STRUCTURE 1

A Text Book
For
The Department of English Letters
Faculty of Letters and Humanities
UIN Sunan Ampel Surabaya

Writers:

Endratno Pilih Swasono, M.Pd.

Supported by: Government of Indonesia (GoI) and Islamic Development Bank (IDB)





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Endratno Pilih Swasono, M.Pd.

STRUCTURE 1

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OPENING REMARKS BY THE RECTOR OF IAIN SUNAN AMPEL

In compliance with the decree of Ministry of National Education (MoNE) No 232/U/ 2000 about curriculum and evaluation, and No 045/U/ 2002 about the core curriculum, and No 353 2004 about curriculum design in higher education, State Institute of Islamic Studies Sunan Ampel Surabaya publishes students' textbooks as a part of the effort to improve the profesionalism of lecturers.

To publish high quality textbooks, State Institute of Islamic Studies Sunan Ampel Surabaya in cooperation with the Government of Indonesia (GoI) and Islamic Development Bank (IDB) have given a chance for the lecturer writting student's textbooks. One of which is STRUCRURE 1, which is designed lecturer of the Department of English Letters Faculty of Letters and Humanities.

I expect that after the publication of this book, the teaching and learning process is better, more efective, contextual, joyful and student-more-active. Hence, it can increase the quality of the students' competence.

To the Government of Indonesia (GOI) and Islamic Development Bank (IDB) which have given support, and to the facilitators and the writer who have done to the best of their effort to publish this book, I am very grateful. We hope that this textbook can help the students study Structure 1 more effectively and make IAIN students have better academic quality.

Acting Rector of UIN Sunan Ampel Surabaya

Prof. Dr. H. Abd. A'la, M.Ag. NIP. 195709051988031002

PREFACE

First of all, I would like to express our gratitude to Allah for His blessing so that I can finish writing this textbook "Structure I" as one of the supporting systems in S1 program, in the Department of English Letters at the Faculty of Letters and Humanities of IAIN Sunan Ampel Surabaya.

This textbook "Structure 1" is designed to serve several purposes. The most essential goal is to enable students to construct correct, proper, and acceptable sentences. The contents of this textbook consist of: Simple Present Tense, Present continuous tense, Simple past, Past Progresive, Present Perfect, Present prefect Progresive, Past Perfect, Past Perfect progresive, Simple Future/Be going to, Future Progresive, Future prefect, Future Perfect Progressive, I am also indebted to the Government of Indonesia (GOI) and Islamic Development Bank (IDB) because they have been supporting the process of publishing this textbook. Finally, I thanks go to the IDB staff and all of the lecturers who have contributed to make this handbook as its present shape.

Praise be to Allah, Lord of the Worlds.

Writers

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BASIC COURSE OUTLINE (BCO)

A. Identity

Subject : Structure 1
Department : English Letters

Credit : 2

Time : 12 x 100 minutes
Subject Category : Main / Compulsory

B. Description

Structure 1 provides students with knowledge and understanding of English grammatical structure for Basic level covering Simple Present Tense, Present continuous tense, Simple past, Past Progresive, Present Perfect, Present prefect Progresive, Past Perfect, Past Perfect progresive, Simple Future/Be going to, Future Progresive, Future prefect, Future Perfect Progressive,

C. Significance

This is a Basic subject should be mastered by students. The materials broaden students' knowledge, confirm their understanding, and strengthen their ability to construct grammatically correct, proper, and acceptable sentences in the course of written and spoken communication.

D. Basic Competence, Indicators, and Materials

No	Basic Competence	Indicators	Materials
1	Students are able to	a .Students	Simple
1	construct sentences	understand simple	Present tense
	using Simple	present	(Verb+s/es), do, does
	(present, continuous, past)	b. Students understand the	do, does

<u> </u>	T	
	differences simple	
	present and	
	continuous	
	c. Students	
	understand using	
	simple present	
	d. Students are able	
	to make sentences	
	using words	
	simple present.	
	a. Students	Present
	understand present	continuous
	countinuous tense	tense.
	b. Students are able	
	to identify present	
	continuous tense	
	c. Students are able	
	to construct	
	Present continuous	
	tense.	
	1.6	
	d. Students are able	
	to make sentences	
	present continuous	
	tense.	
	C. 1	G: 1 B
	a. Students	Simple Past
	understand simple	
	past.	

	understand the structure of simple past c. Students are able to construct simple past d. Students are able to make sentences containing simple past a. Students understand past progressive b. Students understand the structure of past progressive c. Students are able to construct past progressive. d. Students are able to make sentences	Past progresive
	d. Students are able	
Students are able to	a.Students understand	Present perfect

containing present Prefect, Present Prefect Progressive, Past prefect, Past Perfect progressive	b. Students understand the structure present prefect	
	c. Students are able to construct present prefectd. Students are able to make sentences	
	a. Students understand present prefect progressive. b. Students understand the structure of present prefect progressive. c. Students are able to construct present prefect	Present prefect progressive
	d. Students are able to make present prefect progressive.	

 a Students understand past perfect. b. Students understand the structure of past prefect . c. Students are able to construct past prefect d. Students are able to make present 	Past perfect.
past progressive	
Students understand past perfect progressive b. Students understand the structure of past prefect progressive. c. Students are able to construct past prefect progressive d. Students are able to make past perfect	Past perfect progressive

		progressive	
3	Students are able to construct sentences containing simple future, future progressive, future perfect, future prefect progressive.	a. Students understand the definitions of simple future b. Students understand the structure of simple future c. Students are able to identify simple future d. Students are able to construct simple future. a. Students	Simple future Future
		to construct simple future.	Future progressive
		structure of future progressive c. Students are able to identify future progressive d. Students are able	

1 1		T
	to construct future	
	progressive	
	a. Students	Future
	understand the	perfect
	definitions future	
	perfect	
	1	
	b. Students	
	understand the	
	structure of Future	
	Perfect	
	c. Students are able	
	to identify Future	
	Perfect	
	d. Students are able	
	to construct Future	
	Perfect	
	Students understand	Future
	the definitions	perfect
	future perfect	progressive.
	progressive	
	b. Students	
	understand the	
	structure of Future	
	Perfect	
	Progressive	
	<i>J</i>	
	c. Students are able	
	to identify Future	
	Perfect	

	Progressive	
	d. Students are able	
	to construct	
	Future Perfect	
	Progressive.	
	-	



CHAPTER 1 SIMPLE PRESENT TENSE

A. Introduction

The materials in this book are intended to support the students' activity to increase their ability in Structure I. In this topic, the students are expected to be able to understand and to apply tenses.

To create enjoyable and conducive situation in the class, the lecturer has to prepare all media, such as LCD, power point slides, papers, board makers, and others. The lecturer explains the topic and gives more examples about tenses and also conducts strategies and tricks which are effective for students to learn.

By the end of this chapter, there are worksheets for the students to do exercises and summaries to make them better understand.

B. Objective:

The students are able to understand and to make correct sentences using present tense.

C. Indicators:

- 1. Students know how to understand tenses
- 2. Students know the characteristics and the meaning of tenses
- 3. Students know the kinds of tenses
- 4. Students know the form of present tense
- 5. Students know the characteristic of present tense
- 6. Students know the function of present tense

D. Time: 2 x 50 minutes

E. Core Materials

- 1. The definition of present tense
- 2. The form of present tense
- 3. The function of present tense
- 4. The verbal form of present tense
- 5. The nominal form of present tense

F.Teaching Procedures

1. Pre-activity (15 minutes)

- a. Brainstorming: before the lesson starts, the lecturer gives an illustration and an example of topic that will be discussed.
- b. The students try to share and guess the topic.

2. Whilst-activities (55 Minutes)

- a. The students are divided into 5 groups and choose the leader for each group.
- b. The lecturer gives the view of the material.
- c. Students conduct discussion.
- d. After 15 minutes, every group should give their opinion about the topic, the other groups give response
- e. The lecturer gives more detailed explanation to make sure the students understand the topic.
- f. The lecturer gives the students a chance to ask everything related with the topic.
- g. The lecturer gives the students exercises more than 20 questions.

3. Post-activity (30 minutes)

- a. The lecturer gives the conclusion from the students' discussion.
- b. The lecturer gives motivation and suggestion to the students.
- c. The students make reflection.
- d. The lecturer gives exercises to the students to do at home.

H. Detailed material

I. Tenses

Definition

The form of a verb which shows the time at which an action happened.

Example:

- > We played football (happened in the past time)
- ➤ We will play football (in the future time)
- We play football (in the present time)

II. The characteristic of Tenses

• Present : Verb 1 (added by s/es)

• Past: Verb 2

• Future : Will/Shall + Verb 1 or be going to+ Verb 1

• Perfect : Have/has + Verb 3

Continuous : Be+ Verb-ing

• Nominal : Be+ 3 complements (noun, adjective, adverb)

• Passive : Be+ Verb 3

III. The Simple Present Tense

Definition

A verb tense that expresses action in the present time, habitual actions, or general truths.

1. The function

The main use of simple present tense is to express daily habits or usual activities.

Ex: He performs prayer everyday, Dogs bark, The baby always drinks milk, I usually read the newspaper in the morning, she often visits her grandmother once a year.

This tense doesn't tell us whether or not the action is being performed at the moment of speaking. In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future.

It expresses general truth

Ex: the fire is hot, a week has seven days, the sun rises from the east.

- It shows ability
 Ex: Bella sings beautifully, Etik can dance "Kecak dance" very well.
- ❖ It shows the time which is fixed in accordance with the schedule (timetable).

Ex: our class begins at 7 o'clock, The plane arrives at 9 pm tonight.

- ❖ It can be used in the newspaper headline.
 - Ex: Israel attacks palestine, mass murderer escapes
- It states a series of action (commonly used by a narrator of Dramas,Operas etc., and radio commentators at sports events, public functions, etc.)

Ex: -When the curtain rises, Juliet is writing at her desk. Suddenly the window opens and a masked man enters her room.

- Torres runs and gets the ball from Hazard, and then he kicks it to Gerard, finally GOALLL!!!!
- ❖ It is used, mainly with the verb **say**, when we are quoting from books, notices, or very recently received letters:

Ex: "what does that notice say?", it says, "No parking."; the book says, "practice makes perfect."; Faiqoh says in her letter that she is coming to Bali next week."

! It is used for Imperative form.

Ex: "Be your self!", "Don't be childish!"

! It is used for non progressive verb.

Ex: I understand about grammar (not i'm understanding about grammar), I know that I love you (not i'm knowing that I love you).

#non-progressive verbs:

Verbs of the senses: feel, hear, see, smell, notice, observe, look, taste.

Verbs expressing feeling and emotions: admire, adore, appreciate (=value), care for, desire, detest, dislike, fear, hate, like, loathe, mind, love, respect, value, want, and wish.

Verbs of mental activity: agree, appreciate (=understand), assume, believe, expect (=think), feel (=think), forget, know,mean, perceive, realize, recall, recognize, recollect, remember, see (=understand), see through, suppose, think (=have an opinion), and trust.

Verbs of possession: belong, owe, own, and possess.

Time signals of present tense

Always generally

Often occasionally

Seldom usually

Never once a week
Sometimes twice/three times a
....(day,week, year)

every.....(day, week, year...)

F. The Form

The form of the simple present tense in this way:

a) Verbal Sentence: a sentence that uses lexical verb.

Positive

I /You/ We/ they start at eight o'clock.

He/she/it start at eight o'clok.

Negative

I/you/we/they do not(don't) start at eight o'clok He/she/it does not(doesn't) star at eight o'clock.

Question

Do I/you/we/they start at 08.00

Does he/she/it star at 08.0

With **he/she/it** we add –s/-es to verbs. Verbs ending in *ss*, *sh*, *ch*, *x*, *and o* add -es

Ex: I finish, he finishes

I miss, she misses

I watch, he watches

I fix, she fixes

We go, she goes

When y follows a consonant, we change y into i and add -es:

I carry, he carries; I copy, he copies; I try, he tries.

But verbs ending in \mathbf{y} following a vowel, we add s:

Pay – pays; play-plays; buy-buys

b) **Nominal Sentence**: a sentence that uses "to be" as ver

Positive:

Subject + To be + Complement

Iam + Complement

You

They are + Complement

We

He She

is + Complement

It

Negative:

Subject+ to be+ not+ complement

I am not + Complement

You

They are not + Complement

We

He

She is not + Complement

Yes-no question:

Am + I + complement?

Is + He/She/It + Complement?

Are + They/We/You + Complement?

Wh-question word (qw):

Qw+ am + I + Complement?

Qw+ is + He/She/It + Complement?

 $Qw+ \quad are \quad + They/We/You + \ Complement?$

SUBJECT can be:

- 1) Noun
 - ✓ Proper noun/Common noun: Bella, Fanan, Etik, Ari, Town, Dutchman, Idul Fitri Day, Saturday, July, etc.
 - ✓ Concrete noun: Flower, boy, husband, wife, a pencil, a pen, etc.
 - ✓ Abstract noun: Beauty, justice, happiness, sadness, etc.
 - ✓ Countable noun: students, books, bags, etc.
 - ✓ Uncountable noun: ink, hair, rice, etc.
 - ✓ Collective noun: audience, committee, crew, family, etc.
- 2) Noun Phrase: The big mouse eats much cheese on the plate.
- 3) Noun Clause: That you are beautiful is true, what she does makes him happy, etc.
- 4) Pronoun : I, you, they, we, he, she, it.
- 5) Gerund : <u>Studying</u> is a pleasure.
- 6) Gerund phrase : <u>Playing football</u> makes people healthy, watching film is her habit in the evening.
- 7) Invinitive : <u>To study</u> needs big effort.
- 8) Invinitive phrase : <u>To get married</u> is not easy, <u>To learn</u> <u>English</u> is something worthful.

© COMPLEMENT can be:

- 1) Adjective: beautiful, cool, clever, astonished, tired, depressed, pleased, etc.
- 2) Noun: Teacher, student. book, table.
- 3) Adverb:

- Adverb of time: at 9 o'clock, at noon, in the morning, etc.
- Adverb of place: in Japan, in Surabaya, in the class, etc.
- Question Words and Simple Answers
- \bullet What : \rightarrow It, a cat, a dog
- \bullet Where : \rightarrow at home, in my house.
- \bullet Why: \rightarrow because...
- How:
 → i'm fine, by motorcyle, on foot, on horse back.
- \odot Whose : \rightarrow it is mine
- \odot Which book : \rightarrow The blue one
- What book : → An English book
- What time : \rightarrow at 1.30
- $\bullet \quad \text{What date} \qquad : \qquad \rightarrow \text{ on July } 25^{\text{th}}$
- What Year : \rightarrow in 1990
- How many : countable
- $\bullet \quad \text{How many times} \quad : \qquad \rightarrow \text{ once}$
 - An hour : \rightarrow twice
 - A day : \rightarrow 3 times
 - A year : \rightarrow 5 times
- How much : uncountable
 - → Rp 5000,-

● How long : \rightarrow 2 hours

 \bullet How far : \rightarrow 2 km

 \bullet How often : \rightarrow twice a day

● How fast : \rightarrow 20 km/hours

● How deep : \rightarrow 2 km deep

• How old : \rightarrow 21 years old

 \odot With whom : \rightarrow with me, with Andi

 \bullet For whom : \rightarrow for him

 \bullet What for : \rightarrow for his birthday

G. Summary

Tenses is The form of a verb which shows the time at which an action happened. The simple present tense is a verb tense that expresses action in the present time, habitual actions, or general truths.

The present tense has many functions in some sentences based on the time used. The present tense has also its form like we have already discussed.

H. Students' Worksheet: Exercises

Exercise 1: Error analysis

All the sentences contain mistakes. Find and correct the mistakes.

Example: I no like cold weather \rightarrow I don't like cold weather.

- 1) Student at this school.
- 2) I be at home.
- 3) I be living in this city.
- 4) I am study English.

- 5) I am not knowing my teacher's name.
- 6) (supply name) teach our English class.
- 7) We always are coming to class on time.
- 8) Omar does he going to school?
- 9) Does Anna has a job?
- 10) My sister don't have a job.

Exercise 2:

Complete the questions in the Present Simple!

- A. -----a computer?
 B. Yes, Alan uses a computer.
- 2. A. -----in an office?B.No, Carol work in a factory
- A. Where -----yours games?
 B. We play our games in the local park.
- 4. A. -----the bus to school?

 B. yes. I take the bus to school every morning.
- 5. A. When----?B. The shops close at 5 o'clock in the afternoon.
- 6. A. ----abroad on holiday every year?

 B. yes, we go abroad every year.

Exercise 3:

Complete the dialogues using the Present simple. For negative verbs, use short forms (doesn't, don't)

- A. Do you wacth TV every evening?
 B.No, weTV every morning.
- 2. A. Does Ana take the bus to work?

- B. Yes, she -----the bus to work at 7 o'clock every morning
- 3. A. What time do you have dinner in the evening?
 - B. We usually......dinner about 8 o'clock in the evening.
- 4. A. Do you often eat in restaurants?
 - B. Yes, we often----in restaurants.
- 5. A. Where does Alison teach?
 - B. She----at the University.
- 6. A. ----here very often?
 - B. No, I don't come here very often.

Exercise 4

Read the title below and underline the verbs that indicate present tense!

Frank's Busy Day

Frank's day begins at 6:30. He gets up, takes a shower and gets dressed. He always has breakfast and drinks a cup of coffee. Then he goes to the university for his classes. When he finishes his morning classes, he usually eats lunch at 12:00 in the cafeteria. At lunch, he sometimes talks with his friends. After lunch he goes to his afternoon classes. He usually goes home at about 5:00. He eats dinner and relaxes for a while. Sometimes he takes a walk or goes running. For the rest of the evening he reads and does homework. Frank goes to bed about 11:00. What a busy day.

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CHAPTER II

PRESENT CONTINUOUS TENSE

A. Introduction

This chapter is focused on present continuous tense. As we know, present continuous tense is also the pillar of tenses that consists of function, form and characteristic. Then, the arrangement of present continuous tense can be a verbal sentence, or nominal sentence.

In this session, we will discuss the present continuous tense, the structure of present continuous tense and its explanation. It has relation to the previous chapter, such as tenses and present tense.

Before learning process, lecturer shows the slide, then asks the students according to their knowledge about noun phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to make sentences using noun present continuous tense correctly.

C. Indicators:

- 1. Students are able to know the present continuous tense
- 2. Students are able to know the form of present continuous tense
- 3. Students are able to know the characteristics and the meaning of present continuous tense

D. Time: 2 x 50 minutes

E. Core Materials

- 1. The definition of present tense
- 2. The form of present tense
- 3. The function of present tense

- 4. The verbal form of present tense
- 5. The nominal form of present tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify the structure of present continuous tense
- 3. Students identify the verbal sentence of present continuous tense
- 4. Students identify the nominal sentence of present continuous tense

3. Post activity (25')

- 1. Students do exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying the structure of present continuous tense in each sentence.
- 3. Students' completing some sentences with present continuous tense
- 4. Students' writing some sentence with present continuous tense based on the pictures
- 5. Students' arranging some words into present continuous tense correctly

5. Detailed Materials

The Present Continuous Tense

a. Definition

The present continuous expresses a continued or ongoing action at present time. It expresses an action which is in progress at the time of speaking or it expresses speaking about what is happening at the present moment in time.

b. The Function

- For an action happening now (in progress):
 - Ex: It is raining, what are u doing?, why are u sitting at my desk?, etc.
- For an action happening about this time but not necessarily at the moment of speaking.
 - Ex: A: "what is your activity this month?", B: "I am writing a love novel."
- ❖ It states an action which is repeated frequently and the frequency annoys the speaker or seem unreasonable to him. Ex: He is always loosing my key, He is continually calling me up at night.
- For a definite arrangement in the near future (immediate plans).
 - Ex: I'm meeting Peter tonight, "Are you doing anything tomorrow afternoon?, "yes, I'm playing tennis with Ann".
- It states an activity/event which changes gradually.
 Ex: The wing is blowing faster and faster, your English is getting better.

It states a temporal character (pretending)

Ex: Wahyu is being kind, Firman is being impolite.

c. The Form

The form of the present continuous tense is in this way:

Positive

I am working now

You/We/They are working now

He/she/it is working now

Negative

I am not working now

You/we/ they are not working now.

He/she/it is not working now.

Questions

Where am I working now?

Where are you/we/they working now?

Where is he/she/it working now?

To make the-ing form, we add-ing:

Walk - walking

Go- going

There are some exceptions:

Verb ending with -e:

-e→-inging : come →coming

But : see \rightarrow seeing Verb ending with -ie :

-ie \rightarrow ying : lie \rightarrow lying

Verbs ending with one vowel (a, e,i, o, u)

And one consonant (b, c, d, f, g, k, l, m, n, p....)

-t \rightarrow tting : sit \rightarrow sitting. Run \rightarrow Running.

6. Summary

The present continuous expresses a continued or ongoing action at present time. The present continuous (progressive) is used **only with action verbs**. **Example:** *I am working at the moment* **NOT** *I am believing you*. The present continuous (progressive) is also used to describe an action which is happening around this moment: **Example:** *I'm reading 'Just in Time' this week*. I'm not reading the book at this particular moment, but **around** this time

Student's worksheet (Exercises)

Exercise 1

Complete the sentences about the pictures. Use the correct present continuous form of the verbs in brackets, and he/she/they.



(drink) a glass of water



(carry) a suitcase



(take) a photograph



(sit) on a bench



(run) in a race



(Write) a letter

Exercise 2 : Simple Present vs. Present continuous

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive.

1.	Ssssshhh	The baby	(sleep)	The	baby
	(sleep)	for ten he	our every night.		

2.	Right now	i'm in class. I (sit)_	at my de			lesk. I		
	usually (si	t)	at	the	same	desk	in	class
	everyday.							

3.	Ali (speak)Arabic. Arabic is his
	native language, but right now he
	(speak)English.
4.	A: (it, rain) a lot in southern
	California?
	B: No. The weather (be)usually warm
	and sunny.
5.	A: Look out the window. (it, rain)?
	Should I take my umbrella?
	B: It (Start) to sprinkle.
6.	A: Look. It's Habibi.
	B: Where?
	A: Over there. He (walk) out of the
	bakery.
7.	A: Wahid usually (walk) to work. (walk,
	you)to work everyday, too?
8.	A: Flowers! Flowers for sale!
	Yes, Sir! Can I help you?
	B: I'll take those-the yellow ones.
	A: Here you are, Mister. Are they for a special occasion?
	B: I (buy) them for my wife. I
	(buy)her flowers on the first day of every
	month.

Exercise 3: Simple Present or Present Continuous

Directions: Write any activity you see in the picture! Make the sentences into two forms: present continuous and simple present tense.

For example: 1) Mr. Rohman is pouring a cup of coffee. He usually drinks a cup of coffee every morning.



Exercise 4

Read the following interview and find the present continuous (progressive) tense!

On the telephone

Zaenab: Hello, can I speak to Fatima.

Fatima: This is Fatima, who is speaking?

Zaenab: Hi, this is Zaenab.

Fatima : Hi Zaenab. What are you doing?

Zaenab: Oh, I'm just watching TV. What are you doing?

Fatima : Well, I'm cooking dinner.

Zaenab: What are you cooking?

Fatima : I'm baking some potatoes, boiling some carrots

Zaenab: It sounds delicious.

Fatima : What are you doing for dinner tonight?

zaenab : Well, I don't have any plans...

Fatima : Would you like to come over for dinner?

Zaenab: Oh, I'd love to. Thanks.

Fatima : Great. Aisya and Hindun are coming at 7.0'clock.

Zaenab: OK, I'll be there at seven, too. Fatima: OK, see you then. Bye.

Zaenab: Bye.

Take a look at the following conjugation chart. Notice from the above dialogue and following chart that the present continuous (progressive) is used to describe what is happening at the moment.

It is also used to describe a plan in the near future (this evening, next week, on Saturday, etc.). The present continuous (progressive) is often used with: now, at the moment, today, this morning - afternoon - evening.

Exercise 5

Write some sentences to describe what you and your friends are doing now, tonight and currently (around this moment

CHAPTER III

PRESENT PERFECT TENSE

A. Introduction

The topic of this chapter will talk about present perfect tense. It has relation to the previous chapter that are present tense and present continuous tense. In this case, present perfect tense has an essential place in the form of sentence. We must know how to produce sentences related to present perfect tense. We will discuss the characteristic of present perfect tense, and its explanation and also the form and example of present perfect tense.

Before the learning process begins, lecturer shows slides then asks the students according to their knowledge about verb phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as laptop, LCD to support their activities.

B. Objective

The purpose of the learning is students are able to construct sentences using present perfect tense correctly.

C. Indicators:

- 1. Students are able to know the present continuous tense
- 2. Students are able to know the form of present continuous tense
- 3. Students are able to know the characteristics and the meaning of present continuous tense

D. Time: 2 x 50 minutes

E. Core Materials;

- 1. The definition of present perfect tense
- 2. The function of present perfect tense tense
- 3. The general form of present perfect tense
- 4. The verbal form of present perfect tense
- 5. The nominal form of present perfect tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify present perfect tense in the sentence
- 3. Students analyze present perfect tense and its auxiliaries.
- 4. Students write some sentences with present perfect tense based on the picture
- 5. Students find present perfect tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying present perfect tense
- 3. Students' analyzing present perfect tense and its auxiliaries
- 4. Students' writing some sentence with present perfect tense based on the topic
- 5. Students' finding present perfect tense in the text

5. Detailed material

The Present Perfect Tense

b. Definition

An aspect of the verb expressing an action that began in the past and which has recently been completed or continues into the present.

c. The Function

❖ It is used with **just** for a recently completed action

Ex: he has just gone out (He went out a few minutes ago), she has just completed the assignment (her assignment is done now and might be submitted to the teacher then).

- ❖ It is used for recent actions when the time is not mentioned. It occurred before the present time. The exact time is not mentioned; it is unimportant or unknown. The important is that the activity has done in the past, sometime before now.
- Ex: I have told you everything, but you still do not understand; "Have you eaten?", "Not yet."
- The action happened in the past and the result still affects to present.
- Ex: I have washed my hair (It is wet now), She has cleaned the floor (the house is clean now).
- The action started in the past and it is still going on at present.
 In this case, it frequently uses adverb of "for" and "since".
- Ex: Mr.Arfyan has lived in Poso since he was 17, The teacher has taught for one hour.
- It is used for an action which lasts throughout an incomplete period. The action actually begins in the past, doesn't complete at present, and maybe continues in the future. Time

expressions include for, all day/night/week/year, all mylife, all the time, always, lately, recently.

Ex: He has been in the army for two years (he is still in the army), we have waited you all day (we are still waiting), he has lived here all his life (he still lives here), he has always worked for us (he still works for us).

❖ It is used for actions occurring in an incomplete period. An incomplete period may be indicated by this morning/afternoon/evening/week/month/year/century, etc. In order to be well-understood, it will be explained more followed by the picture:

Imagine that the postman normally comes between nine and ten.

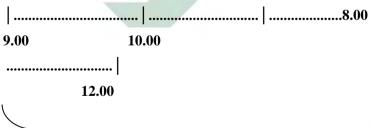
From nine till ten we will say:

Has the postman come yet/this morning?

But after this nine to ten period we will say:

Did the postman come this morning?

We use the past tense here because we are thinking about a complete period of time eventhough we do not mention it.



This morning

❖ It is used to state an action which ever, never, often, or once happens and it frequently adds with before. Ex: I have often visited the graveyard of Walisongo before, she has never been to Bali all her life.

d. Present Perfect vs. Simple Past Tense

- ➤ Simple past tense states an event/action happened in the past and there is no relation with the time being in the present. While present perfect is used to state an action happened in the past but there is still connection with the present time.
 - (1) My father taught in 1984. (simple past tense) the simple past expresses an activity that began and ended in the past. It means that my father is not teaching anymore or maybe he has been retired.
 - (2) My father has taught since 1980. (present perfect tense) it means that my father is still teaching until now.
- The simple past expresses an activity that occured at a specific time (or times in the past). The present perfect expresses an activity that occured at an unspecified time in the past.

e. USING SINCE AND FOR

Since	I have been here	Since 10 o'clock.
		Since Monday.
		Since April.
		Since 1984.
		Since yesterday.
		Since last month

Since is followed by a specific time such as an hour, a day, a month, a year, etc.

Since expresses idea that something started at a specific time in the past and continues to the present.

(present perfect) (simple past)

• I have lived here since I was a child.

• Fanan **has met** many people since **he come** here.

For I have been here For ten minutes
For three hours
For five days
For about two weeks
For almost four months
For many years.
For a long time

I have lived here for three years. I moved here three years ago, and now I still live here. I lived in Australia for five years. I don't live there now.

Notes:

- for is followed by a length of time.
- If the noun expressing time ends in -s (hours, days, weeks, etc), USE FOR NOT SINCE.
- The first example uses for + a length of time means that the action began in the past and continues to the present.
- The use of simple past in the second example means that the action began and ended in the past.

Subject + Has/Have+ Been + Complement

- He/She/It + Has + Been + Complement
- I/They/We/You + Have + Been+ Complement

Ex: He has been here for one hour, I have been here for one hour.

NEGATIVE

Subject+ Has/Have Not + Been + Complement

- He/She/It + Has not + Been+ Complement
- \bullet I/You/They/We + Have not + Been + Complement

Ex: He has not been here, they have not been in the class.

YES-NO QUESTION

Has/Have + Subject + Been + Complement?

- Has + He/She/It + Been + Complement?
- Have + I/You/We/They + Been + Complement?

Ex: Has she ever been in Japan?, Have you ever been depressed?

QUESTION WORD (QW)

Qw + Has/Have + Subject + Been + Complement?

- Qw+ Has + He/She/It + Been + Complement?
- Qw+ Have + I/You/We/They + Been + Complement? Ex: Where have you been recently?, How have they been

happy?

b) Verbal sentence

POSITIVE

Subject + Has/Have + Verb III + Object/Adverb

- He/She/It + Has+ Verb III + Object/Adverb
- I/You/They/We + Have + Verb III + Object/Adverb

Ex: He has left hotel, They have done their assignment

NEGATIVE

Subject+ Has/Have+ Not + Verb III + Object/Adverb

- He/she/it + Has+ not+ Verb III + Object/Adverb
- I/You/They/We + Have + not + Verb III +
 Object/Adverb

Ex: He has not left hotel yet, They have not done their assignment

YES-NO QUESTION

HAS/HAVE + SUBJECT + VERB III + OBJECT/ADVERB?

- Has + He/She/It + Verb III + Object/Adverb?
- Have + I/You/We/They + Verb III + Object/Adverb?

Ex: Has he left hotel?, Have they done their assignment?

QUESTION WORD

Qw+ Has/Have+ Subject + Verb III + Object/Adverb?

- Ow+ Has + He/She/It + Verb III + Object/Adverb?
- Qw+ Have + I/You/We/They+ Verb III + Object/Adverb?

Ex: When has he left hotel?, When have they done their assignment?

6. Summary

An aspect of the verb expressing an action that began in the past and which has recently been completed or continues into the present. Also known as the *present perfective*.

The present perfect is formed by combining *has* or *have* with a past participle (usually a verb ending in -*d*, -*ed*).

The prime factor which is felt to influence the use of the present perfect over the simple past is a writer's feeling that a past action is relevant to a particular current situation. This situation is to be found in the context of present perfect statements and would most naturally be expressed in the present tense.

Two conditions for the use of the present perfect are then seen to be:

1) the existence of a situation to which past actions can be related, and 2) the expression of this situation in the present tense.

Exercise

Exercise 1: Simple past vs. Present perfect

Discuss the meaning of the verb tenses.

- 1) All of the verbs in the following talk about past time, but the verb in (a) is different from the other three verbs. What is the difference?
 - (a) I have had several bicycles in my lifetime.
 - (b) I had a red bicycle when I was in elementary school.
 - (c) I had a blue bicycle when I was a teenager.
 - (d) I had a green bicycle when I lived and worked in Hong Kong.
- 2) What are the differences in the ideas the verb tenses express?
 - (e) I had a splendid bicycle last year.
 - (f) I've had many splendid bicycles.
- 3) What are the differences in the ideas the verb tenses express?
 - (g) Budi had a red bike for two years.
 - (h) Faiz has had a red bike for two years.
- 4) Who is still alive. And who is dead?
 - (i) In his lifetime, Uncle Ben had several red bicycles.
 - (j) In his lifetime, Grandpa has had several red bicycles.

Exercise 2: Simple past vs. Simple Perfect

Directions: Complete the sentences with the words in parentheses. Use the present perfect or the simple past.

1. A: Have you ever been in Europe?

	B: Yes, Ihave I (be)have
	been in Europe several times. In fact, I (be)
	was in Europe last year.
2.	A: Are you going to finish your work before you go to
	bed?
	B: I (finish, already)it. I
	(finish) my work two hours ago.
3.	A: Have you ever eaten at WAPO?
	B: Yes, I I (eat)
	there many times. In fact, my wife
	and I(eat) there last night.
4.	A: Do you and Hikam want to go to the movie at 21 with
	us tonight?
	B: No thanks. We (see, already) it.
	We (see)it last week.
5.	A: When are you going to write your assignment for Mr.
	Sigit?
	B: I (write, already)it. I (write)
	it two days ago and gave it
	him.
6.	A: (Irfan, have, ever)a job?
	B: Yes, he He (have)
	lots of part-time jobs. Last
	summer he (have)a job at his
	uncle's waterbed store.
7.	A: This is a good book. Would you like to read it when
	I'm finished?

	B: Thanks, but I (read,already) it. I
	(read)it a couple of months ago.
8.	A: What European countries (you,
	visit)?
	B: I (visit) Hungary, Germany, and
	Switzerland. I (visit)Hungary in
	1999. I (be)in Germany and Switzerland
	in 2001.
Ex	ercise 3: Practicing Irregular Verbs (Work in Pairs!)
Dii	rections: Ask questions beginning with "Have you ever
4.	?" and give answers.
1.	Fly a private plane
2.	Break your arm
	Wear a costume to a party
4.	Get a package in the mail
5.	Steal anything
6.	Lose the key to your house
7.	Feel terrible about something
8.	Speak to () on the phone
9.	Meet ()
10.	Spend one whole day doing nothing
11.	Blow a whistle
12.	Lend () any money
13.	Sleep in a tent
14.	Build sand castles

Exercise 4: SINCE vs. FOR

Directions: complete the sentences. Use both since and for!

a)since 9 o'clock this morning b) for 30 minutes.

- 1. I have been in this building
- 2. We've been in the class
- 3. I've been in this city.....
- 4. I've had a driver license.....
- 5. I've had this book.....

Exercise 5

Instruction: There are some present perfect verbs in the 'Language in context' passage below!

Over the last twenty years, the average size of households has fallen dramatically. The number of one person households has grown, due largely to the ageing of the population, as has the number of one parent families. Couples having smaller families have also contributed to the fall in household size.

In 1976, 60% of families were couples with children. By 1996, this had fallen to 51%. Part of this change can be attributed to the increase in one parent families with dependent children, but most of the change is due to the increase in the proportion of couple only families. People are now having children later in life, and are living longer. Therefore, they are spending more time living in couple-only families, both before they have families and after their children have left home.

However, children are leaving home later. In 1981, 34% of children aged 20-24 lived with their parents. By 1991, this had increased to 40%. This increase has, to some extent, countered the fall in the couples with non-dependent children only.

(Source: ABS Yearbook Australia 1997, Number 79, p. 81)

Exercise 6: Listening to song

Activity 1:

I've been everywhere - Johnny Cash

LYRICS:

"I've been everywhere, man.

Crossed the desert's bare, man.

I've breathed the mountain air, man.

Of travel I've had my share, man..."

(azlyrics.com and www.youtube.com)

CHAPTER IV PRESENT PERFECT CONTINUOUS TENSE

A. Introduction

Here will be discussed about present perfect continuous tense, it is still connected with present perfect. This tense takes an important rule also in tenses. Then it will develop to verbal and nominal sentence also. In this session, we will talk about the forms and characteristics of simple past tense also the function and its explanation.

Before learning process, lecturer shows the slide, then asks the students about adjective phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using present perfect continuous tense correctly.

C. Indicators:

- 1. Students are able to know the present perfect continuous tense
- 2. Students are able to know the form of present perfect continuous tense
- 3. Students are able to know the characteristics and the meaning of present perfect continuous tense
- 4. Students are able to know the function of present perfect continuous tense

D. Time: 2 x 50 minutes

E. Core Materials;

- 1. The definition of present perfect tense
- 2. The form of present perfect continuous tense
- 3. The function of present perfect continuous tense

- 4. The verbal form of present perfect continuous tense
- 5. The nominal form of present perfect continuous tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst Activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify present perfect continuous tense in the sentence
- 3. Students analyze present perfect continuous tense and its auxiliaries.
- 4. Students write some sentences with present perfect continuous tense based on the topic
- 5. Students find present perfect continuous tense in the text

3. Post Activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying present perfect continuous tense
- 3. Students' analyzing present perfect continuous tense and its auxiliaries
- 4. Students' writing some sentence with present perfect continuous tense based on the topic
- 5. Students' finding present perfect continuous tense in the text

5. Detailed Material

The Present Perfect Continuous Tense

a. Definition

The present perfect continuous describes an action that started in the past and continues in the present and future.

b. The Form

Verbal Sentence

POSITIVE

Subject + Has/Have+ Been + Verb Ing+ Object/Adverb

- He/She/It+ Has+ Been+ Verb-ing+ Object/Adverb
- I, You, They, We+ Have + Been + Verb-ing + Object/Adverbs

NEGATIVE

Subject+ Has/Have+ Not Been+ Verb-Ing+Object/Adverb

- He/She/It+ Has not+ Been+ Verb-ing + Object/Adverb
- I/You/They/We + Have not + Been + Verb-ing +
 Object/Adverbs

YES-NO QUESTION

Has/Have+ Subject+ Been+ Verb-ing + Object/Adverb?

- Has+ He/She/It + Been+ Verb-ing + Object/Adverb?
- Have+ I/You/They/We + Been+ Verb-ing + Object/Adverb?

QUESTION WORD

Qw+ Has/Have+ Subject + Been+ Verb-ing + Object/Adverb?

- Qw+ Has + He/She/It+ Been+ Verb-ing + Object/Adverb?
- Qw+ Have + I/You/They/We+ Been + Verb-ing + Object/Adverb?

c. The function

- It is used for an activity that began in the past and continues to the present.
 - Ex: my uncle has been living in Bandung since 1960, we have been waiting for him for two hours.
- It is used for an activity began in the past and finishes at the time of speaking.
- Ex: Oh, here is my key! I've been looking for it all day; Where have you been? I haven't been seeing you for days.

d. Present Perfect Continuous vs. Present Perfect

Present Perfect Continuous expresses the duration of present activities that are in progress. Ex: *They have been talking on the phone for twenty minutes*.

Present Perfect expresses **repeated activities** that occur at unspecified times in the past. Ex: *Rita has talked to Josh on the phone many times (before now)*.

Present perfect also express the duration of present situations, using non-action verb such as *Rita has known Josh for two years*. Both present perfect and present perfect continuous can express an activity that began in the past and continues to the present using particular verbs. Those verbs are **habitual /usual activities/situations** include *expect, hope, learn, live, look, play, rain, snow, stand, study, teach, wait, want, work, etc.* Example:

✓ He has worked in that hotel for ten years. or he has been working in that hotel for ten years.

✓ They have learned English here since 1990. or they have been learning English here since 1990.

Present perfect sometimes can be replaced with present perfect continuous to show repeated action.

- ✓ *I have written letters this morning.*
- ✓ I have been writing letters this morning.

Note: Both sentences actually have the same meaning, but the second sentence tends to mean write continuously while the first sentence doesn't necessarily mean to write continuously. **It needs to be emphasized** that present perfect continuous **cannot** be used to express many actions and the number of the objects. For instance, *I have written five letters this morning NOT I have been writing five letters this morning.*

6. Summary

USING ALREADY and YET										
ALREADY	a. The mail came an hour ago. = the mail has been already here.	Idea of already: something happened before now, before this time. Position: midsentence (precedes a simple present verb, follows am/is/are/was/were, comes between a helping verb and a main verb[Fauzi has already arrived], follows the subject in a question [have you already seen that movie?].								
YET	b. I expected the mail an hour ago, but it has't come yet.	Idea of <i>yet</i> : something did not happen before now (up to this time), but it may happen in the future. Position: end of sentence.								
NOTE:	Already is used in affirmative sentences. Yet is used in negative sentences.									

The present perfect continuous describes an action that started in the past and continues in the present and future. It takes the form **have** + **been** + **verb** -ing. The description is focused on how long an action has continued. It also describes actions that have finished recently and have results in the present. Present perfect continuous is different from the present perfect tense because it focuses on how long an action happened, or the present results of an action. It uses "for" and "since" to show the amount of time an action has happened.

Exercises

Exercise 1: Present Perfect vs. Present perfect continuous

Directions: complete the sentences. Use the present perfect or the

present perfect continuous tense.	
1). A: I'm tired. We (walk)	for more
than an hour. Let's stop and rest for a while.	
B: okay	
2) A: Is the post office far from here?	
B: Not at all. I (walk)	there many
times.	
4) A: I (read)this	chapter in my
chemistry text three times, and I still don't under	stand it!
B: maybe I can help.	
5) A: My eyes are getting tired.	I (read)
for two hours. I	think I'll take a
recess.	
B: Why don't we go for a walk	
Exercise 2	
Choose on the answer you think is correct.	
1. I'm very hungry. I all day.	
a) didn't eat	

b) haven't ate
c) haven't eaten
d) have been eating
2. Their new kitchen looks fantastic. They completely
it.
a) have been redecorating
b) have redecorated
c) already redecorated
d) didn't redecorated
3. Our kitchen's a mess. We any cleaning for weeks.
a) didn't do
b) haven't been doi <mark>ng</mark>
c) have done
d) haven't done
4. I think they are dating. They a lot of each other
recently.
a) had seen
b) haven't been seeing
c) have been seeing
d) have seen
5. We've discovered this great café and we there a
lot.
a) have been going
b) have gone

c) are going
d) have went
6. How's your Mum? I her for ages.
a) had seen
b) haven't seen
c) haven't been seeing
d) didn't see
7. You're covered in paint! What you?
a) have done
b) were doing
c) did do
d) have been doing
8. She's gone to the doctor's. She too well lately.
a) hasn't felt
b) hasn't been feeling
c) has felt
d) doesn't feel
9. Where have you been? I for ages.
a) have waited
b) waited
c) was waiting
d) have been waiting
10. I have to write an essay. I about half of it so far.

a) have written
b) have been writing
c) wrote
d) have to write
Exercise 3
Use the present perfect continuous tense on your own ideas to
answer the following questions
1. Why are you so tired?
Because
all morning.
2. Why did Daniel's teacher phone Daniel's parents?
Because

_____ for the past month.

3. Why does it smell so good in the kitchen?

_____ all afternoon

Because _____

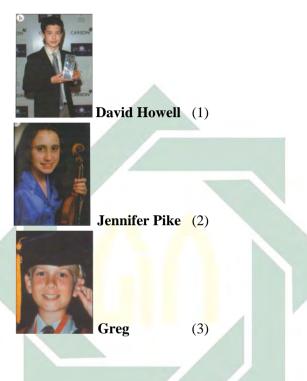
Exercise 4

Walk around the classroom and interview your classmates. Find someone who...

1.	has	been	living	in	this	city	for	less	than	two	years.
2.	has be	een hav	ing trou	ıble s	sleep	ing lat	ely				
3.	hasn'	t been t	feeling y	vell t	his v	veek					
4.	has	beer	ı takiı	ng	musi	c le	ssons	s for	r sev	eral	years.
5.	has	been	playing	g so	ccer	since	e he	was	ау	oung	child.
6.	has	been	study	ing	Eng	glish	for	a	very	short	time.
7.	has	been	p <mark>lan</mark> n	ing	a s	specia	l tri	ip fo	or a	long	time.
			iting for		mpo	rtant p	hone	call,	letter,	or e-n	nail all
9.	has b	een wa	atching	the s	ame	TV se	eries	every	week	for th	ne past
sev	eral ı	nonths									
10	has l	oeen si	itting in	the	sam	ie seat	t eve	ryday	since	this	course
beg	gan										

Exercise 5

Read this text and find out the present perfect continuous tense, then tell to your friend!



(1)

At the age of 11 David Howell showed that he was one of the best chess players in the world. In 2002 he played against Russian Grand Master Kramnik. David started playing chess at the age of 5. His father explained the rules to him. An hour later David understood them and beat his father in his first game. David has been playing chess for seven years. He also likes football and playing computer games.

(2) Jennifer Pike was twelve when she won her first prize in a competition for young musicians in Britain. She started playing the violin when she was five. She was taught by her father who worked at school for young musicians. Now Jennifer is a student

at the same school. She has been playing the violin for eleven years. She loves swimming and table tennis as well, but she can't play basketball because she might hurt her hands.

(3)

Greg Smith is probably the brightest boy in the world. He began speaking when he was three months. He was answering math problems at 14 months. His parents found a special school for him. He passed his final high school exams with top grades when he was eight. Then he went to University to study maths. He has

been studying there for three years.



CHAPTER V

SIMPLE PAST TENSE

A. Introduction

As the discussion before, this chapter still discusses one kind of tenses that is a past tense, then it will develop to verbal and nominal sentence also. In this session, we will talk about the forms and characteristics of simple past tense also the function and its explanation.

Before learning process, lecturer shows the slide, then asks the students about adjective phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using past tense correctly.

C. Indicators:

- 1. Students are able to know the simple past tense tense
- 2. Students are able to know the form of simple past tense
- 3. Students are able to know the characteristics and the meaning of simple past tense
- 4. Students are able to know the function of simple past tense

D. Time: 2 x 50 minutes

E. Core Materials:

- 1. The definition of simple past tense
- 2. The form of simple past tense
- 3. The function of simple past tense
- 4. The verbal form of simple past tense
- 5. The nominal form of simple past tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify simple past tense in the sentence
- 3. Students analyze simple past tense tense and its auxiliaries.
- 4. Students write some sentences with simple past tense tense based on the topic
- 5. Students find simple past tense tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying simple past tense
- 3. Students' analyzing simple past tense and its auxiliaries
- 4. Students' writing some sentence with simple past tens based on the topic
- 5. Students' finding simple past tense in the text

5. Detailed Materials

The Simple Past Tense

a. Definition

A verb tense (the second principal part of a verb) indicating action that occurred in the past and which does not extend into the present.

b. The form

Nominal Sentence

POSITIVE

Subject + To Be + Complement

- \bullet He/She/It/I + Was + Complement
- You/They/We+ Were + Complement

NEGATIVE

Subject + To Be+ Not + Complement

- \bullet He/She/It/I + Was + Not + Complement
- \odot You/They/We + Were + Not + Complement

YES-NO QUESTION

To Be + Subject + Complement

- Was + He/She/It/I + Complement?
- Were + You/They/ We + Complement?

QUESTION WORD

Qw + To be + Subject + Complement ?

- Qw + Was + He/She/It/I+ Complement?
- Qw + Were + They/We/You + Complement?

Verbal Sentence

POSITIVE

Subject+ Verb 2+ Object/Adverb

NEGATIVE

Subject+ Did not+ Verb 1 + Object/Adverb

YES-NO QUESTION

Did +Subject + Verb 1 + Object/Adverb

QUESTION WORD

Qw+ Did + Subject + Verb 1 + Object/Adverb

c. The Function

- To express habitual action in the past.
 - 1) Always+ v2=I always came late.
 - 2) Would + v2 = I would come late.
 - 3) Used to + v1 = I used to come late
 - 4) Be (was/were) + used to + v-ing = I was used to coming late.
 - 5) Be + accustomed to + V-ing = I was accustomed to coming late.
- To express an activity or situation happened and ended in the past.

Ex: They bought T-shirts a month ago, he went to Raja Ampat a couple of weeks ago, MBI school was built in 2006.

✓ Adverbs of time that are used included:

Yesterday, last week/month/year, a week/month/year ago, this morning, yesterday, the day before yesterday, in (year) etc.

- To express an activity that definitely happened in the past although the time is not stated.
 - Ex:My father bought this car from a friend of my brother, how did you meet your wife in the first time?
- To show an activity happened in the past which is stated through a question asking about the time of the event.

Ex: "when did you buy this bag?", "When did they visit you?", "What time did your brother leave for Yogyakarta?"

To express an activity which its time becomes definite/clear as the effect of an activity that is stated in the present perfect tense. For instance:

A: Where have you been?

B: I have just gone sightseeing.

A: Did you enjoy it?

B: Yes, I enjoyed it very much

❖ It is used to state **If clause** (anak kalimat) in conditional sentence type 2. And it is also used to state **Main clause** (induk kalimat) in the past future tense.

Ex: I would tell you if I knew it

If I had enough money, I would buy that lovely bag.

6. Summary

The past simple can also be used with a habitual sense, to refer to a series of past events that occurred on a regular basis. Often, when used in this way, the verb is accompanied by an adverbial that underscores the regularity of the situation described:

Example

- a. Every morning, I walked to the office, no matter the weather.
- b. My mother always went to the fish market on Mondays.
- c. Whenever I played football I would injure myself.

The habitual meaning expressed here by means of the past simple can also be expressed with an alternative grammatical pattern. This involves a special habitual form, *used to*, plus an infinitive verb. Each of the examples in can be rephrased using this pattern without change of meaning:

- a. Every morning, I used to walk to the office, no matter the weather.
- b. My mother always used to go to the fish market on Mondays.
- c. Whenever I used to *play* football I would injure myself.

Exercises

Exercise 1: Fill the blank with the appropriate "to be" simple past tense.

- 1) Therenot many students here last Monday.
- 2)you in your office last Sunday?
- 3) The weathervery cold last night.
- 4) Whereshe an hour ago?
- 5) My grandfather a good swimmer when heyoung.

Exercise 2: Change the verbs in parentheses in the past tense.

- 1) He (go) to Bali last month.
- 2) Did he (win) the game last week?
- 3) His uncle (buy) that house ten years ago.
- 4) Mr. Smith (put) the magazines in the drawers last night.
- 5) Who (do) the work last Sunday?

Exercise 3: Arrange the jumbled words into good sentences!

- 1) Not/come/time/yesterday/here/did/on/teacher/the.
- 2) This/my/built/ago/grandfather/years/house/some.
- 3) The/mother/go/office/to/your/Sunday/did/last/?
- 4) Not/Firda/attend/two/did/meeting/ago/the/days/?
- $5) \quad This/those/Mrs./old/toNancy/him/magazines/morning/gave.$

Exercise 4: Make a question in the form of simple past tense with the answer provided in bold!

- 1) She went to Jakarta with **her parents** last month. With whom did she go to Jakarta last month?
- 2) Nurdin gave **that book** to his friend yesterday.

- 3) **Nick** bought the shoes in Jakarta last month.
- 4) They came here **by a taxi?**
- 5) He met her **in that museum** yesterday.
- 6) The show started at eight o'clock last night.
- 7) She was very upset because she didn't pass the exam.

Exercise 5

Read the text. Write the verbs in the simple past tense.

Sam	(have)	a grea	t week	end. (On Sat	urday m	orning,
he	(v	vake	up)	at 8	8:00	o'clock	. He
	(eat) his	favo	orite	brea	kfast.	Then	he he
	(w	atch)	Γ. <mark>V</mark> for	r 2 ł	nours.	After t	hat he
4	(g <mark>o)</mark>	to	his	hock	ey	game.	His
team	(w	in) 6	to 4	. In	the	afternoo	on, he
	(eat)	his	f <mark>av</mark>	orite	co	ookies	and
	(drink)						
	(read) a	book.					
Не	(brush	1)	his	te	eeth	,	he
	(com	b)	his		ha	nir	and
he		(go) to	bed ear	ly.			
On Sunday,	, he	(go) to th	e mov	vies w	ith his f	friends.
They	(w	atch) a	a great	actio	on mo	ovie. At	fter he
	(1	isten)	to	n	nusic	and	he
	(do)		his	h	omew	ork.	Не
	(write	e) in hi	s noteb	ook w	ith his	new pe	ncil. In
the evening	g, his cousi	n			(c	ome) to	visit.
They		(play) v	ideo	games	. At 9:0	0 Sam

(take)	a	shower	and	he
		_(go) t	o bed.		

Exercise 6

All but one of the verbs in Task was in either the **Past** or the **Present Perfect Tense**. Why did the author choose the Past in some cases and the Present Perfect in others? Write your explanation of the difference here:

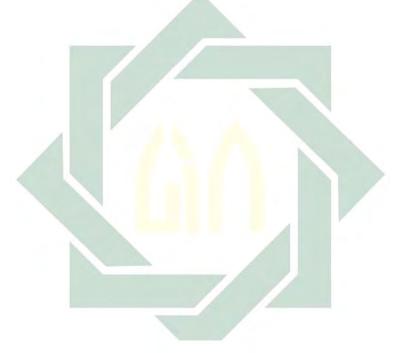
The New Archaeology i

Over 20 years ago, Old World archaeologists <u>recognized</u>¹ that the chronologies of European prehistory, which had been based on the radiocarbon dating method, <u>were</u>² incorrect owing to flaws in the method. Another chronology <u>has been proposed</u>³ that <u>has resulted</u>⁴ not simply in the redating of individual monuments but rather, in terms defined by British archaeologist Colin Renfrew, in the establishment of a new approach to prehistoric cultural development. Previously, cultural achievements such as the development of metallurgy <u>were thought</u>⁵ to have radiated from a single point of invention in the Middle East. Now, multiple sites of invention <u>have been posited</u>⁶, leading to a conception of humans as much more innovative than previously supposed.

Since the 1980s, archaeologists in North America, Australia, and New Zealand have increasingly been called upon⁷ to adapt their research strategies to the wishes and interests of indigenous peoples, who have not only demanded⁸ the return and reburial of human skeletal remains and certain artefacts but also insisted⁹ that their cultural values be respected when excavations are conducted. The

accommodation of scientific research strategies to traditional cultural sensitivities <u>marks</u>¹⁰ a new direction in archaeological practice and is a development that <u>was scarcely contemplated</u>¹¹ a few decades ago, when it <u>was assumed</u>¹² that rigidly scientific objectivity would soon dominate archaeology.

www.docs.hss.ed.ac.uk/.../Essential_grammar_5_..



CHAPTER VI

PAST CONTINUOUS TENSE

A. Introduction

Past continuous tense will be discussed in this chapter. First of all, we have to know the general explanation of past continuous tense. This explanation includes the material of past continuous tense, verbal and nominal construction, the function, the characteristic and its examples.

Before learning process, lecturer shows slides, then asks the students their knowledge about prepositional phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using past continuous tense correctly.

C. Indicators:

- 1. Students are able to know the past continuous tense
- 2. Students are able to know the form of past continuous tense
- 3. Students are able to know the characteristics and the meaning of past continuous tense
- 4. Students are able to know the function of past continuous tense

D. Time: 2 x 50 minutes

E. Core Materials;

- 1. The definition of past continuous tense
- 2. The form of past continuous tense
- 3. The function of past continuous tense
- 4. The verbal form of past continuous tense
- 5. The nominal form of past continuous tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify past continuous tense in the sentence
- 3. Students analyze past continuous tense and its auxiliaries.
- 4. Students write some sentences with past continuous tense based on the topic
- 5. Students find past continuous tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying past continuous tense
- 3. Students' analyzing past continuous tense and its auxiliaries
- 4. Students' writing some sentence with past continuous tense based on the pictures
- 5. Students' finding past continuous tense in the text

5. Detailed Material

The Past Continuous Tense

a. Definition

A verb construction (made up of a past form of the verb "to be"-"was" or "were"--plus a present participle) that conveys a sense of
ongoing action in the past

b. The Form

Verbal sentence

Positive

Subject + to be + verb 1-ing + object/adverb

- He/She/It/I + Was + Verb-Ing + Object/Adverb
- You/They/We + Were + Verb-Ing + Object/Adverb

Negative

Subject + to be + not + verb-ing + object/adverb

- He/She/It/I + Was Not + Verb-Ing + Object/Adverb
- You /They/We + Were Not + Verb-Ing + Object/Adverb

Yes-No Question

Tobe + subject+ verb-ing + object/adverb

- Was + He/She/It/I + Verb-Ing + Object/Adverb
- Were+ They/We/You + Verb-Ing + Object/Adverb

Question Word

QW+ to be + subject + verb-ing + object/adverb

- Qw + Was + He/She/It/I + Verb-Ing + Object/Adverb
- Qw + Were + They/We/You + Verb-Ing + Object/Adverb

c. The Function

- ❖ To express an action occurred in progress in the past (usually it uses a point in time).
 - Ex: At 7 o'clock yesterday, Ibnu was visiting Adim; My sister was bathing her baby at seven this morning.
- ❖ To indicate gradual development in the past.

- Ex: At the same time yesterday, Kina was getting better; the sky was getting darker; the wind was rising.
- ❖ To express a duration of an action occurred at specific time in the past. Usually it uses adverbs of time like all day, all night, all afternoon, all morning, from seven to ten, etc which is combined with adverbs time of simple past tense.
 Ex: It was raining hard all day two days ago; My sister was studying from eight to eleven last night.
- To express two actions happened together in the past in which the first action occurred in progress when the other action happened then. The first action is expressed by past continuous tense, while the second action is expressed by simple past tense. In this case, it usually uses when, while, and as. When can be used for past continuous tense and while/ as is only used for past continuous tense.

Ex: When/While/As I was studying, someone knocked at the door or can be I was studying when someone knocked at the door.

Above sentence cannot be changed into:

I was studying while/as someone knocked at the door.

The other example:

I was walking down the street when it began to rain. Or While I was walking down the street, it began to rain.

Both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred.

❖ To express two actions occurred in progress together/simultaneously. It uses *while* or can be *whereas*.

Ex: My father was washing the car while my mother was cooking in the kitchen; We were studying whereas my sister was listening to the radio.

❖ For a definite arrangement in the near future (immediate plans) that occurred in the past.

Ex: - He packed his clothes. He was leaving for Jakarta that night.

- She bought some flour. She was making some cake.
- To express an action that would be happened in the past, but it was cancelled.

Ex: - I was visiting him but he suddenly came to my house.

- They were <mark>go</mark>ing o<mark>ut but t</mark>heir <mark>un</mark>cle came to visit them.
- ❖ It states an action which was repeated frequently and the frequency annoyed the speaker or seemed unreasonable to him. It is usually signed with *always*, *constantly*, *forever*.

Ex: He was always calling her at nights.

❖ It is used to give descriptions towards series of event in the past. The description is in the form of past continuous and the narrative is stated in simple past (It is bolden below).

Ex: A wood fire was burning on the hearth, and a cat was sleeping in front of it. A girl was playing the piano and was singing softly to herself. Suddenly, there was a knock on the door. The girl stopped playing. The cat woke up.

It can replace simple past tense to indicate a moral casual / not deliberate action.

Ex: I was talking to Faiq someday.

This sentence gives the impression that the action was not unusual, who started the conversation is not clear, and it doesn't matter.

It is different from this example:

I talked to Faiq some day.

It is clear that "I" who started the conversation in advance.

It uses to make more polite notion than using simple past tense.

Ex: What were you doing that night? It sounds more polite than What did you do that night?

6. Summary

Past continuous is used to express a continued or ongoing action in past, an ongoing action which occurred in past and completed at some point in past. It expresses an ongoing nature of an action in past. For example, "he was laughing." This sentence shows ongoing action (laughing) of a person which occurred in past. Past continuous tense is also called past progressive.

Exercise

Exercise 1: Arrange these jumble words into good sentence and then form it into positive, negative, and interrogative!

1)	brother/studying/
	all/his/my/was/homework/in/room/this/afternoon
	(+)
	(-)
	(?)

2)	old/found/ring/when/a/farmer/he/in/working/his/rice-
	field/the/gold/was
	(+)
	(-)
	(?)
3)	snowing/yesterday/was/all/it/night
	(+)
	(—)
1	(?)
4)	mother/my/watching/was/while/doing/were/sisters/homew
	ork/their/
	television
	(+)
Ľ	(—)
	(?)
5)	he/as/met/old/was/he/walking/friend/his/the/street/along
	(+)
	(-)
	(?)
	Exercise 2: Change the verb in the bracket into simple
	past or past continuous tense!
	1) Soekarno (read) the proclamation in 1945.
	2) The weather (be+get) cold.
	3) While I (sleep), my friend came.
	4) I (do) my assignment when my mother call me.
	5) My mother (cook) all day two days ago.

Exercise 3: Simple past vs. Continuous

1)	I am sitting in class right now. I (sit)
	in class at exact
	same time yesterday.
2)	I don't want to go to the zoo today because it is
	raining. The same thing happened yesterday. I (want,
	not)to go to the zoo
	because it (rain)
3)	I(call)Roger at nine
	last night, but he (be,not)at
	home. He (study)at the
	library.
4)	I (hear, not) the
	thunder during the storm last night because I
	(sleep)
5)	A: How (you,
	break)your arm?
	B:I (slip) on the ice
	while I (cross)the
	street in front of the dorm.

Exercise 4

Read the following story. Then answer questions about it!

Hannah met Jamie in the summer of 2004. It was Hannah's 21st birthday and she and her friends went to a club. They wanted to dance, but they didn't like the music so Hannah went to speak to the DJ. 'This music is awful,' she said. 'Could you play something else? The DJ looked at her and said 'Don't worry; I have the perfect song for you.'

Two minutes later he said: 'The next song is by Coldplay. It's called Yellow and it's for a beautiful girl who is dancing over there.' Hannah knew that the song was for her because she was wearing a yellow dress. When Hannah and her friends left the club the DJ was waiting at the door. 'Hi, I'm Jamie,' he said to Hannah. 'Can I see you again?' So Hannah gave him her phone number.

Next day Jamie phoned Hannah and invited her to dinner. He took her to a very romantic French restaurant and they talked all evening. After that Jamie and Hannah saw each other every day. Every evening when Hannah finished work they met at 5.30 in a coffee bar in the High Street. They were madly in love.

One evening in October, Hannah was at work. As usual she was going to meet Jamie at 5.30. It was dark and it was raining. She looked at her watch. It was 5.20! She was going to be late! She ran to her car and got in. At 5.25 she was driving along the High Street. She was going very fast because she was in a hurry.

Suddenly, a man ran across the road. He was wearing a dark coat so Hannah didn't see him until it was too late. Although she tried to stop, she hit the man. Hannah panicked. She didn't stop and she drove to the coffee bar as fast as she could. But when she arrived Jamie wasn't there. She phoned him, but his mobile was turned off, so she waited for ten minutes and then went home.

Two hours later a police car arrived at Hannah's house. A policewoman knocked at the door. 'Good evening, Madam,' she said, 'Are you Hannah Davis? I'd like to speak to you. Can I come in?'

http://www.englishexercises.org

- 1. Where did Hannah meet Jamie?
- 2. What was Jamie doing when they met?

- 3. Where did they go on their first date?
- 4. Why did Hannah run to her car one October evening?
- 5. What did she do after she hit the man?
- 6. How long did she wait for Jamie?



CHAPTER VII

PAST PERFECT TENSE

A. Introduction

In this chapter will be discussed Past perfect tense. As previous explanation, this tense includes the material of past perfect tense that consists of verbal and nominal construction, the function, the characteristic and its examples.

Before learning process, lecturer shows slides, then asks the students their knowledge about prepositional phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using past perfect tense correctly.

C. Indicators:

- 1. Students are able to know the past perfect tense
- 2. Students are able to know the form of past perfect tense
- 3. Students are able to know the characteristics and the meaning of past perfect tense
- 4. Students are able to know the function of past perfect tense

D. Time: 2 x 50 minutes

E. Core Materials;

- 1. The definition of past perfect tense
- 2. The form of past perfect tense
- 3. The function of past perfect tense
- 4. The verbal form of past perfect tense
- 5. The nominal form of past perfect tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify past perfect tense in the sentence
- 3. Students analyze past perfect tense and its auxiliaries.
- 4. Students write some sentences with past perfect tense based on the picture
- 5. Students find past perfect tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying past continuous tense
- 3. Students' analyzing past continuous tense and its auxiliaries
- 4. Students' writing some sentence with past continuous tense based on the pictures
- 5. Students' finding past continuous tense in the text

5. Detailed material

The Past Perfect Tense

a. Definition

An aspect of the verb that designates an action which has been completed before another past action.

b. The Form

Nominal Sentence

POSITIVE

Subject + Had+ Been + Complement

NEGATIVE

Subject+ Had+Not+ Been+ Complement

YES-NO QUESTION

Had+ subject+ been+ complement?

WORD QUESTION

Qw+ Had+ Subject+ Been+Complement

Verbal Sentence

POSITIVE

Subject + Had + Verb III+ Object/Adverb

NEGATIVE

Subject + Had + Not + Verb III+ Object/Adverb

YES-NO QUESTION

Had + subject + verb III+ object/adverb?

QUESTION WORD

Qw+ had+subject+ verb III+ object/adverb?

c. The Function

❖ It is used for a recently completed action in the past.

Ex:- I was not hungry. I had just had dinner.

- Putri had already left by the time Anang got here.

But in conversation, The Present Perfect can be used into Simple Past.

A: Hi, Where's Putri?

B: She left before you came.

To express an activity began in the past and continued or finished in the other past time. It uses for, since, always.

Ex: - My father had been in the army for twenty years in 2000.

- My uncle had lived in that house since they bought it ten years ago.
- ❖ It is used as a subclause (if clause) in conditional sentence type III, while the main clause is past perfect future tense.

Ex: If his father had sent the money earlier, he would have bought that camera last week. (ayahnya tidak mengirimkan uang itu lebih awal{terlambat mengirimnya}, sehingga dia tidak membeli kamera itu minggu lalu).

❖ It is used in *indirect speech* of *direct speech in the* form of present perfect tense.

A: "I have given my wedding invitation in your house".

B: "Was there anyone in home receiving your invitation?"

Indirect Speech:

He told me that he had given his wedding invitation in my house.

6. Summary

We use the past perfect simple to talk about what happened before a point in the past. It looks back from a point in the past to further in the past.

- I hadn't known the bad news when I spoke to him.
- I checked with the supplier and they still hadn't received the contract.
- She had already told him before I got a chance to give him my version.
- The company has started the year well but was badly hit by the postal strike.

The past perfect simple is often used when we report what people had said/thought/believed.

- He told me they had already paid the bill.
- He said he believed that John had moved to Italy.
- I thought we had already decided on a name for this product.

Exercise Exercise 1: complete the sentences with your own words. 1) I had neverbefore I.... 2) By the time....., he had already..... 3) I had never.....until I.... 4) My.....after I had already..... 5) The movie had.....by the time we..... 6) In (year), Iprior to that time, I had..... 7) When I someone else had already.....

Exercise 2

Put the verbs in brackets into the gaps in the correct tense - **Past Perfect** or **Simple Past!**

- 1) After Fred (to spend) his holiday in Italy he (to want) to learn Italian.
- 2) Jill (to phone) Dad at work before she (to leave) for her trip.
- 3) Susan (to turn on) the radio after she (to wash) the dishes.
- 4) When she (to arrive) the match already (to start).
- 5) After the man (to come) home he (to feed) the cat.
- 6) Before he (to sing) a song he (to play) the guitar.
- 7) She (to watch) a video after the children (to go) to bed.
- 8) After Eric (to make) breakfast he (to phone) his friend.
- 9) I (to be) very tired because I (to study) too much.
- 10) They (to ride) their bikes before they (to meet) their friends.

Exercise 3

Read the passage and answer the questions:

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way a young man waved to me. I stopped and he asked me for a lift. After he had got into the car, I said good morning to him in French and he replied in the same language.

Except a few words, I do not know any French at all. Neither of us spoke during the journey.

I had nearly reached the town, when the young man suddenly said, very slowly, "Do you speak English?"
As I soon learned, he was English himself!

1.	When did the writer drive on to the next town?

2.	When did he say good morning to the man in French?
3.	When did the young man say, "Do you speak English?"



CHAPTER VIII

PAST PERFECT CONTINUOUS TENSE

A. Introduction

The next part of tenses is a past perfect continuous tense. As usual, In this session will discuss about the verbal and nominal construction, the function, the characteristic and its examples.

Before learning process, lecturer shows slides, then asks the students their knowledge about prepositional phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using past perfect tense correctly.

C. Indicators:

- 1. Students are able to know the past perfect continuous tense
- 2. Students are able to know the form of past perfect continuous tense
- 3. Students are able to know the characteristics and the meaning of past perfect continuous tense
- 4. Students are able to know the function of past perfect continuous tense **Time:** 2 x 50 minutes

D. Core Materials:

- 1. The definition of past perfect continuous tense
- 2. The form of past perfect tense
- 3. The function of past perfect tense
- 4. The verbal form of past perfect tense
- 5. The nominal form of past perfect tense

E. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify past perfect tense in the sentence
- 3. Students analyze past perfect tense and its auxiliaries.
- 4. Students write some sentences with past perfect tense based on the picture
- 5. Students find past perfect tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying past continuous tense
- 3. Students' analyzing past continuous tense and its auxiliaries
- 4. Students' writing some sentence with past continuous tense based on the topic
- 5. Students' finding past continuous tense in the text

5. Detailed Material

The Past Perfect Continuous Tense

a. Definition

The past perfect progressive (continuous) is used to describe an action that started in the past and and was still in progress when a second action started. Both actions began and ended in the past.

b. The Form

Verbal sentence

POSITIVE

Subject + Had + Been + Verb-Ing + Object/Adverb

NEGATIVE

Subject+ Had +Not+ Been + Verb-Ing+ Object/Adverb

YES-NO QUESTION

Had + Subject+ Been+ Verb-Ing+ Object/Adverb

QUESTION WORD

Qw+ Had+ Subject+ Been+ Verb-Ing+Object/Adverb

c. The Function

- ❖ It emphasizes the duration of an activity that was in progress before another activity or time in the past.
 - Ex: The police had been looking for the criminal for two years before they caught him.
 - Eric finally came at six o'clock. I had been waiting for him since four-thirty.
- The action had been done in the past and the result could be felt then.
 - Ex: When I got home, my hair was still wet because I had been swimming.
 - I went to Jane's house after the funeral. Her eyes were red because she had been crying.

- It expresses an activity started in the past and finished or continued until another time in the past.
 - Ex: The phone had been ringing for five minutes, but no body came to answer it.
 - I had been waiting here for an hour when my friend finally appeared.
- To express an action that had been done repeatedly in the past.
 - Ex: He had been trying to open the locked door. It is same as the action stated in past perfect He tried over and over again to open the locked door.
 - He had been looking for his missing driver's license.
- tis used in *indirect speech* from the *direct speech of* present perfect continuous tense.

Ex: A: "I have been waiting for you since 3 o'clock."

Indirect speech:

He told me that he had been waiting for me since 3 o'clock.

d. PAST PERFECT VS. PAST PERFECT CONTINUOUS

- Past perfect tense expresses an activity that finished in the past while Past perfect continuous is to an activity that still continued/had not finished yet in the past.
 - **Ex: past perfect tense:** By ten o'clock, the workers had painted the house. (pada pukul 10 para pekerja telah selesai mengecat rumah)
- Past perfect continuous: The workers had been painting the house for the last two hours. (para pekerja dari tadi mengecat rumah selama dua jam terakhir).

e. PAST PERFECT CONTINUOUS VS. PAST CONTINUOUS TENSE

- Past perfect continuous states an action that was still in progress for few times when another action happened.
- past continuous tense states an action that was in progress (not knowing how long it happened) when another action occurred.

Compare:

I had been watching television for two hours when she called. (past continuous tense)

I was watching television when she called. (past continuous tense)

6. Summary

Past Perfect Continuous Form

The past perfect continuous is composed of two elements - the past perfect of the verb to be (=had been) + the present participle (base+ing).

• Past Perfect Continuous: Function

The past perfect continuous corresponds to the present perfect continuous, but with reference to a time earlier than 'before now'. Again, we are more interested in the process.

 This form is also used in reported speech. It is the equivalent of the past continuous and the present perfect continuous in direct speech:

Jane said "I have been gardening all afternoon." Jane said she had been gardening all afternoon.

Exercise

Exercise 1: change the verb in the bracket into present perfect continuous or past perfect continuous tense!

- We (sit) in the park for an hour when suddenly it rained hard.
- 2) He (look) for a job for years before his uncle offered him a position in his company last month.
- 3) His aunt couldn't find her missing dog though she (try) to look for the dog everywhere.
- 4) We started decorating the room at nine o'clock. It's eleven o'clock now, so we (decorate) the room for three hours by now.
- 5) It was twilight. The archeologist (dig) the area for hours but they still couldn't find the prehistoric artefacts they looked for.

Exercise 2

Put the verbs into the correct form (past perfect progressive).

- 1. We (sleep) for 12 hours when he woke us up.
- 2. They (wait) at the station for 90 minutes when the train finally arrived.
- 3. We (look for) her ring for two hours and then we found it in the bathroom.
- 4. I (not / walk) for a long time, when it suddenly began to rain.
- 5. How long (learn / she) English before she went to London?
- 6. Frank Sinatra caught the flu because he (sing) in the rain too long.
- 7. He (drive) less than an hour when he ran out of petrol.

- 8. They were very tired in the evening because they (help) on the farm all day.
- 9. I (not / work) all day; so I wasn't tired and went to the disco at night.
- 10. They (cycle) all day so their legs were sore in the evening.

Exercise 3

• Read the story below and complete the sentences with the past perfect tense or the past perfect continuous tense of the verbs in parentheses.

It was a special dinner at my girlfriend's house.
(be) There only once before and I didn't know
anybody except Sherrill and her parents. At about 10:30 we were al
talking and laughing in the <mark>li</mark> ving roo when I felt a stingy pain in m
belly. Then i realized I(eat) too much. I asked
Sherrill where the bathroom was and she showed me the way. When
we got there, the door was locked. Someone was there. I started to
sweat. I(wait) for 5 long minutes when the
door opened. I rushed in and did what I had to do. I remember sitting
there with my eyes closed and a smile on my face out of pur
satisfaction. Then I noticed the other person
(use) up all the toilet paper. There was no toile
paper there. To make a long story short, I had to use my underwear
It was the most humiliating experience in my life.

Jeff Schaffer, Raleigh, NC.

CHAPTER IX

PRESENT FUTURE TENSE

A. Introduction

This chapter is focused on present future tense. As we know, present future tense is also the pillar of tenses that consists of form and characteristic. Then, the arrangement of present future tense can be a verbal sentence, or nominal sentence.

In this session, we will discuss also the structure of present future tense and its explanation. It has relation to the previous chapter.

Before learning process, lecturer shows the slide, then asks the students according to their knowledge about noun phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using past perfect tense correctly.

C. Indicators:

- 1. Students are able to know the present future tense
- 2. Students are able to know the form of present future tense
- 3. Students are able to know the characteristics and the meaning of present future tense
- 4. Students are able to know the function of present future tense

D. Time: 2 x 50 minutes

E. Core Materials:

- 1. The definition of present future tense
- 2. The form of present future tense
- 3. The function of present future tense
- 4. The verbal form of present future tense
- 5. The nominal form of present future tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify present future tense in the sentence
- 3. Students analyze present future tense and its auxiliaries.
- 4. Students write some sentences with present future tense based on the topic
- 5. Students find present future tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying past continuous tense
- 3. Students' analyzing present future tense and its auxiliaries
- 4. Students' writing some sentence with present future tense based on the pictures
- 5. Students' finding present future tense in the text

5. Detailed material

The Present Future Tense

a. Definition

A verb form that marks the event described by the verb as not having happened yet, but expected to happen in the future.

b. The Form

Nominal Sentence

POSITIVE

Subject + Will/Shall/To Be Going To + Be+ Complement

- He/She/It/They/You + Will + Be + Complement
- I/We + Will/Shall + Be + Complement

*The use of **Shall** for I and We is uncommon in American English. **Shall** is used more frequently in British English than American English.

NEGATIVE

- Subject+ Will/Shall + Not+ Be+ Complement
- Subject+ To Be Not + Going To + Be + Complement
- He/she/it/they/you + will not+ be+ complement
 - I/We+ Will/Shall Not+ Be+ Complement

YES-NO QUESTION

- 1) Will/Shall+ Subject+ Be + Complement?
 - Will + He/She/It/You/They + be + Complement?
 - Will/Shall + I/We + be+ Complement?
- 2) To Be + Subject+ Going + To + Be + Complement?

QUESTION WORD

- 1) Qw+ Will/Shall + Subject+ be+ Complement?
 - Qw+ Will + He/She/It/They/You + Be+ Complement?
 - Qw + Will/Shall + I/We + Be + Complement?

2) Qw+ To Be +Subject+ Going +Tobe+ Complement?

VERBAL SENTENCE

POSITIVE

Subject + Will/Shall/Tobe Going To + V1+ Object/Adverb

- He/She/It/They/You + Will+ VI+ Object/Adverb
- I/We + Will/Shall + V1+ Object/Adverb

NEGATIVE

- 1) Subject+ Will/Shall+ Not + Verb 1+ Object/Adverb
 - Me/She/It/They/You + Will Not+ Verb I + Object/Adverb
- 2) Subject+ To Be +Not + Going To+ Verb 1+ Object/Adverb

YES-NO QUESTION

- 1) Will/Shall + Subject + Verb I + Object/Adverb?
 - Will + He/She/It/You/They + Verb I + Object/Adverb?
 - Will/shall + I/We + Verb I+ Object/Adverb?
- 2) Tobe + Subject + Going to + Verb I + Object/Adverb?

QUESTION WORD

- 1) Qw+ Will/Shall + Subject + Verb I + Object/Adverb?
 - Qw+ Will + He/She/It/They/You + Verb I + Object/Adverb?

- Qw+ Will/Shall + I/We + Verb I + Object/Adverb?
- 2) Qw + To be + Subject + Going to + Verb I + Object/Adverb?

ADVERB OF TIME:

Tonight
Next(day,week,month, year,etc) =
Soon
This week end
Tomorrow
The day after tomorrow
If (conditional)
a/1/2/3 etc(day,week,month,year) later
Someday
In the future
Immediately

c. The Function

❖ To express an action in the future.

Ex: - My mother will visit me in the dorm next month.

- He will not come to your wedding party tonight.
- To express general truth in the future.
 Ex: everyone will die, doom day will come.
- ❖ To express a plan in the future.
 - a) Spontaneously (s+shall/will+ v1)Ex: The phone is ringing. I will answer it.
 - b) Prior plan (S+ be+ going to+ v1)Ex: I am going to pick you up tonight as my promise last night.

In the same case, we can also use present continuous tense to express planned event/prior plan.

Ex: - My father has an appointment with my class advisor. He is seeing her next Sunday.

- A: "Hi Bella, what is your agenda this afternoon?"

 B: "I am meeting my classmate after lunch. We are buying some books in AMEDIA. Would you like to come along?"
 - c) Imminent fullfilment/near future (hampir) (S+ be+ about to/on the point(verge) of+ v1)
 - Ex: I am about to leave this hotel because the taxi is here.
 - The tree is on the point of falling down.
 - The two countries are on the verge of war.
- To express willingness (request)/invitation/offer.
 ex: Will you help me?(willingness), Shall we come to
 his birthday party together ?(invitation), what will you
 want to drink ? (offer)
- ❖ To state a prediction (use either will/be going to)Ex:- The team is going to/will win the game.
 - According to the weather report, it will be/is going to be rainy tomorrow.

6. Summary

It is used to express an action which has not occurred yet and will occur after saying or in future. For example, "I will go to zoo tomorrow", in this sentence the person intend for tomorrow's visit to zoo. In short, these sentences express actions which will be done

in future.

Rules. Auxiliary verb "will" is used in sentence. 1st form of verb or base form is used as main verb in sentence.

The negative form of Will can be contracted as *Won't*, whereas the negative form of shall can be contracted as *Shan't*.

USE 2 "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

I will call you when I arrive.

I promise I will not tell him about the surprise party.

USE 3 "Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

He is going to spend his vacation in Hawaii.

She is not going to spend her vacation in Hawai.

A: When are we going to meet each other tonight?

B: We are going to meet at 6 PM.

I'm going to be an actor when I grow up.

Michelle is going to begin medical school next year.

USE 4 "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has

little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

The year 2280 will be a very interesting year.

The year 2280 is going to be a very interesting year.

John Smith will be the next President.

John Smith is going to be the next President.

The movie "Zenith" will win several Academy Awards.

The movie "Zenith" is going to win several Academy Awards.

IMPORTANT NOTE

In the Simple Future, it is not always clear which USE the speaker has in mind. Often, there is more than one way to interpret a sentence's meaning.

Exercise

Exercise 1: Make a question from the following sentences! The answer is in italic word.

- 1) They will go to Jakarta next month.
- 2) She is going to plant *some flowers* in the garden tomorrow.
- 3) He will call you as soon as he gets the information.
- 4) *Khusnun and Yunti* are going to clean the room tomorrow morning.
- 5) We shall hike to *Merbabu* mount next holliday.

Exercise 2:

Change the verbs in parentheses into the form future tense/to be going to/present continuous tense.

1) Those clouds are very thick and black, I think it (rain) soon.

- 2) Mother bought a lot of meat and fruit this morning, she (have) a party tonight.
- 3) A: This instruction is in English, I can't understand what it says.
 - B: Don't worry, I (translate) it for you.
- 4) He bought some tins of paint yesterday, he (paint) the house tomorrow.
- 5) My uncle told me that he (renovate) his old house next month.
- 6) A: Do you want to go shopping with me? I (go) to the supermarket downtown.
 - B: All right. What time do you want to go?
- 7) Father filled some water into the bucket, he (wash) the car.

Exercise 3

Use the verbs in brackets in the correct future tenses.

Use will-future, going to-future, Simple Present or Present Progressive.

- 1) The train at 11:45. (to leave)
- 2) We dinner at a nice restaurant on Saturday. (to have)
- 3) It in the mountains tomorrow evening. (to snow)
- 4) On Sunday at 8 o'clock I my friend. (to meet)
- 5) They to London on Friday evening. (to fly)
- 6) Wait! I you to the station. (to drive)
- 7) The English lesson at 8:45. (to start)
- 8) I my sister in April. (to see)
- 9) Look at the clouds it in a few minutes. (to rain)

10) Listen! There's someone at the door. I the door for you. (to open)

Exercise 4

Answer the following questions. Use the Simple Future tense.



Who is she? What will she do? What is going to happen?

On Saturday, Katie will be one year old. Katie's parents are going to have a birthday party. The party is going to begin at noon on Saturday.

Many people will be at the party. Katie will have so much fun! Katie's dad is going to cook hamburgers. Katie's grandmother is going to bring ice-cream.

Katie's aunt is going to bake a cake. It will be a chocolate cake. Katie will love her cake! All of Katie's relatives will bring presents. Katie is going to open her presents after lunch. Then, everyone will eat cake and ice - cream. Katie is going to have a good first birthday!

- 1. How old will Katie be on Thursday?
- 2. What time is her party going to start?
- 3. Who is going to bake the cake?

- 4. What kind of cake will it be?
- 5. When is Katie going to open her presents?
- 6. Then, what will happen?

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CHAPTER X

PRESENT FUTURE CONTINUOUS TENSE

A. Introduction

The other tenses that will be conducted here is a present future continuous tense. As usual, In this session will discuss about the verbal and nominal construction, the function, the characteristic and its examples.

Before learning process, lecturer shows slides, then asks the students their knowledge about present future continuous tense. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using past perfect tense correctly.

C. Indicators:

- 1. Students are able to know the present future continuous tense
- 2. Students are able to know the form of future continuous tense
- 3. Students are able to know the characteristics and the meaning of future continuous tense
- 4. Students are able to know the function of future continuous tense

D. Time: 2 x 50 minutes

E. Core Materials;

- 1. The definition of future continuous tense
- 2. The form of future continuous tense
- 3. The function of future continuous tense
- 4. The verbal form of future continuous tense
- 5. The nominal form of future continuous tense

F. Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify past perfect tense in the sentence
- 3. Students analyze past perfect tense and its auxiliaries.
- 4. Students write some sentences with past perfect tense based on the picture
- 5. Students find past perfect tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying past continuous tense
- 3. Students' analyzing past continuous tense and its auxiliaries
- 4. Students' writing some sentence with past continuous tense based on the pictures
- 5. Students' finding past continuous tense in the text

5. Detailed material

The Present Future Continuous Tense

a. Definition

The **Future Progressive** is used for actions that will be unfinished at a certain time in the future, or for things that will happen in the normal course of events, rather than being part of your plans and intentions.

b. The Form

VERBAL SENTENCE

POSITIVE

Subject + Will/Shall + Be + Verb-Ing+ Object/Adverb

- He/She/It/You/They + Will+ Be+ Verb-Ing +
 Object/Adverb
- I/We + Will/Shall + Be+ Verb-Ing + Object/Adverb

NEGATIVE

Subject + Will/Shall + Not+ Be+ Verb-Ing + Object/Adverb

- He/She/It/You/They + Will Not+ Be + Verb-Ing + Object/Adverb
- I/We + Will/Shall Not + Be+ Verb-Ing +
 Object/Adverb

YES-NO QUESTION

Will/Shall + Subject+ Be + Verb-ing + Object/Adverb?

- Will+ He/She/It/You/They + Be + Verb-ing + Object/Adverb?
- Will/shall + I/We + Be+ Verb-ing + Object/Adverb?

QUESTION WORD

Qw+ Will/Shall + Subject + Be + Verb-ing + Object/Adverb?

- Qw+ will+ he/she/it/you/they + be+ verb-ing + object/adverb?
- Qw+ will/shall + i/we+ be+ verb-ing + object/adverb?

c. The Function

To express an activity that will be in progress at a time in the future.

Ex: - Right now I am rehearing choir. At this same time tomorrow, I will be sitting in class.

- At 8 o'clock tonight, they will be watching TV.
- What will you be doing tomorrow night at ten?
- The workshop will be begun at eight AM until two PM.

 I have another agenda at eight o'clock, so I will be joining it at about nine.
- ❖ To express future without intention.

Ex: I will be helping Mr. Aang tomorrow.

This does not imply that the speaker has arranged to help Mr. Aang or that she wishes to help her. It merely states that this action will happen.

❖ To express more polite interrogative form.

Ex: What kind of juice will you be making?; what will you be playing golf?

Adverb of Time:

By this time next week At this same time tomorrow At 8 o'clock tonight All day tomorrow

6. Summary

Future progressive tense is used to indicate action which will be taking place at some time in the future.

We can use future progressive for future plans

future, present progressive, and future progressive. All of these are correct, and all mean the same thing.

• We use *future continuous* to say that an action will be in progress at a specific time in the future.

This time on Thursday I'll be flying to Thailand.

In two hours she'll be leaving work.

• We use *future continuous* to predict the present.

Don't call him now, he'll be sleeping.

• We use *future continuous* to make polite enquiries about someone's plans (without wishing to influence those plans). **Will** you **be watching** TV this evening? (You simply want to know if the TV will be free)

Exc	ercise
Exc	ercise 1: Arrange these sentences into positive, negative,
and	l Interrogat <mark>ive</mark> fo <mark>rm</mark> of P <mark>resent</mark> Future Continuous Tense!
1)	time/I/will/home/my/get/watch/when/brothers/television/
	be/before/the/ dinner
	(+)
	(-)
	(?)
2)	be/nine/shall/our/do/we/tomorrow/test/morning/at/Englis
	h
	(+)
	(-)
	(?)
3)	help/to/next/he/be/seven/morning/from/us/Sunday/ten/wil
	1
	(+)

	(-)		•••••			•••••	•••••	•••
	(?)							•••
4)	foo	football/the/in/play/children/this/afternoon/place/will/tom						
	orro	ow/be						
	(+)						•••••	
	(-)							•••
	(?)					•••••	•••••	•••
5)	clas	ss/English/I	Mr.Fanan	/				
	froi	m/be/our/se	ven/morr	ning/nine	/teach/in/	will/tom	orrow	/t
	O							
	(+)	<mark></mark>		·····				•••
4	(-)		<mark></mark>					•••
	(?)					· · · · · · · · ·	<u> </u>	
					4			
Exercise	e 2:							
Use the	future	e progressi	ve or the	simple p	resent!			
	1)	Right now	I am a	ttending	class. Y	esterday	at th	iis
		time, I wa	s attendi	ng class.	Tomorro	w at this	s time.	, I
		(attend)						
	2)	Tomorrov	v I'm go	ing to 1	eave for	home.	When	I
		(arrive)_				at the	airpo	rt,
		my whole	family (vait)		for	me.	
	3)	Next	year	at	this	time	e,	I
		(do)			€	exactly	what	I
		am	doi	ng	no	w.		I

(attend)	school and		
(study)	hard next year.		

Now complete these sentences using the future continuous tense:

- 1. This time next year I (live) in London.
- 2. At 8PM tonight I (eat) dinner with my family.
- 3. They (run) for about four hours. Marathons are incredibly difficult!
- 4. Unfortunately, I (work) on my essay so I won't be able to watch the match.
 - 5. She (study) at the library tonight.
 - 6. (you/wait) at the station when she arrives?
 - 7. I (drink) at the pub while you are taking your exam!
 - 8. (she/visit) her Grandmother again this week?
 - 9. At 3PM I (watch) that movie on channel four.
- 10. (they/attend) your concert next Friday? It would be lovely to see them.

CHAPTER XI FUTURE PERFECT TENSE

A. Introduction

The topic of this chapter will talk about future perfect tense. It has relation to the previous chapter. In this case, future perfect tense has taken an important rule in the form of sentence. We must know how to produce sentences related to future perfect tense. We will discuss the characteristic of present perfect tense, and its explanation and also the form and example of future perfect tense.

Before the learning process begins, lecturer shows slides then asks the students according to their knowledge about verb phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using future perfect tense correctly.

C. Indicators:

- 1. Students are able to know the future perfect tense
- 2. Students are able to know the form of future perfect tense
- 3. Students are able to know the characteristics and the meaning of future perfect tense

D. Time: 2 x 50 minutes

E. Core Materials;

- 1. The definition of future perfect tense
- 2. The function of future perfect tense
- 3. The general form of future perfect tense
- 4. The verbal form of future perfect tense
- 5. The nominal form of future perfect tense

F. Teaching Procedures

- **1.** Pre activity (15')
- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify future perfect tense in the sentence
- 3. Students analyze future perfect tense and its auxiliaries.
- 4. Students write some sentences with future perfect tense based on the topic
- 5. Students find future perfect tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying future perfect tense
- 3. Students' analyzing future perfect tense and its auxiliaries
- 4. Students' writing some sentence with future perfect tense based on the pictures
- 5. Students' finding future perfect tense in the text

5. Detailed material

Future Perfect Tense

a. Definition

a perfective tense used to describe action that will be completed in the future

b. The Form

Nominal Sentence

POSITIVE

Subject + Will/Shall + Have + Been + Complement

NEGATIVE

Subject +Will/Shall+ Not +Have+ Been+ Complement

YES-NO QUESTION

Will/Shall + Subject + Have + Been + Complement?

QUESTION WORD

Qw + Will/Shall + Subject + Have + Been + Complement?

Verbal Sentence

POSITIVE

Subject+ Will/Shall+ Have+ VerbIII+ Object/Adverb

NEGATIVE

Subject+ Will/Shall+ Not+ Have + Verb III+ Object/Adverb

YES-NO QUESTION

Will/Shall + Subject + Have + Verb III + Object/Adverb?

QUESTION WORD

Qw + Will/Shall + Subject + Have + Verb III + Object/Adverb?

c. The Function

1) It expresses an activity that will be completed before another time/event in the future. It is used for an action which at a given future time will be in the past/ will just have finished.

Ex: -I will graduate in October. I will teach at MBI in November. By the time I teach at MBI, I will have graduated.

- By this time next year, **I** will have taken my Postgraduate degree.
- If you visit my house after 9 o'clock, **I will have gone** to campus by then.
- By the end of semester 2, we **shall have completed** the entire TOEFL material.

Note: by the time is a time clause and followed by simple present tense.

Adverb of Time: In the two year's time By this time next year By the end of By next August By.....

6. Summary

The future perfect is a verb form or construction used to describe an event that is expected or planned to happen before a time of reference in the future, such as *will have finished* in the English sentence "I will have finished by tomorrow." It is a grammatical combination of the future tense, or other marking of future time, and the perfect, a grammatical aspect that views an event as prior and completed.

Exercise Exercise 1: Arrange these sentences into positive,negative,and interrogative of Future Perfect Tense! 1) Writing/he/have/by/month/finish/book/the/next/will (+) (-) (?)

2)	Next/she/study/by/will/English/year/three/for/here/have/y
	ears
	(+)
	(-)
	(?)
3)	We/have/will/house/their/
	by/for/stay/two/in/time/from/they/comeback/weeks/the/S
	urabaya
	(+)
	(-)
	(?)
Ex	ercise 2: Change the verbs in parantheses into Present
futi	ure tense <mark>, Future Cont</mark> inuo <mark>us</mark> Tense, or Future Perfect
Ter	nse.
1)	My uncle usually reads some books from seven to ten
	every evening. I (visit)him if it doesn't
	rain tonight. My uncle (read)his
	books when I come to his house.
2)	Today is Saturday. We (have)an
	exam next Monday. The exam
	(last)for five days. We (do)
	for the exam in the next six days.
3)	Please, come to my new house at around eight tonight. I
	(not, do)anything by this
	time.

4)	The water (boil)	by the time
	I finish my bath.	
5)	Don't call me aro	and eight to eleven tomorrow morning.
	I (plant)	some flowers in the garden
	at that time	

Fill in the verbs in brackets in Future Perfect.

- 1) Anne her bike next week. (to repair)
- 2) We the washing by 8 o'clock. (to do)
- 3) She Paris by the end of next year. (to visit)
- 4) I this by 6 o'clock. (to finish)
- 5) Sam by next week. (to leave)
- 6) She this with her mother tonight. (to discuss)
- 7) The police the driver. (to arrest)
- 8) They their essay by tomorrow. (to write)
- 9) Paolo the teams. (to manage)
- 10) If we can do that then we our mission. (to fulfil)

Exercise 4

Fill in the blanks with the correct future perfect tense form of the verb (in parentheses):

- 1. By the time you get here, I (finish) watching the movie.
- 2. By the time he graduates, Tom (take) all the necessary classes.
- 3. By this time next year, Nancy (move) to a new apartment.
- 4. By this time tomorrow, we (put) all the furniture in the basement.
- 5. By the time my wife gets home, I (prepare) supper.

- 6. By this time next week, we (buy) all the Christmas presents.
- 7. By this time tomorrow, the teacher (speak) to her about her grades.
- 8. By the time you wake up, your brother (go) to work.
- 9. By the time we get to Chicago, we (drive) for 10 hours.
- 10. By the time my friends arrive, I (do) my homework.

Read the following sentences.

She will finish the job. When? By the end of this month. We can combine these two.

She will have finished the job by the end of this month.

Note that we use the future perfect tense to say that somebody will have done something by a certain time in the future.

The children will reach home. When? By the time their father returns from work.

The children will have reached home by the time their father returns from work.

Exercise 6

Combine the following pairs by changing them into the future perfect tense.

- 1. The children will eat all the cake. (before their mother comes.)
- 2. The fire will destroy the whole building. (before the firemen arrive)
- 3. The patient will die. (before they reach the hospital)
- 4. He will leave. (before you reach his place)
- 5. We will pay back all our debts. (before we leave this city)

CHAPTER XII

FUTURE PERFECT CONTINUOUS TENSE

A. Introduction

The next chapter will be discussed about future perfect continuous tense, it is still connected with present future perfect. Then it will develop to verbal and nominal sentence also. In this session, we will elaborate about the forms and characteristics of future perfect continuous tense, also the function and its explanation.

Before learning process, lecturer shows the slide, then asks the students about adjective phrase. After the students give response, the lecturer explains it. In this process, the lecturer and the students need media such as white board, laptop, LCD to support their activity.

B. Objective

The purpose of the learning is students are able to construct sentences using future perfect continuous tense correctly.

C. Indicators:

- 1. Students are able to know the future perfect continuous tense
- 2. Students are able to know the form of future perfect continuous tense.
- 3. Students are able to know the characteristics and the meaning of future perfect continuous tense
- 4. Students are able to know the function of future perfect continuous tense
- D. **Time:** 2 x 50 minutes
- E. Core Materials;
- 1. The definition of future perfect tense
- 2. The form of future perfect continuous tense
- 3. The function of future perfect continuous tense
- 4. The verbal form of future perfect continuous tense
- 5. The nominal form of future perfect continuous tense

Teaching Procedures

1. Pre activity (15')

- 1. Brainstorming based on the slide.
- 2. Explaining the purpose of the study

2. Whilst activity (60')

- 1. Students answer the questions based on detailed material
- 2. Students identify future perfect continuous tense in the sentence
- 3. Students analyze future perfect continuous tense and its auxiliaries.
- 4. Students write some sentences with future perfect continuous tense based on the picture
- 5. Students find future perfect continuous tense in the text

3. Post activity (25')

- 1. Teacher gives exercises
- 2. Conclusion

4. Students' Activities

- 1. Students' answering comprehension questions
- 2. Students' identifying future perfect continuous tense
- 3. Students' analyzing future perfect continuous tense and its auxiliaries
- 4. Students' writing some sentence with future perfect continuous tense based on the pictures
- 5. Students' finding future perfect continuous tense in the text

5. Detailed material

Future Perfect Continuous Tense

a. Definition

A tense used to express an ongoing action completed after some time in the future.

b. The Form

Verbal Sentence

POSITIVE

Subject+ Will/Shall+ Have + Been + Verb-Ing+ Object/Adverb.

NEGATIVE

Subject+ Will/Shall+ Not+Have+ Been+ Verb-Ing+ Object/Adverb

YES-NO QUESTION

Will/shall+ subject+ have+been+ verb-ing+object/adverb?

QUESTION WORD

Qw+ will/shall+ subject+ have + been+ verb-ing + object/adverb?

ADVERB OF TIME:

c. The Function

- 1) It emphasizes **the duration of an activity** that will be in progress before another time or event in the future.
 - Ex: By the end of next year, I will have been studying English Intensive for I year.
- 2) It emphasizes **the duration of an activity** that will be in progress when another activity will occur in the future.
 - Ex: We shall have been doing the homework for 2 hours when you come to my house.
 - Faiqo will go to bed at ten P.M., her brother will get home at midnight. At midnight, she will be sleeping.

She will have been sleeping for two hours by the time her brother gets home.

6. Summary

The future perfect continuous tense describes a continued action at some point in the future

We use the Future Perfect Continuous to show that something will continue up until a particular event or time in the future. "For five minutes," "for two weeks," and "since Friday" are all durations which can be used with the Future Perfect Continuous. Notice that this is related to the Present Perfect Continuous and the Past Perfect Continuous; however, with Future Perfect Continuous, the duration stops at or before a reference point in the future.

Examples:

They will have been talking for over an hour by the time Thomas arrives. She is going to have been working at that company for three years when it finally closes.

Exercise

Exercise 1: Correct the bolden verbs into the appropriate future tenses (future continuous, future perfect, and future perfect continuous tense)! it enables more than one tense.

- 1) When Prof. Arif retires next month, he **will teach** for 45 years.
- 2) Khofifah **lives** here for two years by the end of this year.
- 3) By this Sunday next week, I will be taking my exam.
- 4) At seven o'clock tonight, they will watch TV.
- 5) By next August, Mrs. Irma **will accomplish** her paper for her doctoral degree.
- 6) When Bella got up yesterday morning, the sun was shining. And tomorrow? When bella gets up tomorrow morning, the sun is shining.

7) I'm getting tired of sitting in the car. Do you realize that by the time we arrive in Bali, we **drive** for twenty straight hours.

Exercise 2

Put the verbs into the correct form (future perfect continuous).

- 1. By the end of the month I (live) in this town for ten years.
- 2. By the end of this week we (work) on the project for a month.
- 3. By July the fifth they (study) English for 3 years.
- 4. By 10 o'clock she (watch) TV for 4 hours.
- 5. She (sleep) for 10 hours by 11 o'clock.
- 6. We (look for) him for 40 days by next Saturday.
- 7. They (wait) for the president for 5 hours.

Exercise 3

Put the verbs in brackets in the correct tense (future perfect simple or continuous.)

- 1. By 2018 we (live) in Madrid for 20 years.
- 2. He (write) a book by the end of the year.
- 3. (finish, you) this novel by next week?
- 4. He (read) this book for 15 days by the end of this week.
- 5. They (be) married for 40 years by the end of this month.
- 6. (be, she) pregnant for three months this week?

Read the following short story and identify the tenses used. Each tense is used at least once.

John has always traveled a lot. In fact, when he was only two years old when he first flew to the US. His mother is Italian and his father is American. John was born in France, but his parents had met in Cologne, Germany after they had been living there for five years. They met one day while John's father was reading a book in the library and his mother sat down beside him.

John travels a lot because his parents also travel a lot.

As a matter of fact, John is visiting his parents in France at the moment. He lives in New York now, but has been visiting his parents for the past few weeks. He really enjoys living in New York, but he also loves coming to visit his parents at least once a year.

This year he has flown over 50,000 miles for his job. He has been working for Jackson & Co. for almost two years now. He's pretty sure that he'll be working for them next year as well. His job requires a lot of travel. In fact, by the end of this year, he'll have traveled over 120,000 miles! His next journey will be to Australia. He really doesn't like going to Australia because it is so far. This time he is going to fly from Paris after a meeting with the company's French partner. He'll have been sitting for over 18 hours by the time he arrives!

John was talking with his parents earlier this evening when his girlfriend from New York telephoned to let him know that Jackson & Co. had decided to merge with a company in Australia. The two companies had been negotiating for the past month, so it really wasn't much of a surprise. Of course, this means that John will have to catch the next plane back to New York. He'll be meeting with his boss at this time tomorrow

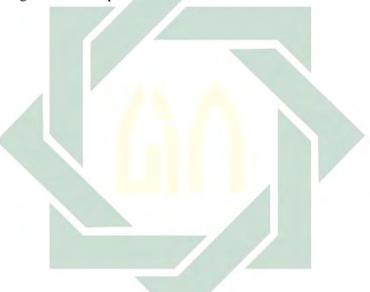
It's Sleepytime, Nighty Night, Sis

"Well I see you are finally here, Cynthia." Carol said to her sister as the screen door banged shut. "Where have you been? I've been waiting and waiting for you. You said you would be here an hour ago. Remember? Three o'clock, not four o'clock?"

"I know," Cynthia answered, "I was too tired. Working night shift is just too much sometimes. When I got in bed this morning, I had it all planned, timewise, I mean. I set my alarm clock and thought, now let's see, by two o'clock, I will have slept for eight hours. That will be perfect. Eight hours

will be plenty. Well ha, ha, sure didn't work right. Too many interruptions. When I sleep at night, I sleep well . I have slept well ever since Lennie moved out three years ago. But this daytime stuff, that's another story."

Carol cleaned up the kitchen sink while Cynthia continued, "I did go to sleep right away. I was sleeping when Barbara walked by with that loud yappy dog of hers, and woke me up. Then I drifted off to sleep again, no problem. I had been sleeping for two hours when the phone rang for Molly, and woke me up. So then I got up and had a little bit to eat. Maybe the food was a mistake, I don't know. It took me a long time after the snack to go back to sleep."



SISTEM PENILAIAN

A. Proses Penilaian Perkuliahan

Pengambilan nilai dalam mata kuliah Structure 1 ini menggunakan Sistem Evaluasi Penilaian sebagaimana dalam Buku Panduan Penyelenggaraan Pendidikan IAIN Sunan Ampel Tahun 2012 yang terdiri atas 4 macam penilaian:

1. Ujian Tengah Semester (UTS)

UTS dapat dilaksanakan setelah mahasiswa menguasai minimal 6 paket I bahan perkuliahan (paket 1–6). Materi UTS diambil dari pencapaian indikator pada tiap-tiap paket. Bentuk soal dapat berupa pilihan ganda, essay, atau perpaduan antara keduanya. Waktu ujian 1 jam perkuliahan (100 menit). Komponen dan jumlah soal diserahkan kepada Dosen pengampu matakuliah dengan skor maksimal 100.

2. Tugas

Tugas merupakan produk (hasil kreatifitas) mahasiswa dari keunggulan potensi utama yang ada dalam dirinya. Hasil kreatifitas dapat disusun secara individual atau kelompok yang bersifat futuristik dan memberi manfaat bagi orang lain (bangsa dan negara). Petunjuk cara mengerjakan tugas secara lebih rinci diserahkan kepada Dosen pengampu. Skor tugas mahasiswa maksimal 100.

3. Ujian Akhir Semester (UAS)

UAS dapat dilaksanakan setelah mahasiswa menguasai minimal 6 paket II bahan perkuliahan (paket 7–12). Materi UAS diambil dari pencapaian indikator pada tiap-tiap paket. Bentuk soal dapat berupa pilihan ganda, essay, atau perpaduan antara keduanya. Waktu ujian 1 jam perkuliahan (100 menit). Komponen dan jumlah soal diserahkan kepada Dosen pengampu matakuliah dengan skor maksimal 100.

4. Performance

Performance, merupakan catatan-catatan keaktifan mahasiswa dalam mengikuti perkuliahan mulai pertemuan pertama hingga pertemuan terakhir antara 14–16 pertemuan. Dosen dapat memberi catatan pada setiap proses perkuliahan kepada masing-masing mahasiswa dengan mengamati: (1) ketepatan waktu kehadiran dalam perkuliahan, (2) penguasaan materi (3) kualitas ide/respon terhadap materi yang

dikaji, dan lain-lain (Dosen dapat menambah hal-hal lain yang perlu diamati).

Dosen merekap seluruh catatan selama perkuliahan, dan memberi penilaian performance pada masing-masing mahasiswa dengan skor maksimal 100.

Dosen dapat mengcopy absen perkuliahan, untuk memberi catatancatatan penilaian *performance* atau membuat format sendiri. Catatan penilaian *performance* tidak diperkenankan langsung di dalam absen perkuliahan mahasiswa.

B. Nilai Matakuliah Akhir Semester

Nilai matakuliah akhir semester adalah perpaduan antara Ujian Tengah Semester (UTS) 20%, Tugas 30 %, Ujian Akhir Semester (UAS) 40 %, dan Performance 10 %.

Nilai matakuliah akhir semester dinyatakan dengan angka yang mempunyai status tertentu, sebagaimana dalam tabel berikut.

Angka Interval	<mark>Sk</mark> or <mark>(skal</mark> a 4)	Huruf	Keterangan
Skor (skala 100)			
91 – 100	4,00	A+	Lulus
86 – 90	3,75	A	Lulus
81 – 85	3,50	A-	Lulus
76 – 80	3,25	B+	Lulus
71 – 75	3,00	В	Lulus
66 – 70	2,75	B-	Lulus
61 – 65	2,50	C+	Lulus
56 – 60	2,25	С	Lulus
51 – 55	2,00	C-	Tidak Lulus
40 – 50	1,75	D	Tidak Lulus
< 39	0	Е	Tidak Lulus

Keterangan:

- a. Nilai huruf C- dan D pada matakuliah akhir semester harus diulang dengan memprogram kembali pada semester berikutnya
- b. Nilai huruf C dan C+ boleh diperbaiki dengan ketentuan harus memprogram ulang dan nilai huruf semula dinyatakan hangus/gugur
- c. Rumus menghitung nilai matakuliah (NMK) akhir semester:

 $NMK = \frac{(NUTSx20) + (NTx30) + (NUASx40) + (NPx10)}{100}$

NMK = Nilai Matakuliah

NUTS = Nilai Ujian Tengah Semester

NT = Nilai Tugas

NUAS = Nilai Ujian Akhir Semester

NP = Nilai Performance

- d. NMK bisa dihitung apabila terdiri dari empat komponen SKS, yaitu: UTS, Tugas, UAS, dan performance. Apabila salah satu kosong (tidak diikuti oleh mahasiswa), maka nilai akhir tidak bisa diperoleh, kecuali salah satunya mendapat nol (mahasiswa mengikuti proses penilaian akan tetapi nilainya nol), maka nilai akhir bisa diperoleh.
- e. Nilai akhir matakuliah, ditulis nilai bulat ditambah 2 angka di belakang koma. Contoh: 3,21. 2,80, dst.

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CURRICULUM VITAE



EndratnoPilih Swasono, M.Pd., was born in Nganjuk on 7 June 1971. After finishing his elementary education at SDN Mangundikaran 1 Nganjuk (1985), he continued to study at a junior secondary education, SMPN 5 Nganjuk (1988), and a senior secondary education at SMAN 1 Nganjuk. He got S1 degree from IKIP Surabaya (1998) and master's degree (S2) from Post Graduate Program UNESA Surabaya (2008). As a part of his professional development, he participated in the program of short course on Curriculum Development at the University of Canberra Australia (2011). Now, he is the head of the Department of English Letters at the Faculty of Letters and Humanities.

Some of the works he has published are: (1) Student's Motivation in Learning English (2005), (2) Intensive and Extensive Reading (2006), (3) Improving Student's Reading skill Through Intensive and Extensive Reading (2008), (4) Better Guide for TOEFL as ESL and EFL (2010).

ⁱ Adapted from 'Archaeology', *Microsoft® Encarta® 97 Encyclopedia.* © 1993-1996 Microsoft Corporation.

