Preface

This textbook has been developed and used as a grammar guide for English major students studying the course EN51105: English Form and Use 1 at Udon Thani Rajabhat University. It is one of the core courses of the English Program aiming to provide the students with solid fundamental English grammatical knowledge.

The contents in this book consist of 8 chapters. Chapter one introduces nouns and quantifies. Chapter two focuses on present simple and present continuous tenses. Chapter three presents past simple and past continuous tenses while chapter four emphasizes perfect tenses. Moreover, future tenses and related structures are discussed in chapter five. Chapter six provides more about modal verbs and their communicative functions. How to use adjectives and adverbs is explained in chapter seven. Finally, chapter eight includes common phrasal verbs used in daily life.

Each chapter has an organized presentation to assist students to learn systematically through a variety of activities including warm-up activity, grammar in context, grammar focus, controlled practice exercises, and communicative activities. This will enhance students to link English forms and functions as well as to use English more accurately and fluently.

Last but not least, the author hopes that this book will be beneficial and fruitful for students to accomplish their learning goals.

Kittiporn Nonkukhetkhong (Ed.D)

7 October 2014
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Course Syllabus

EN51105  English Form and Use 1  3(3-0-6)

Lecturer  Dr. Kittiporn Nonkukhetkhong

Course description

Extended review of English structures, with particular attention to sentence forms, clause patterns, word order, subject-verb agreement, phrases and tenses. Application of forms and usage of spoken and written structures in a communicative context. Analysis of text – dialogue of prose – with attention to the form used. Productive exercises with attention to syntactic accuracy.

Objectives

Students should be able to:

1. examine, identify, and comprehend the meaning(s) of grammatical structures from simple to complex features through a range of spoken and written text types.
2. analyze texts and explain forms and uses of grammatical structures in each lesson.
3. identify errors and correct them.
4. apply the forms acquired and learned in sentences and communicative contexts correctly and fluently.
5. effectively use grammatical knowledge to improve their language skills.
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<td>Lecture&lt;br&gt;Practice&lt;br&gt;Pair work&lt;br&gt;Group work</td>
</tr>
<tr>
<td>Time</td>
<td>Contents</td>
<td>Duration (Hours)</td>
<td>Activities</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Week 14</td>
<td>- Comparisons</td>
<td>3</td>
<td>- Lecture</td>
</tr>
<tr>
<td></td>
<td>- Equal comparison</td>
<td></td>
<td>- Practice</td>
</tr>
<tr>
<td></td>
<td>- Comparative comparison</td>
<td></td>
<td>- Pair work</td>
</tr>
<tr>
<td></td>
<td>- Superlative comparison</td>
<td></td>
<td>- Group work</td>
</tr>
<tr>
<td>Week 15</td>
<td>- Phrasal verbs</td>
<td>3</td>
<td>- Lecture</td>
</tr>
<tr>
<td></td>
<td>- Transitive phrasal verbs</td>
<td></td>
<td>- Practice</td>
</tr>
<tr>
<td></td>
<td>- Intransitive phrasal verbs</td>
<td></td>
<td>- Pair work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Group work</td>
</tr>
<tr>
<td>Week 16</td>
<td>- Prepositional verbs</td>
<td>3</td>
<td>- Lecture</td>
</tr>
<tr>
<td></td>
<td>- Phrasal-prepositional verbs</td>
<td></td>
<td>- Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Pair work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Group work</td>
</tr>
</tbody>
</table>

**Teaching and Learning Activities**

1. Students are to study grammatical forms through contexts and study how the forms are related to meanings and uses.
2. Structure drills, gap filling exercises, error analysis exercises are used to enable students to use the forms correctly.
3. Students are to participate in a variety of learner-centered and communicative activities in order to apply the forms in authentic situations. The emphasis is on both accuracy and fluency of the utterances.
4. Students are provided with opportunities to learn collaboratively and cooperatively with their peers through pair work and group work to develop their language skills as well as learning skills.

**Instructional Materials**

1. Textbook
2. PowerPoint presentation
3. Worksheets
Evaluation and Measurement Score

1. During-semester evaluation  60%
   1.1. Attendance & Participation  10%
   1.2. Quizzes & Assignments  20%
   1.3. Mid-term Test  30%

1. Final Exam  40%

Measurement Score

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
</tr>
<tr>
<td>B+</td>
<td>75-84</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>D+</td>
<td>55-59</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>
Course Syllabus

Chapter 1
Nouns and Quantifiers

Objectives
After studying this chapter, students should be able to:
1. identify countable and uncountable nouns.
2. use the correct forms of nouns: singular or plural use correct English articles in sentences.
3. apply quantifiers with the right nouns.
4. ask and answer questions using nouns, articles, and quantifiers to give information about things, places, and people.

Contents
1. Warm-up Activity
2. Grammar in Context
3. Grammar Focus
   3.1. Nouns
      3.1.1. Countable and Uncountable Nouns
      3.1.2. Singular and Plural Forms
      3.1.3. Group of Countable and Uncountable Nouns
      3.1.4. Exercises
   3.2. Articles
      3.2.1. The Indefinite Articles
      3.2.2. The Definite Articles
      3.2.3. Exercises
   3.3. Quantifiers
      3.3.1. Some and Any
      3.3.2. A Few and A Little
      3.3.3. Much, Many, A lot of, and Plenty of
      3.3.4. Exercises

References
Teaching and Learning Procedures

Students participate in the following teaching and learning activities.

1. Students are divided into groups of five to do a warm-up activity to review their background knowledge about the meaning of nouns and forms of nouns. Then, the students brainstorm and make a list of nouns in the right categories.

2. The lecturer tells the students to read a conversation and notice the use of underlined nouns in context. The students discuss how to use the nouns, articles, and quantifiers with their classmates and then answer the questions about the text.

3. The lecturer presents the lessons about meaning of nouns, types of nouns, forms of nouns, and gives examples of how to use different types of nouns in sentences. The students give more examples and then do exercises in the textbook individually, in pairs, or in groups.

4. The lecturer explains how to use articles and quantifiers and give more examples.

5. Students do exercises to practice how to use articles and quantifiers in communicative contexts.

Teaching Materials

Students learn through the following teaching aids.

1. Textbook
2. PowerPoint Presentation
3. Worksheets

Evaluation

Students will be evaluated from the following activities.

1. Checking students’ attendance.
2. Observing students’ participation in group discussion and pair work.
3. Checking students’ answers from the exercises and worksheets.
Chapter 1
Nouns and Quantifiers

Warm-up Activity

In groups, review your background knowledge about the meaning of nouns and forms of nouns. Then brainstorm and make a list of nouns in the following categories.

<table>
<thead>
<tr>
<th>Uncountable Nouns</th>
<th>Countable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grammar in Context

A: Read the following conversation and notice the use of underlined nouns in context. Discuss how to use the nouns, articles, and quantifiers with your classmates. Then put the underlined nouns into the right categories and answer the questions.

Anna: Let’s go to the library, I need to find some information for an assignment.

Betty: Good idea. I have to finish my homework too. There is a lot of homework these days. Anyway, shall we do grocery shopping after that? I want to buy some food like instant noodles, eggs, a loaf of bread, and jam.

Anna: Sure, I also want to get a bag of apples, a bottle of milk, and some snacks.

Betty: Do we need any vegetables? How many carrots and tomatoes do we have?

Anna: We still have a few carrots but we don’t have any tomatoes left.

Betty: How about getting some tomatoes, a head of lettuce, an onion, and a sweet pepper to make salad for dinner. How much chicken and ham do we have?

Anna: Not much, we need to get some more. Is there anything else that we need?

Betty: That’s all I think. Let’s go.

<table>
<thead>
<tr>
<th>Uncountable Nouns</th>
<th>Countable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer the following Questions

1. Why are they going to the library?

   ____________________________________________________________

2. What are they going to do after that?

   ____________________________________________________________

3. What are they going to make for dinner?

   ____________________________________________________________
Grammar Focus

1. Noun is a part of speech that is used to call a person, place, thing, idea, emotion, action, or quality. A noun can function as a subject, object, complement, appositive, or object of a preposition.

1.1. Countable and Uncountable Nouns

There are two basic kinds of nouns: count or countable nouns and non-count or uncountable or nouns. The explanation and examples are shown in the following table.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Countable nouns</strong> are people, places, and things which can be counted. They can be singular or plural. Countable nouns include book(s), table(s), person, people, dog(s), can(s), bus(es), keys, fish, police, idea(s) etc.</td>
<td>There is a computer in my office. Can you give me an apple? There are a lot of books in the library.</td>
</tr>
<tr>
<td><strong>Uncountable nouns</strong> are usually things which cannot be counted. Uncountable nouns include: Mass nouns: food, rice, water, money, sugar, sand, salt, air, milk, tea, coffee, oil, meat, juice Abstract nouns: happiness, talent, wealth, freedom, courage, education, time, etc. Fields of study: economics, laws, geography, history, chemistry, physics, etc. Uncountable nouns have a singular form even though some but end in _s (news, physics) so they take singular verbs.</td>
<td>Would you like some water? Rice is the main food of Thai people. Let's go out to get fresh air. The children normally have milk and cereal for breakfast. Money plays an important role in our daily life. Happiness is what everyone wants. I have some good news for you! Are you interested in studying economics? The students do not enjoy studying history. Thai means freedom.</td>
</tr>
</tbody>
</table>

Table 1: Count and Non-Count Nouns
1.2. Singular and Plural Forms: Uncountable nouns have a singular form while countable nouns can be either singular or plural forms as shown in the following table.

<table>
<thead>
<tr>
<th>Countable Nouns (Regular)</th>
<th>Countable Nouns (Irregular)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>student</td>
<td>students</td>
</tr>
<tr>
<td>city</td>
<td>cities</td>
</tr>
<tr>
<td>key</td>
<td>keys</td>
</tr>
<tr>
<td>watch</td>
<td>watches</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>photo</td>
<td>photos</td>
</tr>
<tr>
<td>piano</td>
<td>pianos</td>
</tr>
<tr>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
</tbody>
</table>

Table 2: Singular and Plural Forms (1)

However, there are some nouns that are generally singular and some are always plural. It is important to learn these groups of nouns because they affect the use of subject-verb agreement.

<table>
<thead>
<tr>
<th>Forms of Nouns</th>
<th>Nouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common collective nouns (generally singular)</td>
<td>army, assembly, audience, class, committee, congress, couple, crew, family, government, group, public, staff, senate, team</td>
<td>The committee is listening to the presentation. The family has gone for a holiday.</td>
</tr>
<tr>
<td>Nouns with no singular form (always plural)</td>
<td>binoculars, clothes, glasses, jeans, pajamas, pants, police, premises, shorts, slacks, scissors, tongs</td>
<td>Our clothes are in the laundry. Whose glasses are those? Where are my jeans?</td>
</tr>
</tbody>
</table>

Table 3: Singular and Plural Forms (2)
1.3. Groups of Countable and Uncountable Nouns: abstract nouns are commonly known as uncountable nouns which refer to categories or groups, while specific items in these groups are often countable nouns as shown in the following tables.

<table>
<thead>
<tr>
<th>Uncountable Noun</th>
<th>Countable Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>hints, ideas, suggestions</td>
</tr>
<tr>
<td>employment</td>
<td>jobs, occupations, professions</td>
</tr>
<tr>
<td>equipment</td>
<td>machines, tools, supplies</td>
</tr>
<tr>
<td>friendship</td>
<td>friends, relationships</td>
</tr>
<tr>
<td>furniture</td>
<td>chairs, sofas, tables</td>
</tr>
<tr>
<td>homework</td>
<td>assignments, exercises, papers</td>
</tr>
<tr>
<td>information</td>
<td>details, facts, statistics</td>
</tr>
<tr>
<td>news</td>
<td>newspapers, articles, programs</td>
</tr>
<tr>
<td>money</td>
<td>cents, dollars, pounds,</td>
</tr>
<tr>
<td>time</td>
<td>minutes, hours, days</td>
</tr>
<tr>
<td>transportation</td>
<td>vehicles, buses, cars, trains</td>
</tr>
<tr>
<td>violence</td>
<td>arguments, fights, wars</td>
</tr>
<tr>
<td>weather</td>
<td>climates, storms, tornados</td>
</tr>
</tbody>
</table>

Table 4: Groups of Countable and Uncountable Nouns
Source: Adapted from Werner (1996: 180-187)

1.4. Nouns that can be both Countable and Uncountable

Some nouns can be put in both types: countable and uncountable but they have different meanings, for example, business, time, glass, paper, cake, iron, etc. Examples:

Examples

- Her daughter studies **business**. (Uncountable noun = the subject)
- They have a family **business** in Bangkok. (Countable noun = a store, firm)
- The windows are made of **glass**. (Uncountable noun = the material)
- Can I have a **glass** of water? (Countable noun = a container)
- Can you give me the **paper**? (Uncountable noun = the writing material)
- I read a **paper** every morning. (Countable noun = a newspaper)
Exercise 1: Put the following nouns into the right categories.

wealth, news, information, rules, sheep, money, cities, learning, rice, bottles of wine, equipment, traffic, buses, stone, sugar, talent, land, web sites, clothes, music, student, deserts, nation, water, people, fish, loaves, pollution, oxen, student, physics, libraries, understanding, assignment, order, food, series, teeth, house, biology, computer, homework, women, detail, alumni, watch, happiness, glass, time

<table>
<thead>
<tr>
<th>Uncountable Nouns</th>
<th>Countable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
</tr>
<tr>
<td></td>
<td>Plural</td>
</tr>
</tbody>
</table>

Exercise 2: Choose the right forms of nouns to complete the sentences.

1. We don't have a lot of (equipment/ equipments) _______________ in the office.
2. Does your teacher give a lot of (homework/ homeworks)? _______________.
3. He normally drinks a lot of (coffee/ coffees) _______________.
4. We have thirty-two (tooths/ teeth) _______________.
5. Would you like more (bread/ breads) _______________?
6. She has a lot of expensive (watchs/ watches) _______________.
7. This store offers a wide selection of (clothing/ clothings) _______________.
8. There (is/are) _______________ a lot of (pollution/pollutions) _______________ in the city.
9. Two (thiefs/ thieves) _______________ broke into my office last night.
10. The schools need to develop their (curriculum/ curricular) _______________.
Exercise 3: Complete the conversations with the correct form of the nouns in parentheses: singular or plural nouns.

1. A: What did you have for dinner?
   B: I had (soup) _______________ and (cracker) _______________. I also had (fruit) _______________ and (cake) _______________ for dessert.

2. A: Do you have (kid) ________________?
   B: I have three (child) ________________, a (daughter) ________________ and two (son) ________________

3. A: Let’s go shopping. I want to get some (cheese) ____________, some (potato) ________________, and some (milk) ________________
   B: Good idea! I’ve run out of (shampoo) ________________ too. Maybe I will get some (fish) ________________, and more (cherry) ________________ too.

4. A: Have you got enough (information) ________________ for your project?
   B: Not really, I need more (detail) ________________ to finish an (assignment).

5. A: Why are you so late? You know, we will miss the (train) ________________
   B: Sorry, the (traffic) ________________ is heavy. It’s common in big (city) ________________, you know that.

Exercise 4: Each sentence has an error of using singular or plural forms of nouns or verbs. Underline it and correct it.

1. The office manager has bought a lot of office equipments recently.
   ______________________________________________________________________

2. How many time have you been abroad?
   ______________________________________________________________________

3. Physics are a difficult subject for many students.
   ______________________________________________________________________

4. The advice from the consultant were very valuable.
   ______________________________________________________________________

5. The bank robber was arrested by the polices.
   ______________________________________________________________________

6. The economics theories has shaped the government’s policies.
   ______________________________________________________________________
7. They have some very nice furnitures in their new apartment.

8. The staff have written a report for each department.

9. The audiences is satisfied with the performance.

10. A group of visitors are from Korea.

11. I don’t have much times. I have to go.

12. The doors are made of woods.

2. Articles

“A, an and the” are articles in English. Basically, articles are either definite or indefinite. “A and an” are the indefinite articles while “the” is the definite article.

2.1. The Indefinite Articles: “A” is used before a singular countable noun that begins with a consonant sound while “an” is used with a singular countable noun that begins with a vowel sound. They are used to refer to one thing or one person in general; not specifically.

Examples

- She is a secretary
- She works for a company.
- There is a post office in Main Street.
- She has a big house.
- Can I have an envelope?
- Paul is an honest person.
- He is an English teacher.
2.2. The Definite Article: “The” is the definite article and is used to refer to specific objects. We can use “The” with singular countable nouns, plural countable nouns, and uncountable nouns. It is used in different ways as exemplified in the following table.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is used to refer to specific objects or people.</td>
<td>The man looks handsome.</td>
</tr>
<tr>
<td></td>
<td>The cars were made in Japan.</td>
</tr>
<tr>
<td></td>
<td>The food in the canteen is terrible.</td>
</tr>
<tr>
<td></td>
<td>The bus driver asks me where I want to get off?</td>
</tr>
<tr>
<td></td>
<td>I ate in a Japanese restaurant. The restaurant was very crowded.</td>
</tr>
<tr>
<td></td>
<td>I bought a book yesterday. The book was written by Agatha Christie.</td>
</tr>
<tr>
<td>“The” is also used with people, buildings, landmarks, and geographical</td>
<td>The Queen of Thailand is very kind.</td>
</tr>
<tr>
<td>features that only have one in the world.</td>
<td>We visited the Tower of London last year.</td>
</tr>
<tr>
<td></td>
<td>The Amazon River is the widest river in the world.</td>
</tr>
<tr>
<td>It is used with the names of musical instruments and scientific inventions</td>
<td>Laura can play the violin.</td>
</tr>
<tr>
<td>as well.</td>
<td>He usually listens to the radio when he drives.</td>
</tr>
<tr>
<td></td>
<td>Who invented the telephone?</td>
</tr>
<tr>
<td>Some expressions are used with “the”.</td>
<td>We will go to the sea next summer.</td>
</tr>
<tr>
<td></td>
<td>Shall we go to the concert this weekend?</td>
</tr>
<tr>
<td></td>
<td>I like the sound of the rain.</td>
</tr>
<tr>
<td></td>
<td>We enjoy bike riding in the countryside.</td>
</tr>
<tr>
<td></td>
<td>Luke is the most popular boy in this class.</td>
</tr>
</tbody>
</table>

Table 5: The Definite Article: The
**Place-names without “The”**

| WE DON’T use an article when we talk about things in general but we use plural countable nouns or uncountable nouns instead. | I like green tea.  
**Italian food** is delicious.  
She likes reading **magazines**.  
**Thai students** are quite shy. |
|---|---|
| **WE DON'T** use an article when we talk about meals, places, sports, and transport. | He has dinner at home.  
The students go to **school**.  
Tim comes to work by **bus**.  
Do you have **class** this afternoon?  
Can you play **rugby**? |
| **WE DON’T** use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states. | He lives in **Chicago** near Lake Michigan.  
They are from **London, England**.  
**Manila** is the capital city of **The Philippines**.  
Scotland is part of **the United Kingdom**. |

**Table 6: Place-names without “The”**

Source: Adapted from Beaumont & Granger (1998: 165-173)

**Exercise 5: Choose the correct definite or indefinite article: "the", "a", "an" or "x" (No article).**

2. Yesterday I went to a cinema with ________ friend of mine.
3. Would you like to have ________ dinner with us this evening?
4. ________ sun rises in the East.
5. Alan loves playing ________ football.
6. What is ________ longest river in Thailand?
7. My dad doesn’t like to go out. He just plays ________ guitar at ________ home.
8. Mr. Lombard is ________ kind and honorable person.
9. My friend works in ________ office. ________ office is in town center.
10. Did you have ________ class yesterday?
11. Rowena is Filipina. She is from ________ Philippines.
12. Are you interested in ________ economics?
13. Shall we go to ________ movie tonight?
Exercise 6: Complete the sentences with "the", "a", "an" or "x" (No article) .

1. I had _______ really bad day yesterday. I got in _______ car accident and was late to work. Then I bought _______ of coffee. I put _______ cup on my desk and then I hit it with my hand. _______ cup fell and _______ coffee got on my clothes. I was happy when my bad day was over.

2. Here’s how to make _______ omelet. You’ll need three eggs, _______ quarter cup of cream, some salt, and pepper. Break _______ into _______ bowl. Mix them well and add _______ cream, salt, and pepper. Put some oil in _______ small flying pan. When _______ pan is hot, put _______ egg mixture in it and cook it.

3. A: I’m sick of this computer game. I want to get _______ horror novel.
   B: Why don’t we go to _______ new bookstore at Central Plaza.
   A: That’s _______ great idea but how can we get there?
   B: Just take _______ bus. It won’t be long. Let’s go. Don’t forget to turn off _______ lights before we leave.

4. A: What would you like for _______ dinner, sir?
   B: Can I have _______ salad and _______ glass of orange juice?
   A: Would you like _______ chicken or beef with your salad?
   B: Sorry, I’m _______ vegetarian. I don’t eat _______ meat.

3. Quantifiers

Quantifiers are words or phrases used before nouns to indicate the amount or quantity. Some, any, a few, and a little, many, much, a lot of, lots of and plenty of are some examples of quantifiers.

3.1. Some and Any: We use some and any with uncountable nouns and plural nouns to refer to indefinite quantity or a certain amount or number of something. When using some or any, the exact number is not stated.
How to use “Some and Any”

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Some</strong> is commonly used in affirmative sentences.</td>
<td>We have <strong>some eggs</strong> and <strong>some cheese</strong>.</td>
</tr>
<tr>
<td></td>
<td>We have <strong>some English homework</strong>.</td>
</tr>
<tr>
<td></td>
<td>The teacher gave us <strong>some assignments</strong> yesterday.</td>
</tr>
<tr>
<td></td>
<td><strong>Some people</strong> prefer to live in the country.</td>
</tr>
<tr>
<td><strong>Somebody (someone), somewhere, something</strong> are also used in positive</td>
<td><strong>Somebody</strong> is hiding behind the wall</td>
</tr>
<tr>
<td>sentences.</td>
<td>He lives <strong>somewhere</strong> near here.</td>
</tr>
<tr>
<td></td>
<td>There is <strong>something</strong> wrong with the car.</td>
</tr>
<tr>
<td><strong>Exception: Some</strong> is used in questions when it refers to offering or</td>
<td>Would you like <strong>some coffee</strong>?</td>
</tr>
<tr>
<td>requesting <strong>something</strong></td>
<td>Can I have <strong>some juice</strong>, please?</td>
</tr>
<tr>
<td></td>
<td>Could I have <strong>some cookies</strong>, please?</td>
</tr>
<tr>
<td></td>
<td>Would you like <strong>something</strong> to drink?</td>
</tr>
<tr>
<td><strong>Any</strong> is normally used with singular or plural nouns in negative</td>
<td>There aren’t <strong>any books</strong> on the table.</td>
</tr>
<tr>
<td>sentences and questions.</td>
<td>We don’t have <strong>any rice</strong> left.</td>
</tr>
<tr>
<td></td>
<td>Are there <strong>any children</strong> in the classroom?</td>
</tr>
<tr>
<td></td>
<td>Do you have <strong>any money</strong>?</td>
</tr>
<tr>
<td><strong>Anybody (anyone), anywhere, anything</strong> are also used in negative sentences</td>
<td>Is there <strong>anybody</strong> in that room?</td>
</tr>
<tr>
<td>or questions.</td>
<td>Did you hear <strong>anything</strong> about that woman?</td>
</tr>
<tr>
<td></td>
<td>He doesn’t have <strong>anywhere</strong> to live.</td>
</tr>
<tr>
<td></td>
<td>I have <strong>never</strong> heard <strong>anything</strong> about him since he left.</td>
</tr>
<tr>
<td><strong>Exceptions:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Any</strong> can be used in positive sentences with negative feelings.</td>
<td>She has <strong>never</strong> had <strong>any</strong> boyfriend.</td>
</tr>
<tr>
<td><strong>Any</strong> can be used in sentences to mean ‘it’s not important which one’</td>
<td>They <strong>hardly</strong> do <strong>any</strong> homework.</td>
</tr>
<tr>
<td>and it is often used with singular countable nouns.</td>
<td>Judy left Tom <strong>without any</strong> money.</td>
</tr>
<tr>
<td></td>
<td>Please give me <strong>any</strong> glass on the shelf.</td>
</tr>
<tr>
<td></td>
<td>Tim can eat <strong>any</strong> kind of food.</td>
</tr>
<tr>
<td></td>
<td>You can see me in my office <strong>any</strong> Friday.</td>
</tr>
</tbody>
</table>

Table 7: Some and Any

Adapted from Murphy & Smalzer (2002: 164)
Exercise 7: Fill each gap with ‘some’ or ‘any’.

1. Have we got __________ bread?
2. __________ student will tell you that they don’t have enough money.
3. We’ve got __________ furniture, but we still need a table.
4. She bought __________ new clothes.
5. You can buy beer in __________ pub.
6. Can I have __________ more tea?
7. Did you buy __________ juice?
8. I can speak __________ French.
9. Would you like __________ coffee?
10. In London in the winter there’s hardly __________ sunlight.
11. If you want to get some souvenirs, just go to __________ shop around here.
12. There’s __________ money in my handbag.
13. Did you buy __________ pork and vegetables?
14. I don’t have __________ sunblock lotion with me.
15. She never drinks __________ water before going to bed.

Exercise 8: Complete the conversations with some, any, something or anything, somebody or anybody, somewhere or anywhere.

1. A: What would you like to drink?
   B: __________ would be fine for me. Thanks.
2. A: I don’t have __________ money in my wallet.
   B: That’s too bad.
3. A: Is there __________ juice in the fridge?
   B: Yes, there is __________.
4. A: She can’t think of __________ to go tonight. Do you have __________ ideas?
   B: Yes. Just stay at home and study for an exam!
5. A: I’d like to do __________ special for my girlfriend on our anniversary but I can’t think of __________.
   B: Why don’t you get her __________ flowers or take her out for dinner.
6. A: Is there __________ who can play the piano in your class?
   B: I think Laura can.
7. A: Could I have __________ more food, please?
   B: Sorry, we don’t have __________ left.

8. A: Can you stay in the same room with Mark?
   B: Why not? I can stay with __________.

9. A: Is there __________ in the bag?
   B: Yes, there are __________ snacks but there aren’t __________ drinks.

10. A: Can you recommend us __________ to go for dinner tonight?
    B: Yes, there are __________ good places for local food in town.

3.2. A Few and A Little

*A few or a little* are quantifiers to refer to a small amount of something.

<table>
<thead>
<tr>
<th>Explanations</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **A few** is used with **plural countable nouns** while **a little** is used with **uncountable nouns**. They give positive ideas of a small amount but some or enough. | A: Do you have many friends here?  
B: Not many but I **a few friends** to hang out with.  
A: Do we still have enough money?  
B: Yes, we still have **a little** money to spend for a week. |
| **Few (not many) and Little (not much)** refer to negative ideas of a very small amount; almost nothing or not enough. | There are **few skate shoes** left; not enough for all of us.  
There are only **few potatoes** left. We need to get some more.  
We can’t go shopping; we have **little money** left.  
This town is boring. There is **little** to do here. |

Table 8: A Few and A Little

Adapted from Murphy (1997: 174)
Exercise 9: Complete the following sentences using “a little, little, a few or few”.

1. We have ___________ water left. There’s enough to share.
2. If you have ___________ good friends, you will never feel lonely.
3. She has ___________ education. She cannot read or write.
4. There are only ___________ people we can really trust. It’s a bit sad.
5. We’ve got ___________ time at the weekend. Would you like to meet?
6. Judy gave us ___________ mangoes from her garden. Shall we share them?
7. She has ___________ self-confidence. She has a lot of trouble talking to new people.
8. There are ___________ women politicians in Thailand. Many people think there should be more.
9. It’s a pity, but the hospital has ___________ medicine. They can’t help many people.
10. I’ve got ___________ cakes to give away. Would you like one?
11. There’s ___________ milk left in the fridge. It should be enough for our coffee.
12. Only ___________ children from this school go on to university, unfortunately.
13. Do you need information on English grammar? I have ___________ books on the topic if you would like to borrow them.
14. She’s lucky. She still has ___________ money to live on.
15. London has ___________ sunshine in the winter. That’s why so many British people go on holiday to sunny places!
16. There is ___________ soup left in the cupboard. Shall we eat it tonight?
17. There are ___________ programs on television that I want to watch. I prefer to download a film or read a book.
18. He has ___________ free time. He hardly manages to call his parents!
19. Unfortunately, I have ___________ hope at the moment.
20. Are you thirsty? There’s ___________ apple juice left in this bottle, if you would like it.
3.3. Much, Many, A lot of, and Plenty of

Much, many, and a lot of are quantifiers to indicate a large amount or quantity of something. Plenty of refers to a great amount more than enough.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Much** is commonly used with uncountable nouns in questions and negative sentence. It is often found in positive sentences with *so and too*. | A: How much coffee do you drink per day?  
B: I drink two cups per day.  
There isn’t much pollution in this area.  
He has so much love for his family.  
Don’t eat too much sugar junk food.  
A: How much does it cost?  
B: It doesn’t cost much, only 199 Baht. |
| **Many** is used with countable nouns in questions and negative sentence. It can also be found in positive sentences with *so and too*. | A: How many computers are there in the office?  
B: There are five (computers).  
There are not many students at school today.  
So many people are nervous about the floods.  
There were too many junk mails in my mailbox. |
| **A lot of, lots of, and plenty of** are commonly used in positive sentences with both uncountable nouns and plural countable nouns. | There were a lot/ lots of people at the concert.  
We have plenty of snacks and drinks for everybody.  
A: How many books are there in the library?  
B: There are a lot/ plenty (of books).  
A: How many dishes do we need?  
B: We need a lot (of dishes).  
We should drink a lot/ lots of water every day.  
We have plenty of time to enjoy ourselves.  
A: How much food was there at the party?  
B: There was a lot / lots/ plenty (of food).  
A: How much homework do we have?  
B: We have a lot (of homework). |

Table 9: Much and Many, A lot of, Lots of, and Plenty of

Adapted from Fuchs, Bonner, & Westheimer (2006: 243)
Exercise 10: Complete the sentences with the right answer using “much, many, a lot, a lot of, lots, and plenty”. Some words can be used more than once.

1. We have __________ oranges. Shall we then give to our neighbors?
2. Do you have any cereal? Sure, there's __________ in the cupboard.
3. How __________ is this? It's five dollars.
5. The teacher is very busy; she has __________ work.
6. Taylor has __________ food, but Tina doesn't have __________.
7. New York City has __________ beautiful tourist attractions.
8. She is on a diet. She doesn't eat __________ rice but she eats __________ fruit and vegetables.
9. He loves poetry. He writes so __________ poems.
10. The millionaire has __________ money but we don't have __________.
11. I want to visit __________ European countries.
12. Do you like soccer? Yes, I like it so __________.
13. Were there __________ guests in the wedding? Yes, there were too __________.
14. Paula is very popular. She has __________ friends but Nancy does not have __________.
15. She did not have __________ patience so she left after waiting for her boyfriend for half an hour.

Exercise 11: Complete the following conversations with the correct quantifiers, choosing from the items given.

1. A: How (much / many) ________ sugar would you like?
   B: Just (a little/ a few). ________ I don’t like sweet coffee.
2. A: How (much/ many) ________ sausages should we have?
   B: I'm not very hungry. Just (a little/ a few). ________
3. A: I think we need to get more ketchup; there’s only (little/ a little) ________ left.
   B: OK. Do we need (some/ any) ________ eggs?
   A: I don’t think so. We still have (a lot/ few). ________
4. A: We are going to be late. There is too (much / many) ________ traffic.
   B: Yeah, I've never seen this (much / many) ________ cars.

5. A: Can you bring (some / any) ________ soda to the picnic? I don't have (some / any) ________.
   B: Yeah, I think I've got (some / any) ________ left over from the party.

6. A: How do you think you did on the test? I think I did (little / a little) ________ better than last time, maybe even (much / many) ________ better. What about you?
   B: Well, I think I probably made (few / a few) ________ mistakes, but I have the feeling I did well overall.

**Exercise 12: Underline the mistake in each sentence and correct it.**

1. How many peoples are coming to the party?
   __________________________________________________________

2. There was a lot of customers yesterday.
   __________________________________________________________

3. Do you want a milk?
   __________________________________________________________

4. How many homework do we have?
   __________________________________________________________

5. We only have few butter in the fridge.
   __________________________________________________________

6. There were two loafs of bread on the table.
   __________________________________________________________

7. We need to buy more oranges; we have only little left.
   __________________________________________________________

8. There isn't any students in the library.
   __________________________________________________________

9. Are there anything left in the kitchen?
   __________________________________________________________

10. How many players there are in a volleyball team?
    _________________________________________________________
Exercise 13: Complete the following questions with the following words:
“how much/ how many/ there is/ there are/ there isn’t/ there aren’t/ is there/ are there.”

1. ___________ any carrots in the fridge? No, ___________
2. Excuse me, ___________ any pizza today? Yes, ___________
3. ___________ water do you drink a day? I drink a lot of water.
4. ___________ any food in the kitchen. We have to go shopping.
5. ___________ students ___________ in your class? ___________ about 50 students.
6. ___________ a lot of furniture in that apartment.
7. ___________ memory ___________ in your computer?
8. ___________ exercises ___________ in this lesson?
9. ___________ some flowers on your desk.
10. ___________ many people who speak Chinese in Thailand?
11. ___________ a lot of tourists in Thailand during high season.
12. ___________ many political problems in Thailand?
13. ___________ plenty of work to do this week.
14. ___________ anything I can help you with?
15. ___________ any letters in my mail box.

Exercise 14: Write the questions for the following answers.

1. ____________________________?
   There are three bedrooms in my house.
2. ____________________________?
   I eat a lot of fruit every day.
3. ____________________________?
   Yes, there is a lot of traffic during rush hour in Udon Thani.
4. ____________________________?
   No, I don’t have much money.
5. ____________________________?
   There is one computer in our classroom.
6. ___________________________________________?
   There are five people in my family.

7. ___________________________________________?
   I have 2 brothers and 1 sister.

8. ___________________________________________?
   I drink 8 glasses of water a day.

9. ___________________________________________?
   No, there aren’t any air-conditioners in my classroom.

10. ___________________________________________?
    I have a few good friends.

**Exercise 15:** Answer the following questions about yourself using quantifiers: some, any, a lot of, a little, a few, much, and many. Then ask your partner and report the information to class.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Me</th>
<th>My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many languages do you speak?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are there any Japanese words that you know?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you know any songs in English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is there a dictionary in your bag?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you know anybody from China?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are there a lot of Vietnamese people in Udon Thani?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are there any native English teachers at your university?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How much TV do you watch in English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you read many books in English in your free time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Are there some good web sites for practicing English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do you know any good places for holiday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Is there a lot of homework in this class?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References


Course Syllabus

Chapter 2

Present Tenses

Objectives

After studying this chapter, students should be able to:

1. identify form and uses of present simple and present continuous tenses.
2. explain and use adverb frequency and time expressions in present simple sentences.
3. use present simple tense to talk about facts, routines or habits, opinions and schedules.
4. talk about ongoing activities using present continuous tense.
5. differentiate how to use present simple tense and present continuous tense by using different time expressions.
6. apply present simple and present continuous tenses in communicative situations.

Contents

1. Present Simple Tense
   1.1. Warm-up Activity
   1.2. Grammar in Context
   1.3. Grammar Focus
      1.3.1. Present Simple Forms
      1.3.2. Present Simple Uses
      1.3.3. Exercises

2. Present Continuous Tense
   2.1. Warm-up Activity
   2.2. Grammar in Context
   2.3. Grammar Focus
      2.3.1. Present Continuous Forms
      2.3.2. Present Continuous Uses
      2.3.3. Exercises

References
Teaching and Learning Procedures

Students participate in the following teaching and learning activities.

1. Students do warm-up activities to review their prior knowledge about how to use present simple tense and present continuous tense by describing pictures using those tenses.

2. The lecturer tells the students to read the reading texts and notice how to use present simple tense and present continuous tense in contexts. The students discuss how to use the tenses and answer the questions about the texts.

3. The lecturer presents the lessons about forms and uses of present simple tense and present continuous tense as well as gives more examples in different situations.

4. The lecturer shows the differences of how to use present simple tense and present continuous tense by telling the students to notice time expressions used with each tense.

5. The lecturer asks students to give more examples, practice orally in pairs or in group, and then do written exercises.

6. Students ask and answer questions using present simple tense and present continuous tense through communicative tasks.

Teaching Materials

Students learn through the following teaching aids.

1. Textbook
2. PowerPoint Presentation
3. Worksheets

Evaluation

Students will be evaluated from the following activities.

1. Checking students’ attendance.
2. Observing students’ participation in discussion and pair work.
3. Checking students’ answers from the exercises and worksheets.
Chapter 2
Present Tenses

Present Simple Tense

Warm-up Activity

Describe the following routine based on the pictures below. Then discuss your routine with your classmates.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

Source: https://www.google.co.th/.
Grammar in Context

Daily routine: Read the following text about Anita’s routine and underline present simple verb forms. Then answer the questions.

Anita is a new student in a university in the U.S. On weekdays she always gets up at about 7.00 o’clock. She has a shower, gets dressed and then she has breakfast with her roommate. After breakfast she takes a bus to the university. Her class normally starts at 9.00 o’clock.

At about 12.30 she usually has lunch. She has a sandwich and some fruit in the canteen. If she does not have class in the afternoon, she usually studies in the library with her classmates. In general, she finishes class at 5.00 o’clock in the evening and then works part time in a convenience store from 6.00 - 9.00. She usually has an early dinner before going to work. After work, her boyfriend picks her up and takes her to her apartment. Before going to bed, she watches her favorite T.V. program or sometimes she listens to music. She likes listening to music. She usually goes to bed at about 11.30. Then she reads her favorite book for about half an hour. She goes to sleep at midnight.

1. What time does Anita get up?

2. Who does she live with?

3. How does she go to the university?

4. What time does her class normally start?

5. What does she do if she doesn’t have afternoon class?

6. What does she do after class?

7. How many hours does she work in the evening?

8. What does she do before she goes to bed?
Grammar Focus: Present Simple Tense

1. Present Simple Form: Subject + Present form of verb (+ s/es )

1.1. Present Simple Statements

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Long Form</td>
<td>Contracted Form</td>
</tr>
<tr>
<td>I swim.</td>
<td>I do not swim.</td>
<td>I don't swim.</td>
</tr>
<tr>
<td>You swim.</td>
<td>You do not swim.</td>
<td>You don't swim.</td>
</tr>
<tr>
<td>He/she/it swims.</td>
<td>He/she/it does not swim.</td>
<td>He/she/it doesn't swim.</td>
</tr>
<tr>
<td>We swim.</td>
<td>We do not swim.</td>
<td>We don't swim.</td>
</tr>
<tr>
<td>They swim.</td>
<td>They do not swim.</td>
<td>They don't swim.</td>
</tr>
</tbody>
</table>

Table 10: Present Simple Statements

1.2. Present Simple Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Affirmative</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you swim?</td>
<td>Yes, I do.</td>
<td>No, I do not.</td>
</tr>
<tr>
<td>Does he/she/it swim?</td>
<td>Yes, he/she/it does.</td>
<td>No, he/she/it does not.</td>
</tr>
<tr>
<td>Do you swim?</td>
<td>Yes, we do.</td>
<td>No, we do not.</td>
</tr>
<tr>
<td>Do they swim?</td>
<td>Yes, they do.</td>
<td>No, they do not.</td>
</tr>
</tbody>
</table>

Table 11: Present Simple Yes/No Questions

1.3. Information Questions in Present Simple Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you from?</td>
<td>I'm from Australia.</td>
</tr>
<tr>
<td>What do you do?</td>
<td>I'm a student.</td>
</tr>
<tr>
<td>When does your first class start?</td>
<td>It normally starts at 9.00 am.</td>
</tr>
<tr>
<td>What does Jim like doing in his free time?</td>
<td>He likes watching T.V. in his free time.</td>
</tr>
<tr>
<td>Who does she live with?</td>
<td>She lives with her parents.</td>
</tr>
</tbody>
</table>

Table 12: Information Questions in Present Simple Tense
2. Present Simple Uses

Present simple tense refers to actions or situations that are stable; do not frequently change. It is used to make general statements of fact, describe routines or habits, and to express opinions. It is also used to talk about schedules or events in the near future.

Time expressions and adverbs of frequency often appear in present simple tense including *every day, in general, always, usually, often, frequently, sometimes, rarely, almost never, never.*

The examples of how present simple tense is used are shown in the following table.

<table>
<thead>
<tr>
<th>Uses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
<td>The sun <em>rises</em> in the east.</td>
</tr>
<tr>
<td></td>
<td>Elephants <em>live</em> in the forest.</td>
</tr>
<tr>
<td></td>
<td>Alan <em>is</em> British.</td>
</tr>
<tr>
<td></td>
<td>Paul <em>teaches</em> English.</td>
</tr>
<tr>
<td></td>
<td>Thomas <em>is not</em> married but he has a girlfriend.</td>
</tr>
<tr>
<td></td>
<td>Mary <em>does not have</em> a car.</td>
</tr>
<tr>
<td>Routines or habits</td>
<td>I usually <em>get up</em> at 7.00 a.m.</td>
</tr>
<tr>
<td></td>
<td>The students <em>do not have</em> class on Wednesday afternoon.</td>
</tr>
<tr>
<td></td>
<td>Tony <em>plays</em> the guitar in his free time.</td>
</tr>
<tr>
<td></td>
<td>How often <em>does</em> your classmate <em>cook</em>?</td>
</tr>
<tr>
<td>Opinions</td>
<td>What <em>do you think</em> about UDRU?</td>
</tr>
<tr>
<td></td>
<td>Many people <em>believe</em> in working hard and playing hard.</td>
</tr>
<tr>
<td></td>
<td>Mark <em>does not like</em> dancing.</td>
</tr>
<tr>
<td></td>
<td>I <em>think</em> it <em>is</em> a good idea to take a break.</td>
</tr>
<tr>
<td>Reference to scheduled events in the future</td>
<td>The movie <em>starts</em> at 8.30 tonight.</td>
</tr>
<tr>
<td></td>
<td>The train <em>arrives</em> in 10 minutes.</td>
</tr>
<tr>
<td></td>
<td>What time <em>does</em> your <em>class</em> begin tomorrow?</td>
</tr>
<tr>
<td></td>
<td>When <em>do we board</em> the plane.</td>
</tr>
</tbody>
</table>

Table 13: Present Simple Uses

Adapted from Werner (1996: 46)
Exercise 1: Look at the pictures and describe each picture using present simple tense.

Example:
A: He mows the lawn/ He cuts the grass.
B __________________________________________________________
C: __________________________________________________________
D: __________________________________________________________
E: __________________________________________________________
F: __________________________________________________________
G: __________________________________________________________
H: __________________________________________________________
I: __________________________________________________________
J: __________________________________________________________
K: __________________________________________________________
L: __________________________________________________________

Source: http://www2.vobs.at/ludescher/pdf%20files/Lesson%20plan%20speaking.pdf
Exercise 2: Complete the sentences below with the correct forms of the verbs in brackets.

1. The bus (leave) ______________ at 8 p.m. every day.
2. Many children (drink) ______________ milk for breakfast.
3. Our kids (not/ generally sleep) ______________ a lot during the day.
4. Jane (write) ______________ emails to her mother twice a week.
5. Tom often (watch) ______________ T.V. while having dinner.
6. Usually tourists (not/go) ______________ to Egypt to play golf.
7. Jimmy always (take) ______________ the bus to go to school.
8. My son (not/like) ______________ vegetables.
9. Anna (think) ______________ it's a good idea to do exercise every day.
10. The manager (check) ______________ his emails every morning.

Exercise 3: Complete the texts below with the correct forms of the verbs in brackets.

Every morning, my mother (1. wake) ___________ me up at about 7.00. She usually (2. prepare) ___________ cereal or toast for breakfast. She rarely (3. cook) ___________. She (4. not/have) ___________ much time in the morning. I usually (5. brush) ___________ my teeth and have a quick shower before having breakfast.

Then, my mother (6. take) ___________ me to school in her car. She hardly ever (7. call) ___________ a taxi to go to school. Sometimes, my father (8. not/ be) ___________ at home for some days. He (9. go) ___________ to university in Scotland or London. He (10. teach) ___________ biology there. My sister and I always (11. miss) ___________ my dad, and my mom (12. miss) ___________ him, too. When he (13. come) ___________ back, he always (14. bring) ___________ some presents for us! We love that but we (15. not/ want) ___________ him to be away too often!
Exercise 4: Read the following conversation and then answer the questions.

A: Hi, I’m a freshman here. My name’s Anna Lim. What’s your name?
B: Hello, I’m Mark Davies. Nice to meet you. Where do you come from?
A: I come from Hong Kong, and you?
B: I’m from Columbia. What do you study?
A: I study business management, how about you?
B: I’m majoring in computer science. Where do you live? In the dormitory on campus?
A: Yes, it’s quite convenient. Yourself?
B: I live in an apartment with my brother.
A: Really, what does he do?
B: He works as an engineer for a big company.
A: That’s interesting. What do you usually do in your free time?
B: I love reading.
A: What type of books do you read?
B: I often read horror stories.
A: That’s scary! I enjoy going to the movies but I don’t like horror movies. I love action movies
B: Cool! How often do you go to the movies?
A: Once or twice a month. Do you like movies too?
B: Yeah! maybe we can hang out together but I promise not to take you to a horror movie!

1. Where does the conversation take place?
   _______________________________________________________

2. What do they do?
   _______________________________________________________

3. What does Anna study?
   _______________________________________________________

4. Where does Mark live and who does he live with?
   _______________________________________________________

5. Who is an engineer?
   _______________________________________________________
6. What does Anna do in her free time?
__________________________________________________

7. What type of books does Mark read?
__________________________________________________

8. Do they both enjoy horror movies?
__________________________________________________

**Exercise 5: Complete the following conversations with the right forms of verbs.**

Tom: Hello, may I ask you some questions for an interview?
Jane: Yes, I can answer your questions.

Tom: Thank you for taking the time. Now, first question: What (1) _______ you _______?

Jane: I work in an office. I (2) _______ a secretary.

Tom: Are you married?
Jane: Yes, (3) _______.

Tom: What (4) _______ your husband _______?

Jane: He (5) _______ as a policeman.

Tom: (6) _______ you usually _______ dinner together?

Jane: Yes, we do.

Tom: How often (7) _______ your husband _______?

Jane: He usually exercises only twice a week.

Tom: Where (8) _______ you _______ going on holiday?

Jane: We rarely go on holiday. However, we like going to the mountains if we can.

Tom: What type of books (9) _______ you _______?

Jane: I often (10) _______ travel books.

Tom: Thank you very much for answering my questions.
Jane: You’re welcome!
Exercise 6: Write the questions using present simple tense for the following answers.

1. _________________________?
   I usually get up at seven o’clock.

2. _________________________?
   He goes to the movies once a month.

3. _________________________?
   They live in Chicago.

4. _________________________?
   She is an accountant.

5. _________________________?
   Yes, they have a car.

6. _________________________?
   I like listening to classical music.

7. _________________________?
   He earns 20,000 baht a month.

8. _________________________?
   No, they don’t play any sports at all.

9. _________________________?
   I live with my parents

10. _________________________?
    It takes only ten minutes to get to the shopping center.
Exercise 7: Interview your classmate: Write the questions using the given clues to ask two of your classmates. After you finish, write a summary of their information.

<table>
<thead>
<tr>
<th>Information/Questions</th>
<th>Classmate 1</th>
<th>Classmate 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What ______________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age/date of birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old ______________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When __________________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hometown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where __________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for studying English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why ______________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free time activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What ______________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What ______________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite singer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who __________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of going home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often ______________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What ______________________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What ______________________?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Present Continuous Tense

Warm-up Activity

Look at the following scene of the park and describe what these people are doing.

Source: http://www.englishexercises.org/makeagame/viewgame.asp?id=7439
Grammar in Context:

Read the following conversation and underline the present continuous verb forms and then answer the questions.

Rose: Hi, Mary. Nice to see you. What are you doing these days?
Mary: Hi, Rose. I’m working part time in a hotel near the railway station. I like it a lot because I meet new people every day. And you? Are you still studying Chinese at the college?
Rose: Yes. I don’t really like it because it’s so difficult. But one good thing is that the teacher’s trying hard to help us to read and write. By the way, are you going home now?
Mary: No, I’m going to the supermarket to do some shopping. My sister’s meeting me there. Do you want to go with me?
Rose: I can’t, sorry. I’m going to a cafe to meet my friend, Jennifer. She’s helping me with my assignment. I will call you soon.
Mary: Okay, talk to you then. Bye

1. What is Mary doing these days?
   ____________________________________________

2. Does she like her job? Why?
   ____________________________________________

3. Is Rose still studying Chinese?
   ____________________________________________

4. What is the good thing in the Chinese class?
   ____________________________________________

5. Where is Marry going after talking to Mary
   ____________________________________________

6. Why isn’t Rose going with her?
   ____________________________________________
Grammar Focus: Present Continuous Tense

1. Present Continuous Forms: Subject + am/is/are + Verb + ing

1.1. Present Continuous Statements

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Form</strong></td>
<td><strong>Contracted Form</strong></td>
</tr>
<tr>
<td>I am swimming.</td>
<td>I am not swimming.</td>
</tr>
<tr>
<td>You are swimming.</td>
<td>You are not swimming.</td>
</tr>
<tr>
<td>He/she/it is swimming.</td>
<td>He/she/it is not swimming.</td>
</tr>
<tr>
<td>We are swimming.</td>
<td>We are not swimming.</td>
</tr>
<tr>
<td>They are swimming.</td>
<td>They are not swimming.</td>
</tr>
</tbody>
</table>

Table 14: Present Continuous Statements

1.2. Present Continuous Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Negative</strong></td>
</tr>
<tr>
<td><strong>Long Form</strong></td>
<td><strong>Contracted Form</strong></td>
</tr>
<tr>
<td>Are you swimming?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>Is he/she/it swimming?</td>
<td>Yes, he/she/it am.</td>
</tr>
<tr>
<td>Are you swimming?</td>
<td>Yes, we are.</td>
</tr>
<tr>
<td>Are they swimming?</td>
<td>Yes, they are.</td>
</tr>
</tbody>
</table>

Table 15: Present Continuous Yes/No Questions

1.3. Information Questions in Present Continuous Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are you doing?</strong></td>
<td>I’m studying English.</td>
</tr>
<tr>
<td><strong>Who is sitting</strong> in the living room?</td>
<td>My roommate’s sitting there.</td>
</tr>
<tr>
<td><strong>When are they coming?</strong></td>
<td>They’re coming soon.</td>
</tr>
<tr>
<td><strong>Where is she staying?</strong></td>
<td>She’s staying in a hotel.</td>
</tr>
<tr>
<td><strong>What is Tim looking for?</strong></td>
<td>He’s looking for his car key.</td>
</tr>
</tbody>
</table>

Table 16: Information Questions in Present Continuous Tense
2. Present Continuous Uses

Present continuous tense is used to express actions or situations in progress at the moment of speaking. This includes activities that are happening right now and current activities of a general nature. It can also refer to the future in some cases. It is important to note that it describes temporary activities rather than permanent activities like in present simple tense. However, some verbs are not used in continuous form but present simple is used instead. These verbs include feel, hear, see, smell, taste, believe, consider, doubt, forget, imagine, know, mean, notice, recognize, remember and understand.

Time expressions commonly used with this tense are now, right now, at the moment, still, today, nowadays, these days, and this year. For future references, tomorrow, next week, and soon are also used.

How present continuous tense is used is exemplified in the following table.

<table>
<thead>
<tr>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities happening at the moment of speaking</td>
<td>Sam is driving a car at the moment.</td>
</tr>
<tr>
<td></td>
<td>Sandy and Paula are not working on the computer now.</td>
</tr>
<tr>
<td></td>
<td>What are you doing right now?</td>
</tr>
<tr>
<td></td>
<td>Is he listening to the teacher?</td>
</tr>
<tr>
<td>Current activities</td>
<td>John is majoring in economics.</td>
</tr>
<tr>
<td></td>
<td>The freshmen are not taking many courses this semester.</td>
</tr>
<tr>
<td></td>
<td>We are working on a new project these days.</td>
</tr>
<tr>
<td>Reference to the future</td>
<td>Where are you going next summer?</td>
</tr>
<tr>
<td></td>
<td>They are moving into a new apartment tomorrow.</td>
</tr>
<tr>
<td></td>
<td>I am meeting my friends soon.</td>
</tr>
<tr>
<td></td>
<td>Tony is teaching public speaking next semester.</td>
</tr>
</tbody>
</table>

Table 17: Present Continuous Uses
Adapted from Werner & Nelson (2007: 16)
Exercise 8: What are these people doing? Look at the pictures and complete the sentence:

1. She __________________ for her family.

2. The hairdresser __________________ the woman’s hair.

3. Peter and Alice ___________________________________

4. My friend and I ______________________________

5. Tom ___________________________________


7. ______________________ to the beach with your family? Yes, I am.
8. James ____________. He is running.

9. Mack and Marley ___________ golf. They are planting trees.


11. The boys ___________ a museum. They are visiting the zoo.

12. They ___________ history at the moment.

          They are studying geometry.

13. It ___________ right now. It's sunny and hot.

Source: http://www.google.acom/th/
Exercise 9: Complete the following conversation with the right verbs using present continuous tense.

A: Hello, can I speak to Adam?
B: This is Adam, who (1) ________________?
A: Hi, this is Maya.
B: Hi Maya. What are you doing?
A: Oh, I (2) ___________ just ___________ TV. What are you doing?
B: Well, I (3) ______________ dinner.
A: What are you cooking?
B: I'm (4) __________ some potatoes, __________ some carrots and __________ a steak.
A: It sounds delicious.
B: What (5) _____________ you ____________ for dinner tonight?
A: Well, I don't have any plans.
B: Would you like to come over for dinner?
A: Great. Mack and Emma (6) ______________ also ______________. They ____________ at 7.00.
B: OK, I'll be there at seven, too. I (7) _______________ a bottle of wine and some chips.
A: Great! See you then. Bye.
B: Bye.

Exercise 10: Complete the following sentences with the correct form of the verb in brackets using present simple or present continuous.

1. Every day John (take) ______________ the train to go to his office.
2. At the moment we (do) _______________ an English exercise.
3. Tom and Jim (learn) _______________ French this year.
4. The department store (open) _______________ at 10.00 every morning from Monday to Friday.
5. Our grandparents (come) _______________ to see us next Sunday.
6. Tom (read) _______________ a book every morning on the train.
7. Jane usually (clean) ______________ the house on Saturdays.
8. At the moment she (write) ______________ a letter to a customer.
10. Today is Sunday. Tom and Jan (relax) _______________ in their garden.

Exercise 11: Present simple tense and present continuous tense: Complete the sentences below with the correct form of the verb in brackets using present simple or present continuous.

1. Please don't make so much noise. Your father (sleep) ______________.
2. How many languages (Sam/ speak) ______________?
3. That dictionary (not/ belong) _______________ to me.
4. Hurry! The bus (come). ____________ We (not/ want) ____________ to miss it.
5. The River Nile (flow) ______________ into the Mediterranean.
6. The river (flow) ______________ very fast today - much faster than usual.
7. We usually (grow) _______________ flowers in our garden, but this year we (not/grow) _______________ any.
8. A: Can you speak Japanese?
   B: No, but I (learn). ________________ Takeshi (teach) _______________ me.
9. You can borrow my umbrella. I (not/ need) ________________ it at the moment.
10. (At a party) I usually (enjoy) _______________ parties but I ______________ (not/ enjoy) this one very much.
11. Gregg says he's 70 - years old but I (not/ believe) _______________ him.
12. Rob is in New York at the moment. He (stay) _______________ at the Hilton Hotel. He usually (stay) _______________ at the Hilton Hotel when he is in New York.
13. My parents (live) ________________ in Toronto. They were born there and have never lived anywhere else.
   Where(your parents/ live) ________________?
14. Catherine (stay) __________________ with her sister at the moment, until she finds somewhere to live.

15. A: What (your sister/ do) ___________________.
   B: She's a teacher, but she (not/work) _______________ at the moment.

16. What time (the banks/ close) _______________ in the U.S.?

17. I don't understand the word 'exposure'. What (it/ mean) _______________?

18. He is still sick but he (get/ better) _______________ slowly.

**Exercise 12:** Complete the text below with the correct form of the verb in brackets using present simple or present continuous.

David Gordon's a famous pianist. He (1. have) _______________ two or three concerts every week. He (2. travel) _______________ a lot and this week he's in London. He _______________ (3. stay) at an expensive hotel. He's at his hotel now. He (4. have) _______________ his breakfast in the dining room. He (5. drink) _______________ a cup of coffee and he (6. read) _______________ a newspaper.

David's always very busy. He (7. play) _______________ the piano regularly. He (8. practice) _______________ for four hours every day. He (9. go) _______________ to bed late and he always (10. get up) _______________ early.

But he sometimes (11. get) _______________ dressed too quickly, and this morning he (12. wear) _______________ one black sock and one white one!

**Exercise 13:** Describe each picture using both present simple and present continuous.

**Example:**

![Image]

1. Tom/ normally/ tonight

Tom normally goes to bed late but tonight he is going to bed early.
2. The women usually/ now

3. Jessica/ often/ this evening

4. This couple/ not often/ next weekend

5. Tony/ in general/ right now

6. Mark/ normally/ this week

Source: https://www.google.co.th/
References


Course Syllabus

Chapter 3
Past Tenses

Objectives
After studying this chapter, students should be able to:
1. identify form and uses of past simple and past continuous tenses.
2. explain and use correct forms and time expressions of past simple and past continuous tenses in sentences.
3. use past simple tense to talk about actions in the past
4. talk about ongoing activities in specific time in the past using past continuous tense.
5. differentiate how to use past simple tense and past continuous tense by noticing meaning and different time expressions.
6. apply past simple and past continuous tenses in communicative contexts.

Contents
1. Past Simple Tense
   1.1. Warm-up Activity
   1.2. Grammar in Context
   1.3. Grammar Focus
      1.3.1. Past Simple Forms
      1.3.2. Past Simple Uses
      1.3.3. Exercises
2. Past Continuous Tense
   2.1. Warm-up Activity
   2.2. Grammar in Context
   2.3. Grammar Focus
      2.3.1. Past Continuous Forms
      2.3.2. Past Continuous Uses
      2.3.3. Exercises

References
Teaching and Learning Procedures

Students participate in the following teaching and learning activities.

1. Students do warm-up activities to review their prior knowledge about how to use past simple tense and past continuous tense by describing pictures using those tenses.

2. The lecturer tells the students to read the reading texts and notice how to use past simple tense and past continuous tense in context. The students discuss how to use the tenses and answer the questions about the texts.

3. The lecturer presents the lessons about forms and uses of past simple tense and past continuous tense as well as give more examples in different situations.

4. The lecturer shows the differences of how to use past simple tense and past continuous tense by telling the students to notice time expressions used with each tense.

5. The lecturer asks students to give more examples, practice orally in pairs or in group, and then do written exercises.

6. Students ask and answer questions using past simple tense and past continuous tense through communicative activities.

Teaching Materials

Students learn through the following teaching aids.

1. Textbook
2. PowerPoint Presentation
3. Worksheets

Evaluation

Students will be evaluated from the following activities.

1. Checking students’ attendance.
2. Observing students’ participation in discussion and pair work.
3. Checking students’ answers from the exercises and worksheets.
Chapter 3
Past Tenses

Past Simple Tense

Warm-up Activity

Look at the pictures and answer the question “What did they do yesterday?”

1. _________________________________________________
2. __________________________________________________
3. __________________________________________________
4. __________________________________________________
5. __________________________________________________

Source: https://www.google.co.th/
Grammar in Context

Read the following text about Anny's vacation and underline the past form of verbs. Then answer the questions about the text.

Last summer, I had a vacation. I travelled to Osaka, Japan. It is a beautiful city and I liked it a lot. The weather was fantastic. I stayed in a nice hotel called Mandarin close to the subway. I visited many places including Osaka Castle, Japanese Buddhist temples, and shopping centers. I bought some souvenirs for family and friends. I ate authentic Japanese food in several restaurants and I tried different dishes; I love Japanese food, especially Sushi. I had a great time there. I enjoyed my vacation very much.

Answer the questions:

1. What did Anny do last summer?

2. Where did she stay?

3. Did she visit many places? Where did she go?

4. What did she buy for her family and friends?

5. What is her favorite Japanese food?

6. Did she have a good time in Osaka? Why?
Grammar Focus: Past Simple Tense

1. Past Simple Tense Forms: Subject + Past form of verb (Verb+ed or irregular verb)

1.1. Past Simple Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I watch T.V.</td>
<td>I didn’t watch T.V.</td>
</tr>
<tr>
<td>You</td>
<td>You watch T.V.</td>
<td>You didn’t watch T.V.</td>
</tr>
<tr>
<td>He/she/it</td>
<td>He/she/it watch T.V.</td>
<td>He/she/it didn’t watch T.V.</td>
</tr>
<tr>
<td>We</td>
<td>We watch T.V.</td>
<td>We didn’t watch T.V.</td>
</tr>
<tr>
<td>They</td>
<td>They watch T.V.</td>
<td>They didn’t watch T.V.</td>
</tr>
</tbody>
</table>

Table 18: Past Simple Statements

1.2. Past Simple Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you watch T.V.?</td>
<td>Yes, I did. No, I didn’t.</td>
</tr>
<tr>
<td>Did she/he/it watch T.V.?</td>
<td>Yes, he/she/it did. No, he/she/it didn’t.</td>
</tr>
<tr>
<td>Did you watch T.V.?</td>
<td>Yes, we did. No, we didn’t.</td>
</tr>
<tr>
<td>Did they watch T.V.?</td>
<td>Yes, they did. No, they didn’t.</td>
</tr>
</tbody>
</table>

Table 19: Past Simple Yes/No Questions

1.3. Information Questions in Past Simple Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were you last night?</td>
<td>I was at home.</td>
</tr>
<tr>
<td>When was he born?</td>
<td>He was born in 1967.</td>
</tr>
<tr>
<td>What did you last weekend?</td>
<td>I went to the movies.</td>
</tr>
</tbody>
</table>

Table 20: Information Questions in Past Simple Tense
2. Past Simple Uses

2.1. Completed Actions in the Past

Past simple tense is used to express activities that started and finished at a specific time in the past. It can be a single action or a series of actions. Common time expressions appearing in past simple tense are *yesterday, three days ago, last year, in 2000, from May to July, for a long time, for 2 weeks, in the 1960s, in the last century, in the past,* etc..

Examples:
- Ann was born in 1969.
- Tom wasn’t at the dorm last weekend. He visited his parents.
- She flew to Sydney last night.
- They didn’t agree with their colleagues.
- Top returned home last Friday. He was so tired so he took a quick shower, had dinner and went to bed.
- A: What did he buy from the book store?
  B: He bought a dictionary.
- A: Where was Sara born?
  B: She was born in London, England.
- A: Did they go out last Friday?
  B: No, they didn’t. They studied for an exam.
- A: What did you do last weekend?
  B: I went shopping with my mom, had lunch at MK restaurant, and saw a movie.
2.2. Duration in the Past

Past simple is also used to explain the actions with a duration which began and finished in the past. Time expressions used to indicate the duration include *for a year, for ten minutes, all evening, all day, all week all year, etc.*

Examples:
- She *lived* in London for four years.
- They *were* in New York from Monday to Thursday of last week.
- We *did not stay* at the party the entire time.
- She *talked* on the phone with her boyfriend for an hour.
- A: How long *did* she *wait* for him?  
  B: She *waited* for him for half an hour.
- A: What *did* you *do* yesterday?  
  B: We just *relaxed* at home all day.
- A: *Did* the children *play* in the park the whole afternoon?  
  B: No, they *didn’t*. They *went* home after getting tired.

2.3. Habits/ Facts in the Past

Another use of past simple tense is to describe habits or facts in the past. It has similar meaning to "*used to*" which is used with the actions that were often repeated in the past but no longer true at present.

Examples:
- I *studied* French when I was in high school.
- He *was* shy as a child, but now he is very outgoing.
- The children *didn’t like* vegetables before.
- She *used enter* beauty contests.
A: Did you use to be very naughty when you were a child?
B: Yes, I did but now I’m a quiet boy.

A: Where did he use to work part time?
B: He used to work at a convenient store after school.

A: Did you play a musical instrument when you were little?
B: Yes, I did. I played a violin.

Adapted from Werner & Nelson (2007: 29-34)

Exercise 1: Put the verbs in the parentheses into past simple tense.

1. At noon, Julie (wash) her car.
2. (you / see) Tommy last night?
3. Last Sunday Peter (not / take) his girlfriend to the shopping center.
4. He (watch) the match all night.
5. I (live) in Paris for ten years.
6. (visit) she Big Ben in London?
7. Joan (fly) to Canada a week ago.
8. Yesterday, Mark (not / be) at school.
9. Saturday night Mike (take) the tube to the stadium.
10. Shellie (write) an email to her parents last night.

Exercise 2: Read the following conversation and put the verbs in past simple form.

Interviewer: Ms. Smith, I’m writing an article about new teachers for the school newspaper. Could you tell us something about your background?

Emma: Well, let’s see. I (1. be) born in Chicago. My family (2. move) to a small town in Indiana when I (3. be) twelve years old.

Interviewer: (4. You / like) that?

Emma: No, I (5. not like) it. I (6. not want) to leave all my friends behind. I (7. not be) happy in the beginning but eventually I (8. feel) better because I (9. make)
new friends. And then, after high school, I (10. go) _______________ away to college and I (11. graduate) _______________ from the University of Michigan when I (12. be) _______________ 21 years old. That (13. be) _______________ a great time in my life. And the same year I (14. start) _______________ to teach. I (15. teach) _______________ English for two years in a small high school before I moved here. Now I teach...

Exercise 3: Complete the questions and answer them by making up your own information using past simple tense.

1. What (you/ have) _______________ for breakfast this morning?
_________________________________________________________________

2. When (you/ last see) _______________ the movie?
_________________________________________________________________

3. How (you/ travel) _______________ to the university yesterday?
_________________________________________________________________

4. Who (repair) _______________ your computer?
_________________________________________________________________

5. Why (you/ be) _______________ absent last Monday?
_________________________________________________________________

6. When (they/ break) _______________ into the house?
_________________________________________________________________

7. Where (James/ live) _______________ in 2004?
_________________________________________________________________

8. What time (the train/ leave)? _______________
_________________________________________________________________

9. How much (this dress/ cost) _______________?
_________________________________________________________________

10. How many friends (he/ meet) _______________ at the party?
_________________________________________________________________

11. What (Jane/ use to) _______________ do when she was in high school?
_________________________________________________________________
12. (finish) __________ your roommate ___________ his/ her homework last night?

_________________________________________________________________

13. (this place/ use to) _________________ be a football field in the past?

_________________________________________________________________

14. When (Ben/ be) _________________ born?

_________________________________________________________________

15. (your roommate/ be) _________________ at the dorm last weekend?

_________________________________________________________________

Exercise 4: Write the questions to ask for the missing information about Jack Malone.

Jack Malone was born in (1.) _______________ on October 25, 1900. He began school when he was (2.) _______________ years old and continued until he was 18 years. He then went to New York University to learn (3.) _______________. He decided to study Medicine because (4.) _______________ when he was at school. When he studied at the university he met (5.) _______________. Cindy was a beautiful woman with long black hair. They went out (6.) _______________ years before they decided to get married. They had (7) _______________ children named Jackie and Peter. Jack began to work as a doctor as soon as he graduated from Medical School. The first hospital that he worked for was (8) _______________. It was a small hospital. He worked there (9) _______________ years before he moved to a bigger one. He and his family lived in New York City until he died in (10) _______________.

1. Where _______________ born?
2. How old _______________ when he began school?
3. What _______________ in New York?
4. Why _______________ medicine?
5. Who _______________ when he went to university?
6. How long _______________ before they decided to get married?
7. How many children _______________?
8. What ____________________________ that he worked for?
9. How long ____________________________ there?
10. When ____________________________?

Exercise 5: Work in pairs. Take turns to interview your partner using the following questions and write down the answers.

1. What time did you get up on Sunday?
   ______________________________________________________

2. Did you do your homework from the last lesson?
   ______________________________________________________

3. What did you do on Sunday afternoon?
   ______________________________________________________

4. What T.V. Program did you watch?
   ______________________________________________________

5. Did you meet someone over the weekend? Who was he/ she?
   ______________________________________________________

6. What did you eat during the weekend?
   ______________________________________________________

7. What was the most interesting thing that you did over the weekend?
   ______________________________________________________

8. Did you go shopping? If so what did you buy?
   ______________________________________________________

9. Where did you go last weekend?
   ______________________________________________________

10. Did you have a nice weekend?
    _____________________________________________________
Exercise 6: Put the following pictures about David in the correct order and then describe them using past simple tense.

1  2  3  4  5  6  7  8

a play  b get up  c buy presents  d take

e have an accident  f leave  g arrive  h go

Source: http://www.englishexercises.org/makeagame/viewgame.asp?id=405
Past Continuous Tense

Warm-up Activity

Look at the following pictures and describe what they were doing at this time yesterday?

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
4. __________________________________________________
5. __________________________________________________

Source: http://www.google.ac.th
Grammar in Context

Read the following text, underline the past continuous forms of verbs, discuss how they are used, and then answer the questions.

Last night a few things were happening when the lights went out in the village. Let's take a look at what they were doing during that time! A man who is a manager was repairing his computer while his wife was giving her baby a bath and the baby was crying. A woman was putting clothes in the washing machine while her husband was working on his laptop and their children were doing homework. A young man did not realize the lights went out because he was taking a nap. An old man and his wife were not sleeping but they were watching their favorite series on T.V. The lights went out for almost half an hour and everybody was upset. But why did the lights go out? The director of the power company claims that there was a blackout because it was raining heavily but it is said that they were having a party and they were not watching the controls. One said nobody was working in the control room at all. Right now the people are planning to send a complaint letter to the power company.

1. What was the man who is a manager doing when the lights went out?
______________________________________________________________

2. Why was the baby crying?
______________________________________________________________

3. What were the children doing while their mother was putting clothes in the washing machine?
______________________________________________________________

4. Why didn't the young man realize that the lights went out?
______________________________________________________________

5. Why wasn't the old couple sleeping?
______________________________________________________________

6. Based on the director of the power company's interview, why did the lights go out?
______________________________________________________________

7. What did most people believe was the cause of the blackout?
______________________________________________________________
Grammar Focus: Past Continuous Tense

1. Past Continuous Forms: Subject + was/ were + Verb +ing

1.1. Past continuous Statements

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was swimming.</td>
<td>I was not swimming.</td>
</tr>
<tr>
<td>You were swimming.</td>
<td>You were not swimming.</td>
</tr>
<tr>
<td>He/she/it was swimming.</td>
<td>He/she/it was not swimming.</td>
</tr>
<tr>
<td>We were swimming.</td>
<td>We were not swimming.</td>
</tr>
<tr>
<td>They were swimming.</td>
<td>They were not swimming.</td>
</tr>
</tbody>
</table>

Table 21: Past continuous Statements

1.2. Past Continuous Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you swimming?</td>
<td>Yes, I was. No, I was not No, I wasn’t.</td>
</tr>
<tr>
<td>Was he/she/it swimming?</td>
<td>Yes, he/she/it was. No, he/she/it was not. No, he/she/it wasn’t.</td>
</tr>
<tr>
<td>Were you swimming?</td>
<td>Yes, we were. No, we were not. No, we weren’t.</td>
</tr>
<tr>
<td>Were they swimming?</td>
<td>Yes, they were. No, they were not. No, they weren’t.</td>
</tr>
</tbody>
</table>

Table 22: Past Continuous Yes/No Questions

1.3. Information Questions in Past Continuous Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were you doing at 10.00 last night?</td>
<td>I was studying Japanese.</td>
</tr>
<tr>
<td>Who was working in the office all morning?</td>
<td>Mr. Lombard was working in the office all morning</td>
</tr>
<tr>
<td>What were they doing when the teacher arrived?</td>
<td>They were talking about the project.</td>
</tr>
</tbody>
</table>

Table 23: Information Questions in Past Continuous Tense
2. Past Continuous Uses

2.1. Activities in the recent past, at a specific time in the past, and during a period of time in the past

Present continuous tense is used to describe activities in the recent past *(time expressions: just, just a moment/ minute/ month ago)*

It is also used with activities at a specific time as a continuation in the past *(time expressions: at 6.00 o'clock yesterday, still, at that time, at this time yesterday/ last week/ month/ year)* as well as activities during a period time in the past *(time expressions: in summer, during the vacation, last week/semester, all day/ morning/ week/ month)*

Examples:

- We were running in the park a minute ago.
- The reporter was just announcing about the hurricane in the U.S.
- Last night at 7 p.m., I was watching the news on T.V.
- Yesterday at this time, we were having a party.
- She was studying in the library at the time of fire drills.
- They were preparing their presentation all morning.
- A: What were you doing during summer?
  B: I was travelling with my parents.
- A: Was he still sleeping at 6.00 o'clock this morning?
  B: No, he was taking a shower.
- A: Who were you talking to the whole morning?
  B: I was talking to my boyfriend.
- A: What was Jenny doing a moment ago?
  B: She was taking a mid-term test.
In past simple tense, a specific time is used to show when an action began or finished. In the past continuous, a specific time shows the continuation of the action.

Examples:

- Last night at 7 p.m., I **watched** the news on T.V.
  (I started watching the news on T.V. at 7.00 p.m.)
- Last night at 7 PM, I **was watching** the news on T.V.
  (I started earlier and at 7.00 p.m. I was in the process of watching the news on T.V.)

2.2. Interrupted activities in the past

Past continuous is used to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the past simple.

Examples:

- James **was staying** at home when his mother arrived. I **was watching** TV when he **called**.
- When the phone **rang**, she **was cooking** in the kitchen.
- While they **were playing tennis** the picnic, it **started** to rain.
- What **were you doing** when the lights **went out**?
- He **was listening** to his iPod, so he **didn't hear** the fire alarm.
- The children **were not listening** to the teacher when he **told** them to stop talking.
- While Tom **was sleeping** last night, someone **broke into** his house and **stole** his money.
- Simon **was not waiting** for us when we **got off** the plane.
- While I **was writing** the email, the computer suddenly **shut down**.
• A: What were you doing when you saw the accident?
  B: I was driving to work.
• A: Were you making a loud noise when the president came in?
  B: Of course not, we were doing exercises quietly.
• A: Was Jane working in the office when her boss called her?
  B: Yes, she was typing a letter for him.
• A: What was your father doing when you got home?
  B: He was fixing his car.

Note: It's important to notice that when you talk about actions in the past, "when" is normally followed by past simple verb tense, whereas "while" is usually followed by past continuous. "While" expresses the idea of "during that time.

2.3. Parallel activities

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
</table>

Source: http://www.englishpage.com

We can also past continuous with two actions happening at the same time. The activities are parallel so we use "while" to coordinate the two sentences.

Examples:
• I was doing homework while he was playing games.
• While Emma was teaching, some of her students were talking.
• They weren't paying attention while they were writing the letter, so they made many mistakes.
• Nanny wasn't working, while we were working hard.
• They were playing golf, talking about their projects, and having a good time.
• A: Were you listening while he was giving a presentation?
  B: Of course, it was a very interesting topic.
- A: What **were** you **doing** while we **were waiting for you**?
  B: I'm sorry. I **was trying** to get through the heavy traffic on the road.
- A: Where **were** they **going** while the others **were heading to the hotel**?
  B: They **were driving** to a convenience store to get some snacks.

**Note:** It is important to remember that **non-continuous verbs** cannot be used in any continuous tenses but you must **use past simple instead**.

**Examples:**
- James **was being** at home when his mother arrived. **Not Correct**
- James **was** at home when his mother arrived. **Correct**

Adapted from Fuchs, Bonner & Westheimer (2006: 36-37).

**Exercise 7: Put the verbs in the right form of past continuous tense.**
1. My mother (prepare) _____________________ dinner at 6.00 o'clock yesterday.
2. The students (study) _____________________ all morning.
3. They (not take) _____________________ any courses but they (travel) _____________________ during summer.
4. What (you/ do) _____________________ at this time last Monday?
5. I (ride) _____________________ a bike in the park.
6. (Tim/ work) _____________________ a moment ago?
7. He (have) _____________________ a meeting with his boss.
8. It (rain) _____________________ all day yesterday.
9. What (Susie/ wear) _____________________ at the party last night?
10. She (not participate) _____________________ in the party last night.

**Exercise 8: Write past simple or past continuous in the gaps.**
1. When the postman (come) _____________, my father (water) _____________ the trees.
2. He (look) _____________ for his car key but he (not find) _____________ it.
3. Jimmy (not work) _____________ in the office when the manager (call).
   _____________ He (visit) _____________ a construction site.
4. What (he/ eat) _____________ every morning when he (be) _____________ a kid?
5. Cherry (miss) _____________ the train because she (talk) _____________ with a friend on the phone.
6. The man's car (break) _____________ down while he (drive) _____________ on the road.
7. What (the women/ do) _____________ when it (start) _____________ raining?
8. (they/have) _____________ a picnic at that moment?
9. Last night, she (not write) _____________ a letter to her parents but she _____________ (send) them an email instead.
10. While my mother (carry) _____________ a big pile of books, she (fall) _____________ down the stairs.

**Exercise 9: Put the verbs in the right form of past simple or past continuous tense.**

1. A: What (you/ do) _____________ when the accident _____________ (occur)?
   B: I (drive) _____________ my car to the city.
2. When she (find) _____________ the wallet full of money, she (go, immediately) _____________ to the police station and (give) _____________ it to the police.
3. The nurse (suggest) _____________ that Sam (be) _____________ too sick to go to work and that he (need) _____________ to take a rest at home for a few days.
4. Martin (arrive) _____________ at Sara's house a little before 8.00 p.m. but she (not be) _____________ there. She (study) _____________ at the library for her final examination.
5. At this time yesterday, Sandy (set) _____________ the table for dinner while her roommate (cook) _____________ the meal.
6. A: I (call) _____________ you last night after dinner, but you (not be) there. Where (be) _____________ you?
   B: I (work out) _____________ at the fitness center.
7. When I (walk) _____________ into the busy office, the secretary (file) _____________ some documents, several clerks (work, busily) _____________ on their computers, some people _____________ (talk) on the phone while the managers (discuss, quietly) _____________ work issues.
8. May (watch) ____________ a horror movie on TV when the electricity (go) ____________ out. She (scream) ____________ and (run) ____________ to the neighbor’s house.

9. While Sharon (look) ____________ for a book in a book store she (meet) her old friend, John but she (not remember) ____________ him in the beginning until he (speak) ____________ to her.

10. It's incredible that you (ring) ____________ me because I (think, just) ____________ of you.

**Exercise 10: Use the verbs in parentheses to complete the text below with the appropriate tenses: past simple tense or past continuous tense.**

Last night, while I (1. do) ____________ my assignment, my old friend, Angie (2. knock) ____________ on the door. She said she (3. feel) ____________ lonely and (4. want) ____________ to speak to someone. She just (5. break) ____________ up with her boyfriend and (6. not want) ____________ to be by herself. While she (7. tell) ____________ me about her problems, she (8. cry) ____________. I (9. not know) ____________ what to do so I (10. just/try) ____________ to comfort and listen to her.

Angie first (11. meet) ____________ her boyfriend in a restaurant while she (12. work) ____________ part time as a waitress there. They (13. be) ____________ very happy together during the first few months but later on things (14. turn) ____________ out bitter. Yesterday evening while Angie (15. buy) ____________ some food in a supermarket, she (16. see) ____________ someone on the back that looked like her boyfriend. That man (17. walk) ____________ hand in hand with another woman. Suddenly, she (18. approach) ____________ them and she (19. extremely/ be) ____________ upset to find out that he (20. cheat) ____________ on her.
Exercise 11: Look at the following pictures and answer the questions based on the picture using both past continuous and past simple tense.  

Example: Alice/ bake/ burn

A: What was wrong with Alice yesterday evening?
B: While she was baking some cookies, she burned them.

1. Joy/ play/ break
A: What happened to Joy during the weekend?
B: ________________________________

2. Marley/ walk/ spill
A: What went wrong with Marley last night?
B: ________________________________
3. Tom/ drive/ hit
A: What was the matter with Tom at midnight?
B: __________________________________________________________

4. Anita/ work/ delete
A: Why did Anita get mad this morning?
B: __________________________________________________________

5. Vivien/ walk/ fall
A: What happened to Vivien last weekend?
B: __________________________________________________________

Source: https://www.google.co.th/
References


Course Syllabus
Chapter 4
Perfect Tenses

Objectives
After studying this chapter, students should be able to:
1. identify form and uses of present perfect, present perfect continuous, past perfect
and past perfect continuous tenses.
2. explain and use correct forms and time expressions of perfect tenses in sentences.
3. differentiate how to use present perfect and present perfect continuous by noticing
meaning and different time expressions.
4. identify how to use past perfect and past perfect continuous tenses by noticing
meaning and different time expressions.
5. apply present perfect, present perfect continuous, past perfect and past perfect
continuous tenses in communicative exercises.

Contents
1. Warm-up Activity
2. Grammar in Context
3. Grammar Focus
   3.1. Present Perfect Tense
       3.1.1. Present Perfect Tense Forms
       3.1.2. Present Perfect Tense Uses
       3.1.3. Exercises
   3.2. Present Perfect Continuous Tense
       3.2.1. Present Perfect Continuous Tense Forms
       3.2.2. Present Perfect Continuous Tense Uses
       3.2.3. Exercises
   3.3. Past Perfect Tense
       3.3.1. Past Perfect Tense Forms
       3.3.2. Past Perfect Tense Uses
       3.3.3. Exercises
3.4. Past Perfect Continuous Tense

3.4.1. Past Perfect Continuous Tense Forms

3.4.2. Past Perfect Continuous Tense Uses

3.4.3. Exercises

References

Teaching and Learning Procedures

Students participate in the following teaching and learning activities.

1. Students do warm-up activities to review their prior knowledge about how to use present perfect, present perfect continuous, past perfect and past perfect continuous tenses.

2. The lecturer tells the students to read the reading texts and notice how to use present perfect, present perfect continuous, past perfect and past perfect continuous tenses in contexts. The students discuss how to use the tenses and answer the questions about the texts.

3. The lecturer presents the lessons about forms and uses of the perfect tenses and gives more examples in different situations. Then the lecturer shows the differences of how to use the tenses by telling the students to notice meaning and time expressions used with each tense.

4. The lecturer asks students to give more examples, practice orally in pairs or in group, and then do written exercises.

5. Students ask and answer questions using perfect tenses through communicative activities.

Teaching Materials

Students learn through the following teaching aids.

1. Textbook

2. PowerPoint Presentation

3. Worksheets

Evaluation

Students will be evaluated from the following activities.

1. Checking students’ attendance.

2. Observing students’ participation in discussion and pair work.

3. Checking students’ answers from the exercises and worksheets.
Chapter 4
Perfect Tenses

Present Perfect Tense

Warm-up Activity

In pairs, take turns to ask and answer the following survey, discuss the answers with your classmates, and then write down what your partner has done or has not done.

Question:  A: Have you ever………………………….?

B: Yes, I have./ No, I haven’t.

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. … been bitten by an animal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. … visited a foreign county?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. … been in a car accident?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. … worked part time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. … met a famous person?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. … failed a test?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. … participated in a contest?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. … got lost in the woods?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. … found a banknote on the street?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. … fallen in love with someone at first sight.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grammar in Context

Read the following conversation and underline the present perfect and present perfect continuous forms of verbs. Then answer the questions.

Sam: Judy has been typing letters since 9 A.M.

Tony: Really? How many letters has she already typed?

Sam: She’s typed 25 letters today. Her new boss has asked her to finish so many things.

Tony: Yeah, I’ve seen that she has been running around since this morning.

Sam: Unfortunately, she has never worked this hard before,

Tony: How long has she worked with her new boss?

Sam: She’s worked with him for a few days. The new manager has just started working here recently. By the way, what have you been working on so far?

Tony: Well, I have been busy with many projects too but I have just finished the new branch project and I have been focusing on a new product for a week. How about you? Have you completed the financial report yet?

Sam: Not yet. I’ve been trying to finish it this week.

1. Where does the conversation take place?

2. What is the relationship of the speakers?

3. Who has been typing letters?

4. How long has she worked with the new boss?

5. Who’s just started working there?

6. What has Tony been working on?

7. Has Sam finished his report yet?
Grammar Focus: Present Perfect Tense

1. Present Perfect Tense Forms: Subject + have/has or past participle verbs

1.1. Present Perfect Statements

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have eaten.</td>
<td>I have not eaten.</td>
</tr>
<tr>
<td>You have eaten.</td>
<td>You have not eaten.</td>
</tr>
<tr>
<td>He/she/it has eaten.</td>
<td>He/she/it has not eaten.</td>
</tr>
<tr>
<td>We have eaten.</td>
<td>We have not eaten.</td>
</tr>
<tr>
<td>They have eaten.</td>
<td>They have not eaten.</td>
</tr>
</tbody>
</table>

Table 24: Present Perfect Statements

1.2. Present Perfect Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you eaten?</td>
<td>Yes, I have.</td>
</tr>
<tr>
<td>Has she/he/it eaten?</td>
<td>Yes, he/she/it has.</td>
</tr>
<tr>
<td>Have you eaten?</td>
<td>Yes, we have.</td>
</tr>
<tr>
<td>Have they eaten?</td>
<td>Yes, they have.</td>
</tr>
</tbody>
</table>

Table 25: Present Perfect Yes/No Questions

1.3. Information Questions in Present Perfect Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long have you worked for this company?</td>
<td>I’ve worked here for 10 years.</td>
</tr>
<tr>
<td>How many times has Tom seen this movie?</td>
<td>He’s seen it twice.</td>
</tr>
<tr>
<td>Who has finished their work, raise your hand?</td>
<td>We all have already finished it.</td>
</tr>
<tr>
<td>Which book have they read?</td>
<td>They’ve just read Harry Potter.</td>
</tr>
</tbody>
</table>

Table 26: Information Questions in Present Perfect Tense
2. Present Perfect Uses

2.1. Actions from the past until now

Source: http://www.englishpage.com

Present perfect tense is used to show that something began in the past and has continued up until now. *For* and *since* are commonly found in this use. *For* explains the length of time while *since* refers to the beginning point of time.

**Examples:**
- **I have lived** in Udon Thani *since* I was born.
- **David has taught** at the university *since* 2000.
- **They have been** in love *since* they first met.
- **We haven't seen** him *for* a long time.
- **Tim has had** a fever for a week.
- **The student has been** in London for 2 months.
- **A:** How long *has* he *studied* in the library?
  **B:** He's *studied* there *since* it was open in the morning.
- **A:** How long *have* you *owned* this car?
  **B:** I've *had* it *for* 10 years.
- **A:** How long *has* she *worked* as a secretary?
  **B:** She *has worked* as a secretary *since* she graduated from the college.
- **A:** Has she *been* a manager for a long time?
  **B:** Yes, she has. She’s *been* a manager *for* many years.
- **A:** Have they *bought* a new house *since* they moved here?
  **B:** Yes they *have*.
- **A:** How long *have* you and your best friend *known* each other?
  **B:** We've *known* each other *since* we were in high school.
2.2. Actions at Unspecified Time in the Past

Another use of present perfect tense is to refer complete actions such as experience, change over time, and accomplishments that happened at an unspecified time before now. The focus is on the actions, so specific time expressions are not mentioned. However, unspecific expressions including lately, recently, ever, never, once, many times, several times, before, so far, already, yet, etc. are normally used instead.

Examples:

- He has sold his old car recently.
- We haven’t heard from them lately.
- I have been to that place several times.
- I think I haven’t seen this movie yet.
- There have been a number of big floods in Thailand.
- Her English has improved a lot so far.
- The students have learned a lot from the exhibition.
- Most students have never traveled to a foreign country.
- Many people have already arrived at the party.
- A: Who is the greatest person you have ever met?
  B: My English teacher is the greatest person that I have ever met.
- A: Have you ever been to Japan?
  B: Yes, I have. I’ve been there once.
- A: Have they finished their homework yet?
  B: Yes, they have. They’ve just finished it.
- A: I haven’t had lunch yet, have you?
  H: Not yet. Let’s go to the canteen.
Note: When specific time is focused, past simple tense is used with specific time expressions like yesterday, last year, two days ago, in 1998, etc.

Examples:

- A: Where have they spent their holiday?
  B: They’ve chosen to go to Phuket.
- A: When did they travel?
  B: They flew there last week.
- A: Did you meet Ann this morning?
  B: No. I didn’t. haven’t met her lately.

Adapted from Werner (1996: 77)

Exercise 1: Complete the sentences with present perfect form of the verbs in brackets.

1. Sara is the most beautiful girl that Ken (date) ______________________.
2. Terry (forget) ______________________ to take his text book again.
3. I (not check) ______________________ my emails for a week.
4. __________________ your father (go) __________________ to work yet?
5. The doctor (take) ______________________ my blood pressure already.
6. Christopher (suffer) ______________________ from allergies since he was young.
7. The teachers (assign) ______________________ two projects for this semester.
8. __________________ the children ever (be) __________________ to the zoo?
9. Rob and Fred (fall off) ______________________ their motorbikes many times.
10. Carol (not have) ______________________ a boyfriend yet.
11. Paul (wash) ______________________ just __________________ his car.
12. I (change) __________________ never __________________ my cell phone's wallpaper.
13. Somebody (break) __________________ into the house and (steal) __________________ some money.
14. __________________ Mark (get) __________________ a new job?
15. Paul (not begin) ______________________ his French lessons yet.
Exercise 2: In pairs, ask and answer each question using present perfect verb forms based on each picture.

Example: 1. A: How long have they been married?
B: They have been married for more than 20 years.

2. A: How long ___________ he ______________ in the bank?
B: ____________________________.

3. A: What ___________ he just ________________?
B: ____________________________.

4. A: ___________________ she ________________ the dishes yet?
B: Yes, ____________________________.

5. A: What ________________ the woman ________________ to the boy?
B: ____________________________.

6. A: Where ________________ they ________________ to?
B: ____________________________.

Source: https://www.google.co.th/
Exercise 3: Complete the sentences with the correct forms of verbs in the brackets using present perfect or past simple.

1. A: (you/ ever be) ______________ to the United States?
   B: Yes, I (go) ______________ there many years ago.

2. A: (your mother/ meet) ______________ your boyfriend?
   B: No, she (not meet) ______________ him yet.

3. A: (father/ ever visit) ______________ the National Gallery?
   B: Yes, he has.
   A: When (he/ go) ______________ there?
   B: He (go) ______________ there last January.

4. Yesterday I (see) ______________ a big blue Volvo parking in front of our house but I (not see) ______________ the driver.

5. There (not be) ______________ any changes since I (use) ______________ this whitening cream a week ago.

6. We (not hang out) ______________ at the beach last Sunday because it ______________ (rain).

7. A: Is the window open?
   B: Yes, this boy (just open) ______________ it.

8. A: Where is Joe?
   B: He (go) ______________ to the convenient store.

9. A: Is Dora in the office?
   B: Yes, she (be) ______________ to the post office, but she (just get) ______________ back.

10. A: Where are the children?
    B: They (ride) ______________ a bike to the park a minute ago.

11. A: How long (your family/ live) ______________ in this street?
    B: We (move) ______________ here four years ago.

12. A: (ever lose) ______________ you ______________ your keys?
    B: Yes, many times.
    A: Where (you find) ______________ them?
    B: Sometimes, I (leave) ______________ them at home.

13. A: What is the best Japanese food that you (ever eat)? ______________
    B: I (try) ______________ a few restaurants and I think Fuji is the best.
Present Perfect Continuous

1. Present Perfect Continuous Forms: S + have/ has been + V+ing

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been sleeping.</td>
<td>I have not been sleeping.</td>
<td>Have I been sleeping?</td>
</tr>
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<td>You have not been sleeping.</td>
<td>Have you been sleeping?</td>
</tr>
<tr>
<td>We have been sleeping.</td>
<td>We have not been sleeping.</td>
<td>Have we been sleeping?</td>
</tr>
<tr>
<td>They have been sleeping.</td>
<td>They have not been sleeping.</td>
<td>Have they been sleeping?</td>
</tr>
<tr>
<td>He has been sleeping.</td>
<td>He has not been sleeping.</td>
<td>Has he been sleeping?</td>
</tr>
<tr>
<td>She has been sleeping.</td>
<td>She has not been sleeping.</td>
<td>Has she been sleeping?</td>
</tr>
<tr>
<td>It has been sleeping.</td>
<td>It has not been sleeping.</td>
<td>Has it been sleeping?</td>
</tr>
</tbody>
</table>

Table 27: Present Perfect Continuous Forms

2. Present Perfect Continuous Use: Actions from the Past to the Present

Present perfect continuous is used to show activities that began in the past and have continued to the present similar to the use of present perfect tense. However, present perfect continuous tense is only used with action verbs to emphasize that the actions have been continuing to the moment of speaking. Time expressions which appear in this tense are **since, for, lately,** and **recently.**

Examples:
- They have been waiting for the bus for almost an hour.
- Lisa has been working at that company for many years.
- Paul has been teaching at our university for a few years.
- We have been studying English since we were in kindergarten.
• Cathie hasn't been talking to her boyfriend since yesterday.
• The students haven't been practicing their English lately.
• A: Why has David not been feeling well lately?
  B: He hasn't been exercising.
• A: What have they been doing for the last 30 minutes?
  B: They've been singing and dancing.
• A: How long has he been sleeping?
  B: He's been sleeping for about 2 hours.
• A: Have you been playing games?
  B: Yes I have. I've been trying to win but I haven't accomplished it yet.

Adapted from Murphy & Smalzer (2002: 18)

Exercise 4: Complete the sentences with present perfect continuous form of the verbs in the brackets.

1. My friends and I (not exercise) __________________ much lately.
2. Marley (not study) __________________ Japanese this last month.
3. The wound on my leg (bleed) __________________ on and off all morning.
4. My roommate and I have the flu. We (not work) __________________ all week.
5. Since the doctor told me not to eat too much carbohydrate for dinner, I (eat) __________________ a lot of vegetables and fruit.
6. Mary (read) __________________ the novel all day.
7. For five years, Richard (suffer) __________________ from allergies.
8. A: How long (the students/practice) __________________ the English drama?
   B: They __________________ it for weeks.
9. A: What (your roommate/ do) __________________ lately?
   B: She (attend) __________________ Samba dance class.
10. A: (it/ rain) __________________ in Thailand recently?
    B: It __________________ a lot these days.
Exercise: 5 Use the verbs in parentheses to complete the text below with the appropriate tenses: present perfect or present perfect continuous. In some sentences both tenses can be used.

1. Judy: How long (be) ___________________ in the U.S.?
   Alex: I (study) ___________________ here for more than 2 years.
2. My boyfriend (own) ___________________ the same car for more than ten years.
   He’s thinking about buying a new one.
3. Jane (love) ___________________ hot chocolate since she was a child. You might even call her Miss "Hot chocoholic."
4. Matt and Lidia (have) ___________________ some difficulties in their relationship lately, so they (go) ___________________ to a marriage counselor. I hope they work everything out.
5. Joseph (work) ___________________ for the company since he graduated from the university. Until recently, he (not enjoy) ___________________ his work and now he is talking about retiring.
6. Lately, I (think) ___________________ about changing my job because I (become) ___________________ dissatisfied with the conditions at my company.

Exercise 6: Use the words in parentheses to complete the text below with the appropriate tenses: Present Perfect / Present Perfect Continuous

**Robert:** I think the waiter (1. forget) ___________________ us. We (2. wait) ___________________ here for a while and nobody (3. take) ___________________ our order yet.

**Miki:** I think you're right. She (4. walk) ___________________ past us at least 10 times. She probably thinks we (5. order/ already) ___________________.

**Robert:** Look at that customers over there, they (6. be/ only) ___________________ here for five or ten minutes and they already have their food.

**Miki:** She must realize we (7. not order) ___________________ yet! We (8. sit) ___________________ here for fifteen minutes staring at her.

**Robert:** I don't know if she (9. notice/ even) ___________________ us. She (10. run) ___________________ from table to table taking orders and serving food.

**Miki:** That's true. Let's get out of here to get some fast food instead!
Past Perfect Tense and Past Continuous Tenses

Warm-up Activity

Look at the following pictures and answer “what had they done before they went to bed last night?”

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________
5. _____________________________________________________

Source: https://www.google.co.th/
Grammar in context

Read the following conversations, underline past perfect and past perfect continuous forms of verbs and answer the questions.

**Conversation 1:**

Ann: How was your sister’s trip to Bangkok?
Bob: She didn't travel to Bangkok as she had intended.
Ann: What happened? I thought she was going.
Bob: She missed the train.
Ann: She missed the train? What a pity! How come??
Bob: Yeah. She was late. By the time I dropped her off at the railway station, the train had already departed.

1. Did Bob’s sister go to Bangkok?
   
2. What had happened when she got to the railway station?

**Conversation 2:**

Alice: Mr. and Mrs. Dalton moved to Chicago last weekend.
Nita: That's sad news. They had been living in this neighborhood for 10 years.
Alice: Yeah, but Mrs. Dalton was promoted to a higher position in the new branch there.
Nita: She deserved it because she had been working for the company for such a long time.
Alice: Right. She had been investing her energy and time in her professional development.
Nita: Did you have a chance to see them before they left?
Alice: Unfortunately not! By the time I went to say good bye to them, they had already gone.

1. How long had the Daltons been living in the neighborhood before they moved?
   
2. Why did she deserve to be promoted?
Past Perfect Tense

1. Past Perfect Tense Forms: Subject + had + past participle verb

1.1. Past Perfect Statements

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Form</strong></td>
<td><strong>Contracted Form</strong></td>
</tr>
<tr>
<td>I had eaten.</td>
<td>I had not eaten.</td>
</tr>
<tr>
<td>You had eaten.</td>
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</tr>
<tr>
<td>He/she/it had eaten.</td>
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</tr>
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</tr>
<tr>
<td>They had eaten.</td>
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</tr>
</tbody>
</table>

Table 28: Past Perfect Statements

1.2. Past Perfect Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
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<td>Yes, we had.</td>
</tr>
<tr>
<td>Had they eaten?</td>
<td>Yes, they had.</td>
</tr>
</tbody>
</table>

Table 29: Past Perfect Yes/No Questions

1.3. Information Questions in Present Perfect Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long had he worked for the company?</td>
<td>He’d worked here for 5 years.</td>
</tr>
<tr>
<td>Where had you last seen Tom?</td>
<td>I’d seen him in front of the park.</td>
</tr>
<tr>
<td>What had happened to him?</td>
<td>He’d had an accident before he arrived at the office.</td>
</tr>
</tbody>
</table>

Table 30: Information Questions in Present Perfect Tense
2. Past Perfect Tense Use: Completed Activities before Something in the Past

Source: http://www.englishpage.com

Past perfect tense is used to express activities that started and completed before another event or a specific time in the past. It is normally used in past simple tense. We use past perfect to show the activity that was completed before and use past simple for the later event. Time expressions that often appear with the past perfect are before, by the time, until, just, already, ever, never, etc.

Examples:

- My boss had already arrived at work before 8.30.
- Paul had worked in New Zealand until 2006.
- By the time my dad got home last night, my mom had gone to bed.
- The children had never been to the beach until they went to Pattaya last year.
- We had owned that house for many years before we sold it.
- She didn’t have any money because someone had stolen her purse.
- Tony had lived in Australia for half of his life before he moved to Thailand.
- Before we had dinner, we had seen the movie.
- They were not able to get a table at the restaurant because they hadn’t reserved it in advance.
- A: Had Tim ever travelled to the Japan before the trip last year?
  B: Yes, he had been there once before.
- A: Where had he worked before he applied for a job in our company?
  B: He’d worked for IBM.
• A: What **had** she **done** before she **got** married?
  B: She **had been** a model.

• A: **Had** Suda **passed** TOEFL before she **studied** in the U.S.?
  B: No, she **hadn't**.

  *Adapted from Fuchs & Bonner (2006: 29-32).*

**Exercise 7:** Complete the following conversation with past perfect tense.

A: Were Mr. and Mrs. Perkins prepared for their vacation to Europe?
B: They thought they (1. prepare) ______________ everything very well, but they had a problem.
A: Why? What happened?
B: They (2. pack) ______________ their luggage several days ahead of time.
A: (3. They/ buy) ______________ traveler's checks or (4. exchange) ______________ some Euros at the bank?
B: Yes, they had. They (5. even/ take) ______________ their dog to the pet care shop.
A: So, what was the problem?
B: When they arrived at the airport, they realized they (6. forget) ______________ to bring their passport with them!

**Exercise 8:** Use the verbs in parentheses to complete the text below with the appropriate tenses: past simple or past perfect.

1. **Before Bob** (hand in) ______________ his assignment, he (spend) ______________ a lot of time on it.
2. **The teacher** (finish) ______________ the lesson when some students (walk) ______________ in.
3. **When I** (arrive) ______________ home last night, my mom (have) ______________ dinner.
4. **Since Paula started learning English,** she (never/ speak) ______________ in public until last week, she (participate) ______________ in a speech contest. She was very excited.
5. The traffic was bad this morning. By the time they got to class, the lesson (begin/ already) _____________________.
6. When I (turn) ____________________ the T.V. on yesterday evening, I (see) ____________________ my favorite actress that I (not see) ____________________ for a long time.
7. Last week, we (run) ____________________ into one of our high school teachers that we (not meet) ____________________ for years.
8. A: Where (he/ work) ____________________ before he (get) ____________________ a job at the bank?
   B: He (work) ____________________ part time as an accountant at a shop.
9. A: (the meeting/ start) ____________________ when John (come) ____________________ in?
   B: Not yet. It (not begin) ____________________ until 9.00.
10. A: What (the juniors/ study) ____________________ before they (take) ____________________ Listening and Speaking 2?
    B: They (take) ____________________ Listening and Speaking 1.

**Exercise 9: Complete the blanks with the right forms of verbs: past perfect or past simple.**

I can't believe I (1. get) ____________________ that job. I (2. submit) ____________________ my application last week. I didn't think I had a chance to get it because many people (3. place/ already) ____________________ their applications. I (4. never/ expect) ____________________ to get an interview until the secretary (5. call) ____________________ me up a week later. When I (6. arrive) ____________________ at the office, there (7. be) ____________________ many people waiting for the interview. I (8. not have) ____________________ experience in job interview before so I (9. be) ____________________ very excited and worried. The interviewers (10. ask) ____________________ me many questions before they (11. let) ____________________ me out. It was an exciting experience for me.
Past Perfect Continuous

1. Past perfect continuous form: Subject + had + been + V.ing

1.1. Past Perfect Continuous Statements

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</tr>
</tbody>
</table>

Table 31: Past Perfect Continuous Statements

1.2. Past Perfect Continuous Yes/No Questions

<table>
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<th>Questions</th>
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</tr>
</thead>
<tbody>
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<tr>
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<td>Yes, they had.</td>
</tr>
</tbody>
</table>

Table 30: Past Perfect Continuous Yes/No Questions

1.3. Information Questions in Past Perfect Continuous Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long <strong>had he been working</strong> for the company before he decided to quit?</td>
<td>He’d been working there for several years.</td>
</tr>
<tr>
<td>I saw you at the airport, who <strong>had you been waiting</strong> for?</td>
<td>I’d been waiting for my dad.</td>
</tr>
</tbody>
</table>

Table 31: Information Questions in Past Perfect Continuous Tense
2. Past Perfect Continuous Use: Duration before Something in the Past

Past perfect continuous is used to express duration of activities that began in the past and continued up until another time in the past. It can also be used to show the cause of something in the past. Only actions verbs are commonly used with this tense.

Examples:

- I had been teaching for 6 hours before I left.
- She had not been working on her assignment when her boss asked to see the progress.
- Nicky wanted to lie down because she had been standing all day at work.
- James felt exhausted after he had been running 4 miles.
- Sydney and Jack gained weight because they had been eating junk food for years.
- A: How long had they been waiting for the train this morning?
  B: They'd been waiting for a few hours.
- A: What had she been studying before she changed her major?
  B: She'd been studying nursing.
- A: What had they been doing before their parents got home?
  B: They'd been playing and running around the house.
- A: Why did Mack fail the test?
  B: He hadn't been attending class.

Adapted from Fuchs & Bonner (2006: 29-32).

Exercise 10: Put the verbs into the correct form of past perfect continuous.

1. They (sleep) ______________________ for over 10 hours when we woke them up.
2. We (wait) ______________________ at the station for two hours when the bus finally arrived.
3. She caught a cold because she (not eat) __________________ properly.

4. Jenny (look for) ____________________ her earring for a while until she found it in the bathroom.

5. Frank caught the flu because he (walk) ____________________ in the rain too long.

6. Last night he (drive) ____________________ on the highway when his car ran out of petrol.

7. He didn’t feel healthy, because he (not go) ____________________ to the gym.

8. The farmers were very tired in the evening because they (work) ____________________ on the farm all day.

9. The students were in trouble with the teacher because they (not come) ____________________ to class on time.

10. We (cycle) ____________________ all day so our legs were sore in the evening.

Exercise 11: Make the past perfect continuous questions and answer them using your own information.

1. How long (learn / Maumi) ___________________ English before she went to New York?
   ___________________________________________________________________

2. Why did you get a stomach ache, (you / eat) ____________________ enough?
   ___________________________________________________________________

3. (it / rain) ____________________ when you left home?
   ___________________________________________________________________

4. How long (he / live) ____________________ in Bangkok when he got that job?
   ___________________________________________________________________

5. Why (your roommate / study) ____________________ so hard?
   ___________________________________________________________________

6. How long (he / play) ____________________ tennis when he got injured?
   ___________________________________________________________________

7. Why was the apartment so messy? What (they / do) ____________________?
   ___________________________________________________________________
8. (you / study) _____________________ hard for the exam that day?
   ___________________________________________________________________

9. How long (they / wait) _____________________ when their friends finally arrived?
   ___________________________________________________________________

10. (she / see) _____________________ him for long when they got married?
    ___________________________________________________________________

Exercise 12: Use the verbs in the parentheses to complete the text in the
right forms: past perfect or past perfect continuous.

We’re sorry Laura and I went to the concert without you last night, but we told
you to meet us early because the concert started at 7:30. I (1. try)
_____________________ to get tickets for the concert for months, and we didn’t want
to miss it. By the time we finally left the coffee shop where we were supposed to meet,
we (2. have) _____________________ three cups of coffee and we (3. wait)
_____________________ over an hour. We had to leave because we (4. arrange)
_____________________ to meet another friend, Judy in front of the concert hall.

When we arrived at the theater, Judy (5. pick/ already) ____________________
up the tickets and she was waiting for us in the front. She was really mad because she
(6. wait) _____________________ for more than half an hour. She said she (7. give/
almost) _____________________ up and (8. go) _____________________ into the hall
without us.

Judy told us that you (9. be) _____________________ late several times in the
past and that she would not make any plans with you again in the future. She
mentioned that she (10. miss) _____________________ several things because of your
late arrivals. I think you owe us an apology. And in the future, we suggest you be on
time!
References


Objectives

After studying this chapter, students should be able to:

1. identify form and uses of future simple tense, to be going to, future perfect and future perfect continuous tenses.
2. explain and use correct forms and time expressions of the future tenses in sentences.
3. differentiate how to use future simple tense and be going to by noticing meaning and different time expressions.
4. identify how to use future perfect and future perfect continuous tenses by noticing meaning and different time expressions.
5. apply future simple tense, to be going to, future perfect and future perfect continuous tenses in communicative exercises.

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1. Warm-up Activity
2. Grammar in Context
3. Grammar Focus
   3.1. Future Simple Tense
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      3.1.2. Future Simple Tense Uses
      3.1.3. Exercises
   3.2. Be Going to
      3.2.1. Be Going to Forms
      3.2.2. Be Going to Uses
      3.2.3. Exercises
   3.3. Future Perfect Tense
      3.3.1. Future Perfect Tense Forms
      3.3.2. Future Perfect Tense Uses
3.3.3. Exercises

3.4. Future Perfect Tense Continuous Tense
   3.4.1. Future Perfect Tense Continuous Tense Forms
   3.4.2. Future Perfect Tense Uses
   3.4.3. Exercises

References

Teaching and Learning Procedures
1. Students do warm-up activities to review their prior knowledge about how to use future simple tense, to be going to, future perfect and future perfect continuous tenses.
2. The lecturer tells the students to read the reading texts and notice how to use future simple tense, to be going to, future perfect and future perfect continuous tenses in contexts. The students discuss how to use the tenses and answer the questions about the texts.
3. The lecturer presents the lessons about forms and uses of the future tenses and gives more examples in different situations. Then the lecturer shows the differences of how to use the tenses by telling the students to notice meaning and time expressions used with each tense.
4. The lecturer asks students to give more examples, practice orally in pairs or in group, and then do written exercises.
5. Students ask and answer questions using future tenses through communicative activities.

Teaching Materials
   Students learn through the following teaching aids.
1. Textbook
2. PowerPoint Presentation
3. Worksheets

Evaluation
   Students will be evaluated from the following activities.
1. Checking students’ attendance.
2. Observing students’ participation in discussion and pair work.
3. Checking students’ answers from the exercises and worksheets.
Chapter 5

Future Tenses

Future Simple Tense

Warm-up Activity

Ask your classmates the following questions and write down one name that matches each item. Then report the results to class.

Find someone who...

<table>
<thead>
<tr>
<th>Items</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. … will go to the library this evening.</td>
<td></td>
</tr>
<tr>
<td>2. … is going to take summer courses.</td>
<td></td>
</tr>
<tr>
<td>3. … will never be late for class.</td>
<td></td>
</tr>
<tr>
<td>4. … will graduate in four years.</td>
<td></td>
</tr>
<tr>
<td>5. … is going to be a flight attendant after graduating.</td>
<td></td>
</tr>
<tr>
<td>6. … is going abroad in the future.</td>
<td></td>
</tr>
<tr>
<td>7. … will not have a boyfriend/ girlfriend before graduating.</td>
<td></td>
</tr>
<tr>
<td>8. … is not going to stay up later than midnight</td>
<td></td>
</tr>
<tr>
<td>9. … will be having a party on Saturday evening.</td>
<td></td>
</tr>
<tr>
<td>10. … will study hard for the test.</td>
<td></td>
</tr>
<tr>
<td>11. … will not be cooking dinner at 7.00 tonight.</td>
<td></td>
</tr>
<tr>
<td>12. … is going to be working part time during next summer.</td>
<td></td>
</tr>
<tr>
<td>13. … will do her/ his homework by her/himself.</td>
<td></td>
</tr>
<tr>
<td>14. … will take care of her/his parents when they get old.</td>
<td></td>
</tr>
<tr>
<td>15. … will not forget to take textbooks.</td>
<td></td>
</tr>
</tbody>
</table>
Grammar in Context

Read the following conversations and underline future simple tense verbs and related structure. Then answer the questions and discuss the forms and uses of the future simple tense and related structure.

Ben: What will you do tomorrow?
Hana: Nothing much. I'll be at home and watch T.V. as usual.
Ben: Let's go to the movies then.
Hana: That's a good idea.
Ben: I'll pick you up at 11.00. We'll have lunch first and see a movie at 2.15 p.m.
Hana: Will you ask May to join us?
Ben: No, I won't. She won't go with us because she will study for her exam.
Hana: I'll be ready at 11.00 then.

1. What will they do tomorrow?
   ________________________________________________________________
2. What time will Ben pick Hana up?
   ________________________________________________________________
3. Why won't May join them?
   ________________________________________________________________

Conversation 2

Gaga: What are you going to do next summer, Hank?
Hank: I'm going to take summer courses. How about you, Gaga?
Gaga: I'm not sure yet but I'm not going to take any courses. I'm probably going to work part time to earn some money for next semester.
Hank: Good idea! How about your roommate? Is she going to work too?
Gaga: I don't think so. She's going to visit her mother in Germany.
Hank: Wow! That's a good plan.

1. What is Hank going to do next summer?
    ________________________________________________________________
2. Is Gaga going to take summer courses too? If not, what's she going to do?
    ________________________________________________________________
3. Where's Gaga's roommate going next summer?
    ________________________________________________________________
Grammar Focus

Future Simple Tense

1. Future Simple Form: Subject + will/shall + Infinitive form of verb

1.1. Future Simple Statements

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will swim.</td>
<td>I will not swim.</td>
</tr>
<tr>
<td>You will swim.</td>
<td>You will not swim.</td>
</tr>
<tr>
<td>He/she/it will swim.</td>
<td>He/she/it will not swim.</td>
</tr>
<tr>
<td>We will swim.</td>
<td>We will not swim.</td>
</tr>
<tr>
<td>They will swim.</td>
<td>They will not swim.</td>
</tr>
</tbody>
</table>

Table: 34 Future Simple Statements

1.2. Future Simple Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you swim?</td>
<td>Yes, I will.</td>
</tr>
<tr>
<td>Will he/she/it swim?</td>
<td>Yes, he/she/it will.</td>
</tr>
<tr>
<td>Will you swim?</td>
<td>Yes, we will.</td>
</tr>
<tr>
<td>Will they swim?</td>
<td>Yes, they will.</td>
</tr>
</tbody>
</table>

Table: 35 Future Simple Yes/No Questions

1.1. Information Questions in Future Simple Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you do tomorrow?</td>
<td>I'll go shopping.</td>
</tr>
<tr>
<td>Where will you have dinner tonight?</td>
<td>We'll have dinner at a Japanese restaurant.</td>
</tr>
<tr>
<td>When will your boyfriend pick you up?</td>
<td>He'll pick me up at 8.00 p.m.</td>
</tr>
</tbody>
</table>

Table: 36 Information Questions in Future Simple Tense
2. Future Simple Tense Uses

2.1. Activities in the future

Future simple tense is used to express the activities that will happen in a specific time in the future. Common expressions appearing with this tense are tomorrow, next (Monday, week, month, year, etc.), soon, from now on, in the future, etc.

Examples:
- I'll send you an email soon.
- Jacob will fly to Paris next month.
- We won't be able to join the party tomorrow.
- A: Will you study hard from now on?  
  B: Yes, we will. We want to get good grades.
- A: What will you do tonight?  
  B: I will hang out with my friends.
- A: Where will you go?  
  B: We'll probably go to UD Town.
- A: Who will pick you up after class today?  
  B: My boyfriend will give me a ride home.

2.2. Promises

We generally use the future simple to make promises.

Examples:
- I promise I won't tell anyone about your secret.
- He'll call me when he arrives in Sydney.
- Don't worry, we'll do our best.
- A: Can you promise me that you will be punctual next time?  
  B: Of course, I will be on time and won't be late again.
2.3. Predictions

We often use the future simple when to make predictions that something will happen based on experience or intuition.

Examples

- It's really cloudy. It **will rain** in a moment.
- The test **will be** more and more difficult.
- A: What **will happen** if he gets elected president?  
  B: I think he **will improve** the infrastructure of our country.
- A: **Will** the students **pass** the exam?  
  B: **Yes**, they **will**. They've been studying really hard.

2.4. Offers and Requests

The future simple is commonly used to make offers and requests.

Examples

- A: That bag looks heavy. I **will help** you carry it to your car  
  B: Thanks. That's very kind of you.
- A: **Will you help** me with my project?  
  B: Sure, I **will**.

Be going to

1. **Be Going to Form: Subject + be going to + infinitive form of verb**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to leave.</td>
<td>I am not going to leave.</td>
<td>Am I going to leave?</td>
</tr>
<tr>
<td>You are going to leave.</td>
<td>You are not going to leave.</td>
<td>Are you going to leave?</td>
</tr>
<tr>
<td>We are going to leave.</td>
<td>We are not going to leave.</td>
<td>Are we going to leave?</td>
</tr>
<tr>
<td>They are going to leave.</td>
<td>They are not going to leave.</td>
<td>Are they going to leave?</td>
</tr>
<tr>
<td>He is going to leave.</td>
<td>He is not going to leave.</td>
<td>Is he going to leave?</td>
</tr>
<tr>
<td>She is going to leave.</td>
<td>She is not going to leave.</td>
<td>Is she going to leave?</td>
</tr>
<tr>
<td>It is going to leave.</td>
<td>It is not going to leave.</td>
<td>Is it going to leave?</td>
</tr>
</tbody>
</table>

Table 37: Be Going to Form
2. Be Going to Uses

2.1. Future plans and Intensions

We use “be going to” to express plans and intentions to do something in the future.

Examples:
- We’re not going out tonight. We’re going to study for an exam.
- She’s going to work part time next semester.
- A: What is he going to do after graduating from the university? B: He’s going to be a tour guide.
- A: Where are they going to spend their vacation? B: They’re going to travel to Japan.
- A: Who are you going to invite to your party? B: We’re going to invite our neighbors.

2.2. Predictions

"Be going to" can also be used to express general predictions about the future and can be interchangeably used with “will” in the future simple tense.

Examples:
- I think Obama is going to be the president again. (I think Obama will be the president again.)
- Look at those dark clouds, it’s going to rain soon. (Look at those dark clouds, it will rain soon.)
- The students are not going to be late because they don’t want to miss the performance. (The students will not be late because they don’t want to miss the performance.)
- A: Who’s going to win the OSCAR next year? B: Hanks’ is going to win.

Adapted from Murphy & Altman (1998: 10-16).
Exercise 1: Put the verbs into the correct form of future simple tense.

1. We are going to the same street. I (give) ______________ you a ride.
2. They (travel) ________________ around the world after their retirement.
3. We (not meet) ______________ many old friends at the party tonight.
4. (Everybody/ attend ) ________________ the seminar?
5. I (not bring) ______________ food and drink in the classroom again.
6. (you/ take) ________________ this luggage for me, please?
7. What (happen) ______________ if you fail this subject?
8. There (not be) ________________ a meeting tomorrow.
9. (you/ marry) _______________ me?
10. I promise I (not hand in) ________________ my assignments late.

Exercise 2: Put the verbs into the correct form of “be going to”.

1. (it/ rain) ________________ tonight?
2. They (buy) ________________ a new car next year.
3. I (wear) ________________ the red dress tonight.
4. Nobody (not help) ________________ you if you are lazy.
5. What (John/ do) ________________ next weekend?
6. Who (cook) ________________ dinner for us?
7. Sara (not lend) ________________ her car to her brother.
8. (they/ leave) ________________ early today?
9. The people (not take part) ________________ in the contest.
10. Where (stay) ________________ during the holiday in Phuket?

11. A: Why are you in the library so early today?
    B: I (work) ________________ on my project.
12. A: What’s your plan after school today?
    B: We (join) ________________ the English Club’s activities.
Exercise 3: Complete the sentences with “will or going”.

1. A: What are you (cook) ____________________?
   B: I (bake) ____________________ chicken and potatoes but I have only few potatoes left.
   A: Don’t worry. I (run) ________________ to the store to get some for you.

2. A: (you/ do) ____________________ me a favor, Gina?
   B: Sure, what do you want me to do for you?
   A: I (change) ____________________ the light bulb on the ceiling and I need someone to hold the chair for me.
   B: No problem, I (hold) ________________ it for you.

3. A: What can I help you, Dana?
   B: My husband and I (visit) ____________________ my mom at the hospital but we don’t want to take the kids with us. (you/ look after) ____________________ with them for a few hours?
   A: It’s ok. I (take care) ____________________ of them.

4. A: What’s your plan this weekend?
   B: I (have) ____________________ a party with some friends. (you/ join) ____________________ us?
   A: I’d love to but I (finish) ____________________ a report this weekend.

5. A: My grades were terrible last semester. I tell myself that everything (be) ____________________ better this semester.
   B: What (you/ do) ____________________ to get better grades?
   A: I (study) ____________________ harder and (not miss) ____________________ any classes.

6. A: (the economy/ get) ____________________ better next year?
   B: Of course. The government (promote) ____________________ a lot of investment from other countries.
   A: I hope we (have) ____________________ more customers.

7. A: We don’t have any bread.
   B: I know. I (get) ____________________ some from the shop.

8. A: Why do you need to borrow my suitcase?
   B: I (visit) ____________________ my mother in Scotland next month.
   B: I (turn) __________________ the heating on.
10. A: Are you going to John’s party tonight?
    B: Yes. Are you going too? I (give) __________________ you a lift.
11. A: What are your plans after you leave university?
    B: I (work) __________________ in a hospital in Africa. I’ll leave on the 28th.
12. A: Are you ready to order?
    B: I can’t decide … Okay, I (have) __________________ steak, please.
    B: Don’t worry. I (not tell) __________________ anybody.

Exercise 4: In pairs, take turn asking and answering the following questions with your classmates.

1. What are you going to do this weekend?
   ___________________________________________________________________

2. What will you do to get good grades?
   ___________________________________________________________________

3. How are you going to improve your English?
   ___________________________________________________________________

4. Will you take summer courses?
   ___________________________________________________________________

5. Where are you going on vacation next year?
   ___________________________________________________________________

6. What job will you do in the future?
   ___________________________________________________________________

7. How will you celebrate your birthday this year?
   ___________________________________________________________________

8. Which countries will you visit in the future?
   ___________________________________________________________________

9. Will you get married when you are in your late 20s?
   ___________________________________________________________________
10. How will you spend the money if you have 100 million baht?

_________________________________________________________________

11. What are you going to do to make your family happy?

_________________________________________________________________

12. Where will you live in the future?

_________________________________________________________________

13. Are you going to further your studies in the future?

_________________________________________________________________

14. What will you do for your New Year resolution?

_________________________________________________________________

15. What is your dream and how will you make your dream come true?

_________________________________________________________________

Future Continuous tense

1. Future Continuous Forms: Subject + will be + V. ing

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be waiting.</td>
<td>I will not be waiting.</td>
<td>Will I be waiting?</td>
</tr>
<tr>
<td>You will be waiting.</td>
<td>You will not be waiting.</td>
<td>Will you be waiting?</td>
</tr>
<tr>
<td>We will be waiting.</td>
<td>We will not be waiting.</td>
<td>Will we be waiting?</td>
</tr>
<tr>
<td>They will be waiting.</td>
<td>They will not be waiting.</td>
<td>Will they be waiting?</td>
</tr>
<tr>
<td>He will be waiting.</td>
<td>He will not be waiting.</td>
<td>Will he be waiting?</td>
</tr>
<tr>
<td>She will be waiting.</td>
<td>She will not be waiting.</td>
<td>Will she be waiting?</td>
</tr>
<tr>
<td>It will be waiting.</td>
<td>It will not be waiting.</td>
<td>Will it be waiting?</td>
</tr>
</tbody>
</table>

Table 38: Future Continuous Forms
2. Future Continuous Uses

2.1. Future Activities in Progress

Future continuous tense is normally used to describe activities that will be in progress in the future; they will begin before and continue after a specific time in the future. Specific time expressions found with this tense are at this time, at 3.00 this afternoon, tomorrow (next week), at that time, by that time, the day after tomorrow, the week after next, all weekend, a week from today, etc.

Examples

- At this time tomorrow, I will be seeing a doctor.
- Jane will be meeting her advisor by 4.00 this afternoon.
- The students will be studying all afternoon.
- We won't be working by noon.
- A: Will Paul be teaching by 5.00 p.m.?
  B: No, he won't. He won't be teaching at that time.
- A: What will you be doing at 7.00 tonight?
  B: I'll be having dinner with my family.
- A: When will they be presenting their projects?
  B: They will be presenting their projects at this time next Monday.

2.2. Interrupted Activities in the future

Future continuous is also used to indicate that longer activities in the future will be interrupted by shorter activities in the future; present simple tense is used with the interrupted activities.
Examples:

- My mom will be watching T.V. by the time I arrive home tonight.
- Tom is going to be attending class when his roommate gets up tomorrow morning.
- The boss will be staying at the Marriott Hotel if they need to contact him next Friday.
- We won’t be working in the library if you come later than 4.00 p.m.
- A: Where will you be studying when I pick you up?
  B: I will be studying in the library.
- A: Will she be waiting for us when the train arrives?
  B: Yes, she will.

2.3. Parallel Activities in the Future

We use the future continuous with two activities that will be happening at the same time in the future.

Examples:

- Jack is going to be working and his wife is going to be cooking dinner.
- At the party tonight, we will be celebrating, talking about our success, and having a great time.
- A: what will you be doing while you will be waiting for the doctor at the hospital?
  B: I will be reading a magazine.

Adapted from Werner & Nelson (2007:44)
Exercise 5: Answer the following questions using future continuous tense based on your own information.

1. What will you be doing tomorrow at 3.00 p.m.?  ________________________________________________________________

2. Are you going to be doing the exercise when the teacher arrives in class?  ____________________________

3. Where will you be studying at this time this weekend?  __________________________________________

4. Will you be playing games while your classmates will be practicing English?  ________________________

5. What will your roommates be doing when you get up?  ____________________________________________

Exercise 6: Complete the following conversations using the right forms of verbs in parentheses: future simple or future continuous.

1. A: Who is going to pick us up at the airport?
   B: Tom (wait) ___________ for us when our flight lands. He (stand) __________ right in the arrival hall when we arrive.
   A: And then what will we do next?
   B: We (meet) ___________ Nicky and his wife at our favorite restaurant for dinner.

2. A: Can you imagine what (happen) ________________ when we get to the party?
   B: Right, I guess Mary (still/ cook) ____________________ something in the kitchen, while other people (eat/ drink/ dance) _________________.

3. A: Oh, look at the pile of dirty clothes! Who (wash) ______________ all of those?
   B: I promise I (do) _______________ the laundry tomorrow. By the time you get home from work, all the clean clothes (hang) _______________ up in the closet.
   A: Thanks.

4. A: If you need to contact me next week, I (stay) _______________ at the Centara Hotel in Bangkok. You can reach me any time.
   B: I (contact) _______________ you if there’s something urgent and (leave) _______________ a message if you are not available.
   A: Great! I’m sure everything (be) ___________________ fine.
Future Perfect and Future Perfect Continuous Tenses

Warm-up Activity

Look at the following pictures and answer the question “what will they have done by 5 o’clock this evening?”.

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
4. __________________________________________________
5. __________________________________________________

Source: https://www.google.co.th/
Grammar in Context

Read the following conversations and underline future perfect tense verbs and future perfect continuous tense. Then answer the questions and discuss the forms and uses of the tenses.

Conversation 1

Anna: Nancy has been in the kitchen all afternoon.
Betty: She enjoys cooking and she doesn’t need help from anyone.
Anna: She will have cooked for over seven hours before the party starts. Hopefully, she will have finished everything before the guests arrive.
Betty: I hope so.

1. How long will Nancy have cooked before the party begins?  ________________________________________________________________

2. When will she have finished everything?  ________________________________________________________________

3. Why don’t Anna and Betty help Nancy cook?  ________________________________________________________________

Conversation 2

Arty: It’s 4:00, and I have been working on my essay for over four hours.
Benny: Do you think you will have finished it by 7:00? There’s a party at Nancy’s place tonight.
Arty: I will probably have completed it by 7:00, but I will have been working on it for more than seven hours, and I don’t think I am going to feel like going to a party.

4. What time will Arty probably have completed his essay?  ________________________________________________________________

5. How long will he have been working on it by the time he finishes it??  ________________________________________________________________

6. Is he going to feel like going to the party?  ________________________________________________________________
Future Perfect Tense

1. Future Perfect Form: Subject + will have + past participle verb

1.1. Future Perfect Statements

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Form</strong></td>
<td><strong>Contracted Form</strong></td>
</tr>
<tr>
<td>I will have eaten.</td>
<td>I will not have eaten.</td>
</tr>
<tr>
<td>You will have eaten.</td>
<td>You will not have eaten</td>
</tr>
<tr>
<td>He/she/it will have eaten.</td>
<td>He/she/it will not have</td>
</tr>
<tr>
<td></td>
<td>eaten</td>
</tr>
<tr>
<td>We will have eaten.</td>
<td>We will not have eaten</td>
</tr>
<tr>
<td>They will have eaten.</td>
<td>They will not have eaten</td>
</tr>
</tbody>
</table>

Table 39: Future Perfect Statements

1.2. Future Perfect Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Affirmative</td>
</tr>
<tr>
<td></td>
<td><strong>Long Form</strong></td>
</tr>
<tr>
<td>Will you have eaten?</td>
<td>Yes, I will.</td>
</tr>
<tr>
<td>Will he/she/it have eaten?</td>
<td>Yes, he/she/it will.</td>
</tr>
<tr>
<td>Will you have eaten?</td>
<td>Yes, we will.</td>
</tr>
<tr>
<td>Will they have eaten?</td>
<td>Yes, they will.</td>
</tr>
</tbody>
</table>

Table 40: Future Perfect Yes/No Questions
1.3. Information Questions in Future Perfect Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you have done by midnight?</td>
<td>I’ll have been in bed.</td>
</tr>
<tr>
<td>Where will you have stayed at this time next weekend?</td>
<td>We’ll have stayed at a resort in Kao Yai.</td>
</tr>
<tr>
<td>When will he have finished his work?</td>
<td>He’ll have finished his work before his boss arrives.</td>
</tr>
<tr>
<td>How will they have felt before the interviews?</td>
<td>They’ll have felt nervous.</td>
</tr>
<tr>
<td>How long will Bob have taught at the school?</td>
<td>He will have taught there for 2 years.</td>
</tr>
</tbody>
</table>

Table 41: Information Questions in Future Perfect Tense

2. Future Perfect Tense Uses

2.1. Duration before a Specific of Time in the Future

We use future perfect to indicate activities that have happened and will continue up until another time or action in the future. Time expressions used with this tense include before, when, by the time, by + time, in + time, for, etc.

Examples:
- By October next year, Debbie is going to have worked at the company for two years.
- Tom will not have had his first car in two years time. He wants to get a new one.
- They will have studied at UDRU for 4 years by the time they finish the internship.
- A: How long will you have lived in Thailand by 2020?
  B: I will have lived here for more than 10 years.
2.2. Completed Activities before a Specific Time in the Future

Future perfect tense is also used to express the completed activities before a specific time in the future. It also refers to something that will have happened before another action in the future and present simple tense will be used with the interruption in the time clause.

**Examples:**
- By the end of December, you will have finished the first semester.
- We will already have had early lunch by 11.30 today.
- By the time they finish this course, they will have practiced a lot of grammar exercises.
- When my dad arrives at home, we all will have been in bed.
- They are not going to have completed their papers by 5.00 o'clock.
- Will Doris have learned enough Japanese to communicate before she moves to Tokyo?
- The secretary is going to have typed all the letters by the time her boss gets to the office.
- A: How many mistakes are you going to have made by the time you complete this course?
  B: I will have made a lot of mistakes but I will have learned a lot too.

**Exercise 7: Put the verbs into the future perfect form.**

1. By this time tomorrow, (she/ finish) __________________________ the Drama project?
2. By 8 o'clock, the children (fall) __________________________ asleep.
3. How (he/ feel) __________________________ by tomorrow morning?
4. By next year, Judy’s boss (promote) __________________________ her to a higher position.
5. Rob (sell) __________________________ his house by next week.
6. Maya (not clean) ____________________ the whole house by noon.
7. We (sing) __________________ many songs before midnight.
8. At this time tomorrow morning, we (start) ______________ the journey.
9. By this evening, the police (not catch) ______________ the bank robber.
11. In 2020, they (work) ______________ here for 20 years.
12. By September, Judy (teach) ______________ us for over a year.
13. By October, I (study) ______________ Chinese for 3 months.
14. On Monday, she (wait) ________________ for 2 weeks.
15. You (not do) ________________ all of your homework before Saturday,

Exercise 8: Put the verb into the correct forms: future perfect or present simple.
1. By the time your dad (return) ______________ home, you (prepared) ________________ his birthday present.
2. She (not finish) ________________ all the food before they (serve) ________________ the dessert.
3. Before his wife (arrive) ________________, he (order) ________________ the food on the phone.
4. They (chose) ________________ a place to eat before he (make) ________________ any suggestion.
5. By the time Nathan (leave) ________________ the house, he (feed) ________________ his dog.
6. (you/ finish) ________________ your work before you (leave) ________________ the office?
7. By the time Sam (finish) ________________ drinking he (drink) ________________ too much.
8. How long (we/ wait) ________________ by the time the train (arrive) ________________?
9. Where (they/be) ________________ by the time their parents (receive) ________________ the letter?
10. We (go) ________________ to work by the time the bus (get to ) ________________ the station.
Future Perfect Continuous tense

1. Future Perfect Continuous Forms: Subject + will have been + V. ing

1.1. Future Perfect Continuous Statements

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Long Form</td>
<td>Contracted Form</td>
</tr>
<tr>
<td>I will have been eating.</td>
<td>I will not have been eating.</td>
<td>I won’t have been eating.</td>
</tr>
<tr>
<td>You will have been eating.</td>
<td>You will not have been eating.</td>
<td>You won’t have been eating.</td>
</tr>
<tr>
<td>He/she/it will have been eating.</td>
<td>He/she/it will not have been eating.</td>
<td>He/she/it won’t have been eating.</td>
</tr>
<tr>
<td>We will have been eating.</td>
<td>We will not have been eating.</td>
<td>We won’t have been eating.</td>
</tr>
<tr>
<td>They will have been eating.</td>
<td>They will not have been eating.</td>
<td>They won’t have been eating.</td>
</tr>
</tbody>
</table>

Table 42: Future Perfect Continuous Statements

1.2. Future Perfect Continuous Yes/No Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Affirmative</td>
</tr>
<tr>
<td></td>
<td>Long Form</td>
</tr>
<tr>
<td>Will you have been eating?</td>
<td>Yes, I will.</td>
</tr>
<tr>
<td>Will he/she/it have been eating?</td>
<td>Yes, he/she/it will.</td>
</tr>
<tr>
<td>Will you have been eating?</td>
<td>Yes, we will.</td>
</tr>
<tr>
<td>Will they have been eating?</td>
<td>Yes, they will.</td>
</tr>
</tbody>
</table>

Table 43: Future Perfect Continuous Yes/No Questions
1.3. Information Questions in Future Perfect Continuous Tense

<table>
<thead>
<tr>
<th>Questions</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you have been doing while waiting for her?</td>
<td>I'll have been playing games.</td>
</tr>
<tr>
<td>Where are you going to have been traveling next week?</td>
<td>We are going to have been travelling in Korea.</td>
</tr>
<tr>
<td>How long will he have been driving before he gets there?</td>
<td>He'll have been driving for more than ten hours.</td>
</tr>
<tr>
<td>Who will have been taking care of your kids before you return home?</td>
<td>My parents will have been taking care of my kids until I return home.</td>
</tr>
</tbody>
</table>

Table 44: Information Questions in Future Perfect Continuous Tense

2. Future Perfect Continuous Uses

2.1 Duration before a Specific time or Event in the Future

Future perfect continuous is used to show that the activities have started and will continue up until a specific time or events in the future. “For and since” are common expressions found with this tense to indicate the duration. Moreover, the expressions like by the time, when, before, etc. are often used too.

Examples:

- They will have been attending a meeting since 1.00 p.m. this afternoon.
- Ken is going to have been working at that hotel for nine years when it finally closes.
- James will have been teaching at the university for more than a year by the time he leaves for Japan.
- A: How long will you have been studying when you graduate?
  B: I will have been studying for four years.
2.2 Cause of Actions in the Future

We also use the future perfect continuous to show the cause of an action in the future. The future simple tense is then used as the effect of the cause.

Examples:

- We won't get more salary until we will have been showing our potential.
- Jacob will be exhausted when he gets home because he will have been running for almost five miles.
- Nana’s English will be perfect when she returns from England because she is going to have been studying English there for over two years.
- A: How will you feel after you will have been working so hard?
  B: I'll feel really tired.
- A: Why are they going to fail the exams?
  B: Because they are not going to have been attending classes.

Adapted from Fuchs & Bonner (2006 70-71)

Exercise 9: Put the verbs into the future continuous form.

1. By midnight, the dancers (dance) ___________________ for four hours.
2. By dinner time, she (cook) ___________________ the whole afternoon.
3. James (work) ___________________ there for 10 years by 2015.
4. By next year, they (study) ___________________ English for 13 years.
5. By next week, we (renovate) ___________________ for over a month.
6. In 2012, they (live) ___________________ here for 4 years.
7. (Paul/ teach) ___________________ us for a year by December?
8. By this time tomorrow, they (still/ not do) ___________________ the exercises.
9. Jessica (not help) ___________________ them until they ask for it.
10. How long (Jack/ eat) ___________________ by 2.00 p.m.?
11. Tomorrow at 9 o'clock I (sleep) ___________________ for 10 hours.
12. On Thursday, I (fix) ___________________ the car for a whole month!
13. In 10 minutes, James (wait) ___________________ for 2 hours.
14. We (not stand) ___________________ for a whole day.
15. By this time next week, we (visit) ___________________ many places in Japan.

Exercise 10: Put the verbs in the right forms: future perfect or future perfect continuous.

1. They (ride) ___________________ their bikes for more than 10 miles by the time they return to the starting point.
2. When Benny graduates in the next four years, he (have) ___________________ a lot of experience in using English.
3. Jessie has not traveled to many places yet but by the time she leaves Bangkok next month, she (visit) ___________________ the main tourist attractions around Thailand.
4. By 2020, you (work) ___________________ at the company for more than ten years.
5. We are late. By the time we arrives at the theatre, the movie (started) ___________________.
6. Her Chinese will be excellent because she (study) ___________________ in Beijing for three years.
7. Maggie just sent me a message that she would be here at 7.00 o'clock. By the time she gets here, we (wait) ___________________ for her for three hours.
8. Frank just changed jobs again. If he keeps this up, he (change) ___________________ jobs at least four or five times by the end of the year.
9. Mary will come over to my house around 8 o'clock this evening. By then, I (complete) ___________________ my homework and we can go see a movie together.
10. In May, my parents (be) ___________________ married for 35 years.
11. Tom is going to be a very rich man. By the time he is 40, he (make) ___________________ his first million.
References


Course Syllabus

Chapter 6
Modal Verbs

Objectives

After studying this chapter, students should be able to:
1. identify modal verbs and their communicative functions.
2. explain the correct forms of modal verbs for talking about ability, making offers and requests, asking for and giving permissions, making suggestions and giving advice, expressing obligation and necessity, and expressing possibility and probability.
3. apply modal verbs through communicative activities.

Contents

1. Warm-up Activity
2. Grammar in Context
3. Grammar Focus
   3.1. Modal Verb Definition
       3.1.1. Modal Verb Forms
       3.1.2. Modal Verb Uses
   3.2. Talking about Ability
       3.2.1. Can/ Could/ Be able
       3.2.1. Exercises
   3.3. Making Offers and Requests
       3.3.1. Shall/ Should/ Will/ Would/ Can/ Could
       3.3.2. Exercises
   3.4. Asking for and Giving Permission
       3.4.1. Can/ Could/ May
       3.4.2. Exercises
   3.5. Making Suggestions and Giving Advices
       3.5.1. Should/ Ought to/ Had Better
       3.5.2. Exercises
3.6. Talking about Obligation and Necessity
   3.6.1. Must/ Need to/ Have to
   3.6.2. Exercises
3.7. Talking about Possibility and Probability
   3.7.1. Can/ Could/ May/ Might/ Shall/ Should/ Will/ Would
   3.7.2. Exercises

References

Teaching and Learning Procedures
Students participate in the following teaching and learning activities.
1. Students do a warm-up activity to review their background knowledge about modal verbs forms and uses. Then, the students brainstorm and make a list of modal verbs and their communicative functions.
2. The lecturer tells the students to read a conversation and notice the use of underlined modal verbs in context. The students discuss how to use different types of modal verbs with their classmates and then answer the questions about the text.
3. The lecturer presents the lessons about different types of modal verbs and their communicative functions as well as gives examples of how to use different modal verbs in sentences.
4. Students give more examples and then do exercises in the textbook individually, in pairs, or in groups.
5. Students apply the modal verbs through communicative activities.

Teaching Materials
Students learn through the following teaching aids.
1. Textbook
2. PowerPoint Presentation
3. Worksheets

Evaluation
Students will be evaluated from the following activities.
1. Checking students’ attendance.
2. Observing students’ participation in group discussion and pair work.
3. Checking students’ answers from the exercises and worksheets.
Chapter 6
Modal Verbs

Warm-up Activity

Look at the following pictures and answer the questions using modal verbs in each question. Then discuss how to use the modal verbs with your classmates.

1. A: What sport can he play?
   B: ___________________________________________

2. A: Can he skate?
   B: ___________________________________________

3. A: Where should we put the rubbish?
   B: ___________________________________________

4. A: How must we behave in the library?
   B: ___________________________________________

5. A: Would you like a cup of coffee?
   B: ___________________________________________

   A: He is terribly sick. What would you suggest he do?
   B: ___________________________________________

Source: https://www.google.co.th/
Grammar in Context

Read the following conversation, underline the modal verbs appearing in the conversation and discuss how they are used. Then answer the questions.

**Going Shopping**

A: Good afternoon, madam. May I help you?

B: Yes, please. I’m looking for a birthday present for my friend. She’s around my age. Can you help me pick what would be nice for her? It must be something pretty.

A: Certainly. How about this pair of earrings? They should be perfect for her.

B: Wow! They look gorgeous. She will like them. How much are they?

A: Only $99.00.

B: OK. I’ll take them.

A: How would you like to pay, madam?

B: By credit card.

A: Just a moment please, I’ll be right back.

A few minutes later

A: Could you sign your name here please?

B: Of course. Here you are.

A: Thank you. Would you like me to wrap them in a nice box for you?

B: No, thanks. I’ll do it myself.

---

1. Where does the conversation take place?

_____________________________________________________________

2. What is the woman looking for?

_____________________________________________________________

3. What does the sales assistant recommend her to buy?

_____________________________________________________________

4. How much are they?

_____________________________________________________________

5. How would the woman like to pay?

_____________________________________________________________
Grammar Focus: Modal Verbs

Modal verbs, also called modals, modal auxiliary verbs, modal auxiliaries, are special verbs which are used differently from normal verbs in English. Common modal verbs include can, could, may, might, must, ought to, shall, should, will, and would. Other expressions, for example, had better, have to, and need which are not modal verbs but they are closely related to modals in meaning and are often interchanged with them are included in this group. It is essential to learn that these "modal verbs" have no meaning by themselves but they 'help' other verbs to express meaning or communicative functions.

1. Modal Verb Forms

Subject + modal verb + main verb in infinitive form

It is important to realize that we NEVER use modal verbs with other auxiliary verbs such as do, does, did, will etc. The negative is formed simply by adding "not" after the verb; questions are formed by inversion of the verb and subject. Moreover, modal verbs NEVER change form: you can never add an "-s" or "-ed", and modal verbs are NEVER followed by to, with the exception of ought to or have to.

Modal verbs can be used in different forms based on different modals and tenses.

Examples

- **Modal Simple**
  They should study hard.

- **Modal Continuous**
  They should be studying hard.

- **Modal Perfect**
  I should have studied hard.

- **Modal Perfect Continuous**
  I should have been studying hard.
2. Modal Verb Uses

Modal verbs are generally used for expressing *communicative functions* including offer, request, permission, ability, obligation, prohibition, advice, suggestion, possibility, probability, and lack of necessity. The conclusion of modal verb and communicative functions is shown in the following table.

**Modal Verbs and Communicative Functions**

<table>
<thead>
<tr>
<th>Modals</th>
<th>Uses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must</strong></td>
<td>100 % obligation</td>
<td>I <em>must</em> have a driver’s license to drive.</td>
</tr>
<tr>
<td></td>
<td>logical conclusion (deduction)</td>
<td>He <em>must be</em> very happy after finishing all the work.</td>
</tr>
<tr>
<td><strong>Must not</strong></td>
<td>Prohibition</td>
<td>You <em>must not smoke</em> in public.</td>
</tr>
<tr>
<td><strong>Can</strong></td>
<td>ability</td>
<td>They <em>can draw</em> beautiful pictures.</td>
</tr>
<tr>
<td></td>
<td>request/ permission</td>
<td><em>Can I borrow</em> your book please?</td>
</tr>
<tr>
<td></td>
<td>Possibility</td>
<td>Smoking <em>can cause</em> cancer.</td>
</tr>
<tr>
<td><strong>Could</strong></td>
<td>ability in the past</td>
<td>When I was 10, I <em>could ride</em> a bike.</td>
</tr>
<tr>
<td></td>
<td>more polite permission</td>
<td><em>Excuse me, could I just say</em> something?</td>
</tr>
<tr>
<td></td>
<td>Possibility</td>
<td><em>It could rain</em> all day and night!</td>
</tr>
<tr>
<td></td>
<td>polite offer/ request</td>
<td><em>Could you give</em> me your passport?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Could I help</em> you?</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>Permission</td>
<td><em>May I use</em> your car please?</td>
</tr>
<tr>
<td></td>
<td>possibility, probability</td>
<td><em>It may rain</em> tomorrow!</td>
</tr>
<tr>
<td><strong>Might</strong></td>
<td>more polite permission</td>
<td><em>Might I use</em> your phone please?</td>
</tr>
<tr>
<td></td>
<td>weak possibility, probability</td>
<td><em>I might come</em> and visit you in America next year, if I can save enough money.</td>
</tr>
<tr>
<td><strong>Need</strong></td>
<td>Necessity</td>
<td><em>Need I go</em> with you?</td>
</tr>
<tr>
<td><strong>Need not</strong></td>
<td>lack of necessity/absence of obligation</td>
<td><em>I need not buy</em> any tomatoes. There are plenty in the fridge.</td>
</tr>
</tbody>
</table>

*Table 45: Modal Verbs and Communicative Functions (Continued)*
### Modal Verbs and Communicative Functions (Continued)

<table>
<thead>
<tr>
<th>Modals</th>
<th>Uses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shall</td>
<td>invitation/ suggestion</td>
<td>Shall we go for a walk?</td>
</tr>
<tr>
<td>Should/ ought to</td>
<td>50% obligation</td>
<td>I should / ought to see a doctor. I have a terrible headache.</td>
</tr>
<tr>
<td></td>
<td>advice/ suggestion</td>
<td>You should / ought to revise your lessons.</td>
</tr>
<tr>
<td></td>
<td>logical conclusion (deduction)</td>
<td>He should / ought to be very tired after such enormous work.</td>
</tr>
<tr>
<td>Had better</td>
<td>strong advice</td>
<td>You'd better revise your lessons.</td>
</tr>
<tr>
<td>Shall</td>
<td>obligation in legal documents suggestions</td>
<td>The defendant shall pay a fine of $200. Shall we go for a walk?</td>
</tr>
<tr>
<td>Will</td>
<td>offer/ request</td>
<td>I will bring you a cup of coffee. Will you give me a ride?</td>
</tr>
<tr>
<td>Probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would</td>
<td>polite offer/ request</td>
<td>Would you like something to drink? Would you give me a hand please?</td>
</tr>
<tr>
<td>Possibility</td>
<td></td>
<td>It would be nice to be rich!</td>
</tr>
</tbody>
</table>

**Table 45: Modal Verbs and Communicative Functions**

Talking about Ability

*Can, could, and be able to* are used to express ability. *Can* is used to express present or future ability while *could* refers to the ability in the past. However, *be able to* + *verb (infinitive)* is not a modal but it can also used to express the ability in the past, present, or future.

Examples:

- They *can* speak English, German, and French.
- The student *cannot (can't)* finish their assignment today.
- A: *Can* I pay by credit card?  
  B: Of course you *can*.
- A: Who *can't* work tomorrow?  
  B: Jack *can't*.
- Robert *could* play the piano when he was 9 years old.
- I *could not (couldn't)* sleep well last night.
- A: *Could* you *complete* the project last week?  
  B: Yes, we *could*.
- A: *Could* they *find* their car key this morning?  
  B: No, they *couldn't*. They had to use the spare one.
- I *am able to dance* but I don't really like it.
- They *are not able to win* the games.
- A: *Were* they *able to sell* their old car last Saturday?  
  B: No, they weren't.
- A: *Are you able to catch* up with other students?  
  B: Yes I am.
- A: *Was* she *able to call* you yesterday?  
  B: No, she wasn't. She was too busy.
- A: What *will we able to help* with the activity tomorrow?  
  B: You *will be able to take* care of small kids and *teach* them some English words.
**Exercise 1:** Complete each blank with *can, could, and be able to* in positive, negative, or question forms.

1. ___________ they catch up what the teacher is talking about?
2. My brother ___________ play the guitar but he is learning.
3. Jenny ___________ walk when she was less than a year old.
4. _______ you _______ come for a meeting tonight?
5. Michael is very proud to ___________ play in a jazz-band.
6. My grandfather ___________ walk without any help last night. He was so weak.
7. She ___________ do that exercise, it is too difficult for her.
8. Ken would like to ___________ participate in the show.
9. I read the book three times but I ___________ understand it.
10. ___________ you hear what he said?
11. I don't think he ___________ win the next competition.
12. I won't ___________ join the conference next Monday.
13. I looked very carefully and I ___________ see a figure in the distance.
14. Her grandmother loved music. She ___________ play the piano very well.
15. The student ___________ finish his homework yesterday.

**Exercise 2:** Complete the following conversation with *can, could, and be able to* in positive, negative, or question forms.

1. A: How many foreign languages ___________ you speak?
   B: I ___________ speak any other languages. I ___________ only speak Thai.
2. A: What's wrong with Mark?
   B: He hurt his leg, so he ___________ walk very well.
3. A: Would you like something to eat?
   B: I'm afraid I won't ___________ eat anything. I'm so full.
4. A: ___________ you ___________ go to Tokyo with us?
   B: Sure. I've booked the tickets.
5. A: Where are my glasses? I ___________ find them.
   B: I don't know. ___________ you see clearly without them.
   A: It's ok but I just want to find them.
6. A: ___________________ you hear the noise from our next door last night?
   B: Yeah. Oh my God! It was too loud and I ___________________ sleep.
   A: Me either.
7. A: ___________________ we park the car over there?
   B: Look at that red and white sign! We ___________________ park the car there.
8. A: ________________ Tom ________________ reach Anna yesterday?
   B: Nobody ___________________ contact her because she switched off the phone.
9. A: ________________ you swim when you were 10?
   B: No, I _____________.
10. A: ____________ you help me? I ____________ figure out how to use this camera.
    B: Why don’t you read the instructions?

Making Offers and Requests

We use shall, should, will, would, can, and could for making offers or requests.

Less formal offers

- A: Shall I help you with your luggage?
  B: No thanks, I can manage.
- A: Will I open the door for you?
  B: Thanks.
- A: Can I help you?
  B: Yes, I’m looking for a toilet.

More Formal offers

- A: Should I give you another drink?
  B: Yes, please. I’m thirsty.
- A: Would you like me to take a message?
  B: Certainly.
- A: Could I give you a ride home?
  B: That would be nice. Thank you very much.
Less formal requests

- A: Will you carry this suitcase for me please?
  B: Sure.
- A: Can you help me with my homework?
  B: Anytime.

More formal requests

- A: Would you carry this for me please?
  B: Yes, of course.
- A: Could I have my bill please?
  B: Certainly. Just a moment please

Exercise 3: Match the questions and answers making offers and requests.

1. Would you like to come for dinner this weekend?
   a. Oh, yes, please! Thank you very much. It's very kind of you.
   b. I'd love to but I have to work. Maybe next time.
   c. It's alright. I can manage.
   d. Certainly. Here you are.
   e. No problem. Here you go but please take it back by 7:00. I need to use it.
   f. Yes, sure. Where do you want to put it?
   g. Hang on. I'll just get her.
   h. I'm sorry, I'm not from around here.
   i. No, I'm OK, thanks, I've just had one.
   j. Sure. We can do homework and then watch the movie together.

2. Can you help me with this table a moment?
3. Could you tell me where the nearest post office is, please?
4. Would you like me to take you to the airport?
5. Can I come over to your house this evening?
6. Could you lend me your bicycle, please?
7. Shall I get you a cup of coffee?
8. Would you pass me that menu, please?
9. Can I speak to Anna, please?
10. Should I take this box for you?
Exercise 4: Complete the following conversations with appropriate modals to make offers and requests. More than one modal can be used for some items.

1. A: _____________ you write your address here, please?
   B: Yes, of course.

2. A: _____________ you pass me the pepper, please?
   B: No problem. Here you go.

3. A: Mr. Lombard, _____________ I help you with this work?
   B: That would be nice.

4. A: Mark, _____________ you give me a ride home?
   B: Sure. See you at 4.00.

5. A: Mommy, _____________ you give me 10 dollars, please? I want to get the doll.
   B: I'm sorry. You have so many dolls at home.

6. A: _____________ I help you carry all these books? They're too heavy for you
   B: Thanks a lot.

7. A: _____________ I give you something to drink? You must be tired after a long flight.
   B: Yes, please.
   A: _____________ you like coffee or tea, sir?
   B: Tea please.

   B: I sure will.

9. A: _____________ I give you a hand?
   B: It's ok. I can take care of it.

10. _____________ you drive me to the mall, please?
    B: I'm sorry. I'm busy.

Asking for and Giving Permission

Can, could, and may are used to ask for or give permission. Can is used for permission, but it is less formal. Could is used in a question to ask somebody to do something. The use of could in this way is fairly polite (formal). May is used as formal permission. We also use “do you mind or would you mind” to ask for permission when your actions may annoy or disturb other people.
Examples:
We use can to ask for and give permissions to do something:

- A: Can I ask a question, please?
  B: Sure, you can. Go ahead.
- A: Can we go home now?
  B: You can go home now if you like.
- A: Can I come in?
  B: Sure. Come in.
- A: Can I use your dictionary?
  B: Sorry, I don't have it.

Could is more formal and polite than can:

- A: Could I ask a question please?
  B: Certainly, you could.
- A: Could we go home now?
  B: Yes you could go home now.
- A: Could you lend me your car, please?
  B: I'm afraid not. I need to use it.

May is another more formal and polite way of asking for permission:

- A: May I ask a question please?
  B: Of course, you may.
- A: May we go home now?
  B: Yes, you may if you finish your work.
- A: May I use your computer?
  B: Yes, of course.
- A: May we hand in the assignment after the due date?
  B: Of course not. You must not* be late.

* To express prohibition, must not may also be used.
Do you mind/ would you mind if … is used to ask for permission. If one grants permission the answer will be Not at all or No, I don’t, meaning it is ok. The answer Yes, I do is used for refusing the permission.

- A: Would you mind if I come late?
  B: Yes, I would if you don’t have reasonable excuses.
- A: Do you mind if I invite my roommate to the party?
  B: Not at all. We’d like to know her too.

Exercise 5: Match each question with the right answer to express asking for and giving permissions.

1. Can I ask you a few questions?
2. Can I talk to you for a minute?
3. May we come in?
4. Could I use your mobile phone? Mine has run out of battery.
5. Could you lend me your bicycle?
6. Would you mind if we play the guitar here?
7. May I see your driver’s license?
8. Could we get home later than 10.00 tonight?
9. Could we have more ice cream?
10. Do you mind if I turn the T.V. on?

- a. Sure, come on in and take a seat
- b. Certainly, here you are.
- d. Not at all. I love music.
- e. I’m afraid not. 10.00 is the latest.
- f. Sure, do you want chocolate or strawberry?
- g. I’m really busy at the moment. Can we talk later?
- h. I’m sorry, the back tire is flat.
- i. Sorry, I do. I want to study for my English test.
- j. Why not? What do you want to ask?
Exercise 6: Complete the following sentences using *can, could, may, and do you mind to ask for permissions.*

1. A: ____________ I smoke in here?  
   B: I'm afraid not. It's not allowed to smoke in public.

2. A: ____________ I borrow your motorcycle tonight, Teddy?  
   B: I'm sorry. I need to use it to pick up Jenny at 7.00.

3. A: ____________ I have a look at your photo album?  
   B: Sure, have a look.

4. A: ____________ you give us a break, please?  
   B: You may take a break as soon as you finish this exercise.

5. A: ____________ I have some more cake, Mommy?  
   B: Why not honey. You can have one more piece.

6. A: ____________ if I cannot finish the report before lunch?  
   B: Yes, I do. The boss needs to use it for a business meeting in the afternoon.

7. A: ____________ we have a party at home next weekend?  
   B: Yes, you may but who will you invite to the party?

8. A: ____________ I use your phone charger, please?  
   B: No problem. Here it is.

9. A: ____________ you lend me $100, please?  
   B: I'm sorry, I'm broke too.

10. A: ____________ I have your ID card, please?  
    B: Certainly. Here you are.

11. A: ____________ I take a day off tomorrow, I have an appointment to see the doctor?  
    B: That's alright but please type up this letter for me before you leave. Thanks

12. A: ____________ if my sister stays here for a few days?  
    B: Not at all. When is she coming?
Making Suggestions and Giving Advice

We use should, ought to, and had better to make suggestions and give advice. Should has about the same meaning as ought to so we can use them interchangeably. However, Ought to is not commonly found in questions or negatives. Had better is used to express stronger advice: if someone does not follow it, something worse might happen (Elbaum, 2010: 146)

Examples

- People should be kind to animals.
- Students shouldn't spend so much time on the internet. They should take their studies more seriously.
- If they want to have a good job, they should study hard but shouldn't ignore good activities.
- A: What should we do this evening?  
  B: Should we go jogging at the park?  
  A: That's a good idea.
- A: How should I travel to the stadium?  
  B: You should/ought to take the train to avoid the heavy traffic.
- A: I'm not satisfied with the service here. Should I talk to the manager?  
  B: Yes, you should. At least let them know that they need some improvement.
- A: What should I do to keep fit?  
  B: You should/ought to exercise regularly.  
  C: You shouldn't eat fatty food but you should eat more vegetables and fruit.

Had better: Stronger advice

- You’d better get up early or you won’t be able to catch the first bus in the morning.
- We’d better not spend too much money or we’ll be broke.
- A: I’m afraid that I will fail the test. What should I do?  
  B: You’d better review the lessons from now on.
- A: I have a terrible toothache.  
  B: You’d better see a dentist.
Exercise 7: Complete the sentences by giving advice to the problems using should, ought to, or had better in positive, negative, or question forms.

1. You _____________ wash the dishes before mom gets home, or she will be mad at you.
2. Parents _____________ allow their kids to play games too often.
3. _____________ I go to the party with Jack? He's asked me out a few times but I'm not sure what I should do.
4. My classmate can't decide if she _____________ go to the movie tonight with her boyfriend or study for the exam tomorrow.
5. If you don't want to be overweighted, you _____________ eat junk food.
6. My friend wants me to go shopping with her this weekend but I _____________ spend too much on shopping.
7. What _____________ we get for dad on his birthday?
8. If they are serious about earning some money, they _____________ work part time.
9. John _____________ be absent from class any longer, otherwise the teacher won't allow him to take the final exam.
10. People _____________ drink too much coffee because it could bother their sleep.

Exercise 8: Write a suggestion or advice for each item using should, ought to, or had better in positive, negative forms. Then practice speaking in pairs.

1. My friend is overweighted and she needs to lose weight. Can you give her some advice?
   _______________________________________________________________________

2. My brother didn't pass the driving test. What should he do?
   _______________________________________________________________________

3. My roommate often borrows my money. Can you give me advice?
   _______________________________________________________________________

4. My sister has some problems with her boyfriend. What should she do?
   _______________________________________________________________________
6. I found $20.00 in the morning class. Should I keep it or inform the teacher?

7. I work part time and don’t have much time for my studies so I’m very worried about my grades. What should I do?

8. My neighbors often play loud music at night. Can you give me advice?

9. My boyfriend wants to quit smoking. What should he do?

10. My job is very stressful and tiring. I want to quit but I can’t find a new job yet. Can you give me advice?

11. I and my roommates feel homesick. What should we do?

12. The computer in our classroom doesn’t. What should we do?

13. I want to buy a new car but I don’t have enough money. Can you give me advice?

14. I’m confused if I should start working now or get a degree first? What’s your advice?

15. My brother spends too much time on computer games. Can you give me advice?

Expressing Obligation and Necessity

Must, have to, and need to are commonly used to express obligation, rules, and necessity.

Must expresses need or obligation while must not refers to a strong need not to do something or prohibition.

- We must stop at the red light.
- Students must obey the school rules.
- Everyone must bring something to eat.
- People must not drive without a driving license.
- They must not bring food and drinks into the classroom.
- I’m sorry, but you mustn’t make a loud noise here.

We also use have to and need to to talk about necessity or obligation and it can be used interchangeably with must. Had to refers to need or obligation in the past. However, not have to or need not is used to express lack of need or necessity to do; it has different meaning from must not, which means prohibition (Azar, 1999: 157-158).

Examples
- Marine has to be home by ten.
- People have to pass the test to get a driving license.
- A: What do the students have to finish?
  B: They have to finish their essays by Friday.
- My mother needs to have a check up every month.
- Parents need to take care of their children when they cross the street.
- A: Does Jack need to hand in his homework today?
  B: Yes he does.
- We have to finish this exercise before we leave.
- They don’t have a car so they need to take a bus to work.
- John had to take that course twice to pass it.
- I left my keys in the office so I had to walk back to my office again.
- They needed to improve their services before they had more complaints from customers.
  A: What did you need to prepare for the camping?
  B: I needed to bring my tent, light clothes, and some instant food.
- not have to or need not means that there is not any obligation at all; there is no need to do it. It is opposite to must, have to, and need to.
- I don’t have to get up early at weekend. (I can stay in bed as long as I want.)
- She doesn’t have to pay in cash; she can pay by credit card.
• Students need not (needn’t) take summer courses if they don’t want to.

• She doesn’t need to work part time because her parents support her every month.

Note: “Do not have to” vs. “Must not”

“Do not have to” suggests that someone is not required to do something. “Must not” suggests that you are prohibited from doing something.

• You must not eat that. (It is forbidden, it’s not allowed)

• You don’t have to eat that. (You can if you want to but it’s not necessary)

Exercise 9: Fill in the blanks with must or musn’t.

1. If you drive a car, you ______________ have a driving license.

2. It is raining. You ______________ take your raincoat.

3. You ______________ make noise in the library.

4. When people ride a motorbike they ______________ wear a helmet.

5. We ______________ hurry or we will miss the bus.

6. You ______________ exceed the speed limit.

7. If people own a car, they ______________ have insurance.

8. The baby is sleeping. You ______________ talk too loud.

9. You ______________ drink a lot and drive.

10. If they want to make friends, they ______________ be friendly to everybody.

Exercise 10: Fill in the blanks with the right forms of have to or need to:

positives or negatives.

1. Every man ______________ do military service in Thailand. It’s obligatory.

2. We ______________ have a visa to travel in ASEAN countries.

3. Students in Thailand ______________ wear a uniform.

4. We ______________ pay the entrance fee for the exhibition. It’s free of charge.

5. Does Sam ______________ work long hours?

6. Sara ______________ get up early on Sundays. She can stay in bed until late.

7. If she doesn’t return the books on time, she ______________ get fined.

8. We ______________ cook because mom cook for the whole family.
9. It's one of the rules that everybody _______________ clean the house once a week.
10. Tim _______________ go to the bank, he can withdraw some money from the ATM machine on campus.

Exercise 11: Complete the sentences with “ mustn't' or 'don't / doesn't have to”.
1. Smokers _______________ smoke in public.
2. You _______________ tell anyone what I just told you. It's a secret.
3. Jim is a millionaire. He _______________ work.
4. They _______________ rush. They've plenty of time.
5. We _______________ miss the train, it's the last one tonight.
6. She _______________ do this work today, because she can do it tomorrow.
7. I _______________ clean the bathroom today because I cleaned it yesterday.
8. They _______________ forget to lock all the doors before they leave.
9. Tony _______________ stay in a hotel in London, he can stay with his friend.
10. Students _______________ be late for the exam.

Exercise 12: Complete the dialogue with the right modal verbs to express need, obligation, lack of necessity, or prohibition.
1. A: Can you use your mobile phone in your class?
   B: No, we _______________ make any phone calls while studying.
2. A: Do you _______________ wear a uniform in your new school?
   B: Yes, we _______________, but I don't like it!
3. A: Do people _______________ take off their shoes before they go into temple?
   B: Yes, they do. And they _______________ wear hats or touch any Buddha images.
4. A: What rules does your sister _______________ follow at home?
   B: She _______________ clean her bedroom and do the dishes.
5. A: What do people _______________ do at the movie theatre?
   B: They _______________ turn off their mobile phone.
6. A: Do we _______________ dress up for the party tomorrow night?
   B: Not necessity. It's just a casual party.
7. A: Let's go shopping. I'd like to get some new clothes.
   B: You have plenty of clothes. You _______________ buy any for years!
8. A: What are the driving rules in Thailand?
   B: You _______________ be less than 18 to be able to drive. Moreover, you _______________ have a driving license.
9. A: Does he _______________ go to the bank to pay the bills?
   B: No need. He _______________ waste his time; he can do all transactions through the internet.
10. A: What do I _______________ show when I want to open a new account?
    B: You _______________ show a picture I.D.

Expressing Possibility and Probability

We use **must, can, could, may, might, shall, should, will and would** to express the possibility or probability of something as shown in the following table.

<table>
<thead>
<tr>
<th>Modals</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>must / will</td>
<td>Certainty (100%)</td>
</tr>
<tr>
<td>can</td>
<td>Possibility (Very sure)</td>
</tr>
<tr>
<td>should</td>
<td>Expect it to happen 80%</td>
</tr>
<tr>
<td>may/ might</td>
<td>A good chance, perhaps, maybe (50 / 50)</td>
</tr>
<tr>
<td>may not / might not</td>
<td>Maybe not About 30-40%</td>
</tr>
<tr>
<td>could/ would</td>
<td>It is possible 20%</td>
</tr>
<tr>
<td>cannot/ will not</td>
<td>Impossible</td>
</tr>
</tbody>
</table>

Table 46: Possibility or Probability Modals

Adapted from Fuchs, Bonner, & Westheimer (2006: 417)

**Should, might, may, and could** are used to express the idea of maybe, perhaps, or something is probable or possible in the future, but not certain.

**Examples**

- It's nearly six o'clock. The train **should arrive** soon.
- The traffic **shouldn't be** too bad on the weekend.
- They **might join** the party tonight.
The manager **might not** be able to attend the meeting today.

John **may come** with Anny.

Mark **may not have** enough savings for his holiday.

If we don’t hurry we **could be** late for class.

We had a big meal for lunch so we **couldn’t eat** anything all afternoon.

We use **should have**, **could have**, **might have** and **may have** to show that something was possible **now** or at some time in the **past**.

**Examples**

- It’s nearly 9.00 o’clock. The boss **should have arrived** by now.
- She **should have told** me earlier so that I could pick her up at the airport.
- I couldn’t find my jacket. Someone **might have taken** it.
- I haven’t seen Jane. She may **not have been** able to come.
- I saw my father’s car in the garage this morning. They **could have got** home last night while I was sleeping.

We use **must**, **can** and **will** to express certainty and possibility while **must not**, **cannot**, and **will not** refer to impossibility or disbelief.

- Thailand is a tropical country so it **must be** very hot in summer.
- Judy has decided to work part time. She **must need** money.
- I see Tom jogging in the park every evening. He **must enjoy** jogging a lot.
- My roommate has just broken up with her boyfriend. She **must not be** happy.
- Mary is very slim and doesn’t eat much. She **must not enjoy** eating.
- It **can be** dangerous for women to walk alone at night.
- Anna is a millionaire. She **can buy** everything she wants.
- I saw someone at the restaurant who looks like James but it **can’t be** him because he’s gone to Bangkok.
A: My parents will certainly attend my graduation ceremony. Will you come?
B: Probably not. My dad is sick and my mom will have to look after him.

- I don't think Sam will play this match; I heard that he hurt his leg.
- That team plays badly. I'm sure they won't win the game.
- Andy has good metabolism. He can eat a lot but won't gain weight at all.
- If they keep being lazy, they won't learn anything.

We use the must have, could have, and would have to show certainty, impossibility or improbability now or in the past.

- The old lady couldn't find her passport. She must have left it on the plane.
- She looks really happy. She must have heard good news.
- Sandy left the party earlier last night. She could have been very tired from the journey.
- Nobody saw Tom last week. They would have gone for a holiday.
- The children are very hungry; they mustn't have eaten enough.

Exercise 13: Complete the sentences with can, could, might, will, should, must and the infinitive in the appropriate form.

1. Danny's been very quiet since his girlfriend went away. He ________________ (miss) her a lot.
2. Angelina's rather late. She ________________ (miss) the bus.
3. Nobody is answering the phone so they ________________ (be) out.
4. Don't phone her now. It ________________ (be) the middle of the night in the U.S.
5. They ________________ (not move) out yet. I saw them in town this morning.
6. I haven't seen Ellie this week. I think she ________________ (visit) her parents but I'm not sure about it.
7. Her exam result is coming out soon. She studied very hard so I'm sure she ________________ (pass) it.
8. That kid's just fallen over. Let's go and see her: she ________________ (be) hurt.
9. I don't know where she is. She ________________ (go) already.
10. I sent the letter three days ago so he ________________ (get) it by now, but you can never be sure.
Exercise 14: Complete the sentences with suitable modals to express possibility, probability, or impossibility.

1. A: Why is she in a hurry?
   B: She has no time. She _________ leave now or she _________ miss the flight.

2. A: Is Laura coming to the party tonight?
   B: I’m not sure. I think she _________ if she isn’t working.

3. A: Your boyfriend looks really exhausted; he _________ take some days off.
   B: He’d love to but he _________. It’s the busiest time of the year in his office.

4. A: Where is Larry? The manager wants to see him.
   B: He is not in the office. He _________ have left, I don’t know.

5. A: _________ we go out tonight, please?
   B: Yes, but you _________ be late. I’m sick of waiting for you.
   A: OK, I promise I _________ be on time.

6. A: We haven’t decided yet where we _________ go for my next holidays.
   B: I think we _________ definitely go to Asia because we’ve never been there.

7. A: Where is my purse? I saw it on my desk earlier.
   B: Someone _____________ taken it. You _____________ put it in your bag.

8. A: When is Lucy arriving? We _____________ start the meeting at 10.00 o’clock.
   B: I’m sorry. She’s on the way. She _____________ soon.

9. A: Why is that man looking around like that?
   B: He _____________ be lost. _____________ we ask if he needs help?

10. A: John doesn’t get a high score in the test, even though he’s clever. What’s wrong?
    B: He _____________ study enough. He often goes out and plays around.

Exercise 15: Rewrite the following sentences using modal verbs without changing their meaning.

1. We’ve just finished our project so maybe we go out for dinner tonight?
   We ____________________________________________________________________

2. The students aren't allowed to bring mobile phones to school.
   They _____________________________________________________________________
3. It's certain that Peter is able to help us with the assignment.

Peter

4. It's impossible that the teacher saw me at the movie because I didn't go there.

The teacher

5. It is expected that Jack isn't coming late for class today.

Jack

6. It's impossible that the train is arriving on time because of the accident.

The train

7. It's cloudy today so it's likely to rain.

It

8. It's possible that he lost his wallet on the bus last night.

I

9. Perhaps she didn't mean to blame you about the problem.

She

10. I'm sure that my roommate is too tired to go to the concert.

Your roommate
References


Course Syllabus

Chapter 7
Adjectives and Adverbs

Objectives
After studying this chapter, students should be able to:
1. identify and explain forms and uses of adjectives and adverbs.
2. differentiate and use the correct forms of adjectives and adverbs in sentences
3. explain how to use participle adjectives and apply them in sentences.
4. explain different types of comparisons: equal comparison, comparative comparison and superlative comparison.
5. apply the comparisons through communicative activities.

Contents
1. Warm-up Activity
2. Grammar in Context
3. Grammar Focus
   3.1. Adjectives and Adverbs
       3.1.1. Adjective and Adverb Forms
       3.1.2. Adjective and Adverb Uses
       3.1.3. Exercises
   3.2. Participle Adjectives
       3.2.1. Participle Adjective Forms
       3.2.2. Participle Adjective Uses
       3.2.3. Exercises
   3.3. Comparisons of Adjectives and Adverbs
       3.3.1. Equal Comparison and Exercises
       3.3.2. Comparative Comparison and Exercises
       3.3.3. Superlative Comparison and Exercises

References
Teaching and Learning Procedures

Students participate in the following teaching and learning activities.

1. Students do a warm-up activity to review their background knowledge about how to use adjectives and adverbs. Then, the students brainstorm, discuss, and make a list of more adjectives and adverbs.

2. The lecturer tells the students to read a reading text and notice the use of adjectives and adverbs in context. The students discuss how to use different types of modal adjectives and adverbs with their classmates and then answer the questions about the text.

3. The lecturer presents the lessons about different types of adjectives and adverbs, participle adjectives and comparisons as well as gives examples of how to use them in different situations.

4. Students give more examples and then do exercises in the textbook individually, in pairs, or in groups.

5. Students apply the adjectives and adverbs through communicative activities.

Teaching Materials

Students learn through the following teaching aids.

1. Textbook
2. PowerPoint Presentation
3. Worksheets

Evaluation

Students will be evaluated from the following activities.

1. Checking students’ attendance.
2. Observing students’ participation in group discussion and pair work.
3. Checking students’ answers from the exercises and worksheets.
Chapter 7
Adjective and Adverbs

Warm-up Activity

Look at the following pictures and answer the questions using adjectives or adverbs.

1. A: What do you think about this movie?
   B: It’s ____________________________.

2. A: Is he a good singer?
   B: Yes. He sings ____________________.

3. A: Why is he in jail?
   B: He’s ____________________________.

4. A: How does Tom drive?
   B: He drives ________________________.

5. A: How do the children feel?
   B: They feel ________________________.

Source: https://www.google.co.th/
Grammar in Context

Read the following text and underline adjectives and adverbs found in the text. Then answer the questions and discuss how to use adjective and adverbs.

Alisa is a receptionist in a five-star hotel in Sydney and she is very good at her job. She is friendly and polite so she makes a good impression to her customers. When there are any problems or misunderstandings, she always apologizes politely and tries to explain or solve the problems patiently. Moreover, she gets along well with her colleagues. Normally, she arrives at work early and works effectively during the day. She is helpful and never has problems with the staff there. She is always in a good mood so everyone works with her happily.

As for her family, she is married to an Australian engineer and has two adorable kids. Her son is 9 and her daughter is 7. They both go to the nearest school in the neighborhood. Her son is very smart but a bit quiet while her daughter is more lively and talkative. She and her husband look after them closely and warmly. In the morning, her husband drops the kids at school before going to work. In the evening he picks them up and they eagerly talk about their days. When she gets home, she cooks for them while her husband helps the kids with their homework. He wants to make sure that they think and do their homework carefully and get the right answers.

1. What does Alisa do? What is her personality?

2. How does she make her customers impressed with her?

3. Why do her colleagues work with her happily?

4. Where do her children go to school?

5. What is the difference between her son and her daughter?

6. How do Alisa and her husband take care of their kids?

7. Why does her husband help the kids with their homework?
Grammar Focus

Adjectives and Adverbs

Adjectives are words that describe nouns while adverbs commonly describe verbs.

1. Basic forms of Adjectives and Adverbs

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>badly</td>
</tr>
<tr>
<td>careful</td>
<td>carefully</td>
</tr>
<tr>
<td>polite</td>
<td>politely</td>
</tr>
<tr>
<td>fluent</td>
<td>fluently</td>
</tr>
</tbody>
</table>

1.1. Most adverbs can be transformed to adverbs by adding -ly to the adjective form.

1.2. With adjectives ending in -y, change y to i and add -ly.

| easy       | easily   |
| happy      | happily  |
| angry      | angrily  |
| heavy      | heavily  |

1.3. With adjectives ending in -ic, add -ally.

| automatic  | automatically  |
| academic  | academically  |
| economic  | economically  |
| dynamic  | dynamically  |

1.4. With adjectives ending in a consonant + -le, drop e and add -y.

| gentle    | gently    |
| terrible  | terribly  |
| simple    | simply    |
| probable  | probably  |

1.5. The adverb and adjective form of the following words are the same: early, fast, hard, late.

1.6. **Well** is the adverb form of the adjective good. **Well** can also be an adjective.

1.7. Some adjectives that end in -ly do not have an adverb form. Do not use them as adverbs: elderly, friendly, lively, lonely, lovely, ugly

Table 47: Basic Forms of Adjectives and Adverbs

Adapted from Fuchs, Bonner, & Westheimer (2006: 270-271)
2. Uses of Adjectives and Adverbs

Adjectives and adverbs explain different types of information as shown in the following table.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Uses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
<td>- Adjectives give information about nouns. They often come before a noun or after Verb to be.</td>
<td>She is friendly and polite. The food here isn’t expensive. He is a careful driver. She has a good job.</td>
</tr>
<tr>
<td></td>
<td>- Use an adjective, not an adverb, after these linking verbs: get, seem, look, feel, sound, smell, taste</td>
<td>I get nervous about the test. The food looks delicious. The music sounds beautiful. The flowers smell good.</td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td>- Adverbs give information about verbs. Adverbs of manner usually come after a verb or a verb + object.</td>
<td>He always drives carefully. The presenter spoke clearly. She talks to her customers nicely. We want to speak English fluently.</td>
</tr>
<tr>
<td></td>
<td>- Adverbs can also describe adjectives.</td>
<td>You are absolutely right. That is extremely expensive. He is terribly sick. The apartment is fully-furnished. They are well-educated.</td>
</tr>
<tr>
<td></td>
<td>- Adverbs describe adverbs as well.</td>
<td>That team played horribly badly. He drives terribly fast. They did the work absolutely well.</td>
</tr>
<tr>
<td><strong>Irregular adjectives and adverbs</strong></td>
<td>Some words can be used as adverbs and adjectives: early, fast, hard, late.</td>
<td>He is early./ He left early last night. It sounds fast./ He talks fast. He studied hard./ It’s a hard test. They’re late./ They arrived late.</td>
</tr>
<tr>
<td><strong>Irregular adverbs</strong></td>
<td>Well is normally used as an adverb for “good” but it is sometimes used as adjective.</td>
<td>He’s a good player. (adj.) He plays very well. (adv) I’m very well. (adj.)</td>
</tr>
</tbody>
</table>

Table 48: Uses of Adjectives and Adverbs

Adapted from Werner & Nelson (2007:308)
Exercise 1: Complete the sentences with the right form of adjective or adverb using the words given.

1. Cindy is a _______________ person. She always prepares her presentation _______________ before she present it. (careful)

2. The teacher gave a _______________ lesson so everybody _______________ understood everything. (clear)

3. Patty felt _______________ about the test. She talked to her teacher about it _______________. (nervous)

4. Mr. Lombard is very _______________. He always acts and speaks _______________. (polite)

5. Jim studied really _______________ for the exam but he couldn't do it well because the exam was too _______________. (hard)

6. Sarah is getting so _______________. She is walking home _______________. (tired)

7. Her voice sounds _______________. She sings the song _______________. (beautiful)

8. Our teacher is an _______________ person. She usually gets up _______________. (early)

9. What a _______________ day! Everybody is working _______________ in the office. (busy)

10. Does the pizza taste _______________? It is _______________ cooked by the best chef in town. (good)

11. That is a _______________ football team. They play _______________ so they will never win. (bad)

12. Bob made Lucy very _______________. She shouted _______________ at him. (angry)

13. Chris is a _______________ driver. He always drives _______________ and over the speed limit. (fast)

14. Who sent you that _______________ dress? It suits you _______________. (perfect)

15. He is working on a _______________ project. He will _______________ finish it in a few days. (simple)
Exercise 2: Complete each sentence with adjective or adverb.

1. That yogurt tastes really (sour) _______________.
2. The passengers on the bus were (serious) _______________ injured.
3. Please don’t behave very (selfish) _______________, or you will have no friends.
4. There was a (sudden) _______________ change in the weather and it made me sick.
5. She looks (pretty) _______________ and sexy.
6. Everybody at the party was (gorgeous) _______________ dressed up.
7. Terry is (terrible) _______________ upset about losing his job.
8. The football player fell and hurt himself quite (bad) _______________.
9. I cooked this meal (special) _______________ for you, so I hope you like it.
10. Don’t go up that slider. It doesn’t look (strong and safe) _______________.
11. He looked at me (sweet) _______________ when I smiled at him.
12. They are looking for a (full) _______________ furnished apartment.
13. This sofa feels really (comfortable) _______________.
14. Our holiday was too short. The time passed very (quick) _______________.
15. My dad works (continuous) _______________. He never seems to stop.
16. Alisa and David are very (happy) _______________ married.
17. Monica speaks English (fluent) _______________ although she makes quite a lot of mistakes.
18. We want a (good) _______________ educated person to be our president.
19. Laura turned (pale) _______________ when she saw her boyfriend with another woman.
20. Nobody knows much about them. We don’t (exact) _______________ know where they live.
Participle Adjectives: Adjectives ending with _ing and _ed

Adjectives with _ing (present participle) and _ed (past participle) are formed from a special group of emotion verbs. They express different meanings in communication. We use this group of verbs to show the cause of feelings. **_ing** Adjectives are used to describe the cause of a feeling while **_ed** Adjectives are used to describe how someone feels. They are commonly used with verbs be, get, and other linking verbs.

1. Forms of Participle Adjectives

<table>
<thead>
<tr>
<th>Verbs</th>
<th>_ing (Present Participle)</th>
<th>_ed (Past Participle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>alarm</td>
<td>alarming</td>
<td>alarmed</td>
</tr>
<tr>
<td>amaze</td>
<td>amazing</td>
<td>amazed</td>
</tr>
<tr>
<td>annoy</td>
<td>annoying</td>
<td>annoyed</td>
</tr>
<tr>
<td>bore</td>
<td>boring</td>
<td>bore</td>
</tr>
<tr>
<td>challenge</td>
<td>challenging</td>
<td>challenged</td>
</tr>
<tr>
<td>charm</td>
<td>charming</td>
<td>charmed</td>
</tr>
<tr>
<td>confuse</td>
<td>confusing</td>
<td>confused</td>
</tr>
<tr>
<td>convince</td>
<td>convincing</td>
<td>convinced</td>
</tr>
<tr>
<td>depress</td>
<td>disappointing</td>
<td>disappointed</td>
</tr>
<tr>
<td>disgust</td>
<td>disgusting</td>
<td>disgusted</td>
</tr>
<tr>
<td>embarrass</td>
<td>embarrassing</td>
<td>embarrassed</td>
</tr>
<tr>
<td>excite</td>
<td>exciting</td>
<td>excited</td>
</tr>
<tr>
<td>fascinate</td>
<td>fascinating</td>
<td>fascinated</td>
</tr>
<tr>
<td>frustrate</td>
<td>frustrating</td>
<td>frustrated</td>
</tr>
<tr>
<td>impress</td>
<td>impressing</td>
<td>impressed</td>
</tr>
<tr>
<td>inspire</td>
<td>inspiring</td>
<td>inspired</td>
</tr>
<tr>
<td>interest</td>
<td>interesting</td>
<td>interested</td>
</tr>
<tr>
<td>please</td>
<td>pleasing</td>
<td>pleased</td>
</tr>
<tr>
<td>shock</td>
<td>shocking</td>
<td>shocked</td>
</tr>
<tr>
<td>surprise</td>
<td>surprising</td>
<td>surprised</td>
</tr>
<tr>
<td>tire</td>
<td>tiring</td>
<td>tired</td>
</tr>
</tbody>
</table>

Table 49: Forms of Participle Adjectives

Adapted from Murphy, R. & Altman, R. (1998: 180)
2. Uses of Participle Adjectives

<table>
<thead>
<tr>
<th>Verbs</th>
<th>_ing Adjectives</th>
<th>_ed Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The movie</td>
<td>interests me.</td>
<td>The movie is interesting</td>
</tr>
<tr>
<td>John.</td>
<td></td>
<td>(to me.)</td>
</tr>
<tr>
<td>The party</td>
<td>surprised John.</td>
<td>The party was surprising</td>
</tr>
<tr>
<td>John.</td>
<td></td>
<td>John was surprised with the party.</td>
</tr>
<tr>
<td>The trip</td>
<td>excites her.</td>
<td>The trip is exciting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She gets excited about the trip.</td>
</tr>
<tr>
<td>The speech</td>
<td>confused me.</td>
<td>The speech was confusing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I felt confused by the speech.</td>
</tr>
<tr>
<td>The show</td>
<td>disappointed them.</td>
<td>The show was disappointing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They were disappointed with the show.</td>
</tr>
<tr>
<td>Does the lesson</td>
<td>bore her?</td>
<td>Is the lesson boring?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is she bored with the lesson?</td>
</tr>
<tr>
<td>What inspires</td>
<td>the students to study English?</td>
<td>What is inspiring them to study English?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are they inspired by?</td>
</tr>
</tbody>
</table>

Table 50 Uses of Participle Adjectives

Exercise 3: Put the words in the brackets in the form of verb or adjectives: _ing or _ed.

1. Paul wants to (challenge) ____________ himself by applying for a new job.
2. My father is really (interest) ____________ in politics.
3. It was (surprise) ____________ when my boyfriend showed up at my office yesterday.
4. It isn’t easy to ____________ (satisfy) every customer.
5. When I feel ____________ (bore), I always go shopping.
6. I didn’t understand what he said. It was a ____________ (confuse) speech.
7. Yesterday I met my old friend and I was very ____________ (please) because I hadn’t met her for a long time.
8. James and Tom talk too much. They often interrupt conversations and often ____________ (annoy) people around them.
9. The show last night was very ____________ (disappoint). I didn’t like it at all.
10. The children always get ____________ (exhaust) after a long day.
11. The movie was so scary. Did it (frighten) ____________ you?
12. I felt (shock) ____________ by the news about the plane crash of an aircraft last night.
13. Laura is a (charm) ____________ woman. Every man wants to go out with her.
14. Does the government (convince) ____________ the public about improving the quality of life of Thai people?
15. Night life in Pattaya is very (entertain) ____________ for tourists from around the world.

Exercise 4: Choose the correct adjective: -ed or -ing adjective.

1. A: How was the Show?
   B: It was (amaze) _________________.
2. A: Why do you look so (depress) _________________.?
   B: I have just lost my job.
3. A: Do you like the comedian show?
   B: Yes, it's very (amuse) _________________.
4. A: Have you had an (embarrass) _________________. moment before?
   B: Yes, when I fell over on the street and many people looked at me!
5. A: Are you getting (excite) _________________. about the journey tomorrow?
   B: Yes, very much. I don’t think I can sleep tonight!
6. A: I think that idea is absolutely (fascinate) _________________. Let’s look at the details.
   B: I agree with you.
7. A: What did you think of the party last night?
   B: I feel really (impress) _________________. with the hospitality of the host
8. A: Danny has been sick for a few days. I’m so (worry) _________________. about him.
   B: Don’t worry. The doctor is taking care of him.
9. A: Don’t you think teaching is a (tire) _________________. job?
   B: Yes but I enjoy teaching my students.
10. A: Please don’t be (alarm) _________________. It’s not a serious accident.
    B: I hope everything will be ok.
11. A: Why does Jim want to be a pilot?
   B: He is (inspire) ________________ by his father.
12. A: That restaurant looks (disgust) ______________ and dirty.
   B: Yes, let’s go to another one.
13. A: Let’s see a horror movie tonight.
   B: I don’t like it. It’s too (frighten) ________________.
14. A: What are you going to do after your retirement?
   B: I’m (thrill) ________________ about travelling and visiting relatives and friends.
15. A: The flight is delayed again. It’s so (bore) ________________.
   B: Be patient. It won’t be too long.

Comparative Adjectives and Adverbs

Adjectives and adverbs can be used to make comparisons. They are used to show what is different or similar about two or more things. There are three kinds of possible comparisons: equal, comparative and superlative as shown in the following table.

<table>
<thead>
<tr>
<th>Equal</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>shorter</td>
<td>the shortest</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>the longest</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>the most beautiful</td>
</tr>
<tr>
<td>comfortable</td>
<td>more comfortable</td>
<td>the most comfortable</td>
</tr>
<tr>
<td>interesting</td>
<td>more interesting</td>
<td>the most interesting</td>
</tr>
<tr>
<td>good/ well</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>quickly</td>
<td>more quickly</td>
<td>the most quickly</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>the fastest</td>
</tr>
<tr>
<td>far</td>
<td>farther, further</td>
<td>the farthest, the furthest</td>
</tr>
</tbody>
</table>

Table 51: Comparisons: Equal, Comparative and Superlative
1. **Equal Comparison**

Equal comparison of adjectives and adverbs is used to show that two things or people have the same or equal quality. A quality shared in the same amount means that the two things are equal in some way.

1.1. **Equal Comparison Form:** *as* adjective / adverb (base form) *as*.

1.2. **Uses:** We use *as ... as* to show that two things or people have the same or similar quality. We also use *not as ... as* (negative form) instead of comparative to sometimes make it sound more polite.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim is <strong>as careful as</strong> Tom.</td>
<td>Tim works <strong>as carefully as</strong> Tom.</td>
</tr>
<tr>
<td>He is <strong>as good as</strong> her.</td>
<td>He plays the guitar <strong>as well as</strong> her.</td>
</tr>
<tr>
<td>This test is <strong>as easy as</strong> that test.</td>
<td>The can pass this test <strong>as easily as</strong> that test.</td>
</tr>
<tr>
<td>Her voice is <strong>not as beautiful as</strong> Jane’s.</td>
<td>She does not sing <strong>as beautifully as</strong> Jane.</td>
</tr>
<tr>
<td>James is <strong>not as loud as</strong> David.</td>
<td>James does not speak <strong>as loudly as</strong> David.</td>
</tr>
<tr>
<td>The students are <strong>not as slow as</strong> Anna.</td>
<td>The students do not walk <strong>as slowly as</strong> Anna.</td>
</tr>
</tbody>
</table>

**Table 52: Equal Comparison**

**Exercise 5:** Complete the sentences with the words in brackets. Use *as ... as* or *not as ... as*.

1. Nadech / Mario (act well)

2. Dogs / snakes (dangerous)

3. A church / a cathedral (not big)

4. Dana / Jennifer (not study / hard)

5. December / April (hot)

6. Thailand / England (not cold)
7. Mark / Ken (work / effective)

8. American food / Thai food (not delicious)

9. Jenny / Paula (drive fast)

10. I / my roommate (get up early)

11. His teacher / my teacher (not friendly)

12. Reading / playing games (interesting)

13. Big C / Tesco Lotus (not crowded)

14. My team / his team (not play/ bad)

15. This black bag / the red one. (expensive)

Exercise 6: What are the similarities and differences of between men’s and women’s characteristics or quality? Answer this question using adjectives and adverbs for equal comparison in positive (as…as) or negative (not… as) sentences.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Women are as good as men. They can work as well as men.</td>
<td>Example: Women are not as strong as men. They cannot work as hard as men.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
## 2. Comparative Adjectives and Adverbs

Comparative adjectives and adverbs are used to show differences between two things or people.

### 2.1 Comparative Forms

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Regular Form</th>
<th>Comparative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most short adjectives and adverbs take the ending -er.</td>
<td>cold</td>
<td>colder</td>
</tr>
<tr>
<td></td>
<td>short</td>
<td>shorter</td>
</tr>
<tr>
<td></td>
<td>fast</td>
<td>faster</td>
</tr>
<tr>
<td></td>
<td>late</td>
<td>later</td>
</tr>
<tr>
<td>Adjectives ending in -y; change the -y to -i and add -er.</td>
<td>busy</td>
<td>busier</td>
</tr>
<tr>
<td></td>
<td>easy</td>
<td>easier</td>
</tr>
<tr>
<td></td>
<td>heavy</td>
<td>heavier</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
<td>friendlier</td>
</tr>
<tr>
<td></td>
<td>early</td>
<td>earlier</td>
</tr>
<tr>
<td>Most long adjectives use more + regular form to make the comparative.</td>
<td>handsome</td>
<td>more handsome</td>
</tr>
<tr>
<td></td>
<td>beautiful</td>
<td>more beautiful</td>
</tr>
<tr>
<td></td>
<td>comfortable</td>
<td>more comfortable</td>
</tr>
<tr>
<td></td>
<td>expensive</td>
<td>more expensive</td>
</tr>
<tr>
<td></td>
<td>crowded</td>
<td>more crowded</td>
</tr>
<tr>
<td></td>
<td>interesting</td>
<td>more interesting</td>
</tr>
<tr>
<td>Most adverbs of two or more syllables must use more + regular form to make the comparative.</td>
<td>slowly</td>
<td>more slowly</td>
</tr>
<tr>
<td></td>
<td>quickly</td>
<td>more quickly</td>
</tr>
<tr>
<td></td>
<td>fluently</td>
<td>more fluently</td>
</tr>
<tr>
<td></td>
<td>surprisingly</td>
<td>more surprisingly</td>
</tr>
<tr>
<td></td>
<td>naturally</td>
<td>more naturally</td>
</tr>
<tr>
<td>Some adjectives can be used with -er or -more</td>
<td>clever</td>
<td>cleverer/ more clever</td>
</tr>
<tr>
<td></td>
<td>quiet</td>
<td>quieter/ more quiet</td>
</tr>
<tr>
<td>Irregular adjectives and adverbs</td>
<td>good/ well</td>
<td>better</td>
</tr>
<tr>
<td></td>
<td>bad/ badly</td>
<td>worse</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>farther/ Further</td>
</tr>
<tr>
<td></td>
<td>much, many</td>
<td>more</td>
</tr>
<tr>
<td></td>
<td>little</td>
<td>less</td>
</tr>
</tbody>
</table>

Table 53: Comparative Forms
2.2. Comparative Uses

The comparative form is used to show a difference between two things. An adjective or adverb is made to express that one has more or less quality than another. "Than" is usually used after comparative adjectives or adverbs.

Examples

- This box is heavy but that one is heavier.
- He has less money than her.
- This year the economy is worse than last year.
- His house is not bigger than mine.
- Gaga is not more popular than Jennifer.
- I always get up early but my mother gets up earlier.
- We don’t finish our work faster than them.
- The new printer prints more quickly than the old one.
- He understands the lesson more easily than her.

We can use much, a lot, far, a bit, a little, slightly before the comparatives.

- Sam sings much better than Tommy.
- The food in the restaurant is a lot more expensive than the food in the canteen.
- The bus is a bit more crowded in the morning than in the evening.

Repeated comparatives are sometimes used to show that something is changing continuously.

- After taking the medicine, she felt better and better.
- It gets more and more difficult to find a good job nowadays.
- These days, more and more people want to learn English for a better career.

We also use “the … the…” with two comparatives to show that one thing depends on another.

- The more you eat, the fatter you are.
- The lazier they are, the less success they will have.
• The more expensive the hotel, the better the service.

• The more you study, the more you will learn.

• The sooner we leave, the sooner we will arrive.

• The harder the test is, the harder to pass.

Exercise 7: Complete the sentences with the correct form of comparative adjectives or adverb.

1. Yesterday I bought a little (large) _________________ sweater for Tommy
2. I can’t believe it! You’re much (slim) _________________ than last year.
3. Sophie has got (beautiful) _________________ hair than Jasmine’s.
4. Thai food is (spicy) _________________ than Chinese food.
5. Traveling by train takes a (long) _________________ time than traveling by bus.
6. The boss works a bit (hard) _________________ the other staff.
7. They waited (patient) _________________ for the bus than her friends.
8. Wild animals are (dangerous) _________________ than pets.
9. Is Madona far (popular) _________________ than Jennifer?
10. Pam is not rich. She has (little) _________________ money than the others.
11. James listens (attentive) _________________ than his classmates.
12. This course is (difficult) _________________ than the previous one.
13. Linda passes the test (easy) _________________ than her roommate.
14. Is boxing (exciting) _________________ than wrestling?

Exercise 8: Complete the sentences with the correct form of comparative adjectives or adverbs.

1. This house isn’t very modern. I like a _________________ houses.
2. Penny’s English is not very fluent. Her classmates speak _________________.
3. Bill doesn’t study very hard. We study _________________.
4. Jerry’s idea was bad. Their idea was even _________________.
5. These movies are boring but the books are _________________.
6. It’s difficult to concentrate when you are tired. The more tired you are, the _________________ to concentrate.
7. I’m not very interested in sports. I’m ____________ in reading.
8. Tim got up late this morning but his roommate got up ________________.
9. This knife isn’t very sharp. Have you got a ____________ one?
10. People today aren’t very polite. In the past they behaved ____________.
11. His house is quite far from school but my house is even ________________.
12. I like cold weather because it’s nice. The colder the weather is, the ________________ I feel.

Exercise 9: Complete the following conversations with the right comparative form of adjectives or adverbs using your own ideas.

1. A: What do you think about living in the city and living in the country?
   B: I think living in the city is ________________ than living in the country.
2. A: Are you going to fly to Bangkok or take a train?
   B: I’m going to fly because it’s much ________________.
3. A: Who works ________________, Andrew or George?
   B: I think George does.
4. A: Will it be a lot ________________ to cook and eat at home?
   B: I’m not sure. Sometimes, it can be more expensive than eating out. It depends on the food you cook.
5. A: Did it rain heavily last night?
   B: Yes. It rained a bit ________________ than a few days ago.
6. A: She waited for him for a very long time.
   B: The longer she waited, ________________ she became.
7. A: Paula is getting more and ________________ about her wedding!
   B: I bet. Everybody in her family feels the same.
8. A: What is the difference between those two managers?
   B: I think Mrs. Hallam is ________________ than Mr. Dallon.
9. A: What do you think about our new student?
   B: I think she is smart and learns ________________ than the others.
10. A: Do you feel nervous when you have to speak in public?
    B: Of course. I get more and ________________ to speak in front of a lot of people.
11. A: How was the presentation at the meeting?
   B: Not so good. I wish the speaker could have spoken ____________________.

12. A: I think I should study hard to get good grades.
   B: That's right. The ____________________ you study, the ____________________ you will have.

13. A: Is she feeling fresh after a good rest?
   B: I think so. She is getting ____________________ and ____________________.

3. Superlative Adjectives and Adverbs

Superlative adjectives and adverbs are used to define the highest degree of nouns and verbs.

3.1. Superlative Forms

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Regular Form</th>
<th>Superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most short adjectives and adverbs take the ending -est.</td>
<td>cold</td>
<td>coldest</td>
</tr>
<tr>
<td></td>
<td>short</td>
<td>shortest</td>
</tr>
<tr>
<td></td>
<td>fast</td>
<td>fastest</td>
</tr>
<tr>
<td></td>
<td>late</td>
<td>latest</td>
</tr>
<tr>
<td></td>
<td>hard</td>
<td>hardest</td>
</tr>
<tr>
<td>Adjectives ending in -y: change the -y to -i and add -est.</td>
<td>busy</td>
<td>busiest</td>
</tr>
<tr>
<td></td>
<td>easy</td>
<td>easiest</td>
</tr>
<tr>
<td></td>
<td>heavy</td>
<td>heaviest</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
<td>friendliest</td>
</tr>
<tr>
<td></td>
<td>early</td>
<td>earliest</td>
</tr>
<tr>
<td>Most long adjectives use the most + regular form to make the superlative.</td>
<td>handsome</td>
<td>the most handsome</td>
</tr>
<tr>
<td></td>
<td>beautiful</td>
<td>the most beautiful</td>
</tr>
<tr>
<td></td>
<td>comfortable</td>
<td>the most comfortable</td>
</tr>
<tr>
<td></td>
<td>expensive</td>
<td>the most expensive</td>
</tr>
<tr>
<td></td>
<td>crowded</td>
<td>the most crowded</td>
</tr>
<tr>
<td></td>
<td>interesting</td>
<td>the most interesting</td>
</tr>
</tbody>
</table>

Table 54: Superlative Forms (Continued)
### Superlative Forms (Continued)

<table>
<thead>
<tr>
<th>Most adverbs of two or more syllables must use the most + regular form to make the superlative.</th>
<th>sadly</th>
<th>the most sadly</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
<td>the most slowly</td>
<td></td>
</tr>
<tr>
<td>quickly</td>
<td>the most quickly</td>
<td></td>
</tr>
<tr>
<td>fluently</td>
<td>the most fluently</td>
<td></td>
</tr>
<tr>
<td>surprisingly</td>
<td>the most surprisingly</td>
<td></td>
</tr>
<tr>
<td>naturally</td>
<td>the most naturally</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some adjectives can be used with -est or – the most</th>
<th>clever</th>
<th>the cleverest/ the most clever</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>the quieter/ the most quiet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irregular adjectives and adverbs</th>
<th>good/ well</th>
<th>the best</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad/ badly</td>
<td>the worst</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>the farthest/ the furthest</td>
<td></td>
</tr>
<tr>
<td>much, many</td>
<td>the most</td>
<td></td>
</tr>
<tr>
<td>little</td>
<td>the least</td>
<td></td>
</tr>
</tbody>
</table>

### Table 54: Superlative Forms

#### 3.2. Comparative Use

Superlative adjectives and adverbs are used to compare the characteristics or quality of three or more things or people to show the highest or the lowest degree. Words like in the family, in the class, in Thailand, in the world, of all, of the year, of the students, etc. are commonly used to express the highest or the lowest quality in the group or of all. The definite article “the” is placed before each adjective or adverb to show the highest or the lowest degree.

#### Examples

- Sonya is the tallest student in this class.
- Yesterday was the hottest day of the year.
- This is the easiest lesson that I have.
- Who is the most popular singer in Thailand?
- He has the most responsibility in this company.
• What is the least expensive item in this shop?
• Is she the worst player of all competitors?
• Pluto is the furthest away from the sun.
• Sara has the least clothes of all her friends.
• Alex studies the hardest of all students in his class.
• The speaker who gives the clearest explanation will be rewarded.
• Thomas comes to class the earliest of all.
• The lady sings the most beautifully that I have ever heard.
• Which group works the most cooperatively?
• My brother drives the least carefully in my family.
• The new printer prints the most quickly of all.
• The manager presented the most interesting idea at the meeting.
• Terry plays the best in the game.
• That restaurant makes the worst pizza that I have ever eaten.
• Barbara lives the furthest from the university.

*Note: Never mix the two ways to form the superlative.
Incorrect: Mr. Freeman is the most richest in town.
Correct: Mr. Freeman is the richest in town.
Incorrect: He speaks the most slowliest in our group.
Correct: He speaks the most slowly in our group.

Exercise 10: Complete the right form of superlative adjectives or adverbs.

1. Everest is (high) __________________ mountain in the world.
2. Who is (intelligent) _________________ person in your family?
3. This dress was (cheap) ________________.
4. Who speaks English (fluent) ________________ in this class?
5. Which language do you think is (easy) ________________ to learn?
6. This project is (challenging) ________________ that I have ever done.
7. John works (careless) ________________ of all in his department.
8. I think that one over there is (strong) ________________ horse.
9. That actor acts (good) _________________ of all.
10. Nana is (poor) _________________ . She has (little) _________________ of all her friends.
11. She’s (hardworking) _______________ student in her school.
12. That suitcase is (light) ________________ of all.
13. Of all the cities, Vegas is (colorful) ________________.
14. The student who takes school (serious) __________ will succeed in life.
15. People who have (much) ________________ money might not be (happy) _________________.

Exercise 11: Complete the following conversations with the right form of superlative adjectives or adverbs.

1. A: What is ________________ ocean in the world?
   B: The pacific Ocean.
2. A: Do you know what land animal is ________________?
   B: The cheetah.
3. A: Who drives ________________ in your group?
   B: I think Joy does. She often has an accident.
4. A: Which city in the U.S. is ________________?
   B: Chicago. It’s known as the “Windy City”.
5. A: Mum Jokmok is ________________ comedian that I have ever seen.
   B: That’s right. He’s very funny.
6. A: What is ________________ experience in your life?
   B: Well, I’ve had a lot of impressive experiences in my life but spending time with my family is the best.
7. A: Why are you in love with Susie?
   B: Because she is ________________ person that I’ve ever met.
8. A: Who has ________________ mistakes in this class?
   B: Laura. She has the highest score for this test.
9. A: Do you know Justin Bieber?
   B: Of course. He is ________________ singer that I’ve ever heard. He always does crazy stuff.
10. A: Is Don friendly?
   B: Yes, he is. He is ________________ student in our class. Everybody
   likes him.

11. A: Who runs ________________ in that team?
   B: Leo does. He has the most medals.

12. A: Who is your hero?
   B: My dad. He is ________________ in the world.

13. A: Do you know what ________________ restaurant in Udon is?
   B: I think Rabiang Pachanee is. The food there is really delicious.

   B: I think it is ________________ language in the world.

15. A: Can you tell us where ________________ bank is?
   B: Sure. There is one at the corner. Just a few minutes walk.

**Exercise 12: Complete the following sentences with the right form of
comparisons: equal, comparative and superlative of adjectives or adverbs.**

1. Bangkok is a busy city, isn't it? Yes, but New York is a lot (busy) ____________
2. Do you know what kind of animal is the (intelligent) ________________?
3. Silver's price is much (low) ________________ than gold's.
4. Which dish has the (little) ________________ calories?
5. The more loudly she shouted, the (angry) ________________ he became.
6. I think reading is not as (difficult) ________________ as listening.
7. What is the (interesting) ________________ book that you have ever read?
8. Why are you always late? You should get up (early) ________________ than usual.
9. Pluto is the (far) ________________ away from the sun.
10. Jack is a good player. He plays as (good) ________________ as Joe does.
11. Do you have as (many) ________________ assignments as them?
12. Jane speaks English (fluent) ________________ than her friends.
13. Can you tell me what the (healthy) ________________ food of all is?
14. They did not behave as (polite) ________________ as our students.
15. After the sun sets, it gets (dark) ________________ and ________________.
Exercise 13: Error Analysis: Each sentence has one error, underline it and correct it.

1. The music sounds beautifully.

2. Oishi is not as better as Fuji.

3. Is Everest the high mountain in the world?

4. What’s the more enjoyable movie that you have ever seen?

5. Clothes at the markets are much more cheaper than clothes in the shopping centers.

6. It’s nearly lunch time and she is getting more and more hungry.

7. I have fewer money than them but I’m happier.

8. John doesn’t think as quick as he used to be.

9. Thai food is tasteful than American food.

10. There were so much people at the party that I couldn’t find Mary.

11. This show is the most entertained that I have ever experienced.


13. Sophie studied hardly to pass the exam.
References


Course Syllabus

Chapter 8
Phrasal Verbs

Objectives
After studying this chapter, students should be able to:
1. identify forms and uses of phrasal verbs and explain how they are different from regular verbs.
2. differentiate and use the correct forms of different types of phrasal verbs: transitive, intransitive, separable or inseparable phrasal verbs.
3. explain the differences between phrasal verbs, prepositional verbs, and phrasal-repositional verbs and use them in sentences correctly.
4. apply the phrasal verbs through communicative activities.

Contents
1. Warm-up Activity
2. Grammar in Context
3. Grammar Focus
   3.1. Phrasal Verbs
      3.1.1. Intransitive Phrasal Verbs and Exercises
      3.1.2. Transitive Phrasal Verbs
         3.1.2.1 Separable Phrasal Verbs and Exercises
         3.1.2.2. Inseparable Phrasal Verbs and Exercises
   3.2. Prepositional Phrasal Verbs and Exercises
   3.3. Phrasal-Prepositional Verbs and Exercises

References
Teaching and Learning Procedures

Students participate in the following teaching and learning activities.

1. Students do a warm-up activity to review their background knowledge about how to use phrasal verbs. Then, the students brainstorm, discuss, make a list of more phrasal verbs and explain how they are different from regular verbs.

2. The lecturer tells the students to read a conversation and notice the use of phrasal verbs in context. The students discuss how to use different types of phrasal verbs with their classmates and then answer the questions about the conversation.

3. The lecturer presents the lessons about different types of phrasal verbs and gives more examples of how to use them in different situations.

4. Students give more examples and then do exercises in the textbook individually, in pairs, or in groups.

5. Students apply the phrasal verbs through communicative activities.

Teaching Materials

Students learn through the following teaching aids.

1. Textbook

2. PowerPoint Presentation

3. Worksheets

Evaluation

Students will be evaluated from the following activities.

1. Checking students’ attendance.

2. Observing students’ participation in group discussion and pair work.

3. Checking students’ answers from the exercises and worksheets.
Chapter 8

Phrasal Verbs

Warm-up Activity

In groups, think of phrasal verbs or two-word verbs and write down as many verbs as you can and then discuss the meaning of each word with your group members.

1. Get

2. Take

3. Look

4. Hand

5. Call

6. Make

7. Turn

8. Go

9. Hang

10. Run
Grammar in Context

Read the following conversation, underline phrasal verbs and discuss their meanings with your classmate. Then answer the questions.

Mark: Where are you going? You just went by Paula's house. You should turn around and go back.
Joe: I don't think that was her house. I'm going to go on.
Mark: I looked up the address on the map. It's between Fifth Avenue and Sixth Avenue.
Joe: Okay, I'll turn the car around ten.
Mark: Now we have to figure out where to park.
Joe: Turn off the radio. It's too loud, I can't focus on parking.
Mark: But I enjoy this song! Okay, I will turn it down.
Joe: You're starting to tire me out. Could you quieten down and help me look for the place to park?
Mark: Cheer up. Don't be too serious. Hey, there's a parking spot!
Joe: Sorry, I'm just a little moody. I broke up with my girlfriend last night.
Mark: You split up with Angela?
Joe: Yeah. We'd been going out for two years. We had a fight and she kicked me out. Now I have to move out and find out where to live. I totally messed up. Noone can put up with me.
Mark: I'm sorry to hear that. You can hang out at my place until you find an apartment.
Joe: Thanks. I can always count on you.
Mark: Well, Keep smiling. I'm sure you can meet someone interesting at the party. It's time to move on.

1. Where are they going to? What are they doing there?
________________________________________________________________________

2. Why does Joe ask Mark to turn off the radio?
________________________________________________________________________

3. Why is Joe moody?
________________________________________________________________________
Grammar Focus

Phrasal Verbs

Phrasal verbs are verbs followed by a preposition or an adverb that modifies or changes the meaning of the verbs. They are part of a large group of verbs called "multi-word" verbs.

<table>
<thead>
<tr>
<th>multi-word verbs</th>
<th>phrasal verb</th>
<th>look up</th>
<th>search for and find information in a reference book</th>
<th>You can look up the meanings of words in a dictionary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepositional verb</td>
<td>look at</td>
<td>direct your eyes in a certain direction</td>
<td></td>
<td>Please look at the board.</td>
</tr>
<tr>
<td>phrasal-prepositional verb</td>
<td>look forward to</td>
<td>anticipate with pleasure</td>
<td></td>
<td>I look forward to going to the beach.</td>
</tr>
</tbody>
</table>

Table 55: Phrasal Verbs

**Phrasal verb Form**

These verbs consist of a base form of verb + prepositions and/or adverbs. The preposition or adverb that follows the verb is sometimes called a “particle”.

The verbs in this group are usually common English verbs including ask, come, get, make, set, fall, give, let, put, take, break, go, look, run, turn, etc.

The prepositions and adverbs that come after the verbs to create the phrasal verbs are about, around, by, in, out, under, across, away, down, off, over, up, along, back, on, etc.

**Phrasal Verb Use**

Phrasal verbs are idiomatic expressions, combining verbs and prepositions to make new verbs whose meaning is often not obvious from the original dictionary words. They are mainly used in spoken English and informal texts. They should be avoided in academic writing where it is more suitable to use formal verbs (Werner & Nelson, 2007).
Types of Phrasal Verbs
Phrasal verbs can be intransitive (without object) or transitive (with object).

1. Intransitive Phrasal Verbs
Some intransitive phrasal verbs are used without direct objects as shown in the following examples.

<table>
<thead>
<tr>
<th>Phrasal Verbs</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>break down</td>
<td>stop working</td>
<td>My car <strong>broke down</strong> and I had to call the mechanic.</td>
</tr>
<tr>
<td>catch on</td>
<td>become popular</td>
<td>Justine’s songs <strong>have caught on</strong> very fast.</td>
</tr>
<tr>
<td>come over</td>
<td>go to someone’s house</td>
<td>Do you want to <strong>come over</strong> after school? We can do homework together.</td>
</tr>
<tr>
<td>dress up</td>
<td>wear very nice or formal clothes</td>
<td>We all will <strong>dress up</strong> for the reunion party.</td>
</tr>
<tr>
<td>drop by</td>
<td>visit without an appointment</td>
<td>Sarah <strong>dropped by</strong> to return the novel I had lent her.</td>
</tr>
<tr>
<td>eat out</td>
<td>eat at a restaurant or café (not at home)</td>
<td>I’m tired and I don’t feel like cooking – let’s <strong>eat out</strong> tonight.</td>
</tr>
<tr>
<td>get by</td>
<td>survive with little money</td>
<td>Their salary is very low. How can they <strong>get by</strong>?</td>
</tr>
<tr>
<td>get up</td>
<td>arise/ get out of bed</td>
<td>I’m so lazy and don’t want to <strong>get up</strong> to early.</td>
</tr>
<tr>
<td>go back</td>
<td>return to a place</td>
<td>I really enjoyed my visit to Germany; I’m planning to <strong>go back</strong> next spring.</td>
</tr>
<tr>
<td>hang out</td>
<td>spend time socially</td>
<td>The students often <strong>hang out</strong> at the mall.</td>
</tr>
<tr>
<td>grow up</td>
<td>become an adult</td>
<td>My sister wants to be a doctor when she <strong>grows up</strong>.</td>
</tr>
<tr>
<td>show up</td>
<td>arrive</td>
<td>Tom was supposed to attend this class, but he never <strong>showed up</strong>.</td>
</tr>
<tr>
<td>shut up</td>
<td>stop talking</td>
<td>She talks too loud. I wish she would just <strong>shut up</strong>!</td>
</tr>
<tr>
<td>throw up</td>
<td>vomit</td>
<td>Willy <strong>threw up</strong> after drinking too much whisky.</td>
</tr>
</tbody>
</table>

Table 56: Intransitive Phrasal Verbs
Adapted from http://www.espressoenglish.net/intransitive-phrasal-verbs-in-english/
Exercise 1: Intransitive phrasal verbs: Complete the following sentences using appropriate intransitive phrasal verbs from the list given. Change the forms of verbs if necessary.

<table>
<thead>
<tr>
<th>drop by</th>
<th>break down</th>
<th>throw up</th>
<th>get up</th>
<th>break into</th>
</tr>
</thead>
<tbody>
<tr>
<td>come over</td>
<td>catch on</td>
<td>shut up</td>
<td>eat out</td>
<td>get by</td>
</tr>
</tbody>
</table>

1. Tom was late for work because his car ___________________ on the way to work.
2. All songs in that Korean series are ___________________ with youngsters in Thailand.
3. Julie talks too much that her friend often tells her to ___________________.
4. The thieves must have ___________________ the house through the back door.
5. My sister had a stomachache and ___________________ because of food-poisoning.
6. My brother hates cooking so he ___________________ most of the time.
7. My mom is preparing some snacks for her friend who is ___________________ this evening.
8. He doesn’t earn enough to ___________________ so his father has to send him some money.
9. My grandpa tried to ___________________ but he couldn’t do it on his own.
10. I was so surprised and excited that my old friend ___________________ yesterday.

Exercise 2: Answer the following questions using or making up your own information.

1. Where did you grow up?
   ________________________________________________________________

2. Why didn’t your classmate show up at the meeting yesterday?
   ________________________________________________________________

3. Do you normally stay up late?
   ________________________________________________________________

4. What is the place that you will never go back again?
   ________________________________________________________________

5. Where do you usually hang out with your friends?
   ________________________________________________________________
2. Transitive Phrasal Verbs

Many phrasal verbs are transitive, taking objects after them. They are commonly divided into two types: separable (the verb and the preposition can be separated, putting the object in the middle) and inseparable phrasal verbs (the object must come at the end because the verb and the preposition must stay together).

2.1. Separable Phrasal Verbs

Some phrasal verbs can be separated when we use them with objects. This means that we have a choice. We can put the object between the verb and the preposition, or we can put the object at the end. However, if we use the phrasal verbs with a pronoun (him, her, them, us, or it), we must separate the verbs and prepositions. It's also important to remember that if the object is quite long, we usually do not separate the phrasal verb. Examples of separable phrasal verbs are shown in the following table.

<table>
<thead>
<tr>
<th>Phrasal Verbs</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring up</td>
<td>raise (a family)</td>
<td>Sophie is a single mom. She brought her child up by herself.</td>
</tr>
<tr>
<td>call off</td>
<td>Cancel</td>
<td>It started to rain 10 minutes before the soccer game, so they called it off.</td>
</tr>
<tr>
<td>cheer up</td>
<td>make a sad person feel happy</td>
<td>My daughter was sad about missing the concert, but I bought her a CD to help cheer her up.</td>
</tr>
<tr>
<td>do over</td>
<td>repeat a task</td>
<td>If you don’t want to do this assignment over, please recheck it.</td>
</tr>
<tr>
<td>drop off</td>
<td>Take someone or something to somewhere</td>
<td>Can you drop this letter off at the post office?</td>
</tr>
<tr>
<td>figure out</td>
<td>understand, find a solution</td>
<td>I can’t figure out this math problem. It is too hard</td>
</tr>
<tr>
<td>find out</td>
<td>learn, discover</td>
<td>Did you find her email address out?</td>
</tr>
</tbody>
</table>

Table 57: Separable Phrasal Verbs (Continued)

Adapted from http://grammar.ccc.commnet.edu/grammar/phrasals.htm
## Separable Phrasal Verbs (Continued)

<table>
<thead>
<tr>
<th>Phrasal Verbs</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>give out</em></td>
<td>Distribute</td>
<td>Please <em>give out</em> 100 copies of this report to all the employees.</td>
</tr>
<tr>
<td><em>let down</em></td>
<td>disappoint another person</td>
<td>If you fail the test, you will <em>let your parents down</em>.</td>
</tr>
<tr>
<td><em>pick out</em></td>
<td>choose, select</td>
<td>Can you help me <em>pick out</em> a present for my boss?</td>
</tr>
<tr>
<td><em>pick up</em></td>
<td>get a person and take him/her to another place</td>
<td>The tour company will <em>pick us up</em> at the airport and take us to the hotel.</td>
</tr>
<tr>
<td><em>put away</em></td>
<td>put something in the correct place</td>
<td>After you’re done reading those magazines, please <em>put them away</em>.</td>
</tr>
<tr>
<td><em>put on</em></td>
<td>Wear</td>
<td>It is very cold outside. You should <em>put on</em> your coat.</td>
</tr>
<tr>
<td><em>put off</em></td>
<td>delay, postpone, procrastinate</td>
<td>If you keep <em>putting off the project</em>, you will never finish it.</td>
</tr>
<tr>
<td><em>start over</em></td>
<td>begin again</td>
<td>I missed the first part of the movie. Please <em>start it over</em>.</td>
</tr>
<tr>
<td><em>take off</em></td>
<td>remove a piece of clothing</td>
<td>Please <em>take off your hat</em> before getting into the temple building.</td>
</tr>
<tr>
<td><em>take out</em></td>
<td>invite someone out</td>
<td>Robert wants to <em>take Julia out</em> for dinner.</td>
</tr>
<tr>
<td><em>throw away</em></td>
<td>put something in the garbage</td>
<td>They <em>threw the CDs away</em> because they were broken.</td>
</tr>
<tr>
<td><em>try on</em></td>
<td>wear a piece of clothing</td>
<td>I really like these shoes. Can I <em>try them on</em>?</td>
</tr>
<tr>
<td><em>turn down</em></td>
<td>reject or refuse</td>
<td>He got a job offer from a big company, but he <em>turned it down</em> to further his studies abroad.</td>
</tr>
<tr>
<td><em>work out</em></td>
<td>find a solution, resolve something</td>
<td>Janie and her husband are having a big problem but we hope they can <em>work it out</em>.</td>
</tr>
</tbody>
</table>

### Table 57: Separable Phrasal Verbs

Adapted from [http://grammar.ccc.commnet.edu/grammar/phrasals.htm](http://grammar.ccc.commnet.edu/grammar/phrasals.htm)
Exercise 3: Separable Phrasal Verbs: Complete the sentences with the right phrasal verbs in the box. Change the forms of verbs if necessary.

<table>
<thead>
<tr>
<th>put away</th>
<th>let down</th>
<th>pick up</th>
<th>turn down</th>
<th>put off</th>
</tr>
</thead>
<tbody>
<tr>
<td>try on</td>
<td>figure out</td>
<td>give out</td>
<td>throw away</td>
<td>take out</td>
</tr>
</tbody>
</table>

1. The university offered her a scholarship, but she __________ it __________.
2. Can you __________ the boxed lunch __________ to the students?
3. I can't __________ how to use this computer. I've never used it before.
4. Last weekend he __________ his family __________ for dinner.
5. I trusted him a lot, but then he __________ me __________ by cheating on me.
6. I'll __________ you __________ at 6:30 and we'll go to the airport together.
7. If you want to succeed in life you must not __________ your work.
8. We should teach our children to __________ the toys __________ after they play with them.
9. Please don't __________ those papers. I haven't marked them yet.
10. To make sure that the dress fits you, you should __________ it __________.

Exercise 4: Rewrite the following sentences by replacing the underlined verbs below with the right phrasal verbs.

1. Julie broke up with her boyfriend but they want to begin again.

2. Mark couldn’t find a solution for a conflict at work so he had to quit the job.

3. When Jane got home, she discovered that someone broke into her house.

4. Do you like this shirt? Sara selected it for you.

5. There were big thunder storms so they delayed all the flights.
2.2. Inseparable Phrasal Verbs

Inseparable phrasal verbs in this group must have objects (nouns or pronouns) right after them. The verbs and particles cannot be separated.

**Examples**

Correct: I ran into my teacher at the mall yesterday.

Incorrect: I ran my teacher into at the mall yesterday.

More inseparable phrasal verbs are in the following table.

<table>
<thead>
<tr>
<th>Phrasal Verbs</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>call on (1)</td>
<td>ask to recite in class</td>
<td>The teacher called on a student to answer</td>
</tr>
<tr>
<td>call on (2)</td>
<td>Visit</td>
<td>I will call on my parents after work today.</td>
</tr>
<tr>
<td>check in</td>
<td>Register</td>
<td>May I check in the room, please?</td>
</tr>
<tr>
<td>come across</td>
<td>find something by chance</td>
<td>While cleaning the house, I came across some money in an envelope.</td>
</tr>
<tr>
<td>count on</td>
<td>depend on, rely on</td>
<td>We can count on Tim. He is reliable.</td>
</tr>
<tr>
<td>get over</td>
<td>recover from sickness or disappointment</td>
<td>I don't know when he will get over his broken heart.</td>
</tr>
<tr>
<td>go over</td>
<td>Review</td>
<td>The students went over the lessons before the exam.</td>
</tr>
<tr>
<td>go through (1)</td>
<td>Experience</td>
<td>Our country went through a terrible economic crisis.</td>
</tr>
<tr>
<td>go through (2)</td>
<td>use up, consume</td>
<td>Lucy often goes through her salary before the end of the month.</td>
</tr>
<tr>
<td>look after</td>
<td>take care of</td>
<td>My roommate promised to look after my cat while I was gone.</td>
</tr>
<tr>
<td>look into</td>
<td>Investigate</td>
<td>The police will look into the murder case carefully.</td>
</tr>
<tr>
<td>run into</td>
<td>meet accidentally</td>
<td>Carlos ran into his English professor in the hallway.</td>
</tr>
<tr>
<td>turn into</td>
<td>Become</td>
<td>The caterpillar turned into a butterfly.</td>
</tr>
<tr>
<td>wait on</td>
<td>Serve</td>
<td>It is unusual to see my boss wait on tables.</td>
</tr>
</tbody>
</table>

Table 58: Inseparable Phrasal Verbs

Adapted from http://grammar.ccc.commnet.edu/grammar/phrasals.htm
Exercise 5: Complete the sentences with the right form of phrasal verbs given in the box. Change the forms of verbs if necessary.

<table>
<thead>
<tr>
<th>be through</th>
<th>call on</th>
<th>look after</th>
<th>go over</th>
<th>get over</th>
</tr>
</thead>
<tbody>
<tr>
<td>count on</td>
<td>run into</td>
<td>come across</td>
<td>wait on</td>
<td>look into</td>
</tr>
</tbody>
</table>

1. Who will ________________ the children when the parents are away?
2. I ________________ an old friend at the supermarket. It was such a nice surprise.
3. Please ________________ all documents carefully before you submit them to me.
4. You can always ________________ me, my friend. Anytime you need help, just let me know.
5. Harry is very shy. He never asks or answers any questions except when the teacher ________________ his name.
6. It took Nancy quite some time to ________________ her breakup with Paul.
7. We had been waiting for a long time but nobody ________________ the tables.
8. When there are complaints from customers, the manager should ________________ the matter immediately.
9. My mother was sad when she ________________ an old picture of my father in the drawer.
10. Have you ever ________________ a hard time in your life?

Exercise 6: Rewrite the following sentences by replacing the underlined verbs below with the right phrasal verbs.

1. They continue to visit their friends from place to place after their retirement.

2. Henry was a nice young boy but he has become an aggressive man.

3. Please use up all the stationery before ordering the new ones.

4. It takes time to recover from the flu if you do not see the doctor.

5. Passengers can register their flight online now. It is very convenient.
Prepositional Verbs

Prepositional verbs are a group of multi-word verbs, or phrasal verbs. They are made from a verb plus preposition. Because a preposition always has an object, all prepositional verbs have direct objects and cannot be separated. The following are some examples of prepositional verbs.

<table>
<thead>
<tr>
<th>Prepositional Verbs</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree with</td>
<td>have the similar idea with someone</td>
<td>The president does not agree with the managers about the new product.</td>
</tr>
<tr>
<td>apologize for</td>
<td>feel sorry</td>
<td>I apologize for arriving so late.</td>
</tr>
<tr>
<td>apply for</td>
<td>seek employment/admission</td>
<td>Harry would like to apply for the job.</td>
</tr>
<tr>
<td>believe in</td>
<td>have faith in</td>
<td>Do you believe in God?</td>
</tr>
<tr>
<td>belong to</td>
<td>Own</td>
<td>That black car belongs to him.</td>
</tr>
<tr>
<td>consist of</td>
<td>include, comprise</td>
<td>This class consists of 45 students.</td>
</tr>
<tr>
<td>deal with</td>
<td>handle, manage</td>
<td>It is not easy to deal with money problem.</td>
</tr>
<tr>
<td>depend on</td>
<td>rely on</td>
<td>Small kids depend on their parents.</td>
</tr>
<tr>
<td>long for</td>
<td>look forward to</td>
<td>I long for having a holiday.</td>
</tr>
<tr>
<td>protest against</td>
<td>demonstrate against somebody or something</td>
<td>A group of people is protesting against war.</td>
</tr>
<tr>
<td>resign from</td>
<td>Quit</td>
<td>Sara has resigned from her job recently.</td>
</tr>
<tr>
<td>specialize in</td>
<td>Be specially trained</td>
<td>Marco specializes in doing market research.</td>
</tr>
<tr>
<td>succeed in</td>
<td>accomplish, achieve</td>
<td>He works hard to succeed in his career.</td>
</tr>
<tr>
<td>suffer from</td>
<td>feel upset, hurt, or sick</td>
<td>She has been suffering from the flu.</td>
</tr>
<tr>
<td>talk to</td>
<td>chat to someone</td>
<td>The teacher would like to talk to Jim.</td>
</tr>
<tr>
<td>wait for</td>
<td>Await</td>
<td>John is waiting for a taxi.</td>
</tr>
</tbody>
</table>

Table 59: Prepositional Verbs

Adapted from http://hpbyrd.com/aegweb/exercises/x8/x8-A/verb_prep_list.htm
Some verbs can have a noun or pronoun between the verbs and the prepositions as shown below.

<table>
<thead>
<tr>
<th>Prepositional Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask someone about</td>
<td>The teacher is asking a student about her homework.</td>
</tr>
<tr>
<td>ask someone for</td>
<td>The employee asked the president for a raise.</td>
</tr>
<tr>
<td>borrow something from someone</td>
<td>I never borrow money from my roommate.</td>
</tr>
<tr>
<td>lend something to someone</td>
<td>Could you lend your car to me, please?</td>
</tr>
<tr>
<td>help someone with</td>
<td>Would you like me to help you with your assignment?</td>
</tr>
<tr>
<td>remind someone about</td>
<td>Please remind me about the movie. I don’t want to miss it.</td>
</tr>
<tr>
<td>remind someone of</td>
<td>The uniform reminds me of my days in a high school.</td>
</tr>
</tbody>
</table>

Table 60: Prepositional Verbs with Nouns or Pronouns in between

Exercise 7: Complete the following sentences with the right prepositions in the box. Some words can be used more than once.

<table>
<thead>
<tr>
<th>in</th>
<th>on</th>
<th>with</th>
<th>to</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>against</td>
<td>about</td>
<td>from</td>
<td>of</td>
<td>at</td>
</tr>
</tbody>
</table>

1. Students must apologize __________ being late.
2. We have been waiting __________ the bus for an hour now!
3. If he does not make any effort, I will have to talk __________ his parents.
4. John does not agree __________ his classmates.
5. The boss has to deal __________ all the complaints in the office.
6. When I was young, my father always helped me __________ my homework.
7. The farmers were protesting __________ the policies of the new government.
8. The big house on the corner belongs __________ Jennifer.
9. She is a teacher and she specializes __________ teaching young learners.
10. The whole family depends __________ Mark’s income.
11. Joe has been absent for a few days because she has been suffering ________________ from a flu.

12. We have been working too hard. Everybody is longing ________________ a vacation.

13. They are thinking ________________ buying a new house.

14. He does not feel comfortable to work in that company so he will resign ________________ the position soon.

15. The audience is laughing ________________ the comedy show.

Exercise 8: Answer the following questions using the underlined prepositional verbs in your answers.

1. What should you do to succeed in studying English?

2. Do you believe in ghosts?

3. Who helped you with your homework when you were young?

4. How many bedrooms does your house consist of?

5. What did you dream of last night?

6. Have you ever borrowed anything from your classmates? If so what is it?

7. What do you care about the most?

8. What kind of job do you want to apply for?

9. What do you often lend to your friends?

10. Who do you think you can rely on?
Phrasal-prepositional Verbs

Phrasal-prepositional verbs or three-word phrasal verbs are commonly found in English language use. They are **transitive and inseparable**. The object must always come at the very end of the verb, after the preposition. It cannot go in the middle of the phrasal verb.

<table>
<thead>
<tr>
<th>Phrasal Verbs</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch up with</td>
<td>keep abreast</td>
<td>After a long holiday, it is time to <strong>catch up with</strong> all the work.</td>
</tr>
<tr>
<td>check up on</td>
<td>examine, investigate</td>
<td>My father regularly <strong>checks up on</strong> his health.</td>
</tr>
<tr>
<td>come up with</td>
<td>to contribute (ideas, suggestion, money)</td>
<td>The manager often <strong>comes up with</strong> new ideas for the company.</td>
</tr>
<tr>
<td>drop out of</td>
<td>leave school</td>
<td>I hope none of my students <strong>drop out of</strong> school this semester.</td>
</tr>
<tr>
<td>get along with</td>
<td>have a good relationship with</td>
<td>I found it very hard to <strong>get along with</strong> my brother when we were young.</td>
</tr>
<tr>
<td>get rid of</td>
<td>eliminate</td>
<td>Thai people tried to <strong>get rid of</strong> the corrupt politicians in the recent election.</td>
</tr>
<tr>
<td>get through with</td>
<td>finish</td>
<td>When will you ever <strong>get through with</strong> that project?</td>
</tr>
<tr>
<td>keep up with</td>
<td>maintain pace with</td>
<td>It's not easy for Jane to <strong>keep up with</strong> her classmates if she is still this lazy.</td>
</tr>
<tr>
<td>look forward to</td>
<td>anticipate with pleasure</td>
<td>I always <strong>look forward to</strong> having dinner with my parents on weekends.</td>
</tr>
<tr>
<td>look up to</td>
<td>respect, admire</td>
<td>The students really <strong>look up to</strong> their teachers.</td>
</tr>
<tr>
<td>put up with</td>
<td>tolerate</td>
<td>Nobody can <strong>put up with</strong> silly students.</td>
</tr>
<tr>
<td>run out of</td>
<td>exhaust supply</td>
<td>The office <strong>ran out of</strong> stationery.</td>
</tr>
<tr>
<td>take care of</td>
<td>be responsible for</td>
<td>Her oldest sister <strong>took care of</strong> her after her mother died.</td>
</tr>
<tr>
<td>talk back to</td>
<td>gossip, answer impolitely</td>
<td>It is not nice to <strong>talk back to</strong> your friends with the others.</td>
</tr>
</tbody>
</table>

Table 61: Phrasal-prepositional Verbs

Adapted from [http://grammar.ccc.commnet.edu/grammar/phrasals.htm](http://grammar.ccc.commnet.edu/grammar/phrasals.htm)
Exercise 9: Complete the sentences with the right form of phrasal verbs given in the box. Change the forms of verbs if necessary.

<table>
<thead>
<tr>
<th>put up with</th>
<th>drop out off</th>
<th>get rid of</th>
<th>keep up with</th>
<th>come up with</th>
</tr>
</thead>
<tbody>
<tr>
<td>get along with</td>
<td>look up to</td>
<td>check up on</td>
<td>look forward to</td>
<td>get through with</td>
</tr>
</tbody>
</table>

1. We need to ________________ strategies to increase the sales figures. Any ideas?
2. My children ________________ going to the zoo next weekend. They love animals.
3. Melissa did not finish college. She ________________ school in the second year.
4. I always ________________ my father. He has done much in life that can be admired. He is my hero.
5. The Quality Control Department will ________________ the condition of our products before we deliver them to the markets.
6. She does not ________________ her siblings. She often argues with them.
7. When will you ________________ that book you have been reading for ages?
8. If you don’t work hard, you won’t be able to ________________ your colleagues.
9. Carole is a lazy student and always late for class. I cannot ________________ her any longer.
10. We need to ________________ the barriers on the road to get through.

Exercise 10: Write down sentences using the following phrasal verbs.

1. Catch up with

   ______________________________________________________________________

2. Give up on

   ______________________________________________________________________

3. Make sure of

   ______________________________________________________________________

4. Run out of

   ______________________________________________________________________

5. Take care of

   ______________________________________________________________________
Mixed Phrasal Verb Exercises

Exercise 11: Find the meaning of the following phrasal verbs and use them to fill out the emails. Change the forms of verbs if necessary.

1. look after = ____________
2. hold on = ____________
3. do without = ____________
4. take up = ____________
5. run out of = ____________
6. break down = ____________
7. meet up with = ____________
8. check in = ____________
9. turn up = ____________
10. look into = ____________

EMAIL A

TO: John Williams
FROM: Anna Young
RE: Service Lift

The service lift in the warehouse has (1) ____________ again. Could you please get the maintenance department to (2) ____________ what has gone wrong and repair it as soon as possible?

This is urgent, because we really cannot (3) ____________ it. We will have to move everything upstairs by hand. This is (4) ____________ a lot of time and soon everyone is going to (5) ____________ patience.

EMAIL B

TO: John Williams
FROM: Anna Young
RE: Mr. Namiki

We are expecting Mr. Namiki from Japan some time this afternoon. I have called the hotel, but he has not (6) ____________ there yet, so he might just (7) ____________ at the office. If he does, could you (8) ____________ him and ask him to (9) ____________ until I get back?

I have to (10) ____________ a client at about 1.30, but I should be back by 3.30.
Exercise 12: Replace the phrases in brackets with the right form of phrasal verbs in the box. Change the forms of verbs if necessary.

<table>
<thead>
<tr>
<th>carry on</th>
<th>put up with</th>
<th>give up</th>
<th>put up</th>
<th>look forward to</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell off</td>
<td>look up</td>
<td>get along with</td>
<td>look up to</td>
<td>hand in</td>
</tr>
</tbody>
</table>

I will never forget my English teacher at high school. I never (1. liked being with) ______ her. If there was a word I did not understand, she used to make me (2. find the meaning) ______ it ______ in the dictionary. Her voice was loud and I never dared to (3. raise) ______ my hand because I was afraid she would (4. talk angrily) ______ me ______. And if I (5. submitted) ______ the exercises late, she got furious. I (6. be excited about) always ______ the end of the lesson to be away from her. However, now when I think of her, I (7. admire) ______ her a lot and often wonder how she could (8. be patient) ______ a dumb student like me. If she had not (9. continue) ______ teaching me, I would have failed the exams. Therefore, do not (10. stop doing) ______ learning English because it is very important for your future career.

Exercise 13: Complete the conversations using the correct form of the phrasal verbs in the box. Change the forms of verbs if necessary.

<table>
<thead>
<tr>
<th>make up</th>
<th>take up</th>
<th>think over</th>
<th>put off</th>
<th>work out</th>
</tr>
</thead>
</table>

1. A: What’s 26 times 45? I can’t ______ it ______ in my head.
   B: Here’s a calculator!

2. A: Are you going to the party this Friday or not?
   B: I’m not sure yet.
   A: It’s ok. You can ______ it ______ and tell me by tomorrow.

3. A: I’m afraid that many people will not be able to attend the meeting tomorrow.
   B: Don’t worry. We’ll ______ it ______ to next Wednesday.

4. A: That’s a lovely song. Who’s it by?
   B: My sister! She ______ it ______ for me.

5. A: I didn’t know you joined the Yoga Club.
   B: Yes, I ______ it ______ a few months ago. I feel myself much better.
Exercise 14: Fill the correct preposition or adverb in each sentence.

1. When you finish your paper, please hand it _______________ my office.
2. Penny is unemployed. She is trying to look _______________ a job.
3. Have you cleaned _______________ your bedroom?
4. After using the books, please put them _______________ on the shelves.
5. Why did she resign _______________ the job?
6. There are so many problems to deal _______________.
7. Mr. Tanaka specializes _______________ civil engineering.
8. When I see her, she reminds me _______________ her mother.
9. What time do you normally leave _______________ work?
10. Do you want to hang _______________ with me at UD town this evening?

Exercise 15: Put the following phrasal verbs in the right places.

<table>
<thead>
<tr>
<th>stay up</th>
<th>leave for</th>
<th>turn down</th>
<th>put away</th>
<th>live on</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick up</td>
<td>fill out</td>
<td>drop by</td>
<td>run into</td>
<td>bring up</td>
</tr>
<tr>
<td>clean out</td>
<td>pick out</td>
<td>fill in</td>
<td>get along</td>
<td>clean off</td>
</tr>
</tbody>
</table>

2. Before guests check into a hotel, they have to _______________ registration forms.
3. Sam is not happy with his roommate. He doesn’t _______________ well with him.
4. My father will arrive at 5.00 o’clock and I will _______________ him _______________ at the airport.
5. The cost of living in Bangkok is expensive. I can’t _______________ 10,000 baht a month.
6. Tomorrow is my mother’s birthday. Could you help me _______________ a gift for her?
7. Why do you look so sleepy? Did you _______________ late last night?
8. Mary is divorced and she has to _______________ two children _______________ by herself.
9. What time do you usually _______________ school?
10. The table is full of glasses and snacks. Please _______________ it _______________ so that we can have dinner.
Exercise 16: Choose the right phrasal verb that has the same meaning as the underlined word(s).

<table>
<thead>
<tr>
<th>drop by</th>
<th>put away</th>
<th>hand in</th>
<th>find out</th>
<th>get through with</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand back</td>
<td>go through</td>
<td>run into</td>
<td>put up with</td>
<td>accustomed to</td>
</tr>
<tr>
<td>point out</td>
<td>figure out</td>
<td>look after</td>
<td>start over</td>
<td>come across</td>
</tr>
</tbody>
</table>

1. If I make any mistakes, please mention them.  _________________
2. Have you discovered the solutions for the problems? _________________
3. Could you take care of my dog when I’m away? _________________
4. My parents visited me at the dormitory last weekend. _________________
5. Are you used to getting up early? _________________
6. Mrs. Green is so strange. I don’t understand her. _________________
7. This project is too difficult. I just want to finish it. _________________
8. When will the teacher return our homework? _________________
9. After reading these books, please return them in a proper place. _________________
10. Have you ever met your old friend, by chance? _________________

Exercise 17: Find out the meanings of the following phrasal verbs in daily life and write down an example sentence for each verb.

<table>
<thead>
<tr>
<th>Phrasal Verbs</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. carry on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. clean up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fill in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. fill up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. hand in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. hand out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrasal Verbs</td>
<td>Meaning</td>
<td>Examples</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>7. hand back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. hang on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. hang up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. hold up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. look up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. look over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. pick on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. piss off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. take over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td></td>
<td></td>
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<tr>
<td>20.</td>
<td></td>
<td></td>
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References


BIBLIOGRAPHY


APPENDICES
APPENDIX A

Answer Keys

Chapter 1: Nouns and Quantifiers

Grammar in context:

<table>
<thead>
<tr>
<th>Uncountable Nouns</th>
<th>Countable Nouns</th>
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<tr>
<td></td>
<td>Singular</td>
</tr>
<tr>
<td>information</td>
<td>library</td>
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<tr>
<td>chicken</td>
<td></td>
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<td>homework</td>
<td>assignment</td>
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<tr>
<td>milk</td>
<td></td>
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<td>food</td>
<td>onion</td>
</tr>
<tr>
<td>salad</td>
<td>sweet pepper</td>
</tr>
<tr>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>ham</td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
</tr>
<tr>
<td>lettuce</td>
<td></td>
</tr>
<tr>
<td>dinner</td>
<td></td>
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</tbody>
</table>

Answer the questions

1. They want to find some information for their homework.
2. They will do grocery shopping.
3. They are going to make salad for dinner.

Exercise 1:

<table>
<thead>
<tr>
<th>Uncountable Nouns</th>
<th>Countable Nouns</th>
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<tbody>
<tr>
<td></td>
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<td>wealth news,</td>
<td>sheep stone,</td>
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<td>information</td>
<td>student</td>
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<td>money, learning,</td>
<td>nation, fish,</td>
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<td>rice,</td>
<td>assignment</td>
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<td>equipment, traffic,</td>
<td>understanding,</td>
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<td>order,</td>
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<td>series, house,</td>
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<td>music, water,</td>
<td>computer,</td>
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<td>physics, food,</td>
<td>detail, watch,</td>
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<td>biology, pollution,</td>
<td>glass, time</td>
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<tr>
<td>homework</td>
<td></td>
</tr>
<tr>
<td>happiness, glass,</td>
<td></td>
</tr>
<tr>
<td>time</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2:
1. equipment  
2. homework  
3. coffee  
4. teeth  
5. bread  
6. watches  
7. clothing  
8. pollution  
9. thieves  
10. curricular

Exercise 3:
1. soup/ crackers/ fruit/ cake  
2. kids/ children/ daughter/ sons  
3. cheese/ potatoes/ milk/ shampoo/ fish/ cherries  
4. Information/ details/  
5. train/ traffic/ cities

Exercise 4:
1. The office manager has bought a lot of office equipments recently. (equipment)  
2. How many times have you been abroad? (times)  
3. Physics ___ are a difficult subject for many students. (is)  
4. The advice from the consultant were very valuable. (was)  
5. The bank robber was arrested by the polices. (police)  
6. The economics theories has shaped the government’s policies. (have)  
7. They have some very nice furnitures in their new apartment. (furniture)  
8. The staff have written a report for each department. (has)  
9. The audiences is satisfied with the performance. (audience)  
10. A group of visitors are from Korea. (is)  
11. I don’t have much time. I have to go. (much)  
12. The doors are made of woods. (wood)

Exercise 5:
1. an/ a/ x  
2. a  
3. x  
4. The  
5. x  
6. the  
7. the/ x  
8. a  
9. an/ The  
10. x  
11. The  
12. X
Exercise 6:
1. a/ a/ a/ the/ the/ the/
2. an/ a/ the/ a/ the/ a/ the/ the
3. a/ the/ a/ a/ the
4. x/ x/ a/ x/ a/ x

Exercise 7:
1. any 5. any 9. some 13. any
2. any 6. some 10. any 14. any
3. some 7. any 11. any 15. any
4. some 8. some 12. some

Exercise 8:
1. anything 5. something/ anything/ some 8. anybody
2. any 6. anybody 9. anything/ some/ any
3. any/ some 7. some/ any 10. somewhere/ some
4. anywhere/ any

Exercise 9:
1. a little 6. a few 11. a little 16. a little
2. a few 7. little 12. few 17. few
3. little 8. few 13. a few 18. little
4. few 9. little 14. a little 19. little
5. a little 10. a little 15. little 20. a little

Exercise
1. a lot of (lots of) 7. a lot of (lots of)
2. a lot/ plenty 8. much/ a lot of (lots of)
3. much 9. many
4. many 10. a lot of (lots of/ plenty of)/ much
5. a lot of (lots of) 11. a lot of (lots of)
6. a lot of (lots of)/ much 12. much
13. many/ many
14. a lot of (lots of/ plenty of)/ many

Exercise 11:
1. much/ a little
2. many/ a few
3. little/ any/ a lot
4. much/ many
5. some/ any/ some
6. a little/ much/ few

Exercise 12:
1. How many peoples are coming to the party? (people)
2. There was a lot of customers yesterday. (were)
3. Do you want a milk? (milk, or some milk)
4. How many homework do we have? (much)
5. We only have few butter in the fridge. (little)
6. There were two loafs of bread on the table. (loaves)
7. We need to buy more oranges; we have only little left. (few)
8. There isn’t any students in the library. (aren’t)
9. Are there anything left in the kitchen? (is)
10. How many players there are in a volleyball team? (are there)

Exercise 13:
1. Are there/ there aren’t
2. is there/ there is
3. How much
4. There isn’t
5. How many/ are there
6. There is
7. How much/ is there
8. How many/ are there
9. There are
10. Are there
11. There are
12. Are there
13. There is
14. Is there
15. Are there
**Exercise 14:**

1. How many bedrooms are there in your house?
2. How much fruit do you eat?
3. Is there much traffic during rush hour in Udon Thani?
4. Do you have much money
5. How many computers are there in your classroom?
6. How many people are there in your family?
7. How many brothers and sisters do you have?
8. How much water do you drink a day?
9. Are there any air-conditioners in your classroom?
10. How many close friends do you have?

**Exercise 15:** (Answers depend on each student’s information).

**Chapter 2: Present Tenses**

**Present Simple Tense:**

**Warm-up activity:**

1. He gets up.
2. He takes a shower.
3. They have breakfast.
4. She goes to school.
5. She studies in the library

**Grammar in Context**

1. She always gets up at about 7.00 o’clock.
2. She lives with her roommate.
3. She takes a bus to the university.
4. Her class normally starts at 9.00 o’clock.
5. She usually studies in the library with her classmates.
6. She works part time in a convenient store.
7. She works for three hours.
8. She reads her favorite book.
Exercise 1:
A. He mows the lawn/ He cuts the grass.
B. She takes the dog for a walk.
C. He vacuums the rug (or carpet) with a vacuum cleaner.
D. He washes the car.
E. She washes the clothes.
F. He goes shopping.
G. He makes the bed.
H. She waters the plants.
I. He takes a nap.
J. He washes the dishes/ dries the dishes/ puts the dishes away.
K. He takes out the garbage (or trash).
L. She sets the table.

Exercise 2:
1. leaves
2. drink
3. don’t generally sleep
4. writes
5. watches
6. don’t go
7. takes
8. doesn’t like
9. thinks
10. checks

Exercise 3:
1. wakes
2. prepares
3. cooks
4. doesn’t have
5. brush
6. takes
7. calls
8. isn’t
9. goes
10. teaches
11. miss
12. misses
13. comes
14. brings
15. don’t want
Exercise 4:

1. It takes place at a university.
2. They are students.
3. She studies business management.
4. He lives in an apartment with his brother.
5. Mark’s brother is an engineer.
6. She enjoys going to the movie.
7. He likes horror stories.
8. No, they don’t. Anna loves action movies but Mark love horror movies.

Exercise 5:

1. do/ do
2. am
3. I am.
4. does/do
5. works
6. Do / have
7. Does/ exercise
8. Do/ like
9. do/ read
10. read

Exercise 6:

1. What time do you get up?
2. How often does he go to the movie?
3. Where do they live?
4. What does she do?
5. Do they have a car?
6. What kind of music do you like?
7. How much does he earn a month?
8. Does he play any sports?
9. Who do you live with?
10. How long does it take to get to the shopping center?

Exercise 7: (Answers depend on each student’s information).
Present Continuous Tense

Warm-up activity:
1. Two people are riding a bicycle.
2. Gabriel and Irene are having sandwiches.
3. Carmela is smelling a flower.
4. The children are holding flowers.
5. Oscar is drinking some water.
6. Victor is feeding and animal.
7. Benjamin and Daniel are walking.
8. Jonathan is playing.
9. Someone is making a sandwich.
10. Amelia is taking a photo.

Grammar in context:
1. She's working part time in a hotel near the railway station.
2. Yes she does because she meets new people every day.
3. Yes, she is.
4. The teacher’s trying hard to help her to read and write.
5. She’s going to the supermarket to do some shopping.
6. She’s going to a cafe to meet her friend, Jennifer.

Exercise 8:
1. is cooking 5. is watching T.V. 9. aren’t playing
2. is drying/ setting 6. is doing/ performing 10. Isn’t playing
3. are dancing. 7. Are you going 11. aren’t visiting
4. are practicing 8. isn’t walking 13. isn’t raining

Exercise 9:
1. is speaking 5. are cooking
2. am/ watching 6. are/ coming/ are arriving
3. am cooking 7. am bringing
4. baking/ boiling/ grilling
Exercise 10:
1. takes
2. are doing
3. are learning
4. opens
5. are coming
6. reads
7. cleans
8. is writhing
9. speaks
10. are relaxing

Exercise 11:
1. is sleeping
2. does Sam speak
3. doesn’t belong
4. is coming/ don’t want
5. flows
6. is flowing
7. grow/ are not growing
8. am learning/ is teaching/ teaches
9. don’t need
10. enjoy/ am not enjoying
11. don’t believe
12. stays
13. live/ do your parents live
14. is staying
15. does your sister do/ isn’t working
16. do the banks close
17. does it mean
18. is getting

Exercise 12:
1. has
2. travels
3. is staying
4. is having
5. is drinking
6. is reading
7. plays
8. goes
9. gets
10. gets
11. is wearing

Exercise 13:
1. They usually eat at home but now they are eating in a restaurant.
2. Jessica often has heavy dinner but this evening she is having salad.
3. This couple doesn’t often plays tennis but they are playing tennis next weekend.
4. In general, Tony walks to work but right now he is riding a bike.
5. Mark normally takes a bus to work but this week he is driving.
Chapter 3: Past Tenses

Past Simple Tense

Warm-up Activity

1. They studies English.
2. She cleaned the house.
3. He ate some cake.
4. He made a tree house.
5. She drove a car.

Grammar in context

1. She travelled to Osaka, Japan.
2. She stayed in a nice hotel called Mandarin.
3. Yes, she dis. She visited Osaka Castle, Japanese Buddhist temples, and shopping centers.
4. She bought some souvenirs for family and friends.
5. She loves Sushi.
6. Yes, she did because It is a beautiful city.

Exercise 1:

1. washes
2. Did you see
3. didn’t take
4. watched
5. lived
6. Did/ visit
7. flew
8. wasn’t
9. took
10. wrote

Exercise 2:

1. was
2. moved
3. was
4. Did you like
5. didn’t like
6. didn’t want
7. wasn’t
8. felt
9. made
10. went
11. graduated
12. was
13. was
14. started
15. taught
Exercise 3: (The answer of each question depends on each student's ideas.)

1. What did you have
2. did you last see
3. did you travel
4. repaired
5. were you broken
6. did they break
7. did James live
8. did the train leave
9. did the dress cost
10. did he meet
11. did Jane use
12. Did/finish
13. Did this place use to
14. was Ben
15. was

Exercise 4:

1. was he
2. was he
3. did he learn
4. did he study
5. did he meet
6. did they go out
7. did they have
8. was
9. did he work
10. did he die

Exercise 5: (Answers depend on each student's ideas.)

Exercise 6:

1. b
2. h
3. d
4. f
5. a
6. e
7. g
8. c

Last Friday 13, David got up at 8.00 o'clock. He went to school at 9.00. He took the math lesson. His friend who was sitting behind him took his comics. After that he left school with his friend for the tennis court. While they were playing tennis, David had an accident and broke his knee. His friend took him to the hospital. After they arrived there, the doctor put his leg in plaster cast. His friends visited him and bought him some presents.
Past Continuous Tense

Warm-up Activity:
1. They were playing the guitar.
2. The man was giving some flowers to a woman.
3. He was eating a hamburger.
4. She was taking some pills.
5. He was going shopping.

Grammar in Context
1. He was repairing his computer.
2. Because the lights went out.
3. They were doing homework.
4. He was taking a nap.
5. They were watching their favorite series on T.V.
6. It was raining heavily.
7. It is said that they were having a party and they were not watching the controls.

Exercise 7:
1. was preparing
2. were studying
3. were not taking/ were traveling
4. were they doing
5. was riding
6. was working
7. was having
8. was raining
9. was Susie wearing
10. was not participating

Exercise 8: Write past simple or past continuous in the gaps.
1. came/ was watering
2. was looking, didn’t find
3. wasn’t working/ called/ was visiting
4. did he eat/ was
5. missed/ was talking
6. broke/ was driving
7. were the women doing/ started
8. Were they having
9. Didn’t write/ send
10. was carrying/ fell
Exercise 9:

1. were you doing/ occurred/ was driving
2. found/ immediately went/ gave
3. suggested/ was/ needed
4. arrived/ wasn’t/ was studying
5. was setting, was cooking
6. called/ weren’t/ were/ was working out
7. walked/ was filing/ were busily working/ were talking/ were quietly discussing
8. was watching/ went/ screamed/ ran
9. was looking/ met/ didn’t remember/ spoke
10. rang/ was just thinking

Exercise 10:

1. was doing 9. didn’t know 16. saw
2. knocked 10. was just 17. was walking
3. felt 11. met 18. approach
4. wanted 12. was working extremely
5. broke 13. were 19. was
6. didn’t want 14. turned cheating
7. was telling 15. was buying
8. was crying

Exercise 11:

1. While she was playing tennis, she broke her arm.
2. While she was walking, she spilled some milk on over herself.
3. While he was driving, he hit his car with the tree.
4. While she was working, she accidentally deleted her file.
5. While she was walking, she fell down.
Chapter 4: Perfect Tenses

Present Perfect Tense

Warm-up Activity (Answers depends on each student’s information).

Grammar in Context

1. It takes place at work.
2. They are colleagues.
3. Judy’s been typing letters.
4. She’s worked with him for a few days.
5. The new manager has just started working here.
6. He’s been working on a new product.
7. No, he hasn’t.

Exercise 1:

1. has dated
2. has forgot
3. haven’t checked
4. Has/ gone
5. has taken
6. has suffered
7. have assigned
8. Have/ been
9. have fallen off
10. hasn’t have
11. has/ watched
12. have/ changed
13. has broken/ stolen
14. Has/ got
15. Hasn’t begun

Exercise 2: (Answers depend on each student’s ideas).

1. has/ worked
2. has/ played
3. has/ washed
4. has/ given
5. have/ driven
Exercise 3:

1. have you ever been/ went
2. Has your mother met/
   hasn’t met
3. Has your father ever visited/
   did he go/ went
4. saw/ didn’t see
5. hasn’t been/ used
6. didn’t hang out/ was raining
7. has just opened
8. has gone
9. has been/ has just got
10. rode
11. has your family lived/
    moved
12. Have they ever lost/ did you
    find/ left
13. have ever eaten/ have tried

Exercise 4:

1. haven’t been exercising
2. hasn’t been studying
3. has been bleeding
4. haven’t been working
5. have been eating
6. has been reading
7. has been suffering
8. have the students been practicing/ have been practicing
9. has your roommate been doing/ has been attending
10. Has it been raining/ has been raining

Exercise: 5.

1. have you been/ have been studying
2. has owned
3. has loved
4. have had/ have gone
5. has been working/ hasn’t enjoyed
6. have been thinking/ has become
Exercise 6:
1. has forgot
2. have been waiting
3. has taken
4. has walked
5. have already ordered
6. have only been
7. haven’t ordered
8. have been sitting
9. has even noticed
10. has been running

Past Perfect Tense and Past Continuous Tenses

Warm-up Activity
1. He had done his homework.
2. They had watched T.V.
3. They had had dinner.
4. They had played games
5. They had read a book.

Grammar in context

Conversation 1:
1. No, she didn’t.
2. The train had already departed.

Conversation 2:
1. They had been living in this neighborhood for 10 years.
2. She had been working for the company for a long time.

Exercise 7:
1. had prepared
2. had packed
3. Had they bought
4. exchanged
5. had even taken
6. had forgotten
Exercise 8:
1. handed in/ had spent
2. had finished/ walked
3. arrived/ had had
4. had never spoken/ participated
5. had already begun
6. turned/ saw/ hadn’t seen
7. ran/ hadn’t met
8. had he worked/ got/ had worked
9. Had the meeting started/ came/ hadn’t begun
10. had the juniors studied/ took/ had taken

Exercise 9:
1. got
2. submitted
3. had already placed
4. had never expected
5. called
6. arrived
7. had been
8. had not had
9. was
10. had asked
11. let

Exercise 10:
1. had been sleeping
2. had been waiting
3. hadn’t been eating
4. had been looking for
5. had been walking
6. had been driving
7. hadn’t been going
8. had been working
9. hadn’t been coming
10. had been cycling

Exercise 11: (Answers depend on each student’s ideas).
1. had Maumi learning
2. had you been eating
3. Had it been raining
4. had he been living
5. had your roommate been studying
6. had he been playing
7. had they been doing
8. Had you been studying
9. had they been waiting
10. has she been seeing
Exercise 12:

1. had been trying  
2. had had  
3. had been waiting  
4. had arranged  
5. had already picked  
6. had been waiting  
7. had almost given  
8. had gone  
9. had been  
10. had missed

Chapter 5: Future Tenses

Future Simple Tense

Warm-up Activity: (Answers depend on each student’s information).

Grammar in context

Conversation 1

1. They will go to the movie.
2. He will pick you up at 11.00.
3. She will study for her exam.

Conversation 2

1. He’s going to take summer courses.
2. No, she isn’t. She’s probably going to work part time.
3. She’s going to visit her mother in Germany.

Exercise 1:

1. will give  
2. will travel  
3. won’t meet  
4. Will everybody attend  
5. won’t bring  
6. Will you take  
7. will happen  
8. won’t be  
9. Will you marry  
10. won’t hand in  
11. will get  
12. will turn
Exercise 2:
1. Is it going to rain
2. are going to buy
3. am going to wear
4. is going to help
5. is John going to do
6. is going to cook
7. isn’t going to lend
8. are they going to leave
9. aren’t going to take part
10. are you going to stay
11. am going to work
12. am going to join

Exercise 3:
1. going to/ am going to bake/
   will run
2. Will you do/ will change/ will
   hold
3. are going to visit/ Will you
   look after/ will take care
4. am going to have/ will you
   join/ am going to finish
5. will be/ will you do/ will
   study/ won’t miss
6. Will the economy get/ will
   promote/ will have
7. will get
8. am going to visit
9. will turn
10. will give
11. am going to work
12. will have
13. won’t tell

Exercise 4: (Answers depend on each student’s information).

Exercise 5: (Answers depend on each student’s information).

Exercise 6:
1. will be waiting/ will be standing/ will meet
2. will be happening/ will still be cooking/ will be eating, drinking, and dancing
3. will wash/ will do/ will be hanging
4. will be staying/ will contact/ will be
Future Perfect and Future Perfect Continuous Tenses

Warm-up Activity

1. She will have cooked dinner.
2. They will have cleaned the house.
3. They will have done shopping.
4. He will have completed his work.
5. They will have finished their class.

Grammar in Context

Conversation 2

1. She will have cooked for over seven hours.
2. She will have finished everything before the guests arrive.
3. Nancy doesn't need help from anyone.

Conversation 2

1. He will probably have completed it by 7:00.
2. He will have been working on it for more than seven hours.
3. No, he isn’t.

Exercise 7:

1. will have finished
2. will have fallen
3. will have felt
4. will have promoted
5. will have sold
6. won’t have cleaned
7. will have sung
8. will have started
9. won’t have caught
10. will Paul have lived
11. will have worked
12. will have taught
13. will have studied
14. will have waited
15. won’t have done
Exercise 8:
1. returns/ will have prepared
2. won’t have finished, serve
3. arrives/ will have ordered
4. will have chosen/ makes
5. leaves/ will have left
6. Will you have finished / leave
7. finishes/ will have drunk
8. will we have waited
9. will they have been/ receives
10. will have gone/ gets to

Exercise 9:
1. will have been dancing
2. will have been cooking
3. will have been working
4. will have been studying
5. will have been renovating
6. will have been living
7. Will Paul been teaching
8. still won’t have been doing
9. won’t have been helping
10. will Jack have been eating
11. will have been sleeping
12. will have been fixing
13. will have been waiting
14. won’t have been standing
15. will have been visiting

Exercise 10:
1. will have been riding
2. will have had
3. will have visiting
4. will have been working
5. will have started
6. will have been studying
7. will have been waiting
8. will have changed
9. will have completed
10. will have been
11. will have made
12. will have been
Chapter 6: Modal Verbs

Warm-up Activity
1. He can play golf.
2. Yes, he can.
3. We should put the rubbish in the bin.
4. We must be quiet.
5. Yes, please. / No, thanks
6. He ought to see the doctor.

Grammar in Context
1. It takes play at a store.
2. She’s looking for a birthday present for her friend.
3. She should buy a pair of earrings.
4. They’re $99.
5. She’d like to pay by credit card.

Exercise 1:
1. Can
2. can’t
3. could
4. Will you able to
5. be able to
6. couldn’t
7. isn’t able to
8. be able to
9. can’t
10. could
11. will be able to
12. be able to
13. could
14. could
15. couldn’t

Exercise 2:
1. can/ can’t/ can
2. can’t
3. be able to
4. Will/ be able to
5. can’t/ can’t
6. Could/ couldn’t
7. Can/ can’t
8. Was/ be able to/ could
9. Could/ couldn’t
10. Can/ can’t
Exercise 3:
1. b 6. e
2. f 7. i
3. h 8. d
4. a 9. g
5. j 10. c

Exercise 4:
1. Could/ would 6. Can/ will
2. Can/ will 7. Could/ would
3. Could/would 8. Will/ can
4. can/ will 9. Can/ will
5. could/ would 10. Could/ would

Exercise 5:
1. c 6. d
2. c/ j 7. b
3. a 8. e
4. b/c 9. f
5. h 10. i

Exercise 6:
1. May/could 7. May/ could
2. Can 8. May/ could/ may
3. May/could/ can 9. Could/ can
5. Could/ May 11. Could/ may
6. Do you mind 12. Do you mind
Exercise 7:
1. should, ought to
2. shouldn't
3. should/ ought to
4. shouldn’t
5. had better
6. had better
7. should
8. had better
9. had better not
10. had better not

Exercise 8: (Answers depend on each student’s ideas).

Exercise 9:
1. must
2. must
3. mustn’t
4. must
5. must
6. mustn’t
7. must
8. mustn’t
9. mustn’t
10. must

Exercise 10:
1. has to/ needs to
2. don’t have to/ don’t need to
3. have to/ need to
4. don’t have to/ don’t need to
5. have to/ need to
6. doesn’t have to/ doesn’t need to
7. has to/ needs to
8. don’t have to/ don’t need to
9. has to/ needs to
10. doesn’t have to/ doesn’t need to

Exercise 11:
1. mustn’t
2. mustn’t
3. doesn’t have to
4. don’t have to
5. mustn’t
6. doesn’t have to
7. don’t have to
8. mustn’t
9. doesn’t have to
10. mustn’t
Exercise 12:
1. mustn’t
2. have to (need to)/ have to (need to)
3. have to (need to)/ mustn’t
4. have to/must (has to/ needs to)
5. have to/ must (have to/ need to)
6. have to (need to)
7. don’t have to
8. mustn’t/ have to (must/ need to)
9. have to (need to)/ doesn’t have to
10. have to/ have to (must/ need)

Exercise 13:
1. must
2. could (might) miss
3. must have been
4. must be
5. might not have moved out
6. could (might) have visited
7. will (can) pass
8. could (might) have been
9. could (might) have gone
10. should have got

Exercise 14:
1. must/ will
2. might (may) come
3. should
4. can’t
5. Can/ mustn’t/ will
6. Will/ will
7. might have/ should have
8. will/ should
9. must / will
10. mustn’t

Exercise 15:
1. We’ve just finished our project so we might go out for dinner tonight.
2. The students mustn’t bring the mobile phones to school.
3. Peter can help us with the assignment.
4. It can’t be true that the teacher saw me at the movie because I didn’t go there.
5. Jack shouldn’t be late for class today.
6. The train won’t be arriving on time because of the accident.
7. It’s cloudy today so could rain.
8. He could have lost his wallet on the bus last night.
9. She might not mean to blame you about the problem.
10. My roommate won’t go to the concert because she is too tired so

Chapter 7: Adjectives and Adverbs

Warm-up Activity
1. It’s classic/ interesting/ boring.
2. Yes. He sings very well/ beautifully.
3. He’s a bad man.
4. He drives very fast.
5. They feel happy.

Grammar in Context
1. She is a receptionist. She is friendly and polite.
2. When there are any problems or misunderstandings, she always apologizes politely and tries to explain or solve the problems patiently.
3. She gets along well with her colleagues. She is always in a good mood so everyone works with her happily.
4. They go to the nearest school in the neighborhood.
5. Her son is very smart but a bit quiet while her daughter is more lively and talkative.
6. They look after them closely and warmy.
7. He wants to make sure that they think and do their homework carefully and get the right answers.

Exercise 1:
1. careful/ carefully
2. clear/ clearly
3. nervous/ nervously
4. polite/ politely
5. hard/ hard
6. tired/ tiredly
7. beautiful/ beautifully
8. early/ early
9. busy/ busily
10. good/ well
11. bad/ badly
12. angry/ angrily
13. fast/ fast
14. perfect/ perfectly
15. simple/ simply

Exercise 2:
1. sour
2. seriously
3. selfishly
4. sudden
5. pretty
6. gorgeously
7. terribly
8. badly
9. specially
10. strong and
11. sweetly
12. fully
13. comfortable
14. quickly
15. continuously
16. happily
17. fluently
18. well
19. pale
20. exactly

Exercise 3:
1. challenge
2. interested
3. surprising
4. satisfy
5. bored
6. confusing
7. pleased
8. annoy
9. disappointing
10. exhausted
11. frighten
12. shocked
13. charming
14. convince
15. entertaining

Exercise 4:
1. amazing
2. depressed
3. amusing
4. embarrassing
5. excited
6. fascinating
7. impressed
8. worried
9. tiring
10. alarmed
11. inspired
12. disgusting
13. frightening
14. trilled
15. boring
Exercise 5: (Answers depend on each student’s ideas).

Exercise 6: (Answers depend on each student’s ideas).

Exercise 7:
1. larger
2. slimmer
3. more beautiful
4. spicier
5. longer
6. harder
7. more impatiently
8. more dangerous
9. more popular
10. less
11. more attentively
12. more difficult
13. more easily
14. more exciting
15. more softly

Exercise 8:
1. more modern
2. more fluently
3. harder
4. worse
5. more boring
6. more difficult
7. more interested
8. later
9. sharper
10. more politely
11. father (further)
12. nicer

Exercise 9: (Answers depend on each student’s ideas).

Exercise 10:
1. the highest
2. the most intelligent
3. the cheapest
4. the most fluently
5. the easiest
6. the most challenging
7. the most carelessly
8. the strongest
9. the best
10. the poorest
11. the least
12. the lightest
13. the most colorful
14. the most seriously
15. the most/ the happiest
Exercise 11:

1. the biggest 9. the craziest
2. the fastest 10. the most friendly
3. the fastest 11. the fastest
4. the windiest 12. the smartest
5. the funniest 13. the most delicious
6. the most impressive 14. the most important
7. the nicest/ the most wonderful 15. nearest
8. the fewest

Exercise 12:

1. busier 9. farthest/ furthest
2. most intelligent 10. well
3. lower 11. many
4. least 12. more fluently
5. angrier 13. healthiest
6. difficult 14. politely
7. most interesting 15. darker/ darker.
8. earlier

Exercise 13:

1. The music sounds beautifully. (beautiful)
2. Oishi is not as better as Fuji. (good)
3. Is Everest the high mountain in the world? (the highest)
4. What's the more enjoyable movie that you have ever seen? (most)
5. Clothes at the markets are much more cheaper than clothes in the shopping centers. (cross out the word “more”)
6. It's nearly lunch time and she is getting more and more hungry. (hungrier and hungrier)
7. I have fewer money than them but I'm happier. (less)
8. John doesn't think as quick as he used to be. (quickly)
9. Thai food is tasteful than American food. (more tasteful)
10. There were so much people at the party that I couldn’t find Marry. (many)
11. This show is the most entertained that I have ever experienced.
   (entertaining)
12. American people are informal than British people. (more informal)
13. Sophie studied hardly to pass the exam. (hard)

Chapter 8: Phrasal Verbs

Warm-up Activity: (Answers depends on each student’s ideas).

Grammar in Context

1. They are going to Paula's house. They are having a party.
2. He can’t focus on parking.
3. He’s just broken up with his girlfriend.

Exercise 1:

1. broke down                      5. threw up                      9. get up
2. catch on                        6. eats out                     10. dropped by
3. shut up                        7. coming over
4. broken into                    8. get by

Exercise 2: (Answers depend on each student’s information or ideas).

Exercise 3:

1. turned ... down                 6. pick...up
2. give out                        7. put off
3. figure out                      8. put...away
4. took ...out                     9. throw...away
5. let...down                     10. try...on
Exercise 4:
1. start over
2. work out
3. found out
4. picked out
5. put off

Exercise 5:
1. look after
2. ran
3. go over
4. count on
5. calls on
6. get over
7. waited on
8. look into
9. came across
10. been to

Exercise 6:
1. call on
2. turn into
3. go through
4. get over
5. check in

Exercise 7:
1. for
2. for
3. to
4. with
5. with
6. with
7. against
8. to
9. in
10. on
11. from
12. for
13. about (of)
14. from
15. at

Exercise 8: (Answers depend on each student’s ideas).
Exercise 9:
1. come up with
2. look forward to
3. dropped out
4. look up to
5. check up on
6. get along with
7. get through with
8. keep up with
9. put up with
10. get rid of

Exercise 10: (Answers depend on each student's ideas).

Exercise 11:
1. broke down
2. look into
3. hold on
4. take up
5. run out of
6. checked in
7. turn up
8. look after
9. meet up with

Exercise 12:
1. got along
2. look…up
3. put up
4. tell…off
5. handed in
6. looked forward to
7. look up to
8. put up with
9. carried on
10. give up

Exercise 13:
1. work…it out
2. think….over
3. put….off
4. made….up
5. took….up
Exercise 14:
1. in
2. for
3. up
4. away
5. from
6. with
7. in
8. of
9. for
10. out

Exercise 15:
1. turn down
2. fill out
3. get along
4. pick…up
5. live on
6. pick out
7. stay up
8. bring…up
9. leave for
10. clean…off

Exercise 16:
1. point out
2. find out
3. look after
4. drop by
5. accustomed to
6. figure out
7. get through with
8. hand back
9. put away
10. run into

Exercise 17: (Answers depend on each student’s ideas).
APENDIX B

Author’s Educational Background

Kittiporn Nonkukhetkhong

Educational Background

2006   Ed.D. in Teaching English for Speakers of Other Language (TESOL),
       The University of Queensland, Australia.
2008   Certificate in Action Research, SEMEO Regional Language Center
       (RELC), Singapore.
1997   M.A. in Teaching English, Kasetsart University, Thailand.
1991   B.Ed. in English, Srinakarinwirot Prasarnmit University, Thaniland.

Work Experience

1997-Present  Lecturer of English Program at the Faculty of Humanities and Social
              Sciences, Udon Thani Rajabhat University, Thailand