

LAMPPIRAN

1

LAMPPIRAN
1

Temu Bual Berstruktur

Rasional Penghasilan Modul Bagi Klinik Pemulihan

1. Apakah latar belakang masalah/klinik pemulihan?
2. Siapakah kumpulan sasaran (peserta klinik pemulihan)? Apakah ciri-ciri mereka? Kenapa pemulihan tidak dapat dilakukan di luar waktu persekolahan?.
3. Apakah penghasilan modul pengajaran sendiri ini akan dapat mengatasi masalah kekangan masa dan kekurangan guru yang dihadapi? Bagaimana?
4. Apakah skop/julat kandungan Modul yang dijangkakan atau ingin dirangkakan?
5. Secara ringkas, apakah bentuk modul yang diinginkan? Bagaimana dan bilakah ia akan digunakan?
6. Adakah produk lain sedia ada yang boleh mengatasi masalah yang dihadapi? Jika ada, kenapa tidak gunakan produk tersebut?

LAMPIRAN

2

Temu Bual Berstruktur
Pengetahuan guru tentang ISD
Dan Penghasilan Modul Pengajaran

1. Adakah anda biasa dengan istilah ISD atau reka bentuk sistem pengajaran?
2. Jika ya, adalah anda mengetahuinya secara rasmi atau tidak rasmi?
3. Pernahkah anda mendengar tentang model reka bentuk pengajaran Dick dan Carey?
4. Pernahkah anda menghasilkan modul?
5. Tahukah anda proses-proses yang terlibat dalam penghasilan modul?
6. Adakah sebelum program ini anda rasa anda dapat menghasilkan modul ?
7. Anda telahpun mengikuti proses penghasilan modul. Adakah ia mudah diikuti?
8. Adakah sekarang anda rasa bahawa anda sudah mampu menghasilkan modul pengajaran sendiri? Kenapa?
9. Adakah anda berniat menghasilkan modul pengajaran sendiri berdasarkan pendekatan yang sama dalam waktu terdekat ini?
10. Adakah anda rasa bahawa modul-modul yang dihasilkan dapat mengatasi masalah yang dihadapi?

LAMPİRAN

3

Temu Bual Berstruktur
Maklumat Diri dan Masalah Pelajar

1. Apakah pencapaian Bahasa Inggeris kamu pada peringkat PMR?
2. Adakah kamu merasakan bahawa menguasai Bahasa Inggeris adalah penting? Kenapa?
3. Apakah kamu berminat meningkat penguasaan Bahasa Inggeris kamu?
4. Apabila berhadapan dengan masalah sewaktu kelas Bahasa Inggeris, adakah kamu akan bertanya kepada guru atau kawan? Kenapa? Adakah kamu merasa rendah diri?
5. Adakah guru Bahasa Inggeris kamu meluangkan masa membantu kamu sewaktu kelas Bahasa Inggeris?
6. Adakah kamu berminat untuk mengikuti klinik pemulihan di luar waktu persekolahan? Bilakah waktu yang kamu rasakan paling sesuai?
7. Apakah kamu merasakan terdapat cara lain bagi mengatasi masalah penguasaan Bahasa Inggeris kamu?

LAMPIRAN

4

BORANG PENILAIAN KESESUAIAN MODUL PENGAJARAN KENDIRI

Penilaian modul ini adalah adalah dari beberapa aspek dengan menggunakan skala 1 hingga yang diberikan nilai seperti di bawa:

- | | | |
|---|---|--------------------------|
| 1 | = | Sangat tidak setuju |
| 2 | = | Tidak setuju |
| 3 | = | Neutral(Tiada perbezaan) |
| 4 | = | Setuju |
| 5 | = | Sangat setuju |

Anda hanya perlu menandakan✓ pada petak skala yang disediakan. Penilaian yang diberikan adalah satu penilaian yang jujur terhadap modul yang dihasilkan dari sudut pendidikan.

Terima kasih kerana sudi menilai modul ini.

| ASPEK PENILAIAN | SKALA | | | | |
|--|-------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Matlamat dan Objektif | | | | | |
| 1. Modul mempunyai matlamat dan objektif yang jelas dan boleh diukur. | | | | | |
| Kandungan | | | | | |
| 2. Arahan untuk menggunakan bahan- bahan adalah jelas. | | | | | |
| 3. Terdapat pemberitahuan di mana maklumat boleh diperolehi. | | | | | |
| 4. Kandungan bersesuaian dengan objektif yang dinyatakan. | | | | | |
| 5. Bahan-bahan adalah relevan pada pelajar dan terkini. | | | | | |
| Struktur dan Organisasi | | | | | |
| 6. Terdapat struktur dan organisasi yang jelas. | | | | | |
| 7. Ada urutan yang logik di antara kedua-dua modul. | | | | | |
| Latihan dan Aktiviti | | | | | |
| 8. Terdapat arahan yang jelas tentang cara melakukan latihan dan aktiviti. | | | | | |
| 9. Terdapat maklum balas dan jawapan yang bersesuaian. | | | | | |
| 10. Latihan dan aktiviti bermula dengan soalan yang senang dan meningkat kesukarannya. | | | | | |
| 11. Menyeronokkan | | | | | |
| Persembahan | | | | | |
| 12. Modul ini menarik. | | | | | |
| 13. Persembahan adalah konsisten. | | | | | |
| 14. Teks dipecahkan kepada pecahan yang mudah dikendalikan. | | | | | |
| 15. Heading dan subheading adalah bersesuaian. | | | | | |

| Bahasa | | | | | | |
|---|--|--|--|--|--|--|
| 16. Bahasa yang digunakan sesuai untuk pelajar pemulihan. | | | | | | |
| 17. Bahasa yang digunakan mudah difahami. | | | | | | |
| 18. Nada yang digunakan adalah informal. | | | | | | |
| 19. Istilah yang sukar, diberikan penjelasan. | | | | | | |

Lain-lain komen berhubung modul pengajaran sendiri ini:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Tanda tangan :.....

Nama :.....

Jawatan :.....

LAMPİRAN

5

Temu Bual Berstruktur
Persepsi Pelajar Tentang Modul pengajaran Kendiri
Bagi Klinik Pemulihan Bahasa Inggeris


1. Apakah perasaan anda ketika memulakan modul ini?
2. Apakah yang menyebabkan anda berperasaan begitu?
3. Bilakah perasaan itu hilang?
4. Adakah nota-nota dan latihan dalam modul ini membantu anda memahami topik-topik yang berkaitan?
5. Adakah ilustrasi-illustrasi yang terdapat dalam modul ini menarik perhatian anda? Kenapa?
6. Adakah kandungan modul mengikut tahap kesukaran meningkat iaitu senang ke sukar?
7. Nota-nota sampingan yang disertakan bertujuan membantu anda memahami konsep-konsep tertentu. Adakah ia berkesan?
8. Adakah bahasa penyampaian mudah difahami?
9. Adakah penggunaan modul ini membantu meningkatkan pemahaman anda bagi topik berkaitan?
10. Adakah anda selesa menggunakan modul-modul yang diberikan semasa klinik pemulihan?
11. Adakah penggunaan modul ini menyeronokkan?

LAMPİRAN

6



PROPOSAL



Projek Penghasilan
Modul Pengajaran Kendiri
Bagi Klinik Pemulihan B.Inggeris
Sekolah Menengah Teknik
Kuala Klawang

OLEH
ROSNIZA RAHMAT
PGA 97112
CALON M.Ed
UNIVERSITI MALAYA

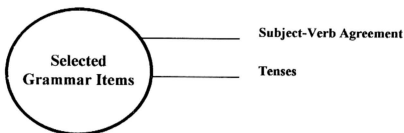
Ringkasan Projek

Projek ini merupakan satu usaha sama dengan Panitia bahasa Inggeris Sek.Men. Teknik Kuala Klawang, Jelevu, Projek ini bertujuan membantu menghasilkan bahan modular untuk kegunaan sekumpulan pelajar tingkatan empat S.M. Teknik Kuala Klawang yang terlibat dengan klinik Bahasa Inggeris. Klinik ini akan dijalankan pada waktu "double period" mengikut jadual waktu para pelajar yang terlibat. Namun, para pelajar yang terlibat dengan klinik ini tidak akan mengikuti kelas Bahasa Inggeris seperti biasa, sebaliknya akan beredar ke Perpustakaan/Bilik yang ditentukan untuk menggunakan bahan modular yang disediakan.

Para pelajar yang terpilih merupakan para pelajar yang sangat lemah dalam pelajaran Bahasa Inggeris dan mendapat marakah 30 dan ke bawah dalam peperiksaan B.Inggeris semester pertama . Klinik akan diselakan oleh para guru Bahasa Inggeris yang tidak mengajar pada waktu tersebut. Item-item tatabahasa Bahasa inggeris yang terpilih ialah :

- i. Subject-verb agreement
- ii. Tenses

Berikut adalah skop kandungan klinik Bahasa Inggeris secara keseluruhannya.



Penerangan Tentang Projek

1. Overview

Objektif projek ini adalah untuk menghasilkan bahan modular untuk membantu sekumpulan para pelajar tingkatan empat S.M. Teknik Kuala Klawang, Jelebu, N.S. yang terlibat dengan klinik Bahasa Inggeris. Klinik ini dikendalikan di luar bilik darjah dan dengan penyeliaan minimum oleh guru Bahasa Inggeris yang tidak mengajar pada waktu tersebut. Para pelajar menggunakan bahan modular untuk menguasai item-item tatabahasa terpilih.

Klinik ini hanya melibatkan penggunaan bahan-bahan modular yang dihasilkan oleh panitia Bahasa Inggeris S.M. Teknik Kuala Klawang dengan bantuan Cik Rosniza Rahmat dalam reka bentuk pengajaran.

2. Rasional

Masalah-masalah yang dialami oleh pelanggan ialah :-

- a. Para pelajar mempunyai penguasaan tatabahasa B. Inggeris yang sangat lemah yang menghalang kemajuan mereka dalam lain-lain kemahiran Bahasa Inggeris.
- b. Ketiadaan waktu yang sesuai untuk menjalankan klinik Bahasa Inggeris di luar waktu persekolahan kerana waktu persekolahan yang lama.
- c. Kekurangan tenaga pengajar untuk mengendalikan kelas di luar waktu persekolahan kerana para guru juga terlibat dengan kelas tambahan para pelajar tingkatan lima.

Hasil perbincangan awal, didapati terdapatnya keperluan untuk membantu menjayakan klinik ini melalui satu kaedah iaitu pemberian bahan bacaan bercetak (modular) kepada para peserta klinik.

Projek penghasilan modul pengajaran sendiri ini dicadangkan kerana ia merupakan kaedah penyelesaian yang terbaik dalam menangani masalah yang dialami oleh panitia Bahasa Inggeris iaitu kesuntukan masa dan kekurangan tenaga pengajar.

Modul pengajaran sendiri ini akan dapat membantu para pelajar yang sangat lemah menguasai item-item tatabahasa yang terpilih. Menghadiri klinik dan mengikuti modul ini selama 80 minit seminggu selama tiga minggu adalah lebih baik bagi para pelajar yang bermasalah ini dari menghadiri kelas biasa. Kerana di dalam kelas mereka sangat ketinggalan berbanding para pelajar lain. Bahan modular ini juga dapat menggantikan ketiadaan kemudahan CD-ROM multimedia untuk tujuan penguasaan tatabahasa.

Bahan yang serupa juga belum pernah dihasilkan dalam menangani masalah yang serupa. Diharapkan penghasilan bahan modular bagi klinik ini akan dapat membuka jalan kepada penghasilan lebih banyak bahan yang serupa untuk tajuk-tajuk lain.

3. Produk

Produk yang akan dihasilkan adalah modul bercetak yang lengkap dengan arahan penggunaan, latihan, contoh, serta penilaian para peserta terhadap modul tersebut. Setiap modul akan mengandungi sekurang-kurangnya 30 helaian tidak termasuk ujian pra dan pasca, arahan dan soal selidik.

Kumpulan ini akan menghasilkan modul induk dan menggunakannya untuk klinik yang dirancang

4. Pendekatan

Dua modul akan dihasilkan:

1. Modul *subject-verb agreement*
2. Modul *tenses* dan

Setiap modul akan dilengkapi dengan latihan dan panduan untuk membantu peserta klinik. Modul akan di rhuiso untuk para peserta klinik.

Kumpulan memerlukan garis kasar keseluruhan kursus dan bahan-bahan yang dirasakan perlu dimasukkan ke dalam dokumen. Bahan-bahan lain akan diperolehi dari rujukan

5. Personnel

Pengurus Penerbitan Cik Rosniza Rahmat

Content specialist Cik Alice Gomez dan ahli Panitia B.Inggeris
SMTKK

Instructional Designer Cik Rosniza Rahmat

Perancangan Projek

6. Langkah untuk menjayakan projek

- a. Menentukan skop projek
 - Pertemuan awal dengan Ketua Bidang Bahasa SMTKK
 - Membincangkan proposal
 - Menghasilkan jadual projek dan belanjawan
- b. Menyusun projek
 - Menyemak jadual dan belanjawan
 - Melengkapkan dairi projek
 - Mengumpul data pencapaian para pelajar
- c. Mengumpul maklumat
 - Mengumpul maklumat/menemubual para pelajar terlibat
 - Membuat analisis
 - Melengkapkan laporan analisis.
- d. Menyediakan plan tindakan
 - Mesyuarat dengan panitia B.I
 - Brainstorm strategi
 - Mengumpul bahan bagi plan tindakan
 - Semak draf plan tindakan
 - Melengkapkan plan tindakan
- e. Menghasilkan draf bahan-bahan
 - Mengumpul bahan-bahan
 - Menyemak dokumen
 - Menyerahkan dokumen kepada ketua panitia B.i
- f. Menguji draf
 - Melengkapkan bahan dan cetakan
 - Menentukan jadual klinik pelajar & guru yang terlibat
 - Kajian rintis
 - Temubual dengan pelajar dan guru terlibat
 - Analisis pencapaian

7. Schedule

| | AKTIVITI | TARIKH |
|---|--|---|
| 1 | Menentukan Skop Projek 1.1 Pertemuan awal dengan Ketua Bidang Bahasa dan Ketua Panitia 1.2 Membincangkan proposal 1.3 Menghasilkan jadual projek dan belanjawan 1.4 Melengkapkan proposal 1.5 Menyerahkan proposal | 15/06/98 15/06/98 16/06/98 17/06/98 18/06/98 |
| 2 | Menyusun Projek 2.1 Mesyuarat pertama dengan guru-guru terlibat 2.2 Menyemak jadual projek dan belanjawan 2.3 Melengkapkan dairi projek 2.4 Mengumpul data pencapaian pelajar terlibat | 20/06/98 24/06/98 25/06/98 07/07/98 |
| 3 | Mengumpul Maklumat 2.1 Mengumpul maklumat/menemubual pelajar terlibat 2.2 Membuat analisis 2.3 Melengkapkan laporan analisis | 07/07/98 08/07/98 09/07/98 |
| 4 | Menyediakan Plan Tindakan 4.1 Mesy. Dgn Ketua Panitia B.I 4.2 Brainstorm strategi 4.3 Mengumpul bahan bagi plan tindakan 4.4 Semak draf plan tindakan 4.5 Melengkapkan plan tindakan 4.6 Menyerahkan plan tindakan kepada SME | 10/07/98 10/07/98 10-15/07/98 16/07/98 16/07/98 17/07/98 |
| 5 | Menghasilkan Draf Bahan-bahan 5.1 Membina ujian rujukan kriteria 5.2 Mengembangkan bahan-bahan 5.3 Melengkapkan draf | 18/07/98 20/7-15/8/98 17/08/98 |

| | | |
|---|--|---|
| 6 | Menguji Draf <ul style="list-style-type: none"> 6.1 Semakan draf untuk penilaian oleh SME 6.2 Pindaan ke atas draf 6.3 Melengkapkan bahan dan cetakan untuk ujian satu dengan satu 6.4 Ujian satu dengan satu bagi kedua-dua modul 6.5 Semakan dan pindaan 6.6 Cetakan untuk ujian kumpulan kecil 6.7 Ujian Kumpulan kecil 6.8 Semakan dan pindaan 6.9 Penyediaan tempat 6.10 Taklimat untuk guru bagi kajian rintis 6.11 Orientasi pelajar yang terlibat 6.12 Kajian rintis klinik pemulihan 6.13 Temubual dengan pelajar dan guru terlibat | <ul style="list-style-type: none"> 17/08/98 20-24/08/98 25/08/98 28-3/09/98 3-5/09/98 14/09/98 5-30/10/98 Nov-Dis 98 11/01/99 12/01/99 13/01/99 14/01-12/03/99 15/3-7/4/99 |
|---|--|---|

LAMPIRAN

7

Laporan Analisis Keperluan

1.0 Latar belakang dan Keperluan-keperluan

Sekolah Menengah Teknik Kuala Klawang mula beroperasi pada tahun 1992. Sekolah ini sekarang menawarkan kursus-kursus berikut kepada pelajar-pelajar lepasan Sijil Penilaian Menengah Rendah(PMR):-

- ◆ Kursus teknologi elektronik (tingkatan empat dan lima)
- ◆ Kursus teknologi elektrik (tingkatan empat dan lima)
- ◆ Kursus kejuruteraan elektrik (tingkatan empat dan lima)
- ◆ Kursus MLVK (kursus kemahiran selama setahun)

Ketika ini terdapat sekitar 735 orang pelajar yang mendaftar dalam kursus-kursus yang terlibat dengan peperiksaan.

Pengkaji telah diminta oleh ketua panitia Bahasa Inggeris untuk membantu panitia Bahasa Inggeris SMTKK dalam mengatasi masalah pemulihan penguasaan Bahasa Inggeris para pelajar sekolah tersebut yang bakal menduduki peperiksaan Sijil Pelajaran Malaysia-(SPM) dan Sijil Pelajaran Malaysia (Vokasional)-(SPMV). Oleh kerana pendekatan bagi membantu panitia Bahasa Inggeris SMTKK dalam menyelesaikan masalah pengajaran dan pembelajaran berkaitan dengan program Klinik Pemulihan Bahasa Inggeris SMTKK, maka pendekatan akan dimulakan dengan melihat keperluan-keperluan para pelajar dan guru.

2.0 Para Pelajar Klinik Pemulihan Sekolah Menengah Teknik Kuala Klawang

Para pelajar yang akan terlibat dalam program ini adalah para pelajar tingkatan lima SMTKK yang mengalami masalah penguasaan Bahasa Inggeris yang sangat lemah. Mereka merupakan para pelajar dari kursus-kursus teknologi elektronik dan elektrik dan para pelajar kursus kejuruteraan elektrik. Pelajar-pelajar ini bakal menduduki peperiksaan SPM atau SPM(V). Antara masalah yang dihadapi oleh para pelajar ini ialah

- ◆ Masalah memahami Bahasa Inggeris terutama penguasaan tatabahasa yang rendah.
- ◆ Terdapat kumpulan heterogenus berdasarkan penguasaan Bahasa Inggeris yang menyukarkan pemulihan dilakukan dalam bilik darjah.
- ◆ Ketiadaan kemahiran-kemahiran asas yang diperlukan untuk menguasai kemahiran-kemahiran baru mengikut tahap akademik mereka.
- ◆ Kekurangan motivasi untuk menguasai Bahasa Inggeris memandangkan tahap penguasaan yang jauh ketinggalan berbanding para pelajar lain di dalam bilik darjah.

3.0 Guru-guru

Ketika ini terdapat 4 orang guru Bahasa Inggeris di sekolah ini dan kesemuanya terlibat mengajar subjek Bahasa Inggeris bagi para pelajar tingkatan lima. Guru-guru ini mengalami masalah bagi membantu pemulihan penguasaan Bahasa Inggeris para pelajar yang terlibat kerana:

- ◆ Jumlah pelajar di dalam bilik darjah adalah terlalu tinggi menyukarkan pemulihan secara individu di lakukan di dalam bilik darjah.
- ◆ Guru-guru yang terlibat juga dipertanggungjawabkan untuk memberi kelas tambahan bagi pelajar-pelajar tingkatan lima. Dengan itu, sukar bagi mereka meluangkan masa di luar waktu sekolah untuk mengadakan kelas pemulihan bagi para pelajar ini.
- ◆ Bahan-bahan pengajaran yang sedia ada, tidak memenuhi kehendak pelajar yang terlibat kerana tahap penguasaan mereka jauh lebih rendah.

Guru-guru yang terlibat juga tidak mempunyai latar belakang dalam menghasilkan modul pengajaran sendiri. Mereka juga tidak mempunyai asas dan pengetahuan tentang reka bentuk sistem pengajaran dan model reka bentuk pengajaran.

4.0 Tugas

Berdasarkan soal selidik dan temubual berstruktur, pengkaji merasakan bahawa tugas pengkaji adalah membantu para guru menghasilkan bahan pengajaran sendiri bagi kegunaan klinik pemulihan dan disamping itu membantu para guru memahami proses penghasilan dan penilaian modul pengajaran sendiri berdasarkan satu-satu model reka bentuk pengajaran.

5.0 Program Penghasilan Modul Pengajaran Kendiri Bagi Klinik Pemulihan

5.1 Matlamat-matlamat

- ◆ Membantu para pelajar klinik pemulihan Bahasa Inggeris SMTKK mengatasi masalah penguasaan Bahasa Inggeris terutamanya subject-verb agreement dan tenses dengan bantuan bahan pengajaran sendiri.
- ◆ Membimbing dan membantu para guru menghasilkan dan menilai modul pengajaran sendiri berasaskan model reka bentuk pengajaran yang tertentu.

5.2 Bidang terlibat:

- ◆ Subject-verb agreement
 - ◆ Problems with pronouns
 - ◆ Problems with nouns
 - ◆ Problems with verbs with two subjects
 - ◆ Problems with determiners
 - ◆ Problems with quantifiers

- ◆ Tenses
 - ◆ Present tense
 - ◆ Present tense of verb to be
 - ◆ Present simple
 - ◆ Past tense
 - ◆ Past tense of verb to be
 - ◆ Past simple

6.0 Langkah Seterusnya

Panitia Bahasa Inggeris bersetuju dengan garis kasar bidang yang akan diberikan tumpuan. Perkara-perkara lain yang akan dibincangkan ialah:

- a. Proposal rasmi berdasarkan laporan keperluan, termasuklah garis kasar modul.
- b. Membincangkan jangka masa klinik. Panitia Bahasa Inggeris sudah pun bersetuju mengadakannya pada waktu persekolahan, iaitu waktu berkembar Bahasa Inggeris mengikut jadual waktu pelajar yang terlibat.
- c. Praujian dan pascaujian adalah diperlukan bagi menilai prestasi pelajar sebelum dan selepas penggunaan modul. Dengan itu modul akan direka bentuk dengan memasukkan latihan, ujian dan nota-nota tambahan.

7.0 Langkah Seterusnya Yang Pasti

- a. Mengenal pasti peranan para guru terlibat dan bidang tugas.
- b. Memulakan kerja mengembangkan bahan-bahan pengajaran.
- c. Menentukan spesifikasi reka bentuk untuk memastikan kualiti bahan yang dihasilkan terjamin.
- d. Kesemua bahan akan diduplikat oleh panitia Bahasa Inggeris.
- e. Menentukan guru-guru yang tidak mengajar pada waktu klinik hadir, bagi tujuan pengawasan.

LAMPİRAN

8

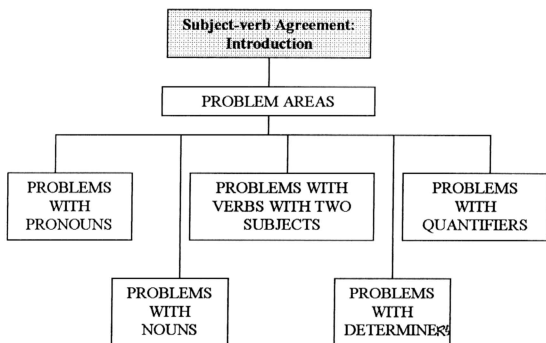
PLAN TINDAKAN

1. PREREQUISITE:

- Students are able to understand simple instructions such as: underline the correct answer, circle the correct answer and fill in the blanks.

2. MODULE 1:

2.1 Concept Map



2.2 Aim

The aim of the module is to help the pupils clear up problems faced in understanding subject-verb agreement.

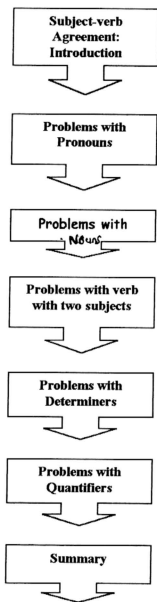
2.3 Objective

By the end of the module, pupils should be able to **identify, choose** and **use** the correct form of verbs to agree with their subjects in given sentences.

2.4 Learning Objectives

- Section 1:
 - i. Pupils will be able to identify the correct form of verbs to agree with the given pronouns by underlining the correct form of verb in brackets.
 - ii. Pupils will be able to identify pronouns and verbs by underlining and labeling the pronouns and verbs in given sentences.
 - iii. Pupils will be able to identify verbs which do not agree with their subjects by underlining the correct form of verb in the brackets.
- Section 2:
 - i. Pupils will be able to identify the correct form of verb to agree with the given noun as subject by underlining the suitable verb in brackets.
 - ii. Pupils will be able to classify nouns into countable and uncountable by sorting a list of given words into countable and uncountable nouns.
- Section 3:
 - i. Identify the verb to agree with two subjects joined together by underlining the correct form of verb in brackets.
 - ii. identify verbs which do not agree with their subjects by underlining the the correct form of verb in brackets.
- Section 4:
 - i. Pupils will be able to identify the correct determiner to agree with the given verb by circling the correct determiner in brackets.
 - ii. Pupils will be able to identify the correct form of verb in brackets to agree with the given determiners determiners by underlining the correct form of verb in brackets.
- Section 5:
 - i. Pupils will be able to identify the correct form of verb to agree with the noun after the quantifier by underlining the correct form of verb in brackets.

2.5 Sequence Chart

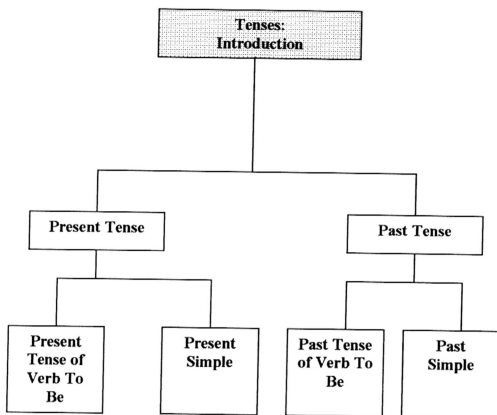


2.6 Test Questions

- Criterion reference test
- Pretest and post-test
- Questions based on the five problem areas of subject-verb agreement.

3. MODULE 2:

3.1 Concept Map



3.2 Aim

The aim of the module is to help the pupils clear up problems faced in understanding tenses.

3.3 Objective

By the end of the module, pupils should be able to identify, choose and use the correct tense of given verbs.

3.4 Learning Objectives

- Section 1:
- i. Pupils will be able to complete given sentences using the correct tense of the 'verb be' by filling in the blanks with am, is or are.
 - ii. Pupils will be able to complete a given table using the correct form of the 'verb be' by filling in the blanks with am, is or are.

iii. identify the correct tense of given verbs by underlining the correct tense of the verb in brackets.

Section 2:

i. Pupils will be able to complete sentences in a passage using the correct tense of the 'verb be' by filling in the blanks with was or were.

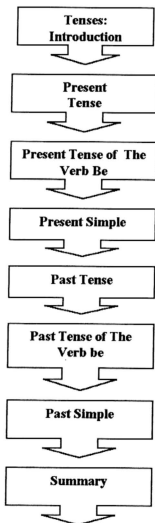
ii. Pupils will be able to complete questions with the correct tense of the 'verb be' by filling in the blanks with was or were.

iii. Pupils will be able to identify the correct tense of given verbs by underlining the correct form of verb in brackets.

iv. Pupils will be able to identify past simple of selected irregular verbs by solving a word maze.

v. Pupils will be able to identify grammar mistakes by underlining the mistakes in a given passage.

3.5 Sequence Chart



3.6 Test Questions

- Criterion reference test
- Pretest and post-test
- Questions based on understanding of simple past tense, simple present tense, present tense of verb to be, past tense of verb to be.

4. ALLOCATION OF TIME

Students are given 80 minutes for each session.

5. INSTRUCTIONAL STRATEGIES:

a) Preinstructional activities

Students will be given the learning objectives before each section. This is to give them a general idea of the instruction. It will also motivate them by increasing their curiosity.

b) Presentation of information

Ideas will be presented in sections. Each idea will be supported by example(s). Students will also be provided with notes on previous lessons. On top of each page, there will be a concept map of the module acting as a menu.

c) Students participation

Students will be given exercises in the form of questions. Feedback will be given immediately (on the next page).

d) Test

There will be a test at the end of each section. Mastery level of each test is 90% .

e) Follow-through

Students will be given a summary of each module and a post-test at the end of each module.

LAMPIRAN

9

SELF-INSTRUCTIONAL MODULE

**SUBJECT-
VERB
AGREEMENT**

PRODUCED BY:
ROSNIZA RAHMAT
AND
THE ENGLISH DEPARTMENT OF SMTKK

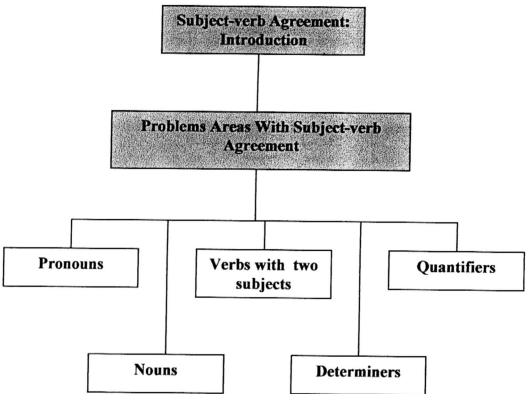
Contents

| | | |
|-----|---|------|
| 1. | Acknowledgement..... | i |
| 2. | Concept map..... | ii |
| 3. | Sequence chart..... | iii |
| 4. | Programme rationale..... | iv |
| 5. | Aims..... | v |
| 6. | Objectives..... | vi |
| 7. | Instructions for user..... | vii |
| 8. | Pretest and scores schedules..... | viii |
| 9. | Subject-verb agreement: Introduction..... | 1 |
| 10. | Section 1: Problems with Pronouns..... | 5 |
| 11. | Section 2: Problems with Nouns..... | 22 |
| 12. | Section 3: Problems with Verbs with two subjects..... | 34 |
| 13. | Section 4: Problems with Determiners..... | 46 |
| 14. | Section 5: Problems with Quantifiers..... | 58 |
| 15. | Summary..... | 70 |
| 16. | Glossary..... | |
| 17. | Post-test..... | |

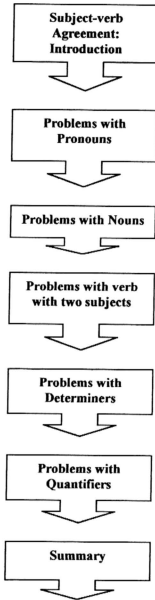
Acknowledgement

A million thanks to teachers, students and staff of Sekolah Menengah Teknik Kuala Klawang especially the English Department for their contribution and participation in producing this module.

Concept Map



Sequence Chart



Programme Rationale

The module is designed for pupils of the English Remedial Clinic of Sekolah Menengah Teknik Kuala Klawang, Jelevu, Negeri Sembilan. It aims to clear up serious problem areas of subject-verb agreement commonly faced by the target group.

The remedial approach will help the students to solve their problems with subject-verb agreement. The module is also appropriate to be used as remedial materials for pupils who are very weak in this area of language. It will allow them to work independently outside the classroom under minimum or no guidance from the English teacher.

Aim

The aim of the module is to help the pupils clear up problems faced in understanding subject-verb agreement.

Objectives.

By the end of the module, pupils should be able to **identify, choose and use** the correct form of verbs to agree with their subjects in given sentences.

Instructions for user

1. Before you start with the module, complete the pretest on page viii.
2. The module is organized in five independent sections in line with the secondary school syllabus for English.
3. Each section consists of learning objectives, lesson notes, practice exercises, checklist and review of the problems.
 - i. The learning objectives will tell you the expected learning outcomes and how to know when you have achieved them.
 - ii. The lesson notes will help you to understand each problem area.
 - iii. Practice exercises will help you to assess your current level of achievement in the problem areas covered and when used with the answer key will allow you to work on your own.
 - iv. The checklist will tell you what you are supposed to have mastered after studying each section before you proceed to review the problems.
 - v. Review of the problems is to help you assess your performance or level of achievement in mastering the problem areas.
4. When you have completed the module, do the posttest.
5. Upon completing the posttest, proceed with the next module-**TENSES**

Pretest

The pretest is in two parts. Read the questions carefully and answer **all** the questions. For each correct answer one mark will be awarded.

Time: 20 minutes

Part 1

Complete the following sentences by underlining the correct word in brackets.

Example All of the boys (enjoy / enjoys) the English class.

1. Most of the furniture in our house (is / are) quite old.
2. Ana and her best friend Zali (was / were) the only two pupils who did well in the test.
3. My mum says that cooking meals for us (is / are) much easier now as we help her in the kitchen.
4. Nobody (know / knows) what is wrong with Salahuddin. He has not been around the whole week.
5. According to the newspaper, the police (has / have) managed to arrest the murderer.
6. Civics (has / have) always been my favourite subject at school.
7. Neither my father nor my sisters (like / likes) to read very much.
8. We spent four days in Trengganu and the rest of the holiday (was / were) spent in Kelantan.
9. The water on the kitchen floor (come / comes) from the leaking tap.
10. More than fifty per cent of the students at that college (live / lives) in hostels.
11. The number of AIDS cases in Malaysia (is / are) increasing.
12. Hamizan often goes swimming but never (take / takes) any other exercise.
13. Almost half of the cheese (was / were) eaten by the end of the month.
14. Anyone who (know / knows) where Mei Lin is should tell me immediately.
15. Of all the people I have known, the Spanish (were / was) the most friendly.

Part 2

Complete the following letter by underlining the correct verb in brackets.

54, Jln Bunga Raya 2,
Taman Irama,
70400 K.Klawang

Dear Sharizal,

It's such a long time since I've written. I thought I'd like to drop you a line to see how you and your family 1.(is / are) getting on. It's about three months now since you moved to Keramat and nobody 2.(has / have) heard anything from you. Have you forgotten us already?

Life here is very much the same. Most of my time 3.(is / are) spent studying and playing tennis. I entered a tournament in Melaka last month but I didn't do very well; half of the players 4.(was / were)two or three years older than I'm, so, I didn't stand much chance. In fact both the winner and the runner-up 5.(was / were) junior state players. I began to feel that all my training was a waste of time.

So, what are you doing in your free time now? Both my parents and I are looking forward to hearing from you.

All the best,
Rozie.

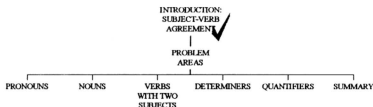
Answer Key

Part 1

1. is
2. were
3. is
4. knows
5. have
6. has
7. like
8. was
9. comes
10. live
11. is
12. takes
13. was
14. knows
15. were

Part 2

1. are
2. has
3. is
4. were
5. were



Subject-Verb Agreement: Introduction

MUST KNOW

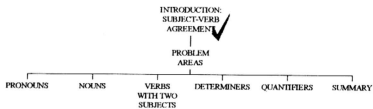
Subject: a subject is a noun or pronoun which the verb tells us more about.

Verb: a word or group of words that indicates an action; e.g. **go, play, work.**

Pronoun: a word that stands for a noun; e.g. **it, they, him**

Noun: a naming word, e.g. **car, pen, pencil**

- Verbs must agree with their subjects.
- The third person singular subject (**he, she, it, the car, Azrai**) takes an -s ending (**enjoys, has, does, was, is**)
- The first and second person singular subject (**I, you**) does not take an -s ending (**enjoy, have, do, were, am/are**).
- Likewise, the plural subjects (**we, you, they, the cars, Azrai and Alif**) have no -s ending (**enjoy, have, do, were, are**)



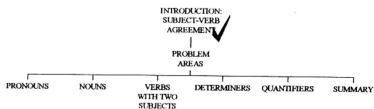
| MUST KNOW | | |
|------------------------|-----------------|----------------------|
| | SS | PS |
| 1 st Person | I | We |
| 2 nd Person | You | You |
| 3 rd Person | He She It | They They They |

SS: Singular Subject
PS: Plural Subject

➤ In the simple present tense, the verb actually changes to show this agreement, and an -s is added to the third person singular verbs

| <u>SUBJECT</u> | <u>VERB</u> |
|-----------------|-------------|
| I | eat |
| You | play |
| We | swim |
| They(The girls) | write |
| He (Afra) | drives |
| She (Murni) | walks |
| It(the dog) | sleeps |

{ Third
person
singular }



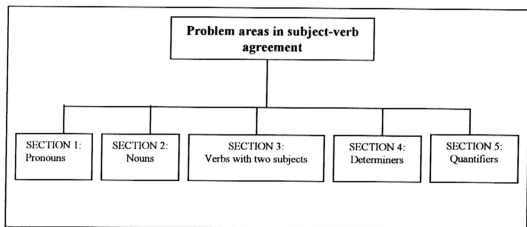
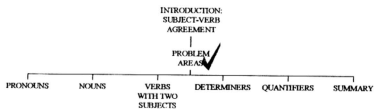
MUST KNOW

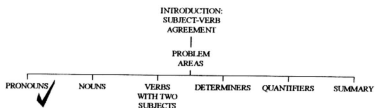
Every English sentence has at least two parts: a *subject* and a *verb*.

The subject is usually a noun, noun phrase or a pronoun.

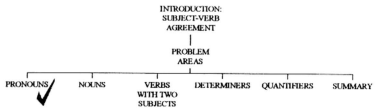
➤ Auxiliary (helping) verbs used in various sentences also must agree with their subjects.

| SUBJECT | AUXILIARY |
|---------------|----------------------------|
| I | } Am/was/have/had/do/did |
| You | |
| They | } Are/were/have/had/do/did |
| We | |
| She (Kamalia) | } Is/was/has/had/does/did |
| He (Faizal) | |
| It | |





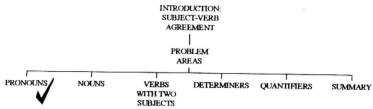
SECTION 1: PRONOUNS



LEARNING OBJECTIVES:

After studying this section, you will be able to:

1. identify (by underlining) the correct form of verbs to agree with the given pronouns as subjects.
2. identify (by underlining and labeling) pronouns and verbs in given sentences.
3. Identify (by underlining) verbs which do not agree with their subjects.



1.1 PRONOUNS

Remember that pronouns must agree in number and gender with the noun for which it stands.

MUST KNOW

A singular pronoun must be used for a singular noun; a plural pronoun for a plural noun.

Example:

Azreen is a kind boy. **He** has given some money to a beggar. (singular pronoun)

Those men are lazy. **They** refuse to work. (plural pronoun).

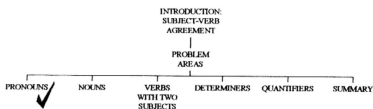
➤ Singular pronouns (**he, she, it**) takes a singular verb: plays, writes, does, is, was, goes, has)



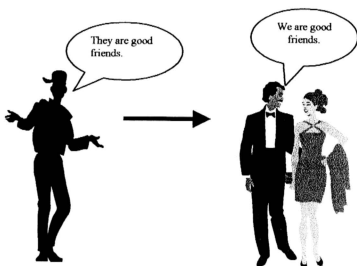
- **He** **is** stranded on an island.
- **He** **has** a fishing rod and a bag.
- **He** **goes** fishing every morning.
- **He** **writes** two letters every night.

Singular
Pronoun

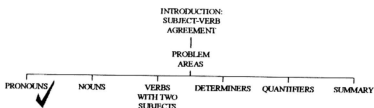
verb



- Plural pronouns (**we, they**) take a plural verb: play, write, do, are, were, go, have.



- **We/They** are good friends.
 - **We/They** go to the same school.
 - **We/They** have plenty of food for the party.
 - **We/They** play badminton every morning.
- Plural pronoun Verb



MUST KNOW

| | Present Tense | Past Tense |
|-----|---------------|------------|
| I | Am | Was |
| You | Are | Were |

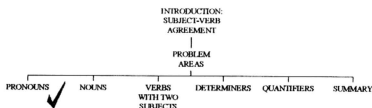
- The pronouns **I** and **you** take a plural verb: play, write, do, am/are, were, go, have. (Refer to notes on page 1)



- I am a girl.
 - You are a boy.
 - I/You have a pail.
 - I/You go to the beach every morning.
- ↑
↑
 Pronoun Verb

You want to answer the questions? Go to page 10





Let's do the following exercise together.

Exercise 1.1a

Read the following passage and underline the verbs which do not agree with their subjects. There are 10 incorrect verbs in all.

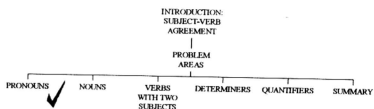
TIPS

1. Determine whether the subject is a singular or plural subject.
2. Make sure that the verb agrees with the subject.
3. The tenses remain the same.

This is Ronaldo. At present, he (1) is/are the world's top football player. He made his first appearance in professional football when he (2) is/was fourteen. Now, he (3) play/plays for Inter Milan. It (4) is/are one of the



famous football clubs in France. Ronaldo is the youngest in his family. He (5) has/have two elder brothers: Yona and Jelio Junior. They (6) grew/grow up in Bento Ribeiro. It (7) is/are a poor suburb of Rio. Today, he (8) make/makes a lot of money from advertisement and football. He (9) spends /spend a few hours on the internet everyday. He (10) has/have his own web page and a lot of unofficial web pages.

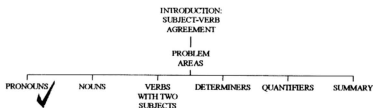


ANSWER KEY

1. is
2. was
3. plays
4. is
5. has
6. grew
7. is
8. makes
9. spends
10. has



Still confused?
Let's look at
page 10 .



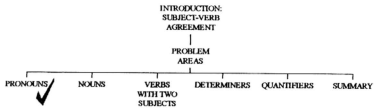
EXPLANATION

DON'T FORGET

Singular Pronouns(**sp**) take a
Singular Verb (**sv**)
Plural Pronouns (**pp**) take a
Plural Verb(**pv**)

1. He is the world's top football player.
 ↓ ↓
 sp **sv**
2. He made his first appearance in professional football
 when he was fourteen.
 ↓ ↓
 sp **sv**
3. Now, he plays for Inter Milan.
 ↓ ↓
 sp **sv**
4. It is one of the famous football clubs in France.
 ↓ ↓
 sp **sv**
5. He has two elder brothers.
 ↓ ↓
 sp **sv**
6. They grew up in Bento Ribeiro.
 ↓ ↓
 pp **sv**
7. It is a poor suburb of Rio.
 ↓ ↓
 sp **sv**
8. Today, he makes a lot of money from advertisement
 ↓ ↓
 sp **sv**
 and football.
9. He spends a few hours on the internet everyday.
 ↓ ↓
 sp **sv**
10. He has his own web page and a lot of unofficial web
 ↓ ↓
 sp **sv**
 pages.





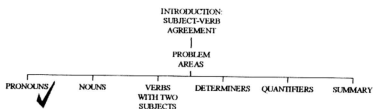
Exercise 1.1b

Read the following sentences and underline and label the subjects and the verbs.

subject verb

Example: They are swimming

1. They cost him RM25.
2. He was very pleased with the school's performance.
3. I like M.Nasir.
4. He loves chocolates.
5. He is a wonderful man.



ANSWER KEY

subject verb

1. They cost him RM25.

subject verb

2. He was very pleased with the school's performance.

subject verb

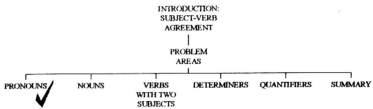
3. I like M.Nasir.

subject verb

4. She loves chocolates.

subject verb

5. He is a wonderful man.



EXPLANATION

Every English sentence has at least two parts: a *subject* and a *verb*.

The subject is usually a noun, noun phrase or a pronoun and the subject governs the verb.

The verb tells us what the subject is like or what the subject does.

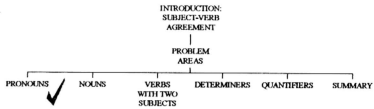
1. They cost him RM25.

2. He was very pleased with the school's performance.

3. I like M.Nasir.

4. She loves chocolates.

5. He is a wonderful man.

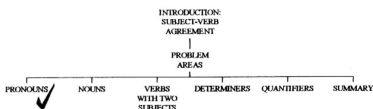


1.2 CHECKLIST

At this point, you should be able to:

☐

Identify the correct form of verb to agree with the given pronouns.



1.3 REVIEW OF PROBLEMS WITH PRONOUNS

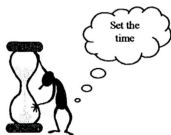
Exercise 1.3a

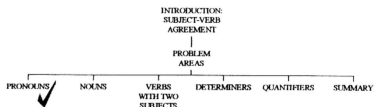
TIPS

1. Determine whether the subject is a singular or plural subject.
2. Make sure that the verb agrees with the subject.
3. The tenses remain the same.

*Read the following passage and underline the verbs which do not agree with their subjects. There are **ten** incorrect verbs in all.*

Last week I went shopping with my friends, Sue and Afie. We went to a new shopping centre called Neutron Park. We was very surprised when we saw how big the place was. Sue and Afie were looking for some jeans and I were looking for a new shirt. I doesn't usually buy clothes from expensive places but Sue and Afie say they often goes to places in the centre of Kuala Lumpur. Sue has rich parents but Afie comes from a working class family like mine, so it is surprising she can afford to buy her clothes in expensive boutiques. When we were shopping at Neutron Park, I discovered her secret. She have a part-time job. Every evening she work at a fast-food restaurant in Seremban. She say that she can earn enough in a month to buy herself nice clothes. Her parents likes her to work because they says it is good for young people to work for some extra pocket money. I wants to ask my mum if she think it's a good idea too. Maybe I can get a part-time job as well.





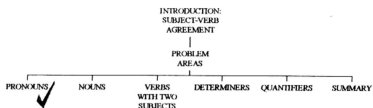
Exercise 1.3b

Underline the correct form of the verb in brackets.

Example.

We (has / have) cereal every morning for breakfast.

1. Be careful of the cat. She (does / do) scratch when she's in a bad mood.
2. (Has / Have) the bus left already? It is usually late.
3. (Was / Were) you in the bathroom when I called? I'm sorry.
4. He (smoke / smokes) too many cigarettes.
5. She (does / do) get enough fresh air.
6. We (has / have) got a car.
7. Computers aren't cheap. They (are / is) expensive.
8. Erra is not from Seremban. She (is / are) from K.L.
9. It (is / are) cold today.
10. Saiful and shikin aren't at home. They (are / is) at the cinema.



ANSWER KEY

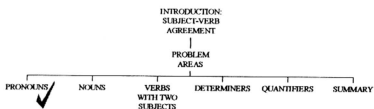
IMPORTANT

Write your score in the
score sheet on page

Exercise 1.3a

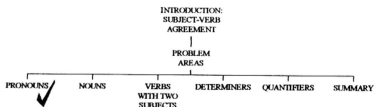
1. were
2. was
3. don't
4. has
5. works
6. says
7. like
8. say
9. want
10. thinks





Exercise 1.3b

1. does
2. has
3. were
4. smokes
5. does
6. have
7. are
8. is
9. is
10. are



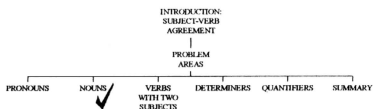
SCORE SHEET

Write Your Scores Here

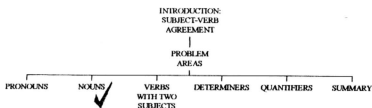
| | |
|----------------------|-----|
| Exercise 1.3a | /10 |
| Exercise 1.3b | /10 |
| Total | /20 |

If you have scored less than 18 marks, you should consider revising the learning notes on this problem area. Otherwise, congratulations and move on to the next problem area-**nouns**





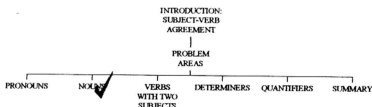
SECTION 2: NOUNS



LEARNING OBJECTIVES:

After studying this section, you will be able to:

1. Identify (by underlining) the correct form of verb to agree with the given nouns as subjects.
2. Classify nouns (by sorting) into countable and uncountable.



2.1 NOUNS

MUST KNOW

Countable nouns have a plural form, they take a final -s or -es when plural, e.g. cups, chairs, buses

Uncountable nouns have no plural form. Uncountable nouns are usually the names of liquids, things we do not see as separate objects, e.g. rice, sugar, flour. Abstract nouns and ideas like honesty, advice, beauty are usually uncountable.

A list of common nouns which are usually or always used as uncountable nouns.

| | |
|-------------|-----------|
| Advice | Knowledge |
| Water | Air |
| Weather | Coffee |
| News | Homework |
| Information | Meat |
| Equipment | Sugar |
| Furniture | Violence |
| Happiness | Luggage |

- Singular nouns (**boy, car, school**) take singular verb (has, is, was, plays, writes).

The **boy** **plays** badminton every evening.

The **car** **was** found near my uncle's house.

The **school** **has** been upgraded by the ministry.

- Plural nouns (**boys, cars, schools**) take plural verb (have, are, were, play, write).

The **boys** **play** badminton every evening.

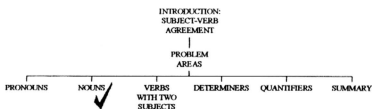
The **cars** **were** found near my uncle's house.

The **schools** **have** been upgraded by the ministry.

- Uncountable nouns (**sugar, water, money**) take a singular verb.

Sugar **is** added to the cup of coffee.

The **water** **has** been poured into the basin.



Let's do the following exercise together.

Exercise 2.1a

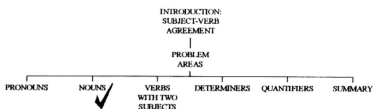
The following ten sentences contain some uncountable nouns and some countable nouns. Read them carefully and complete them by underlining the suitable verb in brackets.

TIPS

1. Determine whether the subject is a singular, plural or uncountable noun.
2. Choose a verb which agrees with the subject.
3. The tenses remain the same.

1. The rubbish (was/were) cleared away by the town council.
2. The boss says that the new machinery (has/have) cost him RM 50,000.
3. Footwear (is/are) very expensive in certain Asian countries.
4. The problems (was/were) all caused by bad planning.
5. My mother says the furniture in our house (need/needs) to be repainted.
6. The machines (stop/stops) every time there is a power cut.
7. Rafieza's ideas (was/were) very good but he couldn't convince the teacher.
8. The jewellery in Murni's shop (cost/costs) a lot of money.
9. Their happiness (is/are) clear for all to see.
10. The food (taste/tastes) delicious.

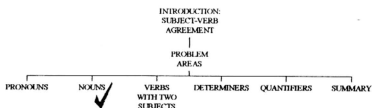




ANSWER KEY

1. Was
2. has
3. is
4. were
5. needs
6. stop
7. were
8. costs
9. is
10. tastes





EXPLANATION

DON'T FORGET

1. Singular Nouns take a Singular Verb
2. Plural Nouns take a Plural Verb
3. Uncountable Nouns take a Singular Verb

1. The rubbish **was** cleared away by the town council.
UN SV

2. The boss says that the new machinery **has** cost him RM 50,000.
UN SV

3. Footwear **is** very expensive in certain Asian countries.
UN SV

4. The problems **were** all caused by bad planning.
PN PV

5. My mother says the furniture in our house **needs** to be repainted.
UN SV

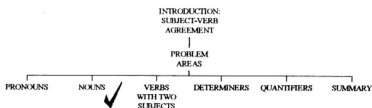
6. The machines **stops** every time there is a power cut.
UN SV

7. Rafieza's ideas **were** very good but he couldn't convince the teacher.
PN SV

8. The jewellery in Murni's shop **costs** a lot of money.
UN SV

9. Their happiness **is** clear for all to see.
UN SV

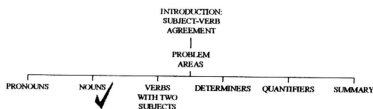
10. The food **tastes** delicious.
UN SV



2.2 CHECKLIST

At this point, you should be able to:

- ☐ Identify the correct form of verb to agree with the given nouns.
- ☐ Classify nouns into countable and uncountable.



2.3 REVIEW OF PROBLEMS WITH NOUNS

Exercise 2.3 a

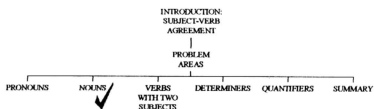
The following ten sentences contain some uncountable noun and some countable nouns. Read them carefully complete them by underlining the suitable verb in brackets.

DON'T FORGET

Singular Nouns take a Singular Verb
Plural Nouns take a Plural Verb
Uncountable Nouns take a singular verb

1. The clothing collected by the committee (is/are) going to be sent to the refugees.
2. Smoking cigarettes (damages/damage) a person's health.
3. The sadness in his eyes (make/makes) everyone feel unhappy.
4. His clothes (were/was) torn and muddy by the time he arrived home.
5. The scenery in the mountains (is/are) very beautiful.
6. The money I have in my deposit account (earns/earn) five percent interest per year.
7. His advice (was/were) not taken and the project failed.
8. Rubbish (was/were) lying in the street.
9. Her bags (weigh/weights) more than twenty kilograms.
10. The luggage (was/were) loaded on board the aeroplane before take off.





Exercise 2.3b

Countable or uncountable? Complete the list below by using the words in the given box.

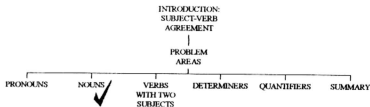
| | | | |
|-------------|--------|-----------|----------|
| information | book | coffee | homework |
| water | box | advice | house |
| chair | school | news | zoo |
| luggage | table | happiness | mouse |
| furniture | | | |

Uncountable

Information

Countable

Book



ANSWER KEY

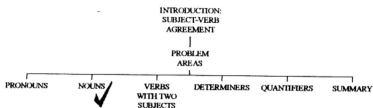
DONT FORGET

To write your score in the
score sheet on page 33

Exercise 2.3a

1. is
2. damages
3. makes
4. were
5. is
6. earns
7. was
8. was
9. weigh
10. was





Exercise 2.3b

Uncountable

information

water

luggage

homework

happiness

coffee

advice

news

furniture

Countable

book

chair

mouse

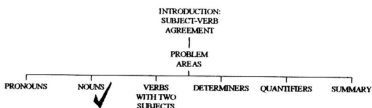
box

school

table

house

zoo



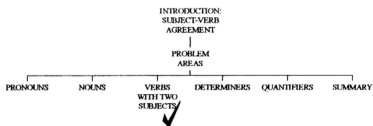
SCORE SHEET

Write Your Scores Here

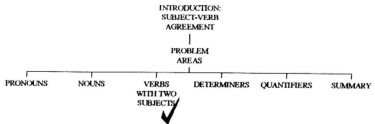
| | |
|----------------------|-----|
| Exercise 2.3a | /10 |
| Exercise 2.3b | /15 |
| Total | /25 |

If you have scored less than 22 marks, you should consider revising the lesson notes on this problem area. Otherwise, congratulations and move on to the next problem area-**verbs with two subjects**





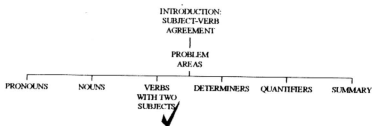
SECTION 3 : VERBS WITH TWO SUBJECTS



LEARNING OBJECTIVES:

After studying this section, you will be able to:

1. Identify (by underlining) the correct form of verb in brackets to agree with two subjects joined together.
2. Identify (by underlining) verbs which do not agree with their subjects.



3.1 VERBS WITH TWO SUBJECTS

- Two singular subjects joined by **and** take a **plural verb**.

Suhaila **and** Pak Tam **have** gone shopping.

He **and** I **like** swimming.

- Two singular subjects joined by **with**, **as well as**, **together with**, **in addition to**, and **like** take a **singular verb**.

Ana, **together with** her husband John Doe, **has** a house.

My father, **like** me, **believes** we must work hard.

- When two subjects are joined by **neither...nor**, **either...or** the verb agrees with the **second** of the two subjects.

Neither Raad ^① nor his friend ^② **has** any money.

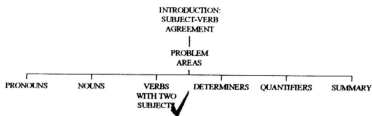
Neither Raad ^① nor his friends ^② **have** any money.

Either my father ^① or my sister ^② **has** left the light on.

Either my father ^① or my sisters ^② **has** left the light on.

Let's find out whether the following questions are challenging enough





Let's do the following exercise together.

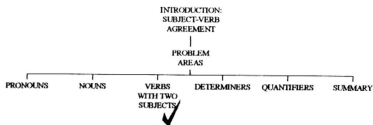
Exercise 3.1

Read the following sentences and underline the correct form of the verb in brackets.

TIPS

Look at the subject/subjects and apply the rules.

1. Father says that either you or I (is/are/am) to blame for the broken window.
2. Neither the boy nor his sisters (has/have) enough time to relax these days.
3. Neither the girls nor their brothers (come/comes) to piano class any more.
4. There's something wrong with the car again. Either the battery or the lights (is/are) faulty.
5. Both Sal and Sally (want/wants) to enter the essay competition.
6. Either Lily or Jeffry (is/are) going to be top of the class this term.
7. Neither Adnan nor Razali (has/have) ever been to Brazil.
8. Both you and I (know/knows) that Alice is the best pupil in the class.
9. The players and the coach (was/were) given a warm reception by the spectators.
10. Neither Siti Zabidah nor any of her friends (was/were) able to solve the problem.

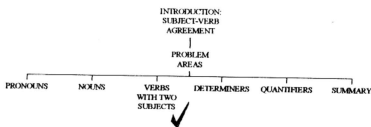


ANSWER KEY

1. Am
2. Have
3. come
4. are
5. want
6. is
7. has
8. know
9. were
- 10.were

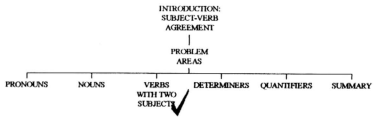


Read the
explanation
on page 23



EXPLANATION

1. Father says that either you ⁽¹⁾ or I ⁽²⁾ **am** to blame for the broken window.
2. Neither the boy nor ⁽¹⁾ his sisters ⁽²⁾ **have** enough time to relax these days.
3. Neither the girls nor their ⁽¹⁾ brothers ⁽²⁾ **come** to piano class any more.
4. There's something wrong with the car again. Either the battery ⁽¹⁾ or the lights ⁽²⁾ **are** faulty.
5. **Both Sal and Sally** ⁽¹⁾ **want** to enter the essay competition.
6. Either Lily or ⁽¹⁾ Jeffry ⁽²⁾ **is** going to be top of the class this term.
7. Neither Adnan nor ⁽¹⁾ Razali ⁽²⁾ **has** ever been to Brazil.
8. **Both you and I** ⁽¹⁾ **know** that Alice is the best pupil in the class.
9. **The players and the coach** ⁽¹⁾ **were** given a warm reception by the spectators.
10. Neither Siti Zabidah nor any of ⁽¹⁾ her friends ⁽²⁾ **were** able to solve the problem.

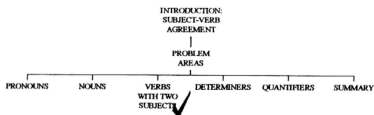


3.2 CHECKLIST

At this point, you should be able to:

☐

Identify the correct form of given verbs to agree with nouns joined together.



3.3 REVIEW OF PROBLEMS WITH VERBS (With two subjects)

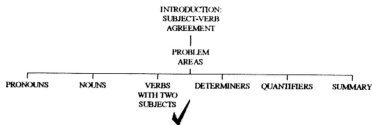
Exercise 3.3a

TIPS

Just don't forget all the rules on page 20. Make sure that the verb agrees with the subject

Read the following passage and underline the incorrect verbs(that is those verbs which do not agree with their subjects). There are five only.

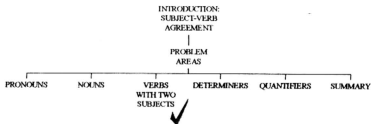
Both my mum and I agree that gardening is an enjoyable pastime. She and I love to spend our free time in our garden. Neither mum nor I knows a lot about gardening but we both learn from our mistakes. Last month, for example, we planted a new rose plant and within two days it had died. Either the soil or the position of the plant were to blame, so we bought another rose plant and planted it in a different place. It has grown and flowered ever since. Lots of sun and regular watering is the secret of success in the garden. Both mum and I take turns to water the plants in the dry season. We water both early in the morning and in the evening. One thing that neither I nor she like about gardening is pruning. I tried to prune a bougainvillea the other day. I was covered in scratches from the sharp thorns. Despite this problem both mum and I enjoys our gardening very much.



Exercise 3.3b

Read the following sentences and underline the correct form of the verb in the brackets.

1. The milk and coffee (has / have) been spilt on the floor.
2. Either you or Eistein (has / have) to go and buy some bread from the bakery.
3. Both the man and his wife (like / likes) jogging.
4. Either Sabri or Ina (is / are) coming.
5. Either the man or his wife (is / are) going to the wedding.
6. Neither the boys nor their fathers (is / are) playing badminton.
7. Either my mother or my sister (is / are) crying.
8. The boy and his father (enjoy / enjoys) running.
9. Neither my sisters nor my mother (like / likes) it.
10. Both the teacher and his pupil (is / are) happy.



ANSWER KEY

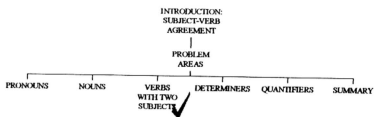
DONT FORGET

To write your scores in the
score sheet on page 45

Exercise 3.3a

1. knows
2. were
3. is
4. like
5. enjoys





Exercise 3.3b

1. have

2. has

3. like

4. is

5. is

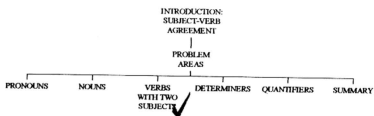
6. are

7. is

8. enjoy

9. likes

10. are



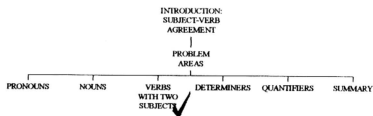
SCORE SHEET

Write Your Scores Here

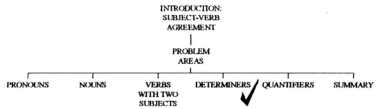
| | |
|----------------------|-----|
| Exercise 3.3a | /10 |
| Exercise 3.3b | /5 |
| Total | /15 |

If you have scored less than 13 marks, you should consider revising the lesson notes on this problem area. Otherwise, congratulations and move on to the next problem area- **determiners**





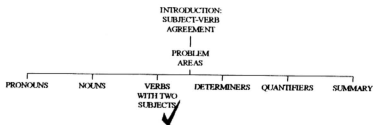
SECTION 4 : DETERMINERS



LEARNING OBJECTIVES:

After studying this section, you will be able to:

1. Identify (by circling) the correct determiner to agree with the given verb.
2. Identify (by underlining) the correct form of the verb to agree with the given determiners.



4.1 DETERMINERS

Words like **someone**, **anyone**, **everyone** always take a **singular verb**. Study the table below.

| | | |
|-----------------|---|---|
| Singular | either, neither, another, the other, each, everybody, nobody, anybody everyone, no one, anyone everything, nothing, anything somebody, someone, something | is, has, was plays, sees, goes, does, runs |
| Plural | both, few, others, the others, many, several | are, have, were, play, see, go, do, run |

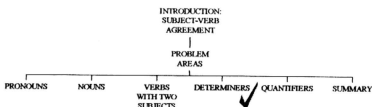
If **either** of you **sees** him, tell me.

If **anyone** **telephones**, take a message.

Each of the boys **has** his own bicycle.

Both of my friends **have** passed their exams.

Halim is absent but **the others** **have** come.



Let's do the following exercise together.

Exercise 4.1a

Circle the correct determiner to agree with the underlined verb.

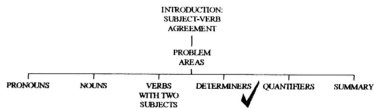
Example

(Neither/Both) of the boys have done well in the test.

TIPS

1. Look at the determiners.
2. Plural determiners take a plural verb
3. Singular determiners take a singular verb

1. One of my friends has come already but the (other/others) hasn't arrived yet.
2. (Neither/Many) of the books was in the bookshop.
3. The first test is in this week but the (other/others) are next week.
4. (Each/A few) of my friends haven't done their homework.
5. (Everybody/Several pupils) is going on the school visit to the zoo.

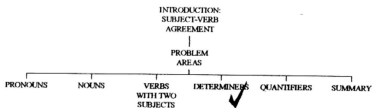


ANSWER KEY

1. other
2. neither
3. others
4. a few
5. everybody

Read the explanation
on page 30





EXPLANATION

Plural determiners(PD) take a plural verb(PV) and singular determiners(SD) take a singular verb(SV)

1. One of my friends has come already but the

(other/others) hasn't arrived yet.

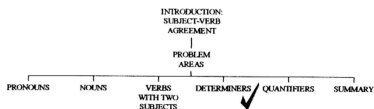
SD SV

2. (Neither/Many) of the books was in the bookshop.
- SD SV

3. The first test is in this week but the (other/others) are next week.
- PD PV

4. (Each/A few) of my friends haven't done their homework.
- PD PV

5. (Everybody/Several pupils) is going on the school visit to the zoo.
- SD SV

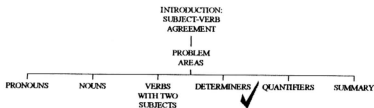


4.2 CHECKLIST

At this point, you should be able to:

☐

Identify the correct form of verb to agree with the given determiners.



4.3 REVIEW OF PROBLEMS WITH DETERMINERS

Exercise 4.3a

*Read the following passage and underline the verbs which do not agree with their subjects (determiners). There are **five** incorrect verbs in all.*

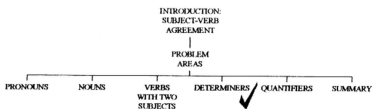
TIPS

1. Look at the determiners.
2. Plural determiners take a plural verb
3. Singular determiners take a singular verb

Lethal Weapon 4 is now showing at the local cinemas. Several of my friends has already seen the movie. Each of my friends agree that Jet Li's Kung Fu skill is captivating. Everybody think that Jet Li is a sensational martial arts actor.



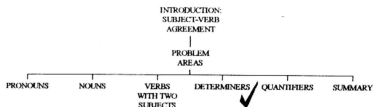
Unfortunately, both my parents hates his acting. Neither of them appreciate his martial arts.



Exercise 4.3b

Underline the correct verb to complete the following sentences.

1. Everybody in my class (is / are) running in the jogathon today.
2. Everything we do for the charity (help / helps) the war refugees.
3. If someone (call / calls) while I am at the shops, just say I will be back by twelve o'clock.
4. Nobody (was / were) expecting a terrible thunderstorm.
5. If anyone (know / knows) anything about the accident they must tell the police.
6. Somebody (is / are) waiting at the door.
7. Everyone (enjoy / enjoys) watching television.
8. Nobody (likes / like) the film.
9. (Has / have) anyone seen my Maths exercise book?
10. (Does / do) anybody know Izwan's phone number?



ANSWER KEY

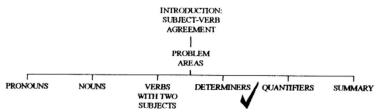
DON'T FORGET

To write your scores in
the score sheet on page 57

Exercise 4.3a

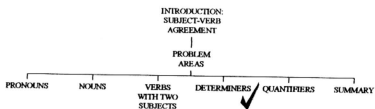
1. has
2. agree
3. think
4. hates
5. appreciate





Exercise 4.3b

1. is
2. helps
3. calls
4. was
5. knows
6. is
7. enjoys
8. likes
9. has
10. does



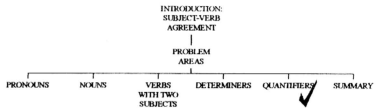
SCORE SHEET

Write Your Scores Here

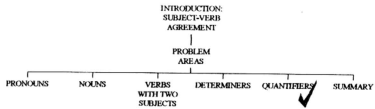
| | |
|---------------|--------|
| Part 1 | /10 |
| Part 2 | /5 X 2 |
| Total | /20 |

If you have scored less than 18 marks, you should consider revising the lesson notes on this problem area. Otherwise, congratulations and move on to the next problem area- **quantifiers**





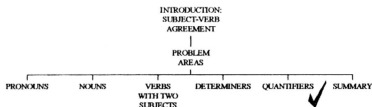
SECTION 5: QUANTIFIERS



LEARNING OBJECTIVES:

After studying this section, you will be able to:

1. Identify (by underlining) the correct form of the verb to agree with the noun after the quantifier.



5.1 QUANTIFIERS

The verb agrees with the **noun** after the quantifier.

Don't Forget

It's the noun which we have to look at (teachers, car, time) when thinking of agreement.

Plural Nouns (PN) take a Plural Verb (PV).

Singular Nouns (SN) take a Singular Verb (SV).

Uncountable Nouns (UN) take a Singular Verb (SV).

| | Plural Noun | Plural Verb |
|---|------------------|---------------|
| a lot of some of the majority of none of half of all of a third of the rest of the remainder of most of 20 percent of | My friends | Have |
| | The cars | Are |
| | The tables | Were |
| | The trees | Play |
| | Singular Noun | Singular Verb |
| | The tree | Is |
| | The car | Has |
| | The table | Was |
| | Uncountable Noun | Singular Verb |
| | The sugar | Is |
| | The coffee | Has |
| | The food | was |

PN PV

Most of my friends **have** gone to the mosque.

PN PV

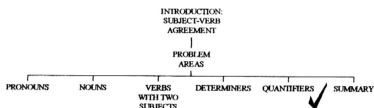
Most of the tables **are** broken.

SN SV

Most of the table **has** been eaten by termites.

UN SV

Most of the food **has** been eaten by Bob.



Let's do the following exercise together.

Exercise 5.1

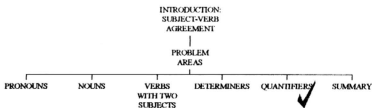
Underline the correct form of the verb in brackets to complete the sentences below.

Example: Most of the spectators at the game (was / were) from Lenggend.

TIPS

1. Look at the noun after the quantifier.
2. Plural nouns take a plural verb
3. Singular nouns take a singular verb.
4. Uncountable nouns take a singular verb

1. Half of the money he gave to me (was/ were) for the house rent.
2. Some of the boys (comes / come) from the orphanage.
3. Most of the teachers in my school (has / have) been teaching for more than five years.
4. Almost 50 percent of the children at the party (was / were) from my school.
5. The remainder of the time (was / were) spent sightseeing.
6. Some of the durians at the night market (cost / costs) RM 20.
7. More than one quarter of people in that country (are / is) starving.
8. By the time we arrived, most of the food (was / were) gone.
9. Most of his spare time (is / are) spent reading books.
10. Almost all of the cars bought in that country (is / are) produced locally.

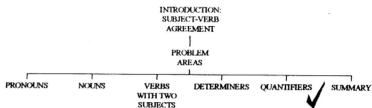


ANSWER KEY

1. was
2. come
3. have
4. were
5. was
6. cost
7. are
8. was
9. is
10. are

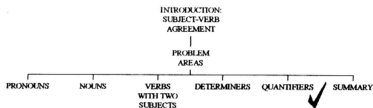


Look at the
explanation on page
63

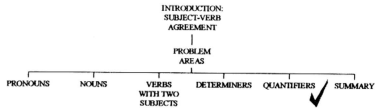


EXPLANATION

1. Half of the money he gave to me (was / were) for the house rent.
 SN → he SV → was
2. Some of the boys (comes / come) from the orphanage.
 PN → boys PV → come
3. Most of the teachers in my school (has / have) been teaching for more than five years.
 PN → teachers PV → have
4. Almost 50 percent of the children at the part (was / were) from my school.
 PN → children PV → was/were
5. The remainder of the time (was / were) spent sightseeing.
 SN → the time SV → was



6. Some of the durians at the night market (cost / costs RM 20.
7. More than one quarter of people in that country (are is) starving.
8. By the time we arrived, most of the food (was / were) gone.
9. Most of his spare time (is / are) spent reading books.
10. Almost all of the cars bought in that country (is / are) produced locally.

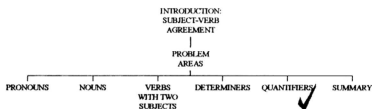


5.2 CHECKLIST

At this point, you should be able to:

☐

Identify the correct form of verb to agree with the nouns after the quantifiers.



5.3 REVIEW OF PROBLEM WITH QUANTIFIERS

Exercise 5.3

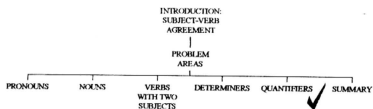
Choose the correct verb to complete the following sentences.

Example: All of my friends (is / are) outside playing hockey.

TIPS

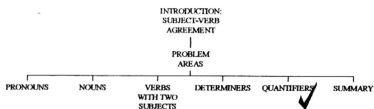
1. Look at the noun after the quantifier.
2. Plural nouns take a plural verb
3. Singular nouns take a singular verb.
4. Uncountable nouns take a singular verb

1. Most of the cars in that country (come / comes) from Japan.
2. Almost all of the cake (was/were) finished by the end of the party.
3. Some of my friends (is/are) in Penang on holiday.
4. Half of the house (has/have) now been painted.
5. All of the table (was/were) covered in water.
6. Most of the money he spends (comes/come) from his father.
7. A lot of our time (is/was) wasted watching television.
8. Some of my homework (was/were) very difficult)
9. All of my best friends (is/are) coming to the party next week.
10. Rozie and Dewi played well but the rest of the plays (was/were) not in form.



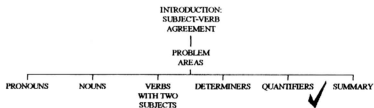
11. Most of the cars in that country (come / comes) from Japan.
12. Almost all of the cake (was/were) finished by the end of the party.
13. Some of my friends (is/are) in Penang on holiday.
14. Half of the house (has/have) now been painted.
15. All of the table (was/were) covered in water.
16. Most of the money he spends (comes/come) from his father.
17. A lot of our time (is/was) wasted watching television.
18. Some of my homework (was/were) very difficult)
19. All of my best friends (is/are) coming to the party next week.
20. Rozie and Dewi played well but the rest of the players (was/were) not in form.





ANSWER KEY

1. come
2. was
3. are
4. has
5. was
6. comes
7. was
8. was
9. are
- 10.were
- 11.was
- 12.has
- 13.were
- 14.are
- 15.are
- 16.are
- 17.are
- 18.was
- 19.was
- 20.was



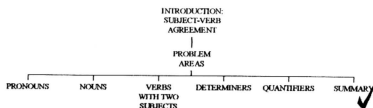
SCORE SHEET

Write Your Scores Here

| | |
|---------------|-----|
| Part 1 | /5 |
| Part 2 | /10 |
| Total | /15 |

If you have scored less than 14 marks, you should consider revising the lesson notes on this problem area. Otherwise, congratulations. You have completed the module.





Summary

- Don't forget the basics! A verb must agree in certain tenses with its subject.

*She **enjoys** swimming.
He **has** eaten too much.
The boys **were** enjoying themselves.*

- Watch out for uncountable nouns, especially the ones that seem plural like furniture and equipment.

*The furniture **was** dusty.
The rubbish **is** all over the floor.
The jewellery **costs** a lot.*

- Watch out for **both ... and** that has a plural verb. But **either or** and **neither ...nor** depends on the nearest subject for agreement.

*Both the boy and his sister **are** here.
Either he or his mother **is** coming.
Either the boy or his sisters **are** coming.*

- Look out for expression like most of, some of, a lot of. You must see what comes next before you can make the verb agree.

*Most of the men **were** old.
All of the cake **was** eaten.*

- Words like someone, no one, everyone always take a singular verb.

***Has** any one seen my pencil?
Nobody **likes** the book.*

The End

Glossary/Glossari

| | |
|-----------------|------------------------|
| Afford | -Mampu |
| Agree | -Setuju |
| Appearance | -Penampilan |
| Arrive | -Tiba |
| At least | -Sekurang-kurangnya |
| Beach | -Pantai |
| Beggar | -Pengemis |
| Believe | -Percaya |
| Bougainvillea | -Bunga kertas |
| Bought | -Beli |
| Boutique | -Butik |
| Bread | -Roti |
| Cheap | -Murah |
| Cigarettes | -Rokok |
| Cinema | -Panggung wayang |
| Committee | -Jawatankuasa |
| Convince | -Yakin |
| Damage | -Rosak |
| Delicious | -Lazat/enak |
| Determine | -Menentukan |
| Different | -Berbeza |
| Discover | -Mendapati |
| Dry season | -Musim kering |
| Enjoyable | -Menyeronokkan |
| Expensive | -Mahal |
| Explanation | -Penerangan/penjelasan |
| Fresh air | -Udara segar |
| Furniture | -Perabot |
| Gardening | -Berkebun |
| Health | -Kesihatan |
| Identify | -Kenal pasti |
| Interest | -Faedah/bunga |
| Jewellery | -Barang kemas |
| Joined together | -Disatukan |
| Labeling | -Melabel |
| Luggage | -Bagasi |
| Mistakes | -Kesilapan-kesilapan |
| Mountains | -Gunung-ganang |
| Muddy | -Berlumpur |
| Noun | -Kata nama |
| Pail | -Baldi |
| Passage | -Petikan |
| Past Time | -Masa lapang/terluang |

| | |
|------------------------|--------------------------------|
| Planted | -Tanam |
| Pocket money | -Duit saku |
| Position | -Kedudukan |
| Pronoun | -Ganti nama |
| Prune | -Cantas |
| Pupil | -Murid |
| Refugees | -Para pelarian |
| Refuse | -Enggan |
| Regular | -Tetap |
| Repainted | -Dicat semula |
| Rich | -Kaya |
| Scenery | -Pemandangan |
| Scratch | -Calar |
| Secret | -Rahsia |
| Sharp torns | -Duri-duri tajam |
| Shopping centre | -Pusat membeli belah |
| Solve | -Selesaikan |
| Spectators | -Pemerhati/penonton |
| Spilt | -Tumpah |
| Take off | -Berlepas |
| Take turns | -Bergilir-gilir |
| Torn | -Koyak |
| Town council | -Majlis perbandaran |
| Underlining | -Menggariskan(di bawah) |
| Various | -Pelbagai |
| Verb | -Kata kerja |
| Youngest | -Yang termuda |

Post test

This test is in two parts. Answer **all** the questions. For each correct answer, one mark will be awarded.

Time : 30 minutes.

Part 1

Complete the following sentences by underlining the correct verb in brackets.

Example All of the boys (enjoy / enjoys) the English class.

1. All of the pupils in my class (was / were) given a special English test.
2. Faith, despite his laziness, always (get / gets) the best score in class.
3. Eating at a fast-food restaurant become quite expensive these days.
4. If any one (come / comes) while I'm out, just say I'll be back at 4.00 p.m.
5. The people in the supermarket (was / were) not aware of the fire in the store room.
6. Since I started school, Maths (has / have) always been my worst subject.
7. Both Sepol Azli and his brothers (come/ comes) regularly to the society's meetings.
8. A lot of food in the cupboard (has / have) been eaten by rats.
9. Saw Bin says that the scenery in China (is / are) fantastic.
10. Over one-third of the workers at the factory (is / are) foreigners.
11. A number of pupils at the school down the road (was / were) caught smoking cigarettes.
12. Zalip and his brothers often (go / goes) mountain climbing in Pahang.
13. Almost half of the students in class (is / are) going on the visit to Zoo Negara.
14. I knocked on his door for two minutes but nobody (was / were) in.
15. They say the British (love / loves) drinking tea.

PART 2

Complete the following dialogue by underlining the correct verb in brackets.

- VOICE : 335792. Can I help you?
AYU : Can I speak to Ruth, please?
RUTH : Hello, this is Ruth here.
AYU : Hi, Ruth, this is Ayu. Have you done your Physics homework yet?
RUTH : You know, Physics 1 (is / are) my worst subject. I just can't do it.
AYU : I know, it's so hard, isn't it? Some of it 2 (isn't / aren't) too Bad but I can't understand the last part at all. Most of the questions 3 (is / are) impossible!
RUTH : Yes, I know....Neither my mum nor my sisters 4 (understand / understands) it either. I'll have to wait until Dad comes home.
AYU : Is he at work?
RUTH : No, he's at the police station. The police 5 (want / wants) to talk to him about the break-in at the office the other night. Some people 6 (say / says) they saw some children near the Office just before it was broken into.
AYU : Really? Still, that doesn't mean they were involved, does it? Lots of children 7 (play / plays) there in the evening.
RUTH : Oh, yes.... So, what are you doing the rest of the evening, Ayu?
AYU : Well, I want to finish my English reading comprehension and then well, the rest of the evening 8 (is / are) free. I think I'll watch T.V. What are you doing?
RUTH : I don't know, really. Both Mum and Dad 9 (is / are) going out later on. So, I'll probably just relax and chat with my sisters unless anybody 10 (come / comes), of course...

Answer Key

If you get any of the answers below wrong, you should refer to the lesson notes of the Problem Areas.

Part 1

1. were
2. gets
3. has
4. comes
5. were
6. has
7. come
8. has
9. is
10. are
11. were
12. go
13. are
14. was
15. love

Part 2

1. is
2. isn't
3. are
4. understand
5. want
6. say
7. play
8. is
9. are
10. comes

Congatulations!

You deserve a pat on the back.

Next,

- ☐ Inform your teacher on your pretest and post-test performance,
- ☐ Revise your problem areas,
- ☐ When you are ready, proceed to module 2.

Good Luck.

LAMPPIRAN

10

SELF-INSTRUCTIONAL MODULE

TENSES

PRODUCED BY:
ROSNIZA RAHMAT
AND
THE ENGLISH DEPARTMENT OF SMTKK

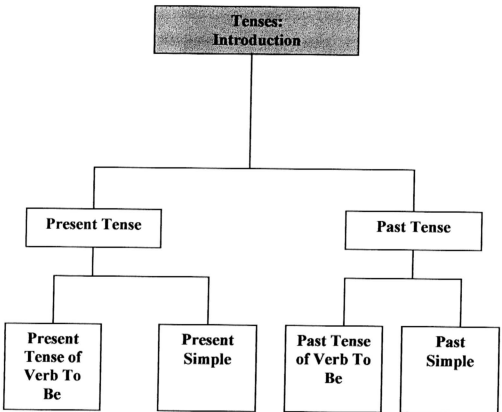
Contents

| | | |
|-----|---|------|
| 1. | Acknowledgement..... | i |
| 2. | Concept map..... | ii |
| 3. | Sequence chart..... | iii |
| 4. | Programme rationale..... | iv |
| 5. | Aims..... | v |
| 6. | Objectives..... | vi |
| 7. | Instructions for user..... | vii |
| 8. | Pretest and answer key..... | viii |
| 9. | Subject-verb agreement: Introduction..... | 1 |
| 10. | Section 1: Present Tense..... | 2 |
| 11. | Section 2: Past Tense..... | 26 |
| 12. | Summary..... | 51 |
| 13. | Glossary..... | |
| 14. | Post-test..... | |

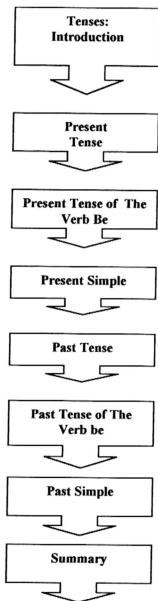
Acknowledgement

A million thanks to teachers, students and staff of Sekolah Menengah Teknik Kuala Klawang especially the English Department for their contribution and participation in producing this module.

Concept Map



Sequence Chart



Programme Rationale

The module is designed for pupils of the English Remedial Clinic of Sekolah Menengah Teknik Kuala Klawang, Jelevu, Negeri Sembilan. It aims to clear up problems in tenses faced by the target group.

The remedial approach will help the students to solve their problems with tenses namely: present and past tense of the verb 'be; simple present and simple past tense. The module is also appropriate to be used as remedial materials for pupils who are very weak in this area of language. It will allow them to work independently outside the classroom under minimum or no guidance from the English teacher.

Aim

The aim of the module is to help the pupils clear up problems faced in understanding tenses.

Objectives.

By the end of the module, pupils should be able to **identify, choose and use** the correct tense of given verbs.

Instructions for user

1. Before you start with this module, make sure you have completed module 1 on subject-verb agreement.
2. Complete the pretest on page viii.
3. The module is organized in two independent sections in line with the secondary school syllabus for English.
4. Each section consists of learning objectives, lesson notes, practice exercises, checklist and review of the problems.
 - i. The learning objectives will tell you the expected learning outcomes and how to know when you have achieved them.
 - ii. The lesson notes will help you to understand each problem area.
 - iii. Practice exercises will help you to assess your current level of achievement in the problem areas covered and when used with the answer key will allow you to work on your own.
 - iv. The checklist will tell you what you are supposed to have mastered after studying each section before you proceed to review the problems.
 - v. Review of the problems is to help you assess your performance or level of achievement in mastering the problem areas.
5. When you have completed the module, do the posttest.

Pretest

The pretest is in two parts. Read the questions carefully and answer **all** the questions. For each correct answer one mark will be awarded.

Time: 20 minutes

PART 1

Read the following sentences. Underline the correct word in brackets.

Example It (is raining / rains) a lot in Kuantan in December.

1. Her sister enjoys swimming. She (goes / is going) to the swimming pool every week.
2. I can't play football today. I (am having / have) a bad cold.
3. Joseph (doesn't / didn't) give me any money, so I couldn't buy the book.
4. She (lived / has lived) in Malaysia before she went to Cambodia.
5. I know that car. It (belongs / is belonging) to Mr. Hidayat.
6. When my father arrived home, he (saw / had seen) the thieves running away.
7. Yesterday my family and I (go / went) to Port Dickson.
8. They (go / went) to J.B last week.
9. Cik Suraini (buys / bought) a new car last month.
10. I (play / played) soccer every day.

PART 2

Complete the passage below by underlining the correct tense in brackets.

Every year, during the long school break, Ana and her family 1.(go / going) on holiday. This year they are going for a few days to Pahang. Ana's father 2.(likes / is liking) the beaches near Kuantan because Kuantan is not far from Kuala Lumpur. They have been to Kuantan three times during the last four years and it is their favourite place. Last year, however, they 3.(went / have been) to Desaru in Johor. They 4.(enjoy / enjoyed) themselves but it was a long way for Ana's father to drive so he felt tired. Ana and her sisters 5.(had / have) a good time though. They all like swimming, and the beach at Desaru is beautiful. Ana's mother also 6.(prefers / is preferring) Kuantan because she knows that there is a good shopping centre there, whilst Desaru 7.(has / is having) very few shops. The last time she was in Kuantan, she 8.(had bought / bought) lots of batik and dried fish. Ana doesn't worry where she goes. She 9.(is / was) just happy to be with her family in a beautiful place near the sea. With holiday time just around the corner, Ana is looking forward to the beach again. She 10.(has / had) not swum in the sea for a whole year.

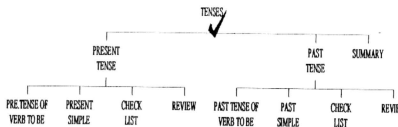
Answer Key

Part 1

1. goes
2. have
3. didn't
4. lived
5. belongs
6. saw
7. went
8. went
9. bought
10. play

Part 2

1. go
2. likes
3. went
4. enjoyed
5. had
6. prefers
7. has
8. bought
9. is
10. has



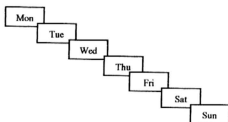
Tenses: Introduction

- Before you speak or write, you must think whether you are talking about the **past** or **present**.
- If you write about the present, you use a present tense.

Examples:

*I **play** soccer everyday.*

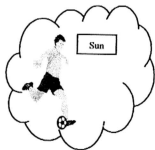
*He **plays** soccer everyday.*

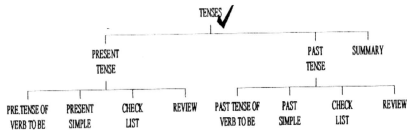


- If you write about the past, you use past tense.

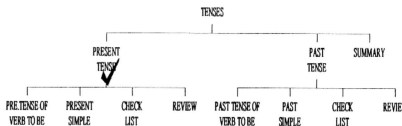
Example:

*I **played** soccer yesterday.*





SECTION 1 : Present Tense

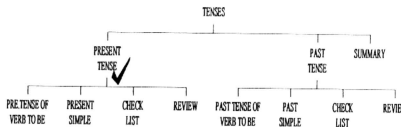


1. Present tense

Present tense verbs refer to the present, sometimes to the future and to things that are generally true. Under this section we will only discuss the following topics:-

1.1 Present tense of the verb *be*

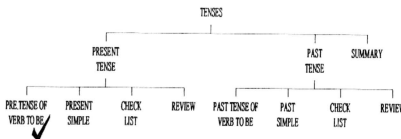
1.2 Present Simple



LEARNING OBJECTIVES

After studying this section, you will be able to:

1. complete (by filling in the blanks) given sentences using the correct tense of the verb 'be'.
2. complete (by filling in the blanks) a given table using the correct full/short form of verb to be.
3. identify (by underlining) the correct tense of given verbs.



1.1 PRESENT TENSE OF THE VERB *BE*

MUST KNOW FROM MODULE 1

Singular subjects (SS) take a singular verb (SV) and plural subjects (PS) take a plural verb (PV).

➤ USE

To be is always used in the simple present tense.

Examples:

I **am** Jackie Chan.

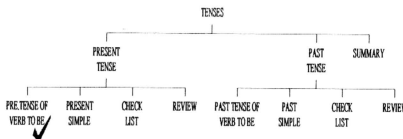
She **is** excited.

He **is** my friend.

We **are** poor.

They **are** very clever.

You **are** beautiful.



➤ FORM

a. AFFIRMATIVE (+)

Full Forms

I am
You are
He is
She is
It is
We are
They are

Short Forms

I 'm
You're
He's
She's
It's
We're
They're

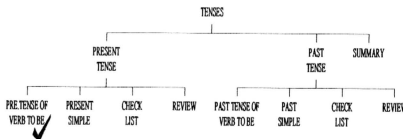
b. NEGATIVE (-)

Full Forms

I am not
You are not
He is not
She is not
It is not
We are not
They are not

Short Forms

I 'm not
You aren't
He isn't
She isn't
It isn't
We aren't
They aren't



Let's do the following exercise together.

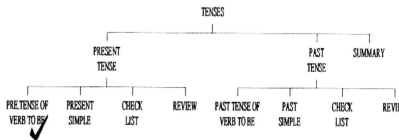
Exercise 1.1a.

Complete what M. Nasir says. Fill in the blanks with **am**, **is** or **are**.



My name is M.Nasir. I _____ (1) 41 years old and I
 _____ (2) an artist. I _____ (3) from Singapore.
 I have four sons and a daughter. Their names _____ (4)
 Ilham, Yassin, Hidayat, Shafie and Nurnilam Sari. Ilham
 _____ (5) in form one. He _____ (6) my eldest
 child. My daughter _____ (7) still a baby.

Turn to page 8
for answers and
page 9 for
explanation.



ANSWER KEY

1. am

2. am

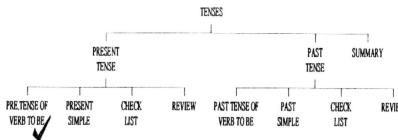
3. am

4. are

5. is

6. is

7. is



EXPLANATION

1. In the present tense, the pronoun 'I' is always followed by the verb to 'be' **am**. (Questions 1,2 and 3)

2. A plural subject takes a plural verb.

Question 4:

Their names **are**

Plural
Subject

Plural
Verb

3. A singular subject takes a singular verb.

Question 5:

Ilham **is**

Singular
Subject

Singular
verb

Question 6:

He **is** ...

Singular
Subject

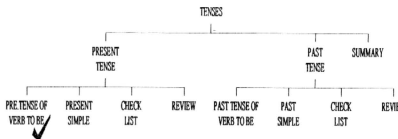
Singular
verb

Question 7:

My daughter **is** ...

Singular
Subject

Singular
Verb



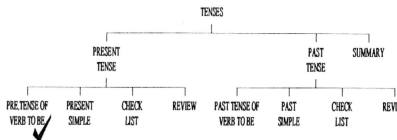
Let's do the following exercise together.

Exercise 1.1b.

Complete the table. Add **am**, **is** or **are** in the space provided. Then write the short form.

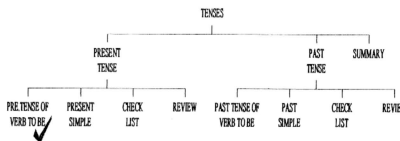
| | Full Forms | Short Forms |
|------|------------|-------------|
| I | <u>am</u> | <u>I'm</u> |
| You | <u></u> | <u></u> |
| He | <u></u> | <u></u> |
| She | <u></u> | <u></u> |
| It | <u></u> | <u></u> |
| We | <u></u> | <u></u> |
| You | <u></u> | <u></u> |
| They | <u></u> | <u></u> |

Turn to page
11 for answers
and page 12
for explanation.



ANSWER KEY

1. am ; I'm
2. are ; you're
3. is ; he's
4. is ; she's
5. is ; it's
6. are ; we're
7. are ; you're
8. are ; they're

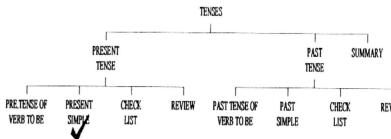


EXPLANATION

1. In the present tense, the pronoun **'I'** is always followed by the verb to 'be' **am**. **(Question 1)**
2. In the present tense, the pronoun you is always followed by the verb to 'be' **are**. **(Questions 2 and 7)**
3. A singular subject takes a singular verb.
(Questions 3,4 and 5)

| | | |
|-----------------|---|---------------------------|
| He She It | } | Is (singular verb) |
|-----------------|---|---------------------------|
3. A plural subject takes a plural verb. **(Question 6)**

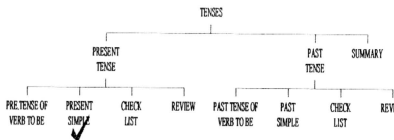
We **are** (plural verb)



1.2 PRESENT SIMPLE

➤ USE

- to talk about things that happen again and again (repeatedly).
Example.
*I **sit** here every day.*
- to talk about facts that are generally true.
Example.
*Faith **lives** in Seremban.*
- to describe the dramatic action of a story, film or play.
Example.
*The car **stops**. Three masked men **get** down...*
- to talk about a programme or time-table in the future.
Example.
*My plane **leaves** at half past ten on Thursday.*



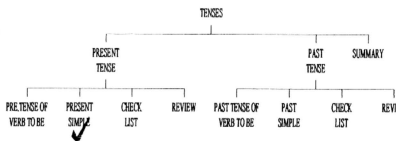
➤ FORM

a. AFFIRMATIVE (+)

I work
You work
He works
She works
It works
We work
They work

b. NEGATIVE (-)

I do not work
You do not work
He does not work
She does not work
It does not work
We do not work
They do not work



Let's do the following exercise together.

Exercise 1.2a.

Read the following passage about Zalip, a college student. Complete the passage by underlining the correct tense of the verbs in brackets. No. 1 has already been done for you.

TIPS

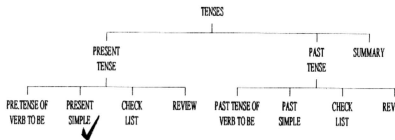
- Use the present simple to:
 - talk about things that happen repeatedly
 - talk about general truth
 - describe the dramatic action of a film, drama or play
 - talk about a programme or timetable in the future
- Make sure that the verb agrees with the subject.

| | |
|--|--|
| It/she/he/Alī/ The girl/My school | Is, has, does, goes, runs, talks |
| We/they/ My parents/ Sepol and Ruth | Are, have, do, go, run, talk |
| I | Am, have, do, go, run, talk |
| You | Are, have, do, go, run, talk |

I 1(come / am coming) from Melaka. I 2(am / was) 19 years old and I'm a college student. My father 3(worked / works) as a supervisor at a nearby factory. I 4(am having / have) two younger sisters. They 5(go / are going / went) window shopping at Jaya Jusco every evening. What do I do everyday? I 6(get / am getting/ got) up at 6.00 and 7(had / have / having) breakfast. College 8(is starting started / starts) at 9.00 and 9(is finishing / finished finishes) at 3.00. I usually 10(had / have/ am having) lunch in the college canteen. After college I 11(go/ went / am going) to the mosque.



Turn to page
16 for answers
and page 17
for explanation.

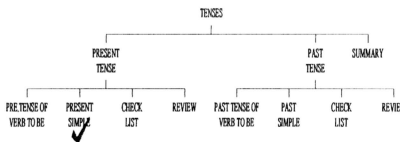


ANSWER KEY

1. am
2. works
3. have
4. go
5. get
6. have
7. starts
8. finishes
9. have
10. go



Still confused?
Let's look at
page 17 .



EXPLANATION

Questions 1, 2, 3 and 4 are facts that are general truths.
We use the present simple.

Present Simple

I 1(come / am coming) from Melaka.

Present Simple

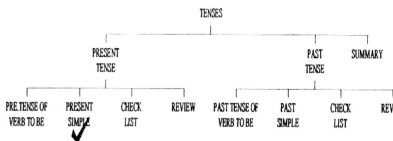
I 2(am / was) 19 years old and I'm a college student.

Present Simple

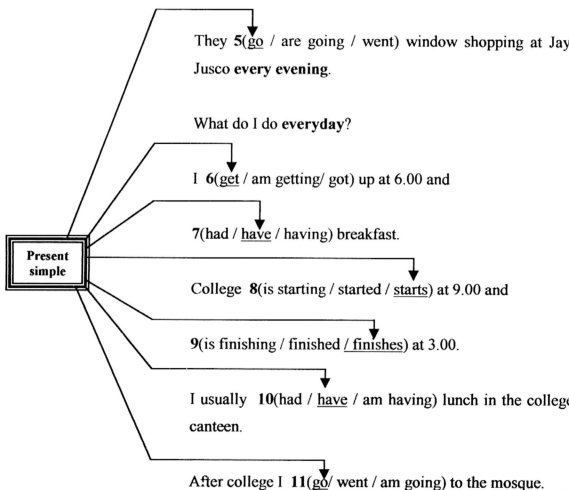
My father 3(worked / works) as a supervisor at a nearby factory.

Present Simple

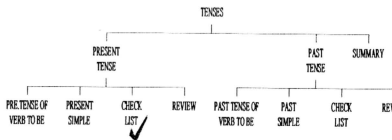
I 4(am having / have) two younger sisters.



Questions 5,6,7,8,9,10 and 11 talk about things that happen repeatedly-everyday, every evening. We use the present simple



Ole!



1.3 CHECK LIST

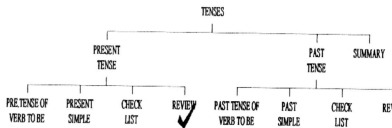
At this point, you should be able to:

☐

identify the present tense of given verbs.

☐

use the present simple / present of the verb 'be' correctly

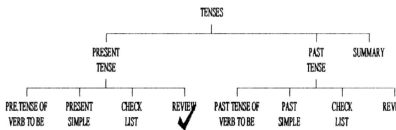


1.4 REVIEW OF TALKING ABOUT THE PRESENT

Exercise 1.4 a

Underline the correct answer.

1. Faudzie (is / am / are) 23 years old.
2. The children (is / am / are) hungry.
3. My brothers (is / am / are) naughty.
4. The house (is / am / are) beautiful.
5. I (is / am / are) the principal's daughter.
6. My best friend (is / am / are) a technician.
7. My favourite sports (is / am / are) tennis and windsurfing.
8. You (is / am / are) my valentine.
9. She (is / am / are) the most beautiful girl in Malaysia.
10. Rauna (is / am / are) the greatest politician of our time.

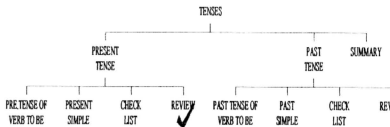


ANSWER KEY

IMPORTANT

Write your score in the score sheet on page 24

1. Is
2. Are
3. Are
4. Is
5. Am
6. Is
7. Are
8. Are
9. Is
10. Is



Exercise 1.4b

TIPS

1. Use the present simple to:

- talk about things that happen repeatedly
- talk about general truth
- describe the dramatic action of a film, drama or play
- talk about a programme or timetable in the future

2. Make sure that the verb agrees with the subject.

| | |
|---|--|
| It/she/he/Alif The girl/My school | Is, has, does, goes, runs, talks |
| We/they/ My parents/ Sepol and Ruth | Are, have, do, go, run, talk |
| I | Am, have, do, go, run, talk |
| You | Are, have, do, go, run, talk |

Complete the following sentences. Underline the correct tense of the verb in brackets.

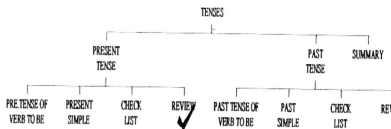
Example:

The boys (are leaving/leave) the house at 6.30 every morning.

1. The earth (moves / is moving) round the sun.
2. My friends (meet / met) the Deputy Prime Minister yesterday.
3. Our teacher, En. Kamarul Azman, (gave / gives) us some homework yesterday.
4. Your train (is leaving / leaves) in an hour.
5. At this time of the year, Kelantan always (floods / is flooded).
6. Saiful Azhar (studies/ studied) very hard last semester.
7. Cik Sue and Abang Din (wash / washed) the car every morning.
8. I (use/am using) chopsticks all the time.
9. My father (got / get / gets) up at 6.30 every day.
10. The girls (jog / jogs / jogged) every evening.



Set the time

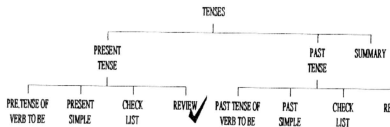


ANSWER KEY

IMPORTANT

Write your score in the score sheet on page 24

1. Moves
2. Met
3. Gave
4. Leaves
5. Floods
6. Studied
7. Wash
8. Use
9. Gets
10. Jog



SCORE SHEET

Write Your Scores (For exercises 1.4a and 1.4b) Here

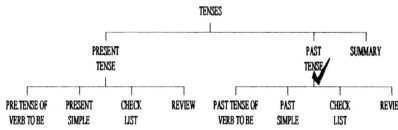
| | |
|----------------------|-----|
| Exercise 1.4a | /10 |
| Exercise 1.4b | /10 |
| Total | /20 |

If you have scored less than 18 marks, you should consider revising the learning notes.

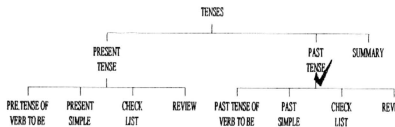


Otherwise, congratulations and move on to the next section-**Past tense**





SECTION 2 : Past Tense

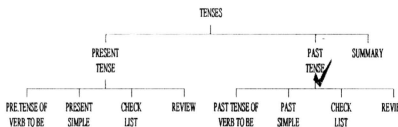


2.Past tense

We use past tense verbs to refer to actions, which are completed, and in the past. Under this section we will only discuss the following topics:-

2.1 Past tense of the verb *be*

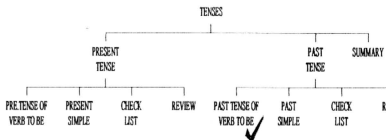
2.2 Past Simple



LEARNING OBJECTIVES

After studying this section, you will be able to:

1. complete (by filling in the blanks) sentences in a passage using the correct tense of the verb 'be'.
2. complete (by filling in the blanks) questions with the correct tense of the verb 'be'.
3. identify (by underlining) correct tense of given verbs in sentences.
4. identify (by solving a word maze) past simple of selected irregular verbs.
5. identify (by underlining) grammar mistakes in a given passage.



➤ FORM

a. AFFIRMATIVE (+)

I was
 You were
 He was
 She was
 It was
 We were
 They were

b. NEGATIVE (-)

Full Forms

Short Forms

I was not
 You were not
 He was not
 She was not
 It was not
 We were not
 They were not

I wasn't
 You weren't
 He wasn't
 She wasn't
 It wasn't
 We weren't
 They weren't

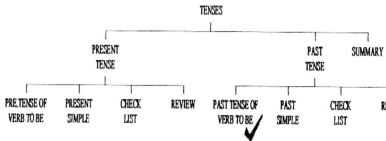
c. QUESTIONS (?)

SHORT ANSWERS

Was I ?
 Were you ?
 Was he ?
 Was she ?
 Was it ?
 Were we ?
 Were they ?

Yes, I/he/she/it was.
 Yes, you/we/they were.

No, I/he/she/it wasn't.
 No, you/we/they weren't.



Let's do the following exercise together.

Exercise 2.1a.

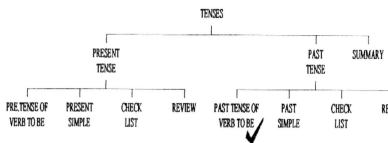
*The following article is about the former Prime Ministers of Malaysia. Complete the sentences. Use **was** or **were**.*

Since independence in 1957, three statesmen became Prime ministers of Malaysia. Tunku Abdul Rahman Putra Al Haj (1) _____ the first Prime Minister (1957-1970). Tun Abdul Razak B. Dato' Hussein (2). _____ the second Prime Minister (1970-1976) and Tun Hussein B. Dato' Onn (3). _____ the third Prime Minister (1976-1981).

The three former prime ministers (4). _____ from eminent families. Tunku Abdul Rahman (5). _____ a prince son of Sultan Abdul Hamid Halimshah. Tun Abdul Razak (6). _____ the eldest son of Dato' Hussein b. Mohd Taib of Pahang while Tun Hussein (7). _____ the eldest son of Dato' Onn B. Jaafar, founder of UMNO.

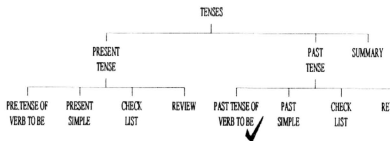
The three former prime ministers (8). _____ strong nationalists with high political acumen.

Modul 2



ANSWER KEY

1. Was
2. Was
3. Was
4. Were
5. Was
6. Was
7. Was
8. Were



EXPLANATION

We use **was** for Questions 1,2,3,5,6 and 7 because singular subjects (SS) take singular verbs (SV).

We use **were** for questions 4 and 8 because plural subjects (PS) take plural verbs (PV).

Tunku Abdul Rahman Putra Al Haj (1) was
(SS) (SV)

Tun Abdul Razak B. Dato' Hussein (2) was
(SS) (SV)

Tun Hussein B. Dato' Onn (3) was
(SS) (SV)

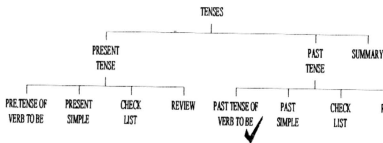
The three former prime ministers (4) were
(PS) (PV)

Tunku Abdul Rahman (5) was
(SS) (SV)

Tun Abdul Razak (6) was
(SS) (SV)

Tun Hussein (7) was
(SS) (SV)

The three former prime ministers (8) were
(PS) (PV)

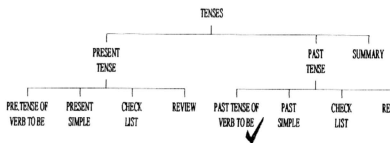


Let's do the following exercise together.

Exercise 2.1b.

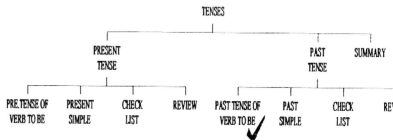
*Complete the questions with **is, are, was** or **were**.*

1. **Were** you ill **last week** ?
2. _____ the weather fine **yesterday**?
3. _____ your sister in trouble **last night**?
4. _____ your parents in Jelebu in **January**?
5. _____ you and your family in Langkawi **last year**?



ANSWER KEY

2. Was
3. Was
4. Were
5. Were



EXPLANATION

1. For actions completed in the past (yesterday, last night, in January and last year):-

Use past tense of the verb be

2. Plural subjects take plural verbs and singular subjects take singular verbs.

2. Was the weather fine yesterday?

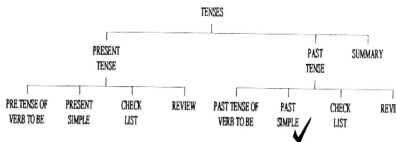
Singular Subject

3. Was your sister in trouble last night?

Plural Subject

4. Were your parents in Jelevu in January?

5. Were you and your family in Langkawi last year?



2.2 PAST SIMPLE

➤ USE

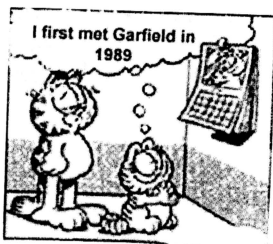
- to talk about an action completed in the past.

Example.

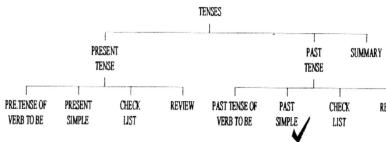
*My father **received** this book **in January**.*

*I **met** my husband **in 1989**.*

Time
marker



- Examples of simple past tense time markers:
yesterday, 10 minutes ago, last week, in 1998, this morning/afternoon(when the period is finished)



Past Simple of Regular Verbs

| Infinitive | Past Simple |
|------------|-------------|
| Call | Called |
| Play | Played |
| Close | Closed |
| Arrive | Arrives |
| Clean | Cleaned |
| Help | Helped |
| Study | studied |
| Brush | Brushed |
| Stay | Stayed |
| End | Ended |

Past Simple of Irregular Verbs

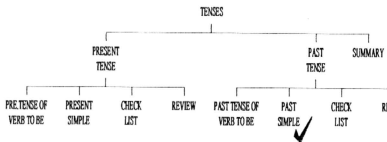
| Infinitive | Past Simple |
|------------|-------------|
| Keep | Kept |
| Choose | Chose |
| Come | Came |
| Cut | Cut |
| Buy | Bought |
| Blow | Blew |
| Know | Knew |
| Break | Broke |
| Begin | Began |
| Bring | Brought |

➤ FORM

a. AFFIRMATIVE (+)

- ❑ Many verbs are 'regular'. The past simple of regular verbs ends in **-ed** eg work ⇒ worked.
- ❑ Some verbs have 'irregular' past simple forms eg go ⇒ went.

| | |
|------|-----------------------|
| I | Worked went |
| You | |
| He | |
| She | |
| It | |
| We | |
| They | |



b. NEGATIVE (-)

Full Forms

| | | |
|------|---------|------|
| I | | |
| You | | |
| He | | |
| She | did not | work |
| It | | go |
| We | | |
| They | | |

Short Forms

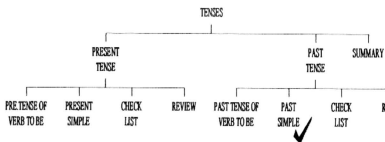
| | | |
|------|--------|------|
| I | | |
| You | | |
| He | | |
| She | didn't | work |
| It | | go |
| We | | |
| They | | |

c. QUESTIONS (?)

SHORT ANSWERS

| | | |
|-----|------|-------|
| | I | |
| | you | |
| | he | |
| did | she | work? |
| | it | go? |
| | we | |
| | they | |

| |
|---|
| Yes, I/he/she/it/you/we/they did. |
| No, I/he/she/it/you/we/they didn't |



Let's do the following exercise together.

Exercise 2.2a.

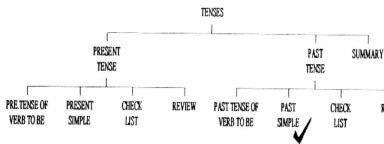
Underline the correct form of the verb in brackets. The first one has been done for you.

Tun Abdul Razak was the second Prime Minister of Malaysia.

He 1.(enters / entered /was entering) politics after serving the Pahang State Government. Tun Abdul Razak

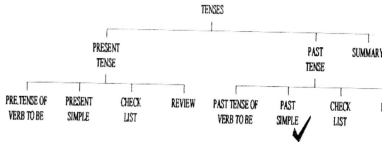


2.(introduces/ introduced/ was introducing) the National Education Policy. Along with the Tunku, Tun Abdul Razak 3.(paves/ paved) the way for formation Malaysia. Tun Abdul Razak is renowned for the New Economic Policy 4.(launches/launched) in 1970, soon after he 5.(becomes/became) Prime Minister in July 1970



ANSWER KEY

2. introduced
3. paved
4. launched
5. became

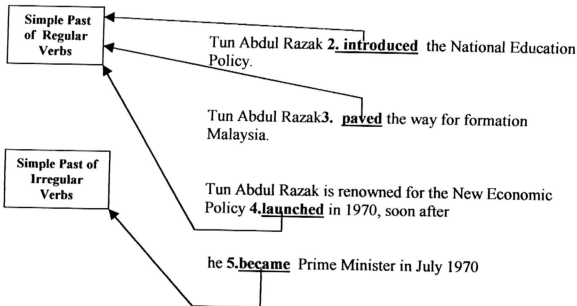


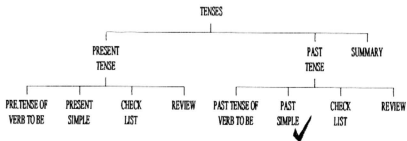
EXPLANATION

1. For actions completed in the past (yesterday, last night, in January and last year):-

Use past simple

2. Past simple of regular verbs-
add **-ed**





ANSWER KEY

Came

Cut

Drank

Read

Ate

Sold

Met

Bought

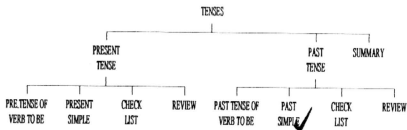
Wrote

Spoke

Ran

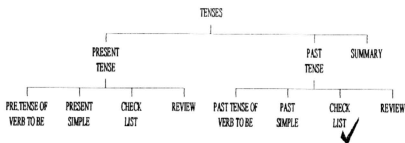
Saw

Got



EXPLANATION

Learn by heart or memorize the past simple of irregular verbs.



2.3 CHECK LIST

At this point, you should be able to:

☐

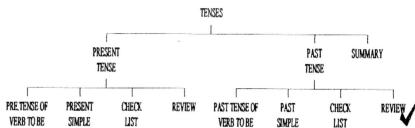
use the past tense of the verb *be* correctly.

☐

use the past simple correctly

☐

differentiate past simple of regular verbs from past simple of irregular verbs

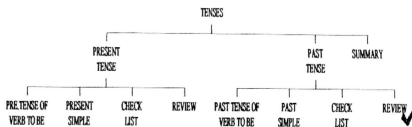


2.4 REVIEW OF TALKING ABOUT THE PAST

Exercise 2.4 a

Circle the correct form of the verbs. The first one has been done for you

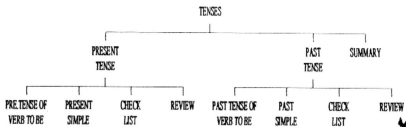
THOMAS EDISON (1) started / was starting on the railway when he was twelve, selling newspapers and snacks. There were long periods with nothing for him to do so he (2) built / was building himself a little laboratory in the luggage van where he could carry out experiments when he wasn't selling things to passengers. Another way that he (3) occupied / was occupying himself was by reading. He joined a library and (4) read / was reading every single book in it. One day, when he was waiting at a station he (5) noticed / was noticing a small boy who was playing by the track, unaware that a train was approaching. Edison (6) ran / was running out and (7) grabbed / was grabbing the child just in time. The child's father was so grateful that he (8) offered / was offering to teach Edison to be a telegraph operator. Edison accepted the offer and soon he was having regular lessons.



Exercise 2.4 b

Read the article below. There are four grammar mistakes in it. Underline the mistakes.

American engineer Henry Ford starts the Ford Motor Company in 1903. Ford produces the first cheap motorcar. He calls the car the Ford Model T. He starts making the Model T in Detroit in 1908. Millions of people buys the car and Ford became a very rich man.



ANSWER KEY

IMPORTANT

Write your score in the score sheet on page 50

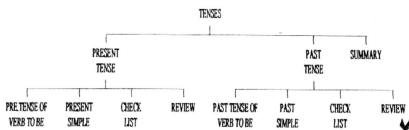
American engineer Henry Ford starts the Ford Motor
(started)

Company in 1903. Ford produces the first cheap motorcar.
(produced)

He calls the car the Ford Model T. He starts making the
(called) (started)

Model T in Detroit in 1908. Millions of people buys the
(bought)

car and Ford became a very rich man.



SCORE SHEET

Write Your Scores (For exercises 2.4a and 2.4b) Here

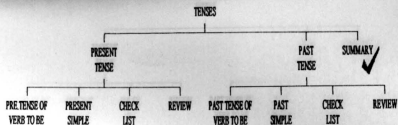
| | |
|----------------------|-----|
| Exercise 2.4a | /6 |
| Exercise 2.4b | /4 |
| Total | /10 |

If you have scored less than 9 marks, you should consider revising the learning notes.



Otherwise, congratulations and move on to the next section-**summary**

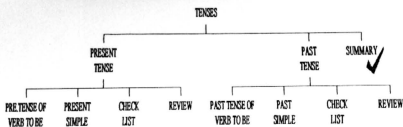




Tenses: Summary

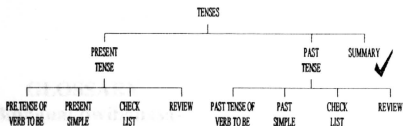
1. Present/Past Tense of the verb *be*

| | Present Tense | Past Tense |
|--|---------------|------------|
| Singular Subject (It, She, He and the pronoun I) | Is Am(I) | Was |
| Plural Subject (We, They and the pronoun You) | Are | Were |



2. Present/Past Simple of Regular Verbs

| | Present Tense | Past Tense |
|--|---|-------------------------------------|
| Singular Subject (It, She, He and the pronoun I) | Verb + 's'/'es' eg work - works | Verb + 'ed' work - worked |
| Plural Subject (We, They and the pronoun You) | Verb eg work | Verb + 'ed' work - worked |



3. Present/Past Simple of Irregular Verbs

| | Present Tense | Past Tense |
|--|---|------------------------------------|
| Singular Subject (It, She, He and the pronoun I) | Verb + 's'/'es' eg come - comes | Changes in spelling come - came |
| Plural Subject (We, They and the pronoun You) | Verb eg come | Changes in spelling come - came |

The End

GLOSSARY

-Bilingual/dwibahasa-

| | |
|-------------------|-------------------------|
| Blow | Hembus |
| Break | Patah |
| Bring | Bawa |
| Choose | Pilih |
| Clever | Pandai |
| Complete | Lengkapkan |
| Correct | Betul |
| Describe | Menerangkan |
| Differentiate | Bezakan |
| Discuss | Bincang |
| Enter | Masuk |
| Excited | Teruja/seronok |
| Favourite | Kesukaan |
| Fill in the blank | Lisikan tempat kosong |
| Flood | Banjir |
| Former | Bekas |
| Identify | Kenal pasti |
| Launch | Melancarkan |
| Lives | Tinggal |
| Masked men | Lelaki-lelaki bertopeng |
| Mistake | Kesilapan |
| Move | Beredar/bergerak |
| Naughty | Nakal |
| Nearby | Berdekatan |
| Politician | Ahli politik |
| Poor | Miskin |
| Prime minister | Perdana menteri |
| Principal | Pengetua |
| Pronoun | Gantinama |
| Provided | Yang disediakan |
| Renowned | Terkenal |
| Repeatedly | Berulang-ulang |
| Supervisor | Penyelia |
| Time-table | Jadual waktu |
| Underline | Gariskan di bawah |
| Weather | Cuaca |
| Whether | Samada |

Post test

This test is in two parts. Answer **all** the questions. For each correct answer, one mark will be awarded.

Time : 30 minutes.

Part 1

A. Fill in the blanks with **am**, **is** or **are**.

1. Sofia 26 years old.
2. You tired.
3. We waiting for the bus.
4. The children hungry.
5. It Raining again.

B. Fill in the blanks with **am**, **is** or **are**.

My name Joyah. I married. My husband's name is Jojo. We from K.L. We have a son and a daughter. Their names Kiki and Lala. Kiki 20. She a student. Lala 25. He a doctor. Kiki and Lala very close. They Hardworking.

C. Complete the sentences. Use **was** or **were**.

1.you ill last week?
2.your train late last night?
3.they here yesterday?
4.Lan Pet Pet and Wahid comedians?
5.Anwar at work yesterday?

D. Read the following sentences. Underline the correct word in brackets.

1. Every Monday they (play/played) scrabble.
2. Last week, my friend and I (go/went) for a picnic.
3. My sister likes tennis. She (plays/played) twice a week.
4. School (starts/started) at 7.40 everyday.
5. She (gets/got) up early six days a week.

PART 2

Complete the passage below by underlining the correct tense in brackets.

Malaysians **1** (love/ is loving) sports. Whether it's hockey or soccer, sepak takraw or badminton, Malaysians **2** (like/liked) both watching and playing. Malaysia **3** (has/is having) one of the best badminton teams in the world. In 1992, Malaysia **4** (wins/won) the Thomas Cup and again in 1994 they were runners-up to Indonesia. Everywhere you go in Malaysia, you **5** (see/are seeing) people playing badminton in clubs, at schools and even in the streets. That is why Malaysia has been so successful in the sport-everyone is fond of badminton.

Answer Key

If you get any of the answers below wrong, you should refer to the lesson notes of the Problem Areas.

Part 1

A

1. is
2. are
3. are
4. are
5. is

B

1. is
2. am
3. are
4. are
5. is
6. is
7. is
8. is
9. are
10. are

C

1. were
2. was
3. were
4. were
5. was

D

1. play
2. went
3. plays
4. starts
5. gets

Part 2

1. love
2. like
3. has
4. won
5. see

CONGRATULATIONS

You deserve a pat on the back.

Next,

- ☐ Inform your teacher of your test performance.
- ☐ Revise your problem areas

GOOD LUCK!

The End