

Open Distance Learning

LENG1012 English 1

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TABLE OF CONTENTS

Topic 1	NOUNS	1
	1.1 What is Nouns	2
	1.2 Types of Nouns	3
	1.2.1 Proper Noun and Common Noun	5
	1.2.2 Concrete Noun and Abstract Noun	5
	1.2.3 Countable and Uncountable Noun	6
	1.2.4 Collective Noun	6
	1.2.5 Possessive Noun	8
	Summary	8
	References	8
Topic 2	PRONOUNS	9
	2.1 Categories of Pronouns	11
	2.1.1 Personal Pronouns	11
	2.1.2 Possessive Pronouns	12
	2.1.3 Reflexive Pronouns	12
	2.1.4 Relative Pronouns	13
	2.1.5 Demonstrative Pronouns	13
	2.1.6 Indefinite Pronouns	14
	2.1.7 Interrogative Pronouns	14
	Summary	15
	References	15
Topic 3	ARTICLES AND DETERMINERS	16
	3.1 What are Articles?	16
	3.2 Determiners	18
	Summary	19
	References	20

Topic 4	VERBS	21
	4.1 What is Verbs?	21
	4.2 Types of Verbs	22
	4.2.1 Action Verbs	22
	4.2.2 Non Action Verbs	22
	4.2.3 Singular and Plural Verbs	23
	4.2.5 Subject Verb Agreement	23
	4.2.6 Time Indicator	24
	4.2.7 Regular and Irregular Verbs	25
	Summary	26
	References	26
Topic 5	TENSES	27
	5.1 What is Tenses?	27
	5.2 Simple Tenses	28
	5.3 Continuous Tense	33
	Summary	37
	References	37
Topic 6	ADJECTIVES	38
	6.1 What is an Adjective?	38
	6.2 Adjective Position in a Sentence	39
	6.3 Types of Adjectives	41
	6.4 Degree in Adjectives	42
	Summary	44
	References	44

Topic 7	ADVERBS	45
	7.1 What is an Adverb?	45
	7.2 Types of Adverb	45
	7.3 Positions of Adverb	47
	Summary	49
	References	49
Topic 8	PREPOSITIONS	50
	8.1 What is a Preposition?	50
	8.2 Types of Preposition	50
	Summary	53
	References	53
Topic 9	CONJUNCTIONS	54
_	9.1 What is a Conjunction	54
	9.2 Types of Conjunctions	54
	Summary	56
	References	56
Topic 10	READING TECHNIQUES	57
	10.1 Skimming and Scanning	57
	Summary	59
	References	59

UNDERSTANDING COURSE GUIDE

Refer and understand this *Course Guide* carefully from the beginning to the end. It describes the course and how you use the course material. It suggests the learning time to complete the course successfully. Referring the *Course Guide* will help you to clarify important contents that you might miss or overlook.

ABOUT THE COURSE

LENG 1012 English 1 is a compulsory subject for all courses offered by the Centre of Languages and General Studies in



ICYM. This course is worth 2 credit hours and should be covered to 14 weeks.

You should be acquainted with learning independently and being able to optimize the learning modes and environment available to you. Make sure refer right course material and understand the course requirements as well as how the course is conducted.

LEARNING TIME SCHEDULE

It is a standard ICYM practice that learner accumulate 40 study hours for every credit hour. As for this three-credit hour course, you are expected to spend 120 study hours. Table 1 gives an estimation of how the 120 study hours could be accumulated

Table 1: Estimation of Student Learning Time

	Teaching and Learning Activities						
Distribution of Student Learning	CLO	Face to Face			Non-Face to Face		
Time by Chapter	CLO	L	Т	Р	0	(Independent Learning)	Total
Chapter 1	1					10	
Chapter 2	1					10	
Chapter 3	2					10	
Chapter 4	2					10	
Chapter 5	3					10	
						I	
Chapter 6	3					10	
Chapter 7	4					10	
Chapter 8	3					10	
Chapter 9	4					10	

					Sub-Total SLT	90
Continuous			Face to	Face	Non-Face to Face	
Ass	essment	%	Physical	Online	(Independent Learning)	
1	Quiz	5		2	4	
2	Test	20		2	4	
3	Assignment	25			14	
					Sub-Total SLT	22
			Face to	Face	Non-Face to	
Ein	al Assessment	%			Face	
FIII	di Assessifient	70	Physical	Online	(Independent	
					Learning)	
1	Final Examination	50	2.5		5.5	
Sub-Total SLT					8	
GRAND-Total SLT				120		

COURSE LEARNING OUTCOME

By the end of this course, you should be able to:

- 1. Identify the functions of grammar in the language (C1, PLO1)
- 2. Interpreting understanding by answering questions based on text. (C1, PLO1)
- 3. Explain topics given with confidence. (C3, PLO4)



COURSE SYNOPSIS

This course is divided into 10 topics. The synopsis for each topic can be listed as follows:

Topic 1 students will learn the functions of nouns and the categories of nouns.

Topic 2 students will learn the functions of pronouns and the different categories of pronouns.

Topic 3 students will learn the functions of articles and determiners and how it is used in a sentence.

Topic 4 students will learn the functions of verbs and the different types of verbs.

Topic 5 students will learn how to identify tenses using the C.V.S concept which will help students to understand the differences and construct correct sentences according to the tense.

Topic 6 students will learn about the function of adjectives in a sentence and how to describe and compare nouns or pronouns.

Topic 7 students will learn about the functions of adverbs, types of adverbs and how adverbs modify a verb, and adjective and an adverb itself.

Topic 8 students will learn about the function of preposition and how to use it in a sentence.

Topic 9 students will learn about the function of conjunctions and differentiate the types of conjunctions.

Topic 10 students will learn the basic reading techniques which is Skimming and scanning to help them understand a text better and identify specific information in a short time.

LEARNING GUIDANCE

The learning guidance is important to understand before you go through this module. Understanding the learning guidance will help you to organize your study of this course in a more objective and effective way. Generally, learning guidance for each topic is as follows:

Learning Outcomes: This part is to measurable, observable, and specific statement that clearly indicates what you should know and be able to do because of learning in each chapter. By go through each topic, you can continuously gauge your understanding of the topic.

Self-Learning Material: To aid you in your subsequent learning and to report on what you have learned. The activities are in-text questions (ITO) and self-assessment questions (SAQ), assignment on each chapter of the material to monitor and develop your own learning.

Activity: Question and activity within module can be constructed to put back the dialogue between student and module in learning activity. With the given question or task, you are encouraged to read the description or explanation within a module, so you can answer the question or solve the problem proposed.

You are encouraged to read since you realize that without reading the description or explanation, you will not be able to answer the question or the assignment. Text question is applied to you to pay attention to a certain problem rather than to assess the learning progress.

Self-assessment question is such a task that requires written answer form you. If you complete the task, you are asking to check your answer with the answer key provided in the module.

Self -assessment is be developed in various form of test questions, there are easy question, fill in the blank, multiple choices, true-false and matching.

Summary: You will find this part at the end of each topic. This component helps you to recap the whole topic. By going through the summary, you should be able to gauge your knowledge retention level. Should you find points in the summary that you do not fully understand, it would be a good idea for you to revisit the details in the module.



Key Terms: This component can

be found at the end of each topic. You should go through this component to remind yourself of important terms or jargon used throughout the module. Should you find terms here that you are not able to explain, you should look for the terms in the module.

References: The References section is where a list of relevant and useful textbooks, journals, articles, electronic contents, or sources can

be found. The list can appear in a few locations such as in the *Course Guide* (at the References section), at the end of every topic or at the back of the module. You are encouraged to read or refer to the suggested sources to obtain the additional information needed and to enhance your overall understanding of the course.

ASSESSMENT METHOD

Please refer to ICYM E Learning





Nouns

LEARNING OUTCOMES

By the end of topic, you should be able to:

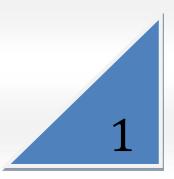
- 1. Identify the function of nouns in a sentence
- Identify the different types of nouns.

PARTS OF SPEECH

Parts of speech are basic categories of words that has its own function in a sentence. In English, there are Eight main parts of speech which are Nouns, Pronouns, Article and Determiners, Verb, Adjectives, Adverb, Preposition and Conjunctions.



Figure 1-1 The eight parts of speech



1.1 Wh

What is A Noun?

A noun is a word that fuctions to give name to People, Place, Animal, Things and Ideas. In a sentence, nouns can play multiple roles such as a subject, an object and an adjective depends on the context of the sentence.

For example:





She was the girl who bought the brick house.

Subject

Adjective



Figure 1-2 Nouns

Checkpoint 1.1

Instructions: Read and answer the questions below.

- 1. What is the function of Nouns in a sentence?
- 2. Nouns give names to ?
- 3. Briefly explain the multiple roles of Nouns.



CATEGORIES OF NOUNS

Nouns can be classified into five (5) categories.



1.2.1 PROPER NOUNS AND COMMON NOUNS

 Common Noun is a general name given to people, place, things and animals.

Example:

PEOPLE	PLACE	ANIMALS	THINGS
Teacher	Hospital	Tiger	Bed
Police officer	School	Elephant	Chair
Students	Cafe	Cat	Table
Doctors	Shopping Malls	Dog	Car

The **doctors** are on their way to the rare case surgery.

She was sent to the **hospital** last night.

The **elephant** kicked the ball at the show yesterday.

They sold their **cars** to buy a house.

 Proper Noun is a specific or special name given to people, place, objects or animals. The first letter of a proper noun, must be capitalized.

Example:

OPLE PLACE	ANIMALS	THINGS
------------	---------	--------

Mrs. Lily	SMK Ghafar Baba	Si Kuning	Ogawa
Dr. Subra	KPJ Kajang	Fluffy	Huawei
Insp. Azmi	Teluk Keman Station	British Short Hair	Proton Wira
Aaron Aziz	Mc Donalds	Si Hitam	Pensonic

Dr. Subra needs to be in the operating room as soon as possible.

They went to **Mc Donalds** for lunch.

My mom bought a cat for brother and he named him **Si Hitam**.

My uncle drives a **Proton Wira** to work everyday.

1.2.2 CONCRETE NOUNS AND ABSTRACT NOUNS

 Concrete Noun is a noun that can be identified using our 5 senses.

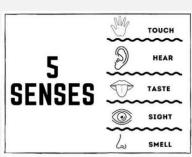
Examples:

House, Cars, School, Pets

 Abstract Noun a noun that names a specific feeling or quality which could not be identified using the 5 senses.

Examples:

Love, trust, motivation, anger



1.2.3 COUNTABLE AND UNCOUNTABLE NOUNS

Countable Noun refers to some nouns that can be counted.

Examples:

Socks, cups, students, baskets

• **Uncountable noun** refers to some nouns that cannot be counted.

Examples:

Air, water, salt, sand, hair

1.2.4 COLLECTIVE NOUNS

Collective noun is a name given to a group of people or things.

Examples:

A bouquet, a troop, a school, a herd

He sent **a bouquet of flowers** to his mother on Mother's day.

A troop of soldiers are marching down the hill.

The turtle swimmed through **a school of fish**.

They took pictures with **a herd of cows** at my hometown.

1.2.5 POSSESSIVE NOUNS

Possessive noun is used to show belonging by using either an apostrophe (') or an apostrophe with s ('s).

Examples:

The car belongs to Siti → Siti's car

The books belongs to the students → The students' book

There Five are rules to use possessive nouns.

- Singular Noun Rule o Add ('s) at the end of the word.
 - o Example:

The **boy's** chair.

The **hospital's** Covid Ward.

 Plural Noun Rule o Add an apostrophe (') at the end of the word. o Example:

The **students'** uniform.

The **girls'** fruit baskets.

- 'IT' Rule No apostrophe is required to show belongings.
 - o Example

Its toy.

Its food.

- Compoun words Rule o Add apostrophe + s to the end of the last word.
 - o Example:

My sister-in-law's house is at the end of this road.

The swimming pool's new owner bought it from the agency.

- Multiple nouns that share possessions o Add apostrophe + s at the last noun in the group.
 - o Example:

Ahmad and Abu's laptop.

The girls and their **mother's** dress.

- Multiple nouns with different possessions o Add apostrophe
 + s to all nouns to show possessios.
 - Example:

Alia's and Lily's examination results are good.

Checkpoint 1.2

Instructions: Let's revise on your understanding.

- 1. What are the categories of Nouns?
- 2. What is the difference between Common and Proper nouns?
- 3. List 5 examples of Collective nouns.
- 4. What is the function of Possessive nouns?

Self Assessment

ACTIVITY



Search for any of your favourite song's lyrics and identify the nouns used in the lyrics. Write them down based on te categories of Nouns.

Self-Assessment 1 in Elearning

SUMMARY

- Nouns name TAPPI (Things, Animals, People, Place, Ideas)
- Proper nouns are sepecific names however, Common nouns are general names given to TAPPI.
- Concrete Nouns can be identified using your 5 senses yet Abstract can't be identified with it.
- Collective nouns are used to group up people, animal or things.
- Possessive nouns is used to show possession.



REFERENCES

- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
- 2. Anne Seaton. Focus Grammar (2013). Learners Publishing.

2.1

What is Pronoun?

PRONOUNS



LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the function of pronouns in a sentence.
- 2. Differentiate the function of each type of pronouns.

Pronoun is a word that is used to replace a noun which has been mentioned earlier. Pronoun is also used to avoid repetition of nouns in a sentence.

Example:

Fluffy is my new pet. **Fluffy** likes to sleep on my brother's bed. **Fluffy** also loves to eat fresh boiled fish everyday.

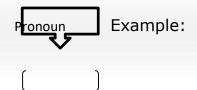




Fluffy is my new pet. It likes to sleep on my brother's bed. It also loves to eat fresh boiled fish everyday.

Since pronouns are used to substitute a noun, they may also perform the same functions as nouns.

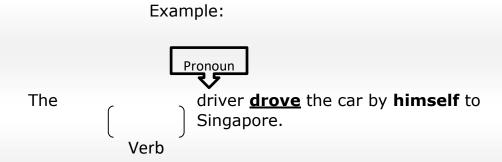
As a subject of a verb.



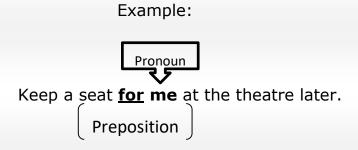


They don't understand the questions. Subject_{cv}

• As an object of a verb.



As an object of a preposition.



Checkpoint 2.1

Instructions: Read and answer the questions below.

- 1. What is the function of pronouns?
- 2. Do Pronouns help to avoid repetition in a sentence?

2.2 Categories of Pronouns



There are nine (9) categories of Pronouns that can be used to replace a noun according to the context of the sentence.

2.2.1 PERSONAL PRONOUNS

Personal Pronouns can be divided into two (2), which are

□ Subject Pronoun

 This type of pronoun is used at the beginning of a sentence, before a verb

I, He, She, You, You (Ali & Abu), It, We, They

Example:

She is the highest officer in the company. **They** are the representatives of our school.

□ Object Pronoun

This type of pronoun is used after verbs and prepositions.

Me, him, her, you, it, us, them

Example:

Sally helped **me** with my school project.

She bought apple just for **him** this morning.

2.2.2 POSSESSIVE PRONOUNS

Possessive Pronouns is used to show something belongs to the noun. It is divided into two (2) types:

□ Possessive Adjective

This type of pronoun is used before a noun.

My, his, her, your, your, its, our, their

Example:

Today is **my** birthday.

Alia went to **their** house last night.

□ Possessive Pronouns

This type of pronoun is used on its own.

Mine, his, hers, yours, ours, theirs

Example:

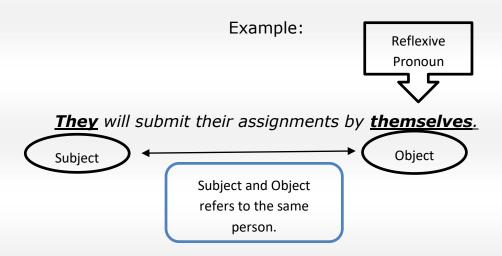
The burger on the table is **yours**. The blue dress is **hers**.

2.2.3 REFLEXIVE PRONOUNS

Reflexive pronoun is used when the Subject and Object in a sentence refer to the same person.

Myself, himself, herself, yourself, yourselves, itself

ourselves themselves



2.2.4 RELATIVE PRONOUNS

Relative pronoun is used to refer to nouns mentioned earlier and used to join sentenes

People: Who, Whose and Whom

Things or animals: Which or That

Example:

The girl **who** won the grand prize was my sister. The cat **which** jumped off the window, broke its leg.

2.2.5 DEMONSTRATIVE PRONOUNS

Demonstrative pronoun is used to refer to people or things based on the form (Singular or Plural) and distance (near or far).

Form/Distance	Near	Far
PLURAL	THESE	THOSE
SINGULAR	THIS	THAT

2.2.6 INDEFINITE PRONOUNS

Indefinite pronoun refers to people or things without mentioning who or what they are

Anyone, anybody, anything

Someone, somebody, something,

No one, nobody, nothing

Everyone, everybody, everything

Example:

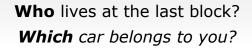
Someone sent me these flowers. **Everyone** is invited to the event.

2.2.7 INTERROGATIVE PRONONS

Interrogative pronouns are used for asking questions.

Whose, Who, Whom, Which, What

Example:



ACTIVITY



Search for any interesting articles and Identify the pronouns used in the article.

Checkpoint 2.2

Instructions: Read and answer the questions below.

- 3. What is the difference between Subject and Object Pronouns?
- 4. What is the function of Demonstrative Pronouns?
- 5. Himself, myself and ourselves are examples for?

Self Assessment

Self-Assessment 2 in Elearning

SUMMARY

Pronouns are used to replace a noun in a sentence.

Personal pronouns are used either as a subject or an object of a sentence.

Possessive nouns are used on its own however possessive adjectives needs to





- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
- 2. Anne Seaton. Focus Grammar (2013). Learners Publishing.



ARTICLES AND DETERMINERS



LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the function of articles and determiners in a sentence.
- 2. Apply the correct articles or determiners in a sentence.

Articles are used to define a noun whether it is specific or unspecific. There are three (3) types of articles that can be used in a sentence.

AN THE

The articles are used as follow:

• A

The article 'a' is used before singular countable nouns that begin with consonant sounds. [b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z]

Example:

A table, a cat, a pencil



AN

The article 'AN' is used berfore singular countable noun that begin with vowel sounds. [a, e, i, o, u]

Example:

An umbrella, **An** hour, **An** elephant

THE

The article **'the'** is used before singular, plural nouns for both countable and uncountable nouns. This areticle can be used based on its function:

Functions	Examples
Indicate something that is on of its kind	The moon shines bright at night.
Used for superlatives	Ali has the biggest house in this area.
Used to refer to things mentioned earlier.	He went to a <i>haunted house</i> in Genting. The house was so scary.
Refer to certain names of riers and countries	The Han river is located in South Korea.
Used ehent a noun represents something as whole.	The elephant is the largest animal on land.

However, not all nouns should be refered by an article. This situation is known as Zero Articles. Articles are not needed:

Uncountable nouns that refers to something general.	Plants need water to grow.
Before names of people	Abu and Fatin are going to the party together.
Before names of Mountains	Mount Ledang has its own mythical history.
Before continents	Asia is the best continent in the world.
Before name of games	Badminton is the most famous sport in Malaysia.
Before meals	Let's have breakfast together.
Before name of roads	My house is at Jalan Melur 8.

3.2

WHAT ARE DETERMINERS?

Determiners are used before a nouns to describe quanntity and identify what is being refered.

Functions	Description	Examples
-----------	-------------	----------

Functions	Examples
Plural nouns that refers to something general.	Women are better leaders than men.

Used with singular nouns each every another one this that Used with Few Several students	s came bck
every another one this that	
another one this that	
that	
Used with Few Several students	
Josed With Jew Jeveral Students	
plural nouns A few to campus during	to campus during the third MCO.
AII MCO.	
Several	
Both There are a lot o	
These that needs to be	settled.
Those	
The	
Some	
Many	
A lot of	
Any	
More	
Other	
Used with Little She gave me sou	me salt.
uncountable Much	
nouns. Any They drank a lot	of water.
Some	
More	
A lot of	
This	
That	
Used for both Some She didn't buy a	ny food.
plural and The	
countable More Most of the visite	ors has
nouns. Any been vaccinated.	
Lot ofall most	

Self Assessment

ACTIVITY



Complete the activity exercise in Elearning.

Self-Assessment 3 in Elearning

SUMMARY

- $\hfill \square$ Articles and determiners is used to refer to the subject of a sentence.
- ☐ Articles: A, AN, THE is used before a countable noun
- Determiners are used to describe quantity.



REFERENCES

- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
- 2. Anne Seaton. Focus Grammar (2013). Learners Publishing.



VERBS

LEARNING OUTCOMES

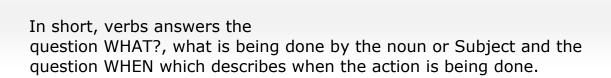
By the end of topic, you should be able to:

- 3. Identify the function of verbs in a sentence.
- 4. Differentiate the types of verbs.

4.1 WHAT IS VERBS?

One of the most important category in parts of speech is Verbs. Verbs is known as the main part in a sentence. This is because a sentence will not be complete sentence if it does not contain a verb.

The main function of verbs is to desribe an action, a condition or an experience. Other than that, verbs also describes a state of being which is closely related by time and tenses.



4.2

Types of Verbs?

Checkpoint 4.1

Instructions: Read and answer the questions below.

1. What are the functions of verbs?

There are six (6) different types of verbs.

4.2.1 ACTION VERBS

Action verbs are verbs that are used to describe actions.

Example:

Walk, Cry, Jump, Run

4.2.2 NON ACTION VERBS

Non action verbs represents a state of being, need, opinion, sense or preference.

It is also used to describe a state of being through auxilliary verbs or also known as helping verbs. There are 4 types of auxilliary verbs:

Verb to Be

- Is
- Are
- Was
- Were
- Am

Verb to HAVE

- Has
- Have
- Had

Verb to DO

- Do
- Does
- Did

Modal Verbs

- Shall
- Should
- Will
- Would
- Can
- Could

4.2.3 SINGULAR AND PLURAL VERBS

Verbs has their own Singular and Plural form. To differentiate both forms, add **'s'** to singular verbs.

Example: walk



plural : Walk

singular: walks

4.2.4 SUBJECT VERB AGREEMENT

In conjunction with the Singular and Plural form of verb, it leads to the main rule in verbs which is the Subject Verb Agreement rule.

Subject Verb Agreement is a rule that needs to be complied in a sentence. This is when the Subject agrees with the verb in terms of its form.

SINGULAR SUBJECT = SINGULAR VERB

PLURAL SUBJECT = PLURAL VERB

Example:







walks to the mall with her friends every Saturday.

FORMS OF VERB GUIDELINES

Action Verb

FORM	Nouns	Verbs
SINGULAR	No `s'	Add `s'
PLURAL	Add 's'	No `s'

Non Action Verb

Auxilliary Verb	SINGULAR	PLURAL
Verb-to-BE	Is, was, am	Are, were
Verb-to-HAVE	Has, had	Have. Had
Verb-to-DO	Does, did	Do, did

4.2.5 VERBS AS TIME INDICATOR

As mentioned, other than describing actions, verbs are also used to describe a state of being which shows when the action is being done. Verbs are known as a time indicator that is related to tenses.

According to tenses, the only thing that will change according to the changes of tenses is the verb.

Examples:

VERB TENSES	SENTENCES
Simple Present Tense	She sings at the concert.

Simple Past Tense	She sang at the concert.
Simple Future Tense	She will sing at the concert.
Present Continuous Tense	She is singing at the concert.
Past Continuous Tense	She was singing at the concert.

Based on the table above it shows that the only part that changes in the sentece according to the verb tenses is the **VERB: Sing**

4.2.6 REGULAR AND IRREGULAR VERBS

According to the changes that may happen to a verb based on the verb tenses of a sentence, a verb may be changed into two (2) forms especially form present tense to past tense:

 Regular Verbs o Verbs that changes its form from present tense to past tense according to the normal rule that is by adding '-ed' after the verb.

Examples:

Walk - walked

Talk- talked

Laugh - laughed

 Irregular Verbs

O Verbs that does not follow the normal rule of changes from present tense to past tense.

Examples:

Eat - ate

Drive - drove

Swim - swam



ACTIVITY



Verbs are known as the most important part of Parts of Speech. Briefly explain your understanding on verbs by preparing a creative mindmap on this topic.

Checkpoint 4.2

Instructions: Read and answer the questions below.

- 1. What is the difference between Action and Non Action Verb?
- 2. What are the Auxiliary verbs?
- 3. What is the difference between Regular and Irregular verbs?

Self Assessment

Self-Assessment 4 in Elearning



SUMMARY

- □ Verbs are used to describe actions and a state of being.
- \Box There are six (6) different types of verbs.



REFERENCES

- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
- 2. Anne Seaton. Focus Grammar (2013). Learners Publishing.

5.1

WHAT IS TENSES?

TENSES



LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the different verb tenses through the CVS components.
- 2. Construct sentences correctly according to the Verb tenses.

Tenses is related to time or easily understood by; Time that is described in a sentence through the changes of verb which acts as te time indicator in a sentence.

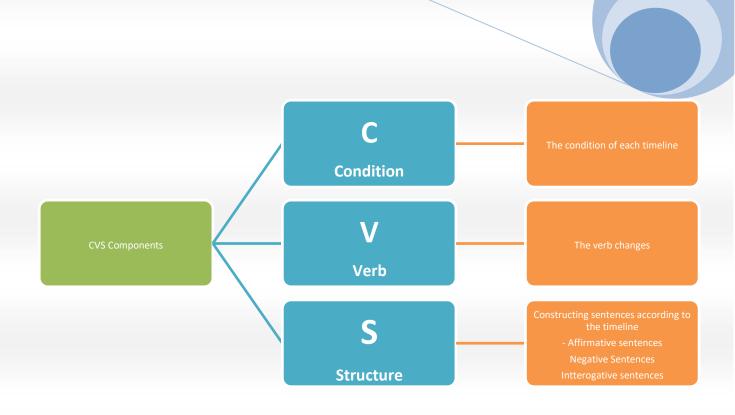
There are three (3) categories of tense which are:

- 1. Simple Tenses
- 2. Continuous Tenses
- 3. Perfect Tenses

These types of tenses is based on the three (3) timeline or verb tenses:

- 1. Present
- 2. Past
- 3. Future

Thus, identifying the difference between each is quite challenging. Hence, it could be easily identified by identifying them based on the C.V.S concept.



The CVS components in Tenses

Checkpoint 5.1

Instructions: Read and answer the questions below.

- 1. What is tenses?
- 2. What are the three (3) verb tenses?
- 3. What are the three (3) components that will help to identify tenses?

5.2 SIMPLE TENSES

Simple tense is a category of tense that expresses facts. There are three verb tenses for simple tense:

Simple Present Tense

CONDITION

• Express a fact or information that is true at all times.



 Express a fact or information that is trues at the time of speaking □ To show repeated actions or habitual actions.
 VERB

Action Verb

 Determine either it needs to be added with 's' or not according to the Subject of the sentence whether it is in a Singular or Plural form.

> o Singular Verb : **Add `s'** o Plural Verb : **No `s' needed**

Non Action Verb

- The auxilliary verbs that will be used for Simple Present Tense are:
 - o Verb-to-Be : **am, is, are** o Verb-to-Do**: Do, does**

Remember, only one (1) type of verb should be written in the sentence.

STRUCTURE

• The sentence structure is based on the basic sentence formula:

Subject Verb Object

S+V+O

- Types of sentences
 - Affirmative Sentences
 - S + AV + O

My grandmother **waters** the plants everyday.



• S + NAV + O

Ali **is** a techer at SMK Demang Taha.

- Negative Sentences
 - S +DO/DOES+ NOT+ AV base form + O

My grandmother does not **water** the plants everyday.

• S + NAV +NOT + O

Ali **is** not a techer at SMK Demang Taha.

- o Interrogative Sentences
 - DO/DOES + S + AV base form + O+?

Does my grandmother **water** the plants everyday?

• ISN'T/ AREN'T + S + O +?

Isn't Ali a teacher at SMK Demang Taha?

Simple Past Tense

CONDITION

- Express something that happened once in the past.
- Express something that happened several times in the past.
- Express something that was true for some time in the past.



VERB

Action Verb

 Determine either the action verb used is a regular verb or an irregular verb.

Non Action Verb

- The auxilliary verbs that will be used for Simple Present Tense are:
 - o Verb-to-Be (BeV) : *was, were* o Verb-to-Do*:did*

Remember, only one (1) type of verb should be written in the sentence.

STRUCTURE Subject Verb

- Types of sentences
 - Affirmative Sentences
 - S + (AV) past tense + 0

My grandmother **watered** the plants yesterday.

S + (BeV) past tense + O

Ali was a techer at SMK Demang Taha.

- Negative Sentences
 - S +DID+ NOT+ AV base form + O

My grandmother did not **water** the plants yesterday.

S + (BeV) past tense +NOT + O

Ali **was** not a techer at SMK Demang Taha.



- Interrogative Sentences
 - DID + S + AV base form + O+?

Did my grandmother **water** the plants yesterday?

WASN'T/ WEREN'T + S + O +?

Wasn't Ali a teacher at SMK Demang Taha?

Simple Future Tense

CONDITION

- Express an action promised or thought to occure in the future.
- To state prediction

VERB

For future tenses, Modal verb **WILL** is used to express future and the Action verb must be base form.

STRUCTURE

- Types of sentences
 - o Affirmative Sentences
 - S + WILL + AV + O

My grandmother will **water** the plants tomorrow.

- Negative Sentences
 - S +WILL+ NOT+ AV base form + O

My grandmother will not **water** the plants tomorrow.



CONTINUOUS TENSES



o Interrogative Sentences

• WILL + S + AV base form + O+?

Will my grandmother **water** the plants tomorrow?

Checkpoint 5.2

Instructions: Read the statements below and identify whether it is True or False.

- 1. Simple tenses expresses facts and information.
- 2. Both types of verbs can be included in a sentence.
- 3. Base form of verb must be added with suffixes

Continuous Tense is a category of tense that expresses an on going actions. There are three verb tenses for simple tense:

Present Continuous Tense

CONDITION

- Express an ctivity or a situation which is happening at the moment of speaking.
- Express an activity or a situation which is happenig over a period of time.

VERB

Action Verb

○ For Continuous Tense, Add `-ing' to the action verb ○
 Example: Walk + ing = walking

Non Action Verb

 The auxilliary verbs that will be used for Simple Present Tense are:

 Verb-to-Be (BeV): am, is,
 are

Remember, **BOTH** types of verb should be written in the sentence.

STRUCTURE

- Types of sentences
 - Affirmative Sentences

She is walking to the mall.

Negative Sentences

She is not walking to the mall.

o Interrogative Sentences

Is she walking to the mall?

Isn't she walking to the mall?

Past Continuous Tense

CONDITION

 To indicate that a longer action in the past was interrupted.



 When 2 actions in the same sentence that were happening at the same time

VERB

Action Verb

For Continuous Tense, Add '-ing' to the action verb ○ Example:
 Walk + ing = walking

Non Action Verb

The auxilliary verbs that will be used for Simple Present Tense are:
 Verb-to-Be (BeV): was or were

Remember, **BOTH** types of verb should be written in the sentence.

STRUCTURE

- Types of sentences
 - Affirmative Sentences

She was walking to the mall.

- Negative Sentences
 - S +BEV past tense + NOT+ (AV+ing) + O

She was not walking to the mall.

- Interrogative Sentences
 - WAS/WERE + S + (AV+ing) + O+?

Was she walking to the mall?



WASN'T/

WEREN'T + S + (AV + ing) O +?

Wasn't she walking to the mall?

Future Continuous Tense

CONDITION

- Action in progress at a time in the future.
- Interrupted action in the future.

 □ Parallel actions in the future.

VERB

Action Verb

For Continuous Tense, Add '-ing' to the action verb ○ Example:
 Walk + ing = walking

Non Action Verb

The auxilliary verbs that will be used for Simple Present Tense are:

 Modal Verb: will + be

Remember, **BOTH** types of verb should be written in the sentence.

STRUCTURE

- Types of sentences
 - Affirmative Sentences

She will be walking to the mall.

- Negative Sentences
 - S +WILL+ NOT+ BE+ (AV+ing) + O



She will not be walking to the mall.

o Interrogative Sentences

WILL+ S + BE+ (AV+ing) + O+?

Will she be walking to the mall?

Checkpoint 5.3

Instructions: Read the statements below and identify whether it is True or False.

- 1. Continuous Tenses expresses on going actions.
- 2. Both types of verbs can be included in a sentence.
- 3. By adding '-ing' it describes actions that is happening.

ACTIVITY



Based on the sentence structure formula, construct sentences for each formula for both simple tenses and continuous tenses.

Self Assessment

Self-Assessment 5 in Elearning

SUMMARY

- ☐ Tenses expresses time in a sentence.
- ☐ There are three (3) categories of tenses which are Simple Tenses, Continuous Tenses and Perfect Tenses.
- ☐ The three categories are based on the three (3) verb tenses which are Present, Past and Future.
- ☐ The difference between each tenses can be identified based on the CVS components



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- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
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ADJECTIVES



LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the function adjectives in a sentence.
- 2. Identify the placement of adjectives in a sentence.
- 3. Differentiate the degrees in adjectives.

6.1

WHAT IS AN ADJECTIVE?

To enhance understanding and to get a clear information on something, detailed information is needed. Thus, adjective is the category in parts of speech that can be used to describe something or someone in detail.

Adjective is a word that is used to describe or tell more about a noun or a pronoun. It identifies, which one? How much? And How many?

There are 10 categories of adjectives:

□ Number

o One, two, three, first, second, third...

□ Colour

- Yellow, blue, gree, colourful, white...
- Material o Cotton, wooden, metal, aluminium...
- Size Big, large, enormous, small, tiny...
- Emotion
 - o Sad, happy, angry, frustrated...

□ Purpose

o Frying, drinking, looking...



- **Opinion** ⊙ Beautiful, kind, honest...
- **Origin** o Malaysian, Korean, Australian...
- Shape
 - o Circle, cube, cone, triangle...
- □ Age
- o Old, young, ancient, modern...

Checkpoint 6.1

Instructions: Read and answer the questions below

- 1. What is the function of adjectives?
- 2. List other adjectives based on the categories.

6.2

Adjective Position in a Sentence

In a sentence, adjectives will be placed either:

Before a noun



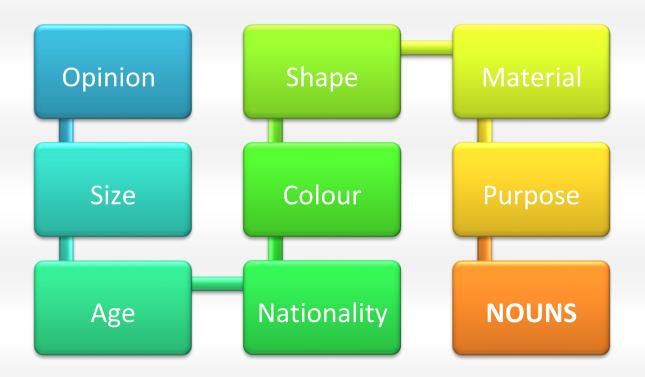
- o She owns an **expensive** <u>ring</u>. o She has **five** <u>sisters</u>.
- After a Be Verb





- o The burger <u>is</u> delicious.
- They <u>are</u> happy today.

In addition, there is no limitation in using adjectives to describe something. A noun and pronoun can be described using more than one adjectives as long as it follows the **Order of Adjective**:



Example:

I bought a big rectangle brown wooden table.

She is a beautiful plum young fair Korean girl.

Checkpoint 6.2

Instructions: Read and answer the questions below

1. Construct 2 sentences using more than one adjective according to the Order of Adjectives.

6.3

Types of Adjectives

Other than the categories of adjecties stated above, there are three (3) types adjectives:

- Nouns that functions as an adjective o They built a **brick** house.
 - My mother cooks chicken curry.
- Verbs that ends with -ing that functions as an adjective o The burning house belongs to Mr. Kamil.
 - o I fried the rice using a **frying** pan.
- Past Participle Verbs that functions as an adjective o Azman went into the **haunted** house.
 - o I bought two boxes of **fried** chicken.

Checkpoint 6.3

Instructions: Read and answer the questions below.

1. Construct 1 sentence for each type of adjective.



6.4

Degree in Adjectives

Adjectives can also be used to compare a noun or a pronoun by using the degree in adjectives. There two categories of degree in adjectives:

- Comparative Adjectives o This category is used to compare two
 (2) nouns or pronouns.
 - For regular adjectives, add '-er' at the end of the adjective and add the word 'than' after the adjective to show comparison.

Example:

The building behind the block is **bigger than** the one in fornt of us.

 For Irregular adjectives, change the word according to the degree.

Example:

Good → Better

Ali's result was **good**.

Ali's results were **better** than Abu.

For 2 syllable adjectives, add the word 'more'

Example:

Alia found an **expensive** ring.

Siti found a more expensive ring in the drawer.



- Superlative Adjectives
 - This category is used to compare two (2) or more nouns or pronouns.
 - For regular adjectives, add '-est' at the end of the adjective and add the word 'the' before the adjective to show comparison.

Example:

The building behind the block is **the biggest** among all.

 For Irregular adjectives, change the word according to the degree.

Example:

Good → Better→ Best

Ali's result was **good**.

Ali's results were **better than** Abu.

Ahmad's results was **the best** among all.

For 2 syllable adjectives, add the word 'most'

Example:

Alia found an **expensive** ring.

Siti found a **more expensive** ring in the drawer.

Mom received **the most expensive** ring from dad.

Checkpoint 6.4

Instructions: Read and answer the questions below.

ACTIVITY



Look for any interesting article on idols and identify the adjectives used to describe an idol.

- 1. Construct sentences using the degree of adjectives provided below:
 - a. Small → smaller → smallest
 - b. Beautiful → more beautiful → most beautiful

Self Assessment

Self-Assessment 6 in Elearning

SUMMARY

- ☐ Adjectives are words that are used to describe a noun or a pronoun.
- □ Nouns and verbs can function as an adjective.
- $\ \square$ A noun or a pronoun can be described using more than one adjective as long as it follows the Order of adjectives.
- ☐ Comparative Adjectives are used to compare two things however Superlative Adjectives are used to compare more than two things.



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ADVERBS



LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the function of Adverbs in a sentence.
- 2. Identify the placement of Adverbs in a sentence.
- 3. Differentiate the types of Adverbs.

7.1

What is an Adverb?

Similar as adjective which is used to describe a noun or a pronoun, an adverb is used to describe or modifies an adjective, a verb and adverb itself. It gives yous such information as how, where or when an action is performed.

7.2

Types of Adverb

There are five (5) types of Adverbs:

☐ ADVERBS OF MANNER

It is used to describe **HOW** you do something.

Example:

She drives **slowly** every day.



 To compare this type of adverb, you can use **more** or **most**.

Example:

Ali walks more carefully than Siti.

 For adverbs like fast, hard and late; you can add -er or - est to the verb.

Example:

She runs the fastest among all.

ADVERBS OF PLACE

o It is used to describe **WHERE** you do something.

Examples:

He lives here.

I saw you at the mall.

She sang at a concert.

ADVERBS OF TIME

It is used to describe WHEN you do something.

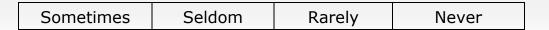
Example:

The baby was crying **last night**. She bought the cake **this morning**.

ADVERBS OF FREQUENCY

It is used to describe HOW OFTEN you do something.

Always	Usually	Often	Frequently
Aiways	Osually	Oitteil	ricquentity



Examples:

They **usually** drive to work.

The cat **always** eat fish.

Siti **rarely** comes back at 12 midnight.

☐ ADVERBS THAT MODIFIES AN ADJECTIVES AND ADVERB ITSELF

o It is used to **give more additional information** about the **adjective** or another **adverb** in a sentence.

Examples:

She is **quite** polite.

They ran **very** fast.

Checkpoint 7.2

Instructions: Read and answer the questions below.

1. Construct 1 sentence for each type of adverbs.

7.2 Positions of Adverb

Place the adverbs after a direct object

SUBJECT	VERB	ОВЈЕСТ	ADVERB
She	Cooked	Chicken curry	Last night
They	Ran	To school	Fastly.
He	Saw	Abu	At the mosque.

Place the adverbs after a verb if there is no direct object.

SUBJECT	VERB	ADVERB
She	Cooked	Last night
They	Ran	Fastly.
He	Saw	At the mosque.

 Place the adverbs in order (MANNER + PLACE + TIME) if there is more than one adverb.

SUBJECT	VERB	ОВЈЕСТ	ADVERBS		
			MANNER	PLACE	TIME
She	Danced		Happily	At the concert	Last night.
Kenny	Played	The piano	Beautifully	At the festival	Last week.

 Place the adverbs of FREQUENCY before the main verb or after the auxiliary verb

SUBJECT	AUX.VERB	ADVERB	MAINVERB	ОВЈЕСТ
I		Usually	Play	Games.
My teacher	Has	Never	Seen	A sugar glider.

Place the adverbs after a BE VERB

SUBJECT	BEVERB	ADVERBS
She	Was	Very sad.
We	Are	Just good friends

Checkpoint 7.3

Instructions: Read and answer the questions below.

- 1. What is the difference between a sentence with a direct object and without a direct object?
- 2. What is the order of adverbs if there are more than one adverbs in a sentence?

ACTIVITY



Look for any interesting article on idols and identify the adverbs used to describe an idol.

Self Assessment

Self-Assessment 7 in Elearning

SUMMARY

- $\hfill \square$ Adverbs is used to modify a erb, an adjective and an adverb itself.
- \square There are 5 types of adverbs.
- More than one adverbs can be used to describe as long as it follows the Order of Adverbs.





PREPOSITIONS

LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the function of Prepositions in a sentence.
- 2. Identify the placement of Prepositions in a sentence.
- 3. Differentiate the types of Prepositions.
- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
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8.1

What is a Preposition?

Prepositions are words that show how things, people and animals relate to each other in place, time and others.

It is placed before a noun or a pronoun to show its relation with something in the sentences.



8.2

Types of Preposition?

There are four (4) types prepositions.

 Preposition of Place o Preposition of Place is used to show where something is located.

PREPOSITION OF PLACE	FUNCTIONS	EXAMPLES
IN	To show towns, villages, cities, streets, roads, districts, rooms, the sea, the swimming pool, the water, garden, park, jungle & etc.	 I was born in United Kingdom. They live in Jalan Cempaka 2. He swam in the swimming pool.
ON	To show number of the floor of a building or the surface of a table, shelf, ceiling, wall & etc.	 Sally's office is on the third floor. The laptop is on the table. A spider is on the ceiling.
AT	To show specific address or specific places.	 His shop is at 23, Jalan IKS 4. Ali is waiting for you at the bus stop.

Preposition of Time

- Preposition of time helps to link the noun or pronoun with a time value.
- It functions as an indicator as to what point of time did an event occur.

PREPOSITION OF TIME					
FOR AT ON IN					
ABOUT	ABOUT BEFORE BY				
AGO	PAST	SINCE	AFTER		
UNTIL	BETWEEN	DURING			

Examples:

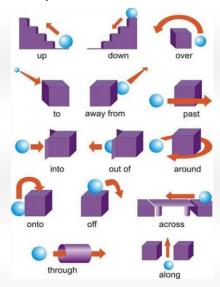
The train is **about** an hour late. The classes begin **at** 8 o'clock. My birthday falls **on** Wednesday.



India has been independent **since** 1947.

Preposition of Movements

 Preposition of movement is used to show movement to or from a place.



Example:

The cat has climbed up a tree.

The children got off the bus.

She ran **along** the pavement.

The bus goes **towards** the market.

The cat jumped **over** the fence.

Preposition for Transportation

 Preposition of transport is used to show how the noun or pronoun moves to places.



Example:

By, in and on

Travelling by train is faster than travelling by bus. Let's go to grandpa's house in your car. Let's go on foot because this path is narrow.

ACTIVITY



Briefly explain the way to your favourite restaurant to your friend using the prepositions you have learned.

Checkpoint 8.2

Instructions: Read and answer the questions below.

1. Construct 1 sentence for each types of prepositions.

Self Assessment

Self-Assessment 8 in Elearning

SUMMARY

- Prepositions shows how things are related to each other.
- $\ \square$ There are 4 types of Prepositions.



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- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
- 2. Anne Seaton. Focus Grammar (2013). Learners Publishing.



CONJUNCTIONS

LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the function of Conjunctions in a sentence.
- 2. Differentiate the types of Conjunctions.

9.1

What is a Conjunction?

Conjunctions are used to connect words or groups of words and show how the words are related. It is also known as Linking Words.

9.2

Types of Conjunction?

There are three (3) types of conjunctions:

- Coordinating Conjunctions
 - Coordinating conjunction is used to connect words, phrases or clauses of equal value.

Coordinating Conjunctions		Functions	Examples
F	For	because	I have to find a new job, for I am unemployed.
Α	And	in addition to	Please calm down, let's wait and see.
N	Nor	and not	Neither my parents nor my friends supports me.
В	But	however	I have a house, but I don't have a car.
0	Or	either	Does Abu have any brothers or sisters?
Y	Yet	but	He says nice things, yet you can't trust him.
S	So	therefore	My sister is smart, so everybody likes her.



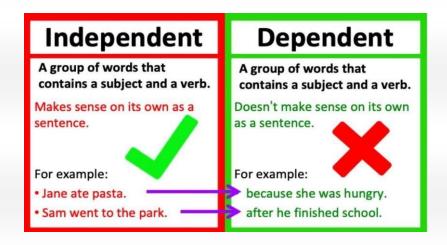
Correlative Conjunctions

Correlative conjunctions are always used in pairs.

Correlative Conjunctions	Functions	Examples
Bothand	Shows similarities	I love both piano and guitar.
Eitheror	Options	Either you or your brother is invited to the party.
Neithernor	Negative options	Neither Siti nor Alia wants to sing the song.
Not onlybut also	Additional information	My sister not only plays guitar but also write songs.
Whetheror	Significant choices	Whether I drink a lot or a little, my face still gets red.

Subordinating Conjunctions

 Subordinating conjunctions are used to join independent clauses & dependent clauses.





ACTIVITY



Briefly explain the differences between the types of conjunctions.

SUBORDINATING CONJUNCTIONS	EXAMPLES
After	After Laila had learned to drive, she felt more independent.
Because	I don't want to go to the movies because I hate the smell of popcorn.
As soon as	As soon as the alarm goes off, I hit the snooze button

Checkpoint 9.2

Instructions: Read and answer the questions below.

1. What is the difference between Independent and Dependent Clause?

Self Assessment

Self-Assessment 9 in Elearning



- □ Conjunctions are used to join word or sentences.
- ☐ There are 3 types of Conjunctions.



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- 1. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
- 2. Anne Seaton. Focus Grammar (2013). Learners Publishing.

10.1

Reading Techniques



READING TECHNIQUES

LEARNING OUTCOMES

By the end of topic, you should be able to:

- 1. Identify the different types of reading techniques.
- 2. Apply the reading techniques to search for answers from the text.

Reading skills is one of the skills that one needs to acquire in English Language. There are various reading techniques you should know to help you understand the text better in a very short time.

The objective of learning reading techniques is to save time and focus on getting the specific information.

There are two (2) basic reading teachniques that you should acquire:

10.1.1 SKIMMING

 The ability to identify the general ideas by moving your eyes rapidly over the text without reading every word in the text.



- The steps to Skim a text.
 - Read the title or topic headings and the opening paragraph carefully.

- Read the first sentence of each paragraph.
- > Read **a few words in the middle** of each paragraph.
- > Read the **last paragraph** carefully.

10.1.2 SCANNING



 A selective reading process in which you try to locate

facts quickly and find answers to specific questions.

- A technique that we use to find specific information without having to read the whole text.
- Steps to Scan a text
 - Determine what specific information you are looking for.
 - Look at headings, subheadings, tables, figures or any other visuals in the text
 - Train your eyes to move quickly over the text, paying particular attention to key words and phrases.
 - Do not read every word.

Checkpoint 10.1

Instructions: Read and answer the questions below.

- 1. What is skimming?
- 2. What is scanning?
- 3. What is the main objective of reading techniques?

ACTIVITY



Search for an article and try to gain the gist of understanding and identify the main ideas of the articles using the two reading techniques.

Self Assessment

Self-Assessment 10 in Elearning

SUMMARY

- ☐ Scanning is used to get specific information from the text.



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- 3. NoorAzliza, Nor Azira, Latisha, Amizura Hanadi etc. Foundation English (2016).Oxford Fajar Sdn.Bhd.
- 4. Anne Seaton. Focus Grammar (2013). Learners Publishing.