



# ENGLISH



## Biografi



**Muthmainnah**, merupakan salah satu dosen di Universitas Al Asyariah Mandar di Sulawesi Barat, Indonesia. Beliau juga merupakan seorang pembicara internasional, peneliti, dan pemimpin organisasi berbasis internasional. Beberapa prestasinya di universitas antara lain: pernah menjadi ketua jurusan bahasa Indonesia di fakultas keguruan dan ilmu pendidikan; pernah menjadi direktur studi pusat perempuan; dan wakil direktur Unit Penjaminan Mutu, di universitasnya. Sekarang, beliau Wakil Direktur Institut Pengembangan Bahasa dan Karakter di universitasnya. Pada tahun ini, ia aktif sebagai anggota internasional, koordinator konferensi internasional, dan pelatih internasional. Beliau sebagai International Board for Professors and Experts of the Scientific Innovation Research Group, Egypt ([www.sirg.club](http://www.sirg.club)), and the International Board of TEFL Kuwait (Member at Large) mewakili Asia. Beliau juga merupakan duta besar, reviewer internasional, dewan editor, dan dewan penasehat jurnal internasional, dan beliau juga merupakan direktur untuk berbagai organisasi internasional yang mewakili Indonesia.

Ia juga memiliki pengalaman yang banyak sebagai pembicara tamu untuk memberikan kuliah tentang TIK, Teknologi dalam Pendidikan, Metode Penelitian, Manajemen Pendidikan, Pemberdayaan Perempuan, Kewirausahaan, Pengajaran, Penelitian dan Pengembangan, dan banyak topik lain yang relevan dengan penelitian TIK dan pengembangan guru, SDGS untuk Kualitas Pendidikan, dan peningkatan kualitas pendidikan tinggi di banyak universitas.

Beliau meraih banyak penghargaan, lebih dari 90 penghargaan internasional di dunia, seperti: Outstanding Professor, Outstanding Leadership, Best International Influencer, Best Emerging Professor of the Year, International Award for Working Women, Best Speaker, SDGS Warrior, Best Global Outstanding Educational Innovation, as Doctor Honouris Causa from Layahe University and Candidate Doctor HC from the Philippines, dan lain-lain.

Beliau juga merupakan salah satu Daftar Relawan Perserikatan Bangsa-Bangsa yakni anggota dewan penasihat Indonesian Education Share to Care Volunteers. Minatnya dan bidangnya yakni mengembangkan bahan ajar, ASSURE, TEFL, ICT in Education, dan Cybergogy. Dia siap untuk kolaborasi internasional dan kerja tim.



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# *ENGLISH*

Muthmainnah



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Polewali Mandar, 1 Maret 2022

Muthmainnah

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# BAB

# 1

## PRESENT TENSE (IS, AM, ARE)

Simple present merupakan bentuk kata kerja yang paling sederhana dalam tenses bahasa Inggris. Kata kerja yang digunakan adalah kata kerja yang merupakan konstruksi dari kehidupan kita sehari-hari dan dapat digunakan dalam rutinitas kehidupan kita sehari-hari.

**WE USE THE SIMPLE PRESENT TENSE:**

**1. FOR HABITUAL ACTIONS OR ACTIONS WHICH ARE REPEATED IN THE PRESENT**

I USUALLY WAKE UP AT 8 O'CLOCK.

**2. FOR PERMANENT STATES IN THE PRESENT**

I AM A TEACHER AND I TEACH GEOGRAPHY. I GO TO SCHOOL BY BUS.

**3. FOR GENERAL TRUTH**

THE MOON GOES ROUND THE EARTH.

**AFFIRMATIVE STRUCTURE**

**I, YOU, WE, THEY + VERB (WITHOUT TO)**

**HE, SHE, IT + VERB (WE ADD "S" AT THE END OF THE VERBS IN THIRD PERSON SINGULAR)**

I LIKE MY STUDENTS AND MY STUDENTS LIKE ME.

YES, HE LIKES US AND WE LIKE HIM.

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# BAB

# 2

## PRESENT TENSE (HAVE, HAS)

Arti kata Have dan Has ini penggunaannya terbagi atas dua yaitu sebagai kata kerja utama (main verb) dan sebagai kata kerja bantu (Auxiliary verb). Jika berfungsi sebagai main verb yang digunakan dalam present tense dan simple present misal pada kalimat I have new smartphone (saya memiliki smartphone baru) sedangkan jika berfungsi sebagai Auxiliary verb maka memiliki arti 'telah' yang biasanya digunakan dalam kalimat present perfect tense menunjukkan bahwa aktivitas telah dilakukan, misal pada kalimat she has got excellent award (dia telah memperoleh penghargaan yang bagus)

Contoh penggunaan untuk kalimat positif

Subject	Have/Has	Object
I	have	a good marker
You	have	beautiful eyes
We	have	a new teacher
They	have	sisters and brothers
She	has	beautiful face
He	has	a car
It	has	two legs
The girl	has	a new watch
The girls	have	good dictionaries



# BAB 3

## PRESENT TENSE (DO, DOES)

Kalimat yang menggunakan Do/Does dalam bahasa Inggris yang artinya adalah mengerjakan atau melakukan atau menyelesaikan sebuah aktivitas. karakteristik kalimat yang menggunakan Do/Does yaitu pada kalimat dengan menggunakan kata kerja yang tidak beraturan, Do/Does hanya terdapat pada kalimat simple present tense dan hanya terdapat pada kalimat negative (+) dan kalimat Tanya atau interrogative (?).

Subject	Do/Does	Not	Verb
I	do	not	eat ice cream in the fridge
You	do	not	understand what I mean
We	do	not	play football this afternoon
They	do	not	come to your birthday party
She	does	not	want to eat
He	does	not	drink cola
My mother	does	not	cook every day
My father	has	a new watch	work in his office every sunday
The sun	does	not	sets on the east

I / you / they / we **Don't**

She/ he /it

**Doesn't**

1. They **don't** understand the problem.
2. Henry **doesn't** understand that problem.
3. I **don't** play chess every day.
4. She **doesn't** come twice a week.

# BAB

# 4

## PRESENT PROGRESSIVE

Present progressive dalam bahasa Inggris sama saja dengan present continuous tense yang pada dasarnya digunakan untuk aktivitas yang sedang berproses atau pekerjaan yang sedang berlangsung atau sedang dikerjakan pada saat sekarang.

	<b>am</b>	
<b>Subject</b>	<b>is</b>	<b>[ verb + ing ] .....</b>
	<b>are</b>	

The Present Progressive is used for an action happening now.

1. Please don't be noisy, the baby **is sleeping**.
2. Look! John and Alice **are studying**.
3. "Where is Alice"? She **is talking** on the phone with her friend.
4. The president **is trying** to contact his advisors now.
5. The secretary **is typing** the letter now.
6. The committee members **are examining** the material now.
7. What **are** the children **doing**?
8. Why **are** you **sitting** at my desk?

When a verb ends in a single E, this E is dropped and added **-ing**.

➤ Argue **arguing**.

When a verb ends in E, we add **-ing** and omit e.

➤ See **seeing**.

When a verb of one syllable has one vowel and ends a single consonant, this consonant is doubled and added **-ing**.

# BAB 5

## PAST TENSE (WAS, WERE)

Pola dasar dari was/were adalah menghubungkan subject dengan keterangan (waktu, tempat, dan sebagainya). Past tense ini mengindikasikan kegiatan yang telah selesai dilakukan dengan pola the past of **be** ( am, is, are ) is **was, were**.

Kalimat positive, menggunakan **s + to be (was, were) + adjective, noun or adverb**.

I	was	alive student here
You	were	Alone driver at work
We	were	bored beggar in Jakarta
They	were	brave teacher in Qatar
He	was	busy A boy at school
She	was	funny a president at Cafeteria
It	was	easy

# BAB

# 6

## PAST TENSE (DID)

The Past Tense indicates that *an activity or situation began and ended at a particular time in the past.*

The Past Tense in ( regular verb ) is formed by adding **ed**.

<i>listen</i>	<i>listened</i>	<i>work</i>	<i>worked</i>
<i>wash</i>	<i>washed</i>	<i>enjoy</i>	<i>enjoyed</i>
<i>watch</i>	<i>watched</i>	<i>open</i>	<i>opened</i>

1. I **listened** to music yesterday.
2. He **worked** in the post office **last year**.
3. We **washed** the dishes **this morning**.
4. They **watched** television **last night**.
5. Alice **enjoyed** her friend's party.
6. My father **opened** the door **at midnight**.

But many verbs are **irregular verbs**. The Past Tense doesn't end in **-ed**. Here are some important irregular verbs.

<i>break</i>	<i>broke</i>	<i>bring</i>	<i>brought</i>
<i>teach</i>	<i>taught.</i>	<i>write</i>	<i>wrote</i>
<i>speak</i>	<i>spoke</i>	<i>know</i>	<i>knew</i>
<i>go</i>	<i>went</i>	<i>see</i>	<i>saw</i>
<i>understand</i>	<i>understood</i>	<i>meet</i>	<i>met</i>

1. My father **broke** that window.
2. Jane and Alice **went** to school.
3. She **brought** her book to me.
4. Frank **saw** his sister.
5. He **taught** English very well.
6. He **knew** the girl.

# BAB

# 7

## PAST PROGRESSIVE

Use the following rule to form the Past Progressive.

**subject + was / were + verb + ing**

We use the Past Progressive to say that *somebody was in the middle of doing something at a certain time.*

1. This time last week I **was having** dinner with some of my friends.
2. Today she is wearing a blue hat but yesterday she **was wearing** a red hat.
3. I **was studying** English at eight o'clock this afternoon.
4. They **were reading** their books.
5. What **were** you **doing** at seven o'clock last night?
6. What **were** you **doing** at one o'clock this afternoon?

We use the Past Progressive to say that *an action which was occurring in the past and was interrupted by another action.* In this case, the general rules are :

*The first pattern :*

**When + subject + simple past + subject + past progressive**

1. *When Alice arrived,* her mother **was having** a shower.
2. *When we went for a walk in the park,* the sun **was shining**.
3. *When Robert came home,* Alice **was watching** television.
4. *When you called,* I **was sleeping**.

# BAB

# 8

# PRESENT PERFECT

Use the following rules to form the Present Perfect :

Subject	have/has	Past participle
I	have	written
We	have	written
You	have	understood
They	have	known
She	has	seen
He	has	read
It	has	watched
The cat	has	run

We use Present Perfect to indicate an action that happened at an indefinite time in the past.

## PRESENT PERFECT – MEANING

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**PAST RECENT EVENTS**  
We don't say when. Or with time expressions including now.

**JUST, ALREADY, YET** "Have you finished yet?" "Yes, I've already finished."

**RECENTLY** Have you seen any good films recently?

**TODAY, THIS WEEK, THIS MONTH, ETC.** I haven't seen Ted today. Maybe he isn't feeling well.

She's had an accident.  
I've passed the exam.

**PAST EXPERIENCES**  
We don't say when these events happened.

**NEVER, EVER, BEFORE** "Have you ever read it?" "I have never read it."

**Superlative + EVER** This is the best food I've ever tried.

**Number of times until now** I've seen this film three times.

We've been to Rome and Florence.  
I haven't read that book.

**UNFINISHED SITUATIONS**  
Situations that started in the past and have not finished.

**HOW LONG, FOR, SINCE** We have been married for 20 years.

**ALL + time expression** I've lived in this house all my life.

**LATELY** We have been very busy lately.

How long have you been here?  
I have been here all day.

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# BAB

# 9

## FUTURE TENSE

Use the following rules to form the Future Tense.

Subject	Will	Shall	Be	
I	will	shall	be	a teacher
You	will		be	a nurse
We	will	shall	be	farmers
They	will		be	wrong
She	will		be	there
He	will		be	here
It	will		be	easy
The cat	will		be	sick

Subject	Will	Shall	Verb
I	will	shall	come tomorrow
You	will		go now
We	will	shall	help them
They	will		kill their enemies
She	will		invite me
He	will		come next week
It	will		run
The cats	will		eat the fish

# BAB

# 10

## PASSIVE VOICE

In the Passive, the object of an active verb becomes the subject of the passive verb and the subject of passive verb becomes the object of the active verbs.

Only transitive verbs (verbs that are followed by an object) are used in the passive. It isn't possible to use intransitive verbs.

*Bill opens the door.      The door is opened by Bill.*

*Bill is opening the door.      The door is being opened by Bill.*

*Bill has opened the door.      The door has been opened by Bill.*

*Bill will open the door.      The door will be opened by Bill.*

Usually the Passive is used without a "by phrase." the passive is most frequently used when it is known or not important to know exactly who performs an action.

- Rice **is grown** in India (rice is grown in India by people, by farmers, by someone. In this sentences, it isn't known or important to know exactly who grows rice in India.

The "by phrase" is included only if it is important to know who performs an action.

- *Aku* **was written by** Chairil Anwar (Chairil Anwar is very important information).

If the speaker/writer knows who performs an action, usually the Active is used.

- My father made this chair. (active)



# BAB 11

## SUBJECT AND OBJECT PRONOUN

Almost all English sentences contain a subject (**s**) and a verb (**v**). the verb may or may not be followed by an object (**o**).

Subject Pronouns occur in the first sentence or before verb and Objects Pronouns occur in the last sentence or after verb. Study the following list of subject pronouns.

Verbs that are not followed by an object are called *intransitive verb*. Common intransitive verbs : *agree, come, cry, exist, go, happen, live, occur, rain, sleep, stay.*

Verbs that are followed by an object are called transitive verbs. Common transitive verbs : *build, need, send, want, like, invite, ask, love.*

SUBJECT & OBJECT PRONOUNS POSSESSIVE ADJECTIVES & PRONOUNS			
<b>SUBJECT PRONOUNS</b>	<b>OBJECT PRONOUNS (AFTER VERB/PREPOSITION)</b>	<b>POSSESSIVE ADJECTIVES</b>	<b>POSSESSIVE PRONOUNS</b>
I play football.	He calls me every day.	This is my brother.	This pen is mine.
You are Australian.	I like you a lot.	Give me your book.	Give me yours.
He is very tall.	Give it to him after class.	That's his house.	This jacket is his.
She is a teacher.	I see her every day.	I know her sister.	Those shoes are hers.
It is a dog.	I like it a lot.	It has its advantages.	-
We love English.	Take us with you.	We love our parents.	This area is ours.
You are students.	I'll call you tomorrow.	I like your cars.	Is this book yours?
They have a nice house.	I'll send them an email.	This is their teacher.	The decision is theirs.

# BAB 12

## POSSESSIVE ADJECTIVE

Possessive Adjectives indicate ownership. They are followed immediately by a noun. They don't stand alone.

PA is *possessive adjective*

Subject	Object	PA
I	me	<b>my</b> uncle
You	you	<b>your</b> house
We	us	<b>our</b> books
They	them	<b>their</b> friends
He	him	<b>his</b> pen
She	her	<b>her</b> marker
It	It	<b>its</b> tail

1. **John** is eating **his** dinner.
2. This is not **my** book.
3. **My** milk is cold.
4. She forgot **her** homework this morning.
5. The boy broke **his** arm yesterday.
6. Do you like **your** job?
7. I know Mr. Stan but I don't know **his** wife and **his** children.
8. I am going to wash **my** car before I go out.
9. Do you think most people are happy in **their** jobs?
10. They saw me and **my** parents.
11. My father borrows **my** motorcycle.
12. Do you love **your** parents?
13. Did she come to **your** house?
14. Have you ever read **my** book?

# BAB 13

## POSSESSIVE PRONOUNS

Pronouns cannot precede a noun. They are pronouns and thus replace the noun. The noun is understood from the context and is not repeated. Study the following pronouns.

- **Mine** = my + noun ; for example, my book.
- **Yours** = your + noun ; for example, your book.
- **Hers** = her + noun ; for example, her book.
- **His** = his + noun ; for example, his book.
- **Ours** = our + noun ; for example, our book.
- **Theirs** = their + noun ; for example, their books.

Subject	Possessive pronoun
I	mine
You	yours
We	ours
They	theirs
She	hers
He	his
It	its

1. This is *my book*. This is **mine**.
2. *Your teacher* is the same as *his teacher*. **Yours** is the same as **his**.
3. *Her dress* is green and *my dress* is red. **Hers** is green and **mine** is red.
4. *Our books* are heavy. **Ours** are heavy.
5. *Their coats* are too small. **Theirs** are too small.
6. I forget *my homework*. I forget **mine**.

# BAB 14

## REFLEXIVE PRONOUNS

These Pronouns usually follow the verb and indicate that the subject is both giving and receiving the action. Study the following list.

Subject	Reflexive pronoun
I	myself
You	yourself
We	ourselves
They	themselves
She	herself
He	himself
It	itself
You	yourselves

Note : In the plural, the *self* changes to *selves*.

- John bought him a new car.  
(*himself* = another person)
- **John** bought **himself** a new car. (*Himself* = *John*)
- I wash myself.
- **He** sent the letter to **himself**.
- **She** served **herself** in the cafeteria.
- **We** hurt **ourselves** playing football.
- **They** were talking among **themselves**.
- **You** can see the differences for **yourselves**.

# BAB

# 15

## A, AN AND THE

A and AN precede only singular count nouns. They mean *one*. They can be used in a general statement or to introduce a subject which has not been previously mentioned.

- A baseball is round ( general - means all baseball ).
- I saw a boy in the street (we don't know which boy).

A is used before that begins with a *consonant sound*.

An is used before words that begins with a *vowel sound*.

The following words begin with a consonant sound and thus must *always* be preceded by *a*.

- European                      house                      uniform
- eulogy                      home                      university
- euphemism                  heavy                      union                      universal

The following words begin with a vowel sound and thus must *always* be preceded by *an*.

- hour                              uncle                      heir
- herbal                            unnatural                  honor
- umbrella      understanding

### THE

The is used to indicate something that knowledge that we already know about or something that is common knowledge.

- **The** boy in the corner is my friend.  
( the speaker and the listener know which boy).

# BAB

# 16

## NOUN MODIFIER ADJECTIVE

Adjectives describe nouns. In grammar, We say that adjectives modify nouns. The word “modify” means “**change a little**”. Adjectives give a little different meaning to a noun.

- *Intelligent student*  
(Susi is an **intelligent student**).
- *Lazy students*  
(they are **lazy students**).
- *Good students*  
(Frank and Robert are **good students**).

An adjective is neither singular nor plural. A final -s is never added to an adjective.

1. I saw some **beautiful** pictures.
2. My **beautiful** mother met the **old** man.
3. My friend and I studied in a **famous** school.
4. The teacher has explained the **difficult** lesson.
5. The students didn't understand the **easy** lessons.
6. My **kind** father showed me the **famous** bookshop.
7. My neighbour and I visited two **interesting** places.
8. My **fat** friend and my father bought food in a **crowded** market.
9. My friends and my teachers visited a **wide** park.
10. The **crazy** grandfather has broken my **red** cars.
11. The headmaster has given the books to my **naughty** friends so that they are diligent to study English.
12. The carpenter has made three **small** boats.
13. My cruel teacher punished my **naughty** classmates.

# BAB 17

## ADJECTIVE FOLLOWED BY INFINITIVES

Certain adjectives can be immediately followed by infinitives. In general these adjectives describe a person or people not a thing. Many of these adjectives describe a person's feeling or attitude.

1. I was sorry to hear the bad news.
2. He is eager to get the job.
3. They are certain to pass the test.
4. She is glad to see her father and her mother.
5. It was not easy to cut the wood.
6. Is it safe to drink the water from the river?
7. Will it be difficult to preserve the temple?
8. It is dangerous to play in the street.
9. It is good to eat much salt.
10. It isn't good to kill animals.
11. I am sad to look at you.
12. He is too proud to accept the money.
13. They are content to win the game.
14. My father is ready to go.
15. They were afraid to leave the baby alone.
16. I wasn't surprised to meet her there.

Some common adjectives followed by infinitives.

- *glad to*                      *relieved to*
- *anxious to*                 *happy to*
- *sad to*                         *eager to*
- *pleased to*                  *upset to*

# BAB

# 18

## GENETIVE CASE

We normally use **'s** for people or animals (**Santi's .... /the cat's .....**etc).

1. **The teacher's** book.
2. **The bird's** nest.
3. **William's** house.
4. **The dog's** kennel.
5. **His father's** car.
6. **The horse's** tail.
7. **My uncle's** daughter.
8. **The cat's** mouth.
9. **That girl's** doll.
10. **The eagle's** nest.

We normally use **of** for things or idea.

1. The roof **of the house**.
2. The colour **of the book**.
3. The lamp **of the car**.
4. The door **of the cottage**.

After a plural noun we put **'** after the s (friends').

1. **The teachers'** books.
2. **The dogs'** kennels.
3. **My sisters'** friends.
4. **Horses'** tails.
5. **The boys'** books.
6. **The girls'** dolls.



# BAB

# 19

## MUCH, MANY AND A LOT OF

We use **much** in question and negative sentences and we use much with *uncountable noun*.

- I don't have **much** money.
- Does she have **much** sugar?
- They don't have **much** salt.

We use **many** in all of types of sentences and we use *many* with *plural nouns* not uncountable nouns.

- She has **many** books.
- I don't have **many** books.
- Do you have **many** pens?

We use **a lot of** in all of types of sentences (affirmative, negative and question) but a lot of is more usual in positive sentences.

- I have **a lot of** sugar.
- She has **a lot of** friends.
- They have **a lot of** time.

We use **too much** and **so much** in positive sentences.

- I spent **too much** money.
- We drank **too much**.
- He thanks **so much**.
- I miss you **so much**

# BAB

# 20

## SOME AND ANY

In general, We use **some** in positive sentences and it is used with *plural* or *uncountable noun*.

- Robert ate **some** biscuits.
- I bought **some** flowers yesterday.
- My father has **some** money.

We use **any** in negative and it is used with *plural* or *uncountable noun*.

- Robert **didn't** eat **any** biscuits.
- I **didn't** buy **any** flowers yesterday.
- My father **doesn't** have **any** money.

We normally use **some** (not any) when we offer thing (**would you like** .....?)

- **Would you like some** biscuits?
- **Would you like some** sugar?
- **Would you like some** milk?

We also use **some** (not any) when we ask for a thing (**Can I have** .....?)

- **Can I have some** biscuits, please?
- **Can I have some** sugar, please?
- **Can I have some** milk, please?

**Some** and **Any** without noun.

- I **don't** have **any** stamps but Alice has **some**.
- You can have **some** sugar but I **don't** have **any**.
- **Do** you have **any** stamps? Yes, I have **some**.
- **Did** you have **any** fruit? No, I **didn't** have **any**

## TENTANG PENULIS



**Muthmainnah**, merupakan salah satu dosen di Universitas Al Asyariah Mandar di Sulawesi Barat, Indonesia. Beliau juga merupakan seorang pembicara internasional, peneliti, dan pemimpin organisasi berbasis internasional. Beberapa prestasinya di universitas antara lain: pernah menjadi ketua jurusan bahasa Indonesia di fakultas keguruan dan ilmu

pendidikan; pernah menjadi direktur studi pusat perempuan; dan wakil direktur Unit Penjaminan Mutu, di universitasnya. Sekarang, beliau Wakil Direktur Institut Pengembangan Bahasa dan Karakter di universitasnya. Pada tahun ini, ia aktif sebagai anggota internasional, koordinator konferensi internasional, dan pelatih internasional. Beliau sebagai International Board for Professors and Experts of the Scientific Innovation Research Group, Egypt ([www.sirg.club](http://www.sirg.club)), and the International Board of TEFL Kuwait (Member at Large) mewakili Asia. Beliau juga merupakan duta besar, reviewer internasional, dewan editor, dan dewan penasehat jurnal internasional, dan beliau juga merupakan direktur untuk berbagai organisasi internasional yang mewakili Indonesia.

Ia juga memiliki pengalaman yang banyak sebagai pembicara tamu untuk memberikan kuliah tentang TIK, Teknologi dalam Pendidikan, Metode Penelitian, Manajemen Pendidikan, Pemberdayaan Perempuan, Kewirausahaan, Pengajaran, Penelitian dan Pengembangan, dan banyak topik lain yang relevan dengan penelitian TIK dan pengembangan guru, SDGS untuk Kualitas Pendidikan, dan peningkatan kualitas pendidikan tinggi di banyak universitas.

Beliau meraih banyak penghargaan, lebih dari 90 penghargaan internasional di dunia, seperti: Outstanding Professor, Outstanding Leadership, Best International Influencer, Best Emerging Professor of the Year, International Award for Working Women, Best Speaker, SDGS Warrior, Best Global Outstanding Educational Innovation, as Doctor Honouris Causa from Layahe University and Candidate Doctor HC from the Philippines, dan lain-lain

Beliau juga merupakan salah satu anggota Relawan Perserikatan Bangsa-Bangsa, dewan penasihat Indonesian Education Share to Care Volunteers. Minatnya dan bidangnya yakni mengembangkan bahan ajar, ASSURE, TEFL, ICT in Education, dan Cybergogy. Dia siap untuk kolaborasi internasional dan kerja tim.