punctuate them correctly.

Example:

Nuclear accidents can devastate vast areas. Nuclear power plants should have strict safety controls.

Nuclear accidents can devastate vast areas, so nuclear power plants should have strict safety controls.

1. The accident at the nuclear power plants at three mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the Soviet Union confirmed them
 2. Solar heating systems are economical to operate. The cost of installation is very high.
 3. Energy need are not going to decrease. Energy sources are not going to increase. (use nor and question word order in the second clause, deleting the word "not.")
 4. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.
 5. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.
 6. Poorer nations especially will continue this harmful practice. They don't have the money to develop "clean" energy sources.
 7. All nations of the world must take actions. Our children and grandchildren will suffer the consequences.
- C. On a separate sheet of paper, write seven compound sentences of your own, using each coordinator once. Write about your family or about your classes.

Compound Sentences with Conjunctive Adverbs

The independent clauses of a compound sentence can also be joined by a conjunctive adverb such as *furthermore, however, otherwise, and therefore*. The punctuation of conjunctive adverbs is special

COORDINATE AND SUBORDINATE CONJUNCTIONS

A CONJUNCTION is a word that connects or joins together words, phrases, clauses, or sentences. There are two kinds of conjunctions, a primary class of COORDINATING conjunctions and a secondary class called SUBORDINATING or SUBORDINATE conjunctions. There are also words called CONJUNCTIVE ADVERBS; these conjunctive adverbs sometimes act a bit like conjunctions, but at other times act like plain old adverbs. We will explore each type, one at a time.

The following chart lists the most common types of conjunctions and conjunctive adverbs.

<p style="text-align: center;">COORDINATING CONJUNCTIONS (Coordinating conjunctions connect two equal parts of a sentence.)</p>
--

PURE CONJUNCTIONS	CONJUNCTIVE ADVERBS	
	accordingly	in fact
and	again	instead
but	also	likewise
for	besides	moreover
nor	consequently	namely
or	finally	nevertheless
so	for example	otherwise
yet	further	still
	furthermore	that is
	hence	then
	however	therefore
	indeed	thus

SUBORDINATE CONJUNCTIONS

(Subordinate conjunctions connect two unequal parts, e.g., dependent and independent clauses)

after	since	when
although	so that	whenever
as	supposing	where
because	than	whereas
before	that	wherever
but that	though	whether
if	though	which
in order that	till	while
lest	unless	who
no matter	until	why
how	what	even though

NOTE 1: Conjunctive adverbs are sometimes used as simple adverbs. If they do not connect independent clauses, they are not conjunctive adverbs. Then, they are merely adverbs modifying a verb, adjective, or another adverb. For instance, in the sentences below, the words *accordingly*, *still*, and *instead* are adverbs. When functioning this way, the adverb needs no punctuation to separate it from the surrounding material. For example, see the following sentences:

I knew the test would be hard, so I planned accordingly to study for several hours.

I was still studying at six o'clock in the evening!

Joey decided to go to a party instead.

In these examples above, there is no comma needed before the words *accordingly*, *still*, and *instead*. That's because they are acting like adverbs, modifying verbs like *planned* and *was studying*, and *decided*.

The tricky part is that these same adverbs can also transform into conjunctive adverbs. Conjunctive adverbs can be used with a comma to introduce a new independent clause, or they can help connect two independent clauses together after a semicolon. Typically, each conjunctive adverb is followed by a comma. For example, look at the comma usage below:

Joey had an upset stomach. Accordingly, he took antacid tablets.

Joey had an upset stomach; accordingly, he took antacid tablets.

The antacids must not have worked. Otherwise, he would quit complaining.

The antacids must not have worked; otherwise, he would quit complaining.

The antacids didn't work for Jill either. Instead, they made her feel even more sick.

The antacids didn't work for Jill either; instead, they made her feel even more sick.

Here, the conjunctive adverb helps connect the ideas of the two sentences together.

Note also that after a semicolon, the word beginning the next independent clauses needs no capitalization.

NOTE 2: (In Four Parts)

(A) Two independent clauses can be joined by a comma and a pure conjunction.

However, a comma by itself will not work. (Using a comma without a conjunction to hook together two sentences creates a comma splice!)

[Independent Clause] , pure conjunction [independent clause] .

Examples: The gods thundered in the heavens, and the mortals below cowered in fear.

I dodged the bullet, but Joey was shot seventeen times in the tibia.

Susan appreciated the flowers, yet a Corvette would be a finer gift.

(B) Two independent clauses joined by a conjunctive adverb are separated by a semicolon. However, the writer still needs to insert a comma after the conjunctive adverb.

[Independent clause] ; conjunctive adverb , [independent clause] .

Examples: The gods thundered in the heavens; furthermore, the mortals below cowered in fear.

The bank robber dodged the bullet; however, Joey was shot seventeen times in the tibia.

Susan appreciated the flowers; nevertheless, a Corvette would be a finer a gift.

(C) Two independent clauses not joined by a conjunction are separated by a semicolon.

[Independent clause] ; [independent clause] .

Examples: The gods thundered in the heavens; the mortals below cowered in fear.

The bank robber dodged the bullet; Joey was shot seventeen times in the tibia.

Susan appreciated the flowers; a Corvette would be a finer gift.

In the examples above, you can see that the semicolon does the same job as both a comma and a conjunction.

(D) A dependent clause at the beginning of a sentence is introductory, and like most bits of introductory material, it is usually followed by comma. A dependent clause following the main (independent) clause is usually not punctuated.

Examples Using Introductory Clauses:

While the gods thundered in the heavens, the mortals below cowered in fear.

As the bank robber dodged the bullet, Joey was shot seventeen times in the tibia.

Though Susan appreciated the flowers, a Corvette would be a finer gift.

But on the other hand, no punctuation is necessary for the dependent clause following the main clause:

The gods thundered in the heavens as mortals below cowered in fear.

The bank robber dodged the bullet while Joey was shot seventeen times in the tibia.

Susan appreciated the flowers even though a Corvette would be a finer gift.

NOTE 3: By placing a subordinate conjunction in front of any independent clause, the writer transforms a perfectly good sentence into a fragment! Be careful, and use your conjunctions wisely. In the sentence fragments below, the clauses are dependent. To fix the problem, the grammarian must either connect them to another clause or delete the subordinate conjunction (in blue).

Chapter V PARAGRAPH

A. What Is a Paragraph?

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

A paragraph may stand by itself. In academic writing, a paragraph is often used to answer a test question such as the following: "Define management by objectives, and give one example of it from the reading you have done for this class". A paragraph may also be one part of a longer piece of writing such as chapter of a book or an essay. You will first learn how to write good paragraphs, and then you will learn how to combine and expand paragraphs to build essays.

Paragraph Structure

The following model contains all the elements of a good paragraph. Read it carefully two or three times and try to analyze its structure.

Gold

Gold, precious metal, is prized for two important characteristics. First of all, gold has a lustrous "beauty that resistant to corrosion." Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold needs to be polished and will remain beautiful forever. For example, a Macedonian "coin remains as untarnished" today as the day it was minted" twenty three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside the spaceship. In conclusion, gold is treasured not only for its beauty but also for its utility.

The Three Part of a Paragraph:

A paragraph has three major structural parts: a topic sentence, supporting sentence, and concluding.

1. **The Topic Sentence** states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the **Controlling idea**. Notice how the topic sentence of the model states both the topic and the controlling idea:

Ex: Gold, a precious metal, is prized for two important characteristic
(Topic) (Controlling Idea)

There are three important points to remember about the topic sentence:

- a. a topic sentence is *a complete sentence*; that is, it contains a subject, a verb, and usually a complement. The following are not complete sentences:
 - Driving on freeways
 - The importance of gold.
 - How to register for college classes
- b. A topic sentence contains both *a topic* and *controlling idea*. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph. The following examples show how a topic sentence.

- Driving on freeways requires skill and alertness.
 - Gold, a precious metal, is prized for two important characteristics.
 - Registering for college classes can be a frustrating experience for new students.
- c. A topic sentence is the most general statement in the paragraph because it gives only the main idea.

The following is an example of a general statement that could serve as a topic sentence: *"The Arabic origin of many English words is not always obvious"*. This sentence, on the other hand, is too specific to serve as a topic sentence: the slang expression "so long" (meaning goodbye) is probably a corruption of the Arabic "salaam".

Some sentences may be too general to be good topic sentences: *"English is a difficult language to learn."*

2. Supporting sentences develop the topic sentence. That is they explain the topic sentence by giving reason, examples, fact, statistics, and application. Some of the supporting sentences the explain the topic sentence about gold are

- First of all, gold has a lustrous beauty that is resistant to corrosion.
- For example, a Macedonian coin remains as untarnished today as the day it was minted twenty three centuries ago.
- Another important characteristic of gold is its utility in industry and science.
- The most recent application of gold is in astronauts' suit.

3. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. (Summary, suggestion).

In concluding sentence serve three purposes:

- a. It signals the end of the paragraph.
- b. It summarizes the main point of the paragraph.
- c. It gives a final comment on your topic and leaves the reader with the most important ideas to think about.

Use one of the following end-of-paragraph signals to introduce your concluding sentence:

[These are followed by a comma.]

Finally,
In conclusion,
In summary,
Therefore,
Thus,
As a result,
Indeed,

[these are not followed by a comma.]

We can see that...
It is clear that...

Ex:

In conclusion, gold is treasured not only for its beauty but also for its utility.

_____ (Concluding Paragraph)

Note:

✚ Introductory Paragraph

- It lead the reader to the topic discussed
- It consists of general statement and thesis statement
- It must be written in such away (sedetil mungkin) so that the reader are easier to continue read the Essay.

✚ Body of paragraph is discussed about main point of the topic; it's usually contained about reason, example, fact, statistic, and application.

✚ Conclusion (Concluding Paragraph) is to remind the reader about important point.

- A summary = Write important points discussed
- Conclusion = Draw conclusion from the points discussed
- Comment/ suggestion

The example:

1. Recently our country faces some problems. Most of the problems are serious. This condition has constrained the development in all fields. As you know, that the problems bigger and more serious problems image. The problems actually, can be categorized into political and social problems Thesis statement

2. Problem In Writing

Writing is one of skill in learning English; Writing can be media for us to realize our idea in some paragraphs. But we often find some difficulties to realize it. Our difficulties in writing can impede to finish our paragraph. There are two main problems in writing, they are mastering Vocabulary and structure.

Thesis statement

PRACTICE

Step 1 Underline the topic sentence in each paragraph.

Step 2 Determine the main idea of each paragraph.

Step 3 Add a good concluding sentence to each. You may either paraphrase the topic sentence are summarize the main points.

Step 4 Begin each concluding sentence with an end-of-paragraph signal.

Paragraph 1

You can reduce gas consumption in your car by careful driving and good maintenance. Don't speed. Gas consumption is about 10 percent higher at 60 miles per hour than at 50 miles per hour and even greater at higher speeds. Avoid fast stops and starts because they wear your tires out in addition to using a lot of gas. Check your tire pressure often underinflated tires reduce gas mlleaget considerably. Get your car tuned

up regularly because an indifferently operating engine result in inefficient fuel consumption.

Paragraph 2

Alternative energy sources are becoming increasingly attractive as the energy crisis become more severe. Solar heating systems which use the sun's radiation as a source of energy, are a promoting alternative energy source. Nuclear power plants are already in operation in several parts of the country. Government and private industry are even investigating the possibility of capturing the power of ocean waves and tides for conversion into usable energy. Goal is once again becoming an acceptable fuel as the nation searches for solutions to the energy shortage. Even garbage is seen as a potential source of energy. In some communities, garbage is burned to heat buildings and light city street.

Review

There are the important points you should have learned from this chapter:

1. A good topic sentence:
 - Is a complete sentence with a subject, a verb, and a controlling idea.
 - Is neither too general nor too specific. It states clearly what the main idea of the paragraph is but does not include specific details.
 - Is usually the first sentence in the paragraph?
2. A good concluding sentence:
 - Signals the end of the paragraph.
 - Summarizes the important points briefly or restates the topic sentence in different words.

Writing Practice

Choose one of your topics and write a paragraph approximately ten sentences in length about it. Follow these steps to success:

Step 1 Develop an outline from the ideas you generated by brainstorming. Include a topic sentence and concluding sentence. Underline them.

Step 2 write a rough draft from your outline, and check it against the paragraph

Checklist below for organization. Make sure your topic sentence has a controlling idea.

Step 3 Write a second draft, and check it for grammar and mechanics.

Step 4 Write a final copy to hand it.

Paragraph Checklist

Form: _____ Does your paragraph have a title.
_____ Did you write on the correct side of the paper?
_____ Did you indent?

(refer to the Assignment format on page 18 for complete instructions.)

Topic Sentence: _____ Does your topic sentence contain a controlling idea?

Concluding Sentence: _____ Does your paragraph have a concluding sentence?

Writing Under Pressure

1. Choose one of the topic sentences you wrote for practice. Brainstorming by listing, free writing, or clustering to develop supporting ideas.
2. Write a paragraph from your brainstorming.

Suggested time limits:

Brainstorming : 8 minutes

Writing the paragraph : 10 minutes

Checking : 2 minutes

Total : 20 minutes