

**MODULE MATA KULIAH BAHASA INGGRIS 1
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UNIT 1 INTRODUCTION



Hello, My name is Jane Johnson.

Just call me Jane.

I am a student at a nursing academy.

I am from Canada.

Hi, I am Mr. David Brian.

My nick name is Dave.

I am from Australia.

I am a surgeon.

A. Understanding Verbal of English

Below are similar expressions that you can use to make introduction.

Good morning, everybody/ ladies and gentlemen

I would like to introduce myself

I want to introduce myself

Let me introduce myself

My name is

I am a student of

I am in thesemester.

My hobby / My hobbies are / is

It's nice to meet you.

I am glad to meet you.

I am happy to meet you.



Hello! My name is Fatima ezzahra and my nickname is Taty. I was born in 1994. I'm Moroccan from the city of Safi. I have got two brothers. I'm a student in the first year of High School at Fatima El fihriya junior high for girls. I study maths, history, geography, science, French, English, Arabic, Computer Science, Physics, philosophy, Islamic Education and Sports. I like studying all scientific subjects. My favorite hobbies are writing in my diary and the use of my computer, but in the summer, I prefer travelling and swimming.

UNIT 2

ATTRIBUTIVE AND PREDICATIVE ADJECTIVES

A. Attributive and Predicative Adjectives

Most adjectives can occur both before and after a noun:

the blue sea ~ *the sea is blue*

the old man ~ *the man is old*

happy children ~ *the children are happy*

Adjectives in the first position - before the noun - are called **ATTRIBUTIVE** adjectives.

Those in the second position - after the noun - are called **PREDICATIVE** adjectives.

Notice that predicative adjectives do not occur immediately after the noun. Instead, they follow a verb.

Most adjectives can be used in two positions. When they are used before the noun they describe, they are called attributive:

*a **black** cat*

*a **gloomy** outlook*

*a **slow** journey*

*a **large** suitcase*

When they are used after a verb such as *be*, *become*, *grow*, *look*, or *seem*, they're called **predicative**:

*The cat was **black**.*

*The future looks **gloomy**.*

*The journey seemed **slow**.*

*They were growing **tired**.*

There are some adjectives that can only be used in one position or the other. For example, these two sentences are grammatically correct:

✓ *She was **alone** that evening.* [‘alone’ = predicative]

✓ *It was a **mere** scratch.* [‘mere’ = attributive]

B. Possessive adjective and possessive pronoun

A **possessive adjective** is an adjective that is used to show ownership. It comes before a noun in the sentence and lets us know to whom the noun belongs. While many cases of ownership are shown with **possessive nouns** (Karen's, children's), these **possessive adjectives** are not nouns and are not formed by adding an apostrophe + s.

The following words are **possessive adjectives**:

my your his her its our their

Do not confuse these possessive adjectives with **possessive pronouns**. A **possessive pronoun** does show ownership, but it does not come before a noun or in a noun phrase. It stands alone. It can also be used to replace a noun.

Here is a list of the **possessive pronouns**:

mine yours his hers its ours theirs

Remember, **possessive pronouns** are used to replace the noun. **Possessive adjectives** are used to describe the noun.

Notice that some forms of the possessive adjective and possessive pronoun are the same (his, its). So, you have to look at how they are used in the sentence.

UNIT 3 PARTS OF SPEECH

It is a group of words categorized by their function in a sentence, a word belongs (Frank, M., 1972) to.

Part of Speech	Definition	Some Examples	
Nouns	people, places, things (and animals)	dog, cat, garden, work, music, town, Manila, teacher, Bob	The <u>sun</u> shines. <u>Anna</u> goes to <u>school</u> .
Pronouns	replace nouns	he, I, its, me, my, she, that, this, those, us, who, whom, you,	<u>John</u> is hungry. <u>He</u> wants to eat.
Verbs	show action or being	run, go, have, invite, laughed, listen, playing, singing, walk	The dog and cat <u>are running</u> .
Adjectives	describe nouns	angry, brave, healthy, little, old, red, smart, two, some, good, big, interesting	<u>Brown</u> dog, <u>Fat</u> cat, <u>Big</u> garden
Adverbs	describe verbs, adjectives or other adverbs	badly, fully, hardly, nearly, never, quickly, silently, well, very, really, almost	Runs <u>quickly</u> , Eats <u>very</u> slowly
Articles	signal that a noun is going to follow	the, a, an	<u>The</u> dog, <u>The</u> cat
Prepositions	show relationship between words in a sentence	above, before, except, from, in, near, of, since, between, upon, with, to, at, after, on	I am going <u>to</u> my garden <small>(Prep) (Object of the P)</small>
Conjunctions	connect words, phrases, clauses or sentences	and, or, but, so, after, before, unless, either, neither, because, since,	I was tired <u>so</u> I went to sleep.
Interjections	exclamations that express strong feelings	aha!, gosh!, great!, hey!, hi!, hooray!, oh!, oops!, phew!, oh!, ouch!, hi!, well	<u>Oops!</u> I spilled the milk.

1. NOUN

A noun is the name of a person, place, thing, idea, or quality.

Examples: John, Mary, boy, girl, children; Pasadena, CEC; classrooms, notebooks; freedom, intelligence; hope, anger, joy

2. PRONOUN

A pronoun is usually a substitute for a noun. The noun is called the "antecedent" (but an indefinite pronoun has no antecedent).

Examples:

- a. Personal pronouns: I, mine, me; you, yours; he, his, him; she, hers, her; it, its; we, ours, us; they, theirs, them.
- b. Interrogative pronouns: who, whose, whom, which, what
- c. Relative pronouns (include): who, who, whose, which, that; whoever, whomever, whichever
- d. Demonstrative pronouns: this, that, these, those
- e. Indefinite pronouns (include): all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, no one, none, one, others, some, somebody, someone, such
- f. Intensive or reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, themselves

3. VERB

A verb expresses an action or a condition (a state of being).

Examples: Robert will eat the hamburger. (action) Sara is happy. (condition or state of being)

Robert won't eat the hamburger.

Sara isn't happy.

Will Robert eat the hamburger?

Is Sara happy?

4. ADVERB

An adverb describes a verb, adjective, or other adverb. Adverbs usually tell how (for example: slowly), when (e.g., lately), where (e.g., there), how much (e.g., very), or why (e.g., therefore).

Example: He always chews his gum loudly.

5. ADJECTIVE

An adjective describes or limits a noun.

Examples: tall, young, pretty, light, blue, new, white (The tall, young, pretty girl is wearing a light blue dress with her new white shoes.) (NOT: ...a light dress blue with her new shoes white.)

Adjectives and adverbs have three degrees of comparison: positive, comparative, superlative. Examples:

Mary has a smart child. Sara has a smarter child. Nancy has the smartest child.

Robert is an intelligent student. William is more intelligent than Robert. Kim is the most intelligent student.

The red car is expensive. The white car is less expensive. The blue car is the least expensive.

I'm a good painter. She's a better painter. He's the best painter.

I'm a bad singer. She's a worse singer. He's the worst singer.

6. PREPOSITION

A preposition usually shows the relationship between a noun or pronoun and another part of a sentence.

There are many prepositions, including: about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, between, beyond, beside, besides, by, down, during, except, from, for, in, inside, into, like, near, next, of, off, on, out, out of, outside, over,

past, round, since, than, through, till, to, toward, towards, under, underneath, unless, until, upon, up, with, within, without.

Examples: My pencil is under my desk by my foot. Martha drove from LA to NY.

7. CONJUNCTION

A conjunction connects words, phrases, and clauses.

Coordinate conjunctions connect words, phrases, and clauses of equal value: and, or, nor, but (and sometimes for). e.g., The dog and the cat are hungry.

Correlative conjunctions occur in pairs: both-and, either-or, neither-nor, not only-but also. e.g., Both the fish and the snake are thirsty.

Subordinate conjunctions connect unequal clauses (dependent clauses with independent clauses). They include: after, although, as, because, before, if, since, than, though, unless, until, when, where, while. e.g., After they ate, they had dessert.

8. INTERJECTION

An interjection is a word that expresses feeling or emotion; usually it is followed by an exclamation mark.

Examples: Oh! Ah! Wow! Darn! Gosh! Golly! Gee! Ow! Ouch! Yikes! Holy moly! Yippee! Hooray! Boo! Whew!

UNIT 4

MODAL AUXILIARIES

Modals (also called **modal verbs, modal auxiliary verbs, modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "*work, play, visit...*" They give additional information about the *function* of the main verb that follows it. They have a great variety of *communicative functions*.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability, etc.

List of modal verbs

Here is a list of modal verbs:

can, could, may, might, will, would, shall, should, must

Use of modal verbs:

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. possibility
8. probability

Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
must not	prohibition	You must not smoke in the hospital.
can	Ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.
could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!
may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	advice	You 'd better revise your lessons

UNIT 5

SIMPLE PRESENT

Do you find English verbs confusing? Take a look at this chart of English verb tenses to help you understand when to use each one:

	Simple	Continuous	Perfect	Perfect Continuous
Present	spea <u>k</u> / speak <u>s</u>	am/is/are speak <u>ing</u>	have/has speak <u>ed</u>	have been speak <u>ing</u>
Past	spoke	was/were speak <u>ing</u>	had speak <u>ed</u>	had been speak <u>ing</u>
Future	will speak going to speak	will be speak <u>ing</u>	will have speak <u>ed</u>	will have been speak <u>ing</u>

1. Present Simple

Use the present simple tense in English...

For general facts:

This shirt costs ten dollars.

We speak English.

For actions that happen regularly:

I take guitar lessons on Wednesday nights.

Sarah sometimes eats lunch in her office.

SIMPLE PRESENT TENSE

for instantaneous situations (in sport, etc.)

Ex: Ronaldo passes the ball to Benzema.

for habits and repeated (regular) actions

Ex: The child drinks milk every day.

for newspaper headlines

Ex: MAN ENTERS SPACE

with future constructions

Ex: I will call you before I leave.

with non- progressive

Ex: I believe that you are innocent.

for general truths or scientific facts

Ex: Water boils at 100° C.

when telling stories

Ex: Suddenly, the window opens and a masket man enters.

Ex: First of all, break the eggs and whisk with sugar.

in ceremonial or formal conversations

Ex: I pronounce you man and wife.

for scheduled programs or arranged future

Ex: The examination starts at 9 o'clock tomorrow.

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2. Present Continuous

Use the present continuous tense in English...

For a continuous action in progress at the moment:

I'm currently studying biology at university.

Bill can't talk on the phone right now – he's doing his homework.

We're watching TV at the moment.

For future plans/arrangements:

I'm having lunch with Jack tomorrow.

My sister is driving me to the airport on Saturday.

Tim and Joanna are joining us for dinner next week.

3. Present Perfect

Use the present perfect tense in English...

With actions that happened in the past at an unspecified time:

I've met several celebrities.

He's been to Australia several times.

We've already taken the test.

With actions that began in the past and continue to the present:

I've lived in this house for five years.

Harry has worked at the same company since 1992.

Note: Usually the verbs “lived” and “worked.” The present perfect continuous can also be used – see the next section.

With actions that have never happened:

I've never broken a bone.

She's never bought a car.

My parents have never eaten sushi.

PRESENT PERFECT vs. SIMPLE PAST



Present Perfect Simple:

-There's a connection with the present:

Paul has broken his left arm (it is still broken)

-Actions that happened at an unspecified time in the past:

I have been abroad many times.

Simple Past:

- Actions finished in the past:

Paul broke his arm when he was 12. (His arm is no longer broken)

-Actions that happened at a specific time in the past:

Mary went abroad last Summer.

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4. Present Perfect Continuous

Use the present perfect continuous tense in English...

With actions that began in the past and continue to the present:

I've been thinking a lot about the situation recently.

Laura's been studying since 7 AM.

We've been waiting for you to arrive for over an hour.

Present Perfect Progressive

A Mary **has been studying** for 4 hours. 

B Ted **has been digging** the garden. He's covered in mud. 

B Tom **has been painting** his house. His hair is all red. 

A Janet **has been ironing** some shirts and jeans since 11pm. 

←-----→

USES

A. Duration from past until now.

B. Recent Action

UNIT 6

SIMPLE PAST

1. Past tense

Use the past simple tense in English...

For events that started and finished in the past:

I worked as a research assistant from 2001 – 2003.

He called me ten minutes ago.

We went to the Bahamas last summer.

Note: Many common verbs are irregular in the simple past. Check out these tips for learning irregular verbs in English!

Past Continuous

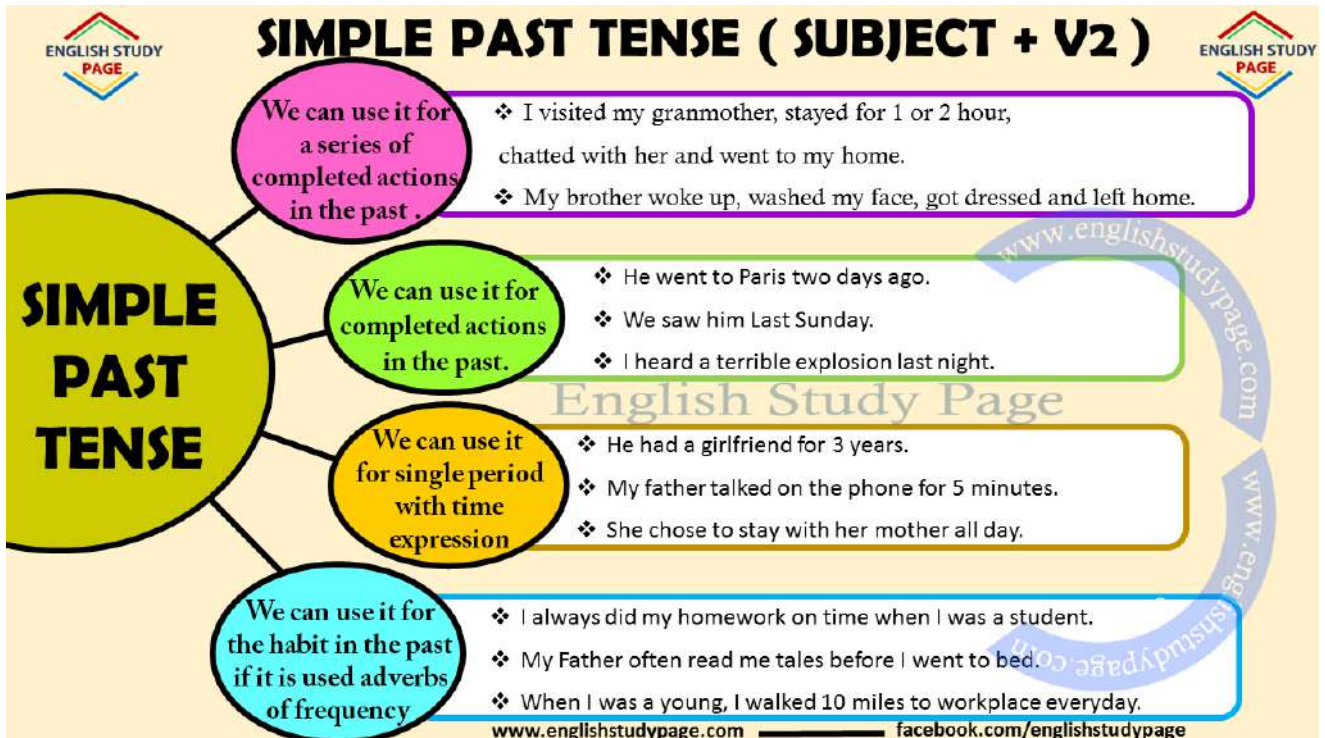
Use the past continuous tense in English...

For events that were in progress in the past (often when another one-time event happened):

Sorry I didn't pick up the phone – I was taking a shower when you called.

He was sleeping on the couch when I got home.

When I saw Tina and Sam at the park earlier today, they were arguing.



2. Past Perfect

Use the past perfect tense in English...

For past events that happened BEFORE other past events:

By the time we arrived at the train station, the train had already left.

When I woke up, I saw that my husband had made breakfast.

Five minutes after leaving my house, I realized I'd forgotten to lock the front door.

One event happened before another event



Here, we use the past perfect to show *that the first event finished before the second event happened.*

OFF2CLASS

3. Past Perfect Continuous

Use the past perfect continuous tense in English...

For past actions that continued up to another point in the past:

Before I lost my job, I had been working on some important projects. ("working" was a continuous action until the point I lost my job)

They had been hoping Pat would make a full recovery after the accident, but he died. ("hoping" was a continuous action until Pat died)

She'd already been studying English by herself for several years by the time she started taking classes. ("studying" English by herself was a continuous action until the time when she started classes)

UNIT 7

SIMPLE FUTURE

1. Future Simple

There are two ways to form the future simple tense in English.

Use the “going to” form of the future simple tense...

For plans, arrangements, and predictions:

After I graduate from college, I'm going to study for a Masters degree.

We're going to move to a different city next year.

I think the current president is going to be reelected.

Use the “will” form of the future simple tense...

For promises, offers, predictions, and decisions made in the moment of speaking:

Promise: I'll call you later.

Offer: We'll give you a ride home.

Prediction: I have a feeling that this new singer will become very popular.

Decision made in the moment: I'll have the spaghetti and a side order of salad.

2. Future Continuous

Use the future continuous tense in English...

For actions that will be in progress at a time in the future:

Don't call me at 6, because I'll be driving home from work.

At 10:30 tomorrow morning, we'll be giving a presentation in English class.

He'll be watching the football game tonight at 8.

3. Future Perfect

Use the future perfect tense in English...

For actions that will be completed before a future time:

I will have written a book before I'm 40.

We're late. By the time we get to the theater, the movie will have started already.

We will have traveled to 12 different countries by 2015.

4. Future Perfect Continuous

Use the future perfect continuous tense in English...

For actions that will continue up to a future time:

By the time she graduates, she will have been studying for 7 years.

By 7 PM, I will have been working on this project for eight hours straight.

By this time next year, they will have been living in Japan for two decades.

Note: BY and BY THE TIME are commonly used with the future perfect continuous.

UNIT 8 THE PASSIVE VOICE

Let's look at this sentence:

□ I drank two cups of coffee.

This is an **active** sentence and it has the subject first (the person or thing that does the verb), followed by the verb, and finally the object (the person or thing that the action happens to).

So, in this example, the subject is '**I**', the verb is '**drank**' and the object is '**two cups of coffee**'.

But, we don't always need to make sentences this way. We might want to put the object first, or perhaps we don't want to say who did something. This can happen for lots of reasons (see the explanation further down the page). In this case, we can use a **passive**, which puts the object first:

□ Two cups of coffee were drunk (we can add 'by me' if we want, but it isn't necessary).

How to make the Passive in English

We make the passive by putting the verb '**to be**' into whatever tense we need and then adding the past participle. For regular verbs, we make the past participle by adding '**ed**' to the infinitive. So 'play' becomes 'played'.

Tense	Active	Passive
present simple	I make a cake.	A cake is made (by me).
present continuous	I am making a cake.	A cake is being made (by me).
past simple	I made a cake.	A cake was made (by me).
past continuous	I was making a cake.	A cake was being made (by me).
present perfect	I have made a cake.	A cake has been made (by me).
present perfect continuous	I have been making a cake.	A cake has been being made (by me).
past perfect	I had made a cake.	A cake had been made (by me).

future simple

I will make a cake.

A cake will be made (by me).

future perfect

I will have made a cake.

A cake will have been made (by me)

When should we use the passive?

1) When we want to change the focus of the sentence:

The Mona Lisa was painted by Leonardo Da Vinci. (We are more interested in the painting than the artist in this sentence)

2) When who or what causes the action is unknown or unimportant or obvious or 'people in general':

He was arrested (obvious agent, the police).

My bike has been stolen (unknown agent).

The road is being repaired (unimportant agent).

The form can be obtained from the post office (people in general).

3) In factual or scientific writing:

The chemical is placed in a test tube and the data entered into the computer.

4) In formal writing instead of using someone/ people/ they (these can be used in speaking or informal writing):

The brochure will be finished next month.

5) In order to put the new information at the end of the sentence to improve style:

Three books are used regularly in the class. The books were written by Dr. Bell. ('Dr. Bell wrote the books' sound clumsy)

6) When the subject is very long:

I was surprised by how well the students did in the test. (More natural than: 'how well the students did in the test surprised me')

UNIT 9 QUESTION WORDS

We use question words to ask certain types of questions. We often refer to them as *WH words* because they include the letters *WH* (for example *Why*, *How*).

Question word	Function	Example sentence
	asking for information about something	What is your name?
What	asking for repetition or confirmation	What? I can't hear you. You did what?
What...for	asking for a reason, asking why	What did you do that for?
When	asking about time	When did he leave?
Where	asking in or at what place or position	Where do they live?
Which	asking about choice	Which colour do you want?
Who	asking what or which person or people (subject)	Who opened the door?
Whom	asking what or which person or people (object)	Whom did you see?
Whose	asking about ownership	Whose are these keys? Whose turn is it?
Why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
How	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	Distance	How far is Pattaya from Bangkok?

how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	Age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?

UNIT 10

COUNTABLE AND UNCOUNTABLE NOUNS

It's important to distinguish between countable and uncountable nouns in English because their usage is different in regards to both determiners and verbs.

Countable nouns

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun.

Singular

one dog
one horse
one man
one idea
one shop

Plural

two dogs
two horses
two men
two ideas
two shops

Examples

- She has **three dogs**.
- I own **a house**.
- I would like **two books** please.
- **How many friends** do you have?

Uncountable nouns

Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Examples

- tea sugar water air rice
- knowledge beauty anger fear love
- money research safety evidence

We cannot use *a/an* with these nouns. To express a quantity of an uncountable noun, use a word or expression like *some, a lot of, much, a bit of, a great deal of*, or else use an exact measurement like *a cup of, a bag of, 1kg of, 1L of, a handful of, a pinch of, an hour of, a day of*. If you want to ask about the quantity of an uncountable noun, you ask "How much?"

Examples

- There has been **a lot of research** into the causes of this disease.
- He gave me **a great deal of advice** before my interview.
- Can you give me **some information** about uncountable nouns?
- He did not have **much sugar** left.
- Measure **1 cup of water, 300g of flour, and 1 teaspoon of salt**.
- How much rice do you want?

Tricky spots

Some nouns are countable in other languages but uncountable in English. They must follow the rules for uncountable nouns. The most common ones are:

accommodation, advice, baggage, behavior, bread, furniture, information, luggage, news, progress, traffic, travel, trouble, weather, work

Examples

- I would like to give you **some advice**.
- **How much bread** should I bring?
- I didn't make **much progress** today.
- This looks like **a lot of trouble** to me.
- We did **an hour of work** yesterday.

Be careful with the noun *hair* which is normally uncountable in English, so it is not used in the plural. It can be countable only when referring to individual hairs.

Examples

- She has long blond hair. The child's hair was curly.
- I washed my hair yesterday. My father is getting a few grey hairs now. (refers to individual hairs). I found a hair in my soup!

UNIT 11

RELATIVE PRONOUNS

What is a relative pronoun?

A relative pronoun is one which is used to refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences.

There are only a few relative pronouns in the English language. The most common are *which*, *that*, *whose*, *whoever*, *whomever*, *who*, and *whom*. In some situations, the words *what*, *when*, and *where* can also function as relative pronouns. Because there are only a few of them, there are also just a few rules for using relative pronouns. Keep them in mind as you write.

- Relative clauses are typically introduced by relative pronouns, and that the relative pronoun can function as a possessive pronoun, an object, or a subject.
- When relative pronouns introduce restrictive relative clauses, no comma is used to separate the restrictive clause from the main clause.
- In American English, the relative pronoun *whom* is used rarely. You may notice this in conversations, but it is best to use the term when writing to ensure that your work is grammatically correct.

Relative Pronouns Examples

The following sentences contain examples of relative pronouns. The relative pronoun in each example is italicized.

1. The cyclist *who* won the race trained hard.
2. The pants *that* I bought yesterday are already stained.
3. The four team leaders, *whomever* the committee selects, will be at tomorrow's meeting.
4. Spaghetti, *which* we eat at least twice a week, is one of my family's favorite meals.

5. Where did you buy the dress *what* you wore last week?
6. The book, *when* it was finally returned, was torn and stained.
7. The store on the corner, *where* we usually buy all of our art supplies, burned to the ground

Relative Pronouns Exercises

The following exercises will help you gain greater understanding about how relative pronouns work. Choose the best answer to complete each sentence.

1. The festival, _____ lasted all day, ended with a banquet.
 - A. That
 - B. Who
 - C. Which
 - D. What
2. I am looking for someone _____ can watch my dog while I go on vacation.
 - A. Which
 - B. Who
 - C. Whom
 - D. Whoever
3. The police needed details _____ could help identify the robber.
 - A. Who
 - B. Whatever
 - C. That
 - D. What
4. I'd like to take you to a café _____ serves excellent coffee.
 - A. What
 - B. Whatever
 - C. Which
 - D. Whichever
5. The clubhouse, in _____ the dance was held, housed about 200 people.

- A. Which
 - B. Where
 - C. That
 - D. Whom
6. You can choose one person, _____ you like, to share the cruise with you.
- A. Whomever
 - B. That
 - C. Which
 - D. Whom
7. I saw the shoes _____ you bought last week on sale for less this week.
- A. When
 - B. What
 - C. Who
 - D. Whom
8. The winners, _____ known, will receive money and other prizes.
- A. Whoever
 - B. Who
 - C. When
 - D. That
9. This is the place _____ we met.
- A. When
 - B. Where
 - C. Who
 - D. That
10. The baby, _____ nap had been interrupted, wailed loudly.
- A. Whose
 - B. Whomever
 - C. Whom
 - D. Who

UNIT 12

DEGREE OF COMPARISON

Comparison can be made by using the three forms of the adjective.

Comparison of adjective.

Adjective is a word and it qualifies a noun. It gives more information about the noun.

eg. The lion is a **strong** animal. Rita is a **beautiful** girl.

Adjectives are of three degrees. (1) Positive (2) Comparative (3) Superlative

eg. David is a rich man.

eg. Cancer is **more dreadful than cholera**.

eg. Mount Everest is **the highest peak in the world**.

Study the following models.

Positive

Very few boys in the class
are as **tall** as John.

Comparative

John is **taller** than any other
boys in the class.
John is **taller** than most other
boys in the class.

Superlative

John is the tallest boy in the
class.
John is **one of the tallest** boy
in the class.

Adjective and Adverbs have three degrees, Positive, Comparative and Superlative.

1. Positive Degree :

The positive degree is used to denote the mere existence of quality.

The positive degree of an adjective in comparison is the adjective in its simple form. It is used to denote the mere existence of some quality of what we speak about. It is used when **no comparison is made**.

- It is a *tall* building.
- Apple is *sweet* to taste.

2. Comparative Degree

The comparative degree is used to compare the qualities of two persons or things.

The comparative degree denotes the existence of a higher degree of the quality than the positive. It is used *when two things* (or two sets of things) are compared.

- This building is *taller* than any other building.
- Apple is *sweeter* than pear.

3. Superlative Degree

The superlative degree denotes the existence of the highest degree of the quality. It is used when more than two things are compared.

- This is the *tallest* building.
- Apple is the *sweetest* fruit.

The superlative degree is used when more than two nouns or things are compared.

- Johnsy is kind (*Positive Degree*)
- Johnsy is kinder than Rosy (*Comparative Degree*)
- Johnsy is the kindest of all (*Superlative Degree*)

UNIT 13
SO, TOO, EITHER & NEITHER
(Positive and Negative Agreement)



I Agree With You!: How to Use "So", "Too", "Either" and "Neither"

To communicate positive or negative AGREEMENT correctly, you must REFLECT the AUXILIARY of the original statement in your response. For example, if the original statement contains the verb TO BE in present tense, your response will have it, too. If the original statement contains the simple past of a verb, your response will contain the simple past AUXILIARY, or "DID". Study the examples below.

Positive Agreement			Negative Agreement		
SO or TOO <small>(begins the statement) (follows the aux.)</small>			EITHER or NEITHER <small>(follows a negative aux.) (begins the response)</small>		
Original Statement: She is nice. (he) She likes him. (I) She finished it. (we) She has been there. (they) She can play piano. (you) She is trying hard. (he)	Response 1: So is he. So do I. So did we. So have they. So can you. So is he.	Response 2: He is, too. I do, too. We did, too. They have, too. You can, too. He is, too.	Original Statement: She isn't nice. (he) She doesn't like him. (I) She didn't finish it. (we) She hasn't been there. (they) She can't play piano. (you) She isn't trying hard. (he)	Response 1: Neither is he. Neither do I. Neither did we. Neither have they. Neither can you. Neither is he.	Response 2: He isn't, either. I don't, either. We didn't, either. They haven't, either. You can't, either. He isn't, either.

Part A: Respond to the statements two ways. Check the examples above if you need help.

- | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <ol style="list-style-type: none"> 1. He is my friend. (she) 2. He isn't my friend. (she) 3. He eats french fries. (you) 4. He doesn't eat french fries. (you) 5. He needed me. (they) 6. He didn't need me. (they) 7. He has worked there for years. (we) 8. He hasn't worked there very long. (we) 9. He can understand Chinese. (she) 10. He can't understand German. (she) 11. He is learning how to sew. (I) 12. He isn't learning how to type. (I) | <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 50%;"></td><td style="border-bottom: 1px solid black; width: 50%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> | | | | | | | | | | | | | | | | | | | | | | | | |
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Part B: Match the statement in the first column with a response in the second column.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. She has gone home. 2. We need help. 3. I don't remember. 4. You forgot the gift. 5. He didn't watch the match. 6. They haven't arrived. 7. You're studying economics. 8. I'm not working tonight. 9. He'll come by 8:00. | <ol style="list-style-type: none"> Neither has she. We will, too. So does he. I didn't, either. Neither is she. So did I. They have, too. He doesn't, either. So are we. |
|---|---|

Part C: Write a statement that goes with each response. Follow the example.

- Example: You want an ice cream. So do I.
- | | |
|----------|---------------------|
| 1. _____ | So did they. |
| 2. _____ | You have, too. |
| 3. _____ | Neither has he. |
| 4. _____ | I can't, either. |
| 5. _____ | We are, too. |
| 6. _____ | Neither are you. |
| 7. _____ | So will we. |
| 8. _____ | She didn't, either. |



UNIT 14

BUSINESS LETTER

Parts of a Letter

- **The Heading (The return address) or Letterhead** - Companies usually use printed paper where heading or letterhead is specially designed at the top of the sheet. It bears all the necessary information about the organisation's identity.
- **Date** - Date of writing. The month should be fully spelled out and the year written with all four digits October 12, 2005 (12 October 2005 - UK style). The date is aligned with the return address. The number of the date is pronounced as an ordinal figure, though the endings **st**, **nd**, **rd**, **th**, are often omitted in writing. The article before the number of the day is pronounced but not written. In the body of the letter, however, the article is written when the name of the month is not mentioned with the day.
- **The Inside Address** - In a business or formal letter you should give the address of the recipient after your own address. Include the recipient's name, company, address and postal code. Add job title if appropriate. Separate the recipient's name and title with a comma. Double check that you have the correct spelling of the recipient's name.

The Inside Address is always on the left margin. If an 8 1/2" x 11" paper is folded in thirds to fit in a standard 9" business envelope, the inside address can appear through the window in the envelope.

- **The Greeting** - Also called the salutation. The type of salutation depends on your relationship with the recipient. It normally begins with the word "Dear" and always includes the person's last name. **Use every resource possible to address your letter to an actual person.** If you do not know the name or the sex of your receiver address it to Dear Madam/Sir (or Dear Sales Manager or Dear Human Resources Director).
- **The Subject Line (optional)** - Its inclusion can help the recipient in dealing successfully with the aims of your letter. Normally the subject sentence is preceded

with the word **Subject:** or **Re:** Subject line may be emphasized by underlining, using bold font, or all capital letters. It is usually placed one line below the greeting but alternatively can be located directly after the "inside address," before the "greeting."

- **The Body Paragraphs** - The body is where you explain why you're writing. It's the main part of the business letter. Make sure the receiver knows who you are and why you are writing but try to avoid starting with "I". Use a new paragraph when you wish to introduce a new idea or element into your letter. Depending on the letter style you choose, paragraphs may be indented. Regardless of format, skip a line between paragraphs.
- **The Complimentary Close** - This short, polite closing ends always with a comma. It is either at the left margin or its left edge is in the center, depending on the Business Letter Style that you use. It begins at the same column the heading does. **The traditional rule of etiquette in Britain is that a formal letter starting "Dear Sir or Madam" must end "Yours faithfully", while a letter starting "Dear " must end "Yours sincerely".** (Note: the second word of the closing is NOT capitalized)
- **Signature and Writer's identification** - The signature is the last part of the letter. You should sign your first and last names. The signature line may include a second line for a title, if appropriate. The signature should start directly above the first letter of the signature line in the space between the close and the signature line. Use blue or black ink.
- **Initials, Enclosures, Copies** - Initials are to be included if someone other than the writer types the letter. If you include other material in the letter, put 'Enclosure', 'Enc.', or 'Encs. ', as appropriate, two lines below the last entry. cc means a copy or copies are sent to someone else.

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