Muh. Yahrif, M.Pd

Basic Writing Skills

A Handbook for The Basic Level of University Students

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Pustaka Ilmu

KARENA BUKU ADALAH JENDELA

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PREFACE

In the name of ALLAH Subhanahu Wata'ala, and the all compassionate. All praises be ALLAH for his guindance and mercy, so that this book can be published in spite of limitations of the author. My thanks also expressed ingenuously and with grateful reward to whom are deserved well of completing this book.

My thanks and gratitude are genuinely expressed to my lovely wife Suharti Siradjuddin (who always helps me to edit my written), and all English Lecturers of English Education Departemen of Megarezky University for their helpful remarks and suggestions, so that this book can be published. I am also thankful to my family, Jumaini, Jamin, Muddin, Maryam, and both of father and mother in law for their support of this project from its earliest stages.

Any constructive suggestions and criticisms for the improvement of this book in the future can directly be addressed to the author at English Education Department of Megarezky University, Makassar, Indonesia, Campus Antang, e-mail muhyahrif@gmail.com. Last, for all the guidance, aid, cooperation, and motivation that has been provided to the author, may Allah SWT in the everlasting in reply accept my humble thumbs. Aamiiin...

Makassar,
5 Agustus 2019

Muhammad Yahrif

COURSE OVERVIEW

Basic Writing Skills is one of the most crucial subject for the second semester students of English education department at Megarezky University. The aim of this subject is to expect the students to be able to compose some words into simple sentence, sentence to paragraph, compound sentence, complex sentence, and compound-complex sentence.

This book consists of twelve units, the first unit provides some approaches to patterns of noun and verb in sentence, writing practice, word classification of noun and verb, analysis sentence, and guided writing, the second unit is about patterns of verb + adverbial in sentence, the classification of verb, and adverbial in writing, the third unit provides sentence patterns of pronoun in sentence, the case of pronoun in writing, and compose the simplest sentence pattern in writing, the fourth unit provides sentence patterns of transitive verbs with two objects in sentence, sentence pattern with certain transitive verbs; two objects, the fifth unit provides sentence patterns with linking verbs in sentence, compose the simplest sentence pattern, the sixth unit provides sentence patterns with connectors in sentence, the classification of connectors in writing, the seventh unit provides the simplest clause of adjective clause in writing, the classification of adjective clause in writing. The eighth unit provides the simplest clause pattern of noun clause in english, the nineth unit provides the simplest clause pattern of adverbial clause in English, the tenth unit provides the simplest Phrase in english, combining sentences, the classification of Phrase in writing. The eleventh

unit provides make the simplest sentence of tense in English, the elements of tense, types of tense, the twelve unit provides some patterns of sentences in

English, the elements of sentence pattern, and the classification of sentences in writing.

The end of this book, the students will be able to compose the simplest sentence pattern of written English, to identify the classification of some words in sentence, and to combine sentences into paragraphs. It is more effective for the students to read this book before starting their theory of writing class. So that the students can recognize how to compose the simplest sentence pattern in sentence. The last, the writer hopes that this book can help the students to develop the students' writing skills in English.

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My real process of learning is when I write.

If you want to be a writer, you must do two things above
All others: read a lot and write a lot
(Stephen King)

UNIT I
THE PATTERN OF NOUN + VERB IN SENTENCE

Spesific Instruction Objective :

After this unit, the students will be able to write some patterns of noun and verb in sentence, and to know the words classification of noun and verb.

Subject   :

The subject of this unit is sentence pattern : Noun + Verb in sentence

Short overview   :

In this unit the students will learn how to compose the simplest sentence pattern in english, noun + verb. How to observe the elements of sentence pattern, identify noun + verb, and capable of applying them in writing.

Indicators   :

Students can;

a. write the simplest sentence pattern of noun + verb in sentence

b. Recognize how to compose the simplest sentence pattern in writing.

c. Identify the classification of noun and verb in writing.

1.   INTRODUCTION TO NOUN AND VERB IN SENTENCES

A noun is a word or set of words for a person, thing, place, or idea. There are common nouns and proper nouns. Common nouns are words for a general class of people, things, places, and ideas (woman, town, honesty). They are not capitalized. Propers nouns are always capitalized. They name specific people, places, and things (Yahrif, Makassar, Academy Award). While verb is a word or set of words that shows action. Sometimes verbs require prepositions to complete a sentence. A noun

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affected by a preposition is called simply the object of a preposition. Verbs often consist of more than one word. for example; "had been breaking down" is a four-word verb, breaking down also called a phrasal verb, and helping verbs (had and been). Helping verbs are so named because they help clarify the intended meaning.

2. WRITING PRACTICE

I am arief Samulang. I am 25 years old. I am from Palopo. My friends sometimes call me Gonzales. I have two brothers and two sisters. My oldest sister is civil servant. My second brother and third brother are seaman. I am the fifth child in my family. My father works for a prominent contractor *that made him too busy, and my mother works in the hospital that also made her busy enough to take care of us. Eventhough both of my parents are busy, We still enjoy our life.*

I love reading books and going out with friends. The most favorite day is Saturday because that day I can be free to do what I please. Normally, I spend my days off in cafes, shopping malls, bookstores and also beaches. I have an aspiration to be a successfull person who can make parents happy. I hope We all can be happy always.

3. WORD CLASSIFICATION OF NOUN + VERB

The paragraph above is composed of sentences using the simplest sentence pattern in English, noun + verb. Observe the elements of this sentence pattern in the following examples;

NOUN PHRASE	VERB PHRASE
NOUN	VERB
Arief Samulang	Am
Friends	Call
Brothers / Sisters	Have
Civil Servant	Is
Seaman	Am
Father	Works
Contractor	Made
Books	Love
Days	Spend
An Aspiration	Have
Parents	Make

4. SENTENCE ANALYSIS

I *am*   **arief Samulang**. I am 25 years old. I *am* from Palopo. My **friends** sometimes
V_Ord   Cs/N   V_ord   S/N
call me Gonzales. I *have* two **brothers and two sisters**. My oldest sister   *is*   **civil**
V   V_ord   O/N   V_ord   N
servant. My second brother and third brother *are* **seaman**. I *am* **the fifth child** in my
   N   V_ord   N   V_ord   Cs/N
family. **My father** *works* for a prominent **contractor** that *made* him too busy, and my
         S/N   V_ord   N   V
mother *works* in the hospital that also *made* **her** busy enough to take care of us.
   N   V   V   N
Event both of my parents are busy, We still enjoy our life. I *love* reading **books** and
                                                              V   N
going out with friends. The most favorite day **is**   **Saturday** because that day I can be
                                                 V   N
free to do what I please. Normally I *spend* my **days** off in cafes, shopping malls,
                                      V   N
bookstores and also beaches. I   *have*   **an aspiration** to be a successfull person
                                   V   N
who can make parents happy. I hope We all can be happy always.

These examples from the preceding paragraph illustrate the pattern noun + verb in sentence. *Arief samulang* is as subject complement and to be '*am'* as main verb of this simplest sentence. *My friends* is as subject which *My* is as modifier, and *call* is as ordinary verb. *My friends* is said as noun phrase, It is called noun phrase because it is made up of one or more nouns, plus modifiers.

The verb '*have'* in *I **have** two brothers and two sisters* is as ordinary/main verb and *two brothers and two sisters* is as noun phrase which *bothers and sisters* is head and *two* is as modifier. Next to sentence of *love reading books*, from this sentence '*love'* is as main verb and *'reading books'* as noun phrase which '*books'* as head and '*reading'* as modifier. The sentence of *'I spend my days'* we see that '*spend'* is as main verb and *'my days*' is as noun phrase which *'days*' is as head and '*my'* is as modifier.

5. GUIDED WRITING

I   am   Arief Samulang. I   am 25 years old. I   am from Palopo. My friends
S Mv   Cs   S Mv   Cs   S Mv   Adv   S

sometimes call me Gonzales. I   have two brothers and   two sisters.
Adv   Mv   O   Co   S Mv   O/Np   Conj   O/Np

My oldest sister   is   civil servant. My second brother and   third brother are
   S/Np   Mv   Cs/Np   S/Np   Conj   S/Np   Mv

seaman. I   am   the fifth child in my family. My father works for a prominent
O   S Mv   Cs/Np   Adv   S/Np   Mv   Np

contractor that   made him too busy, and   my mother   works in the hospital
O   Conj Mv   O   Ap   Conj S/Np   Mv   O/Adv

that   also   made   her   busy enough to take care of   us. Even both of
Conj Adv Mv   O   Co/Ap   to Inf v   Pref   O   adv   adv

my parents   are   busy, We still   enjoy our life. I love reading books
S/Np   Mv   Cs   S Adv   Mv   O/Np   S Mv   O/Np

and   going out with friends. The most favorite day   is   Saturday
Conj   Np   O/Pp   S/Np   Lv   Cs

because that day I can   be   free to do   what I please. Normally
Conj   Conj   S Aux Mv Adj   to inf v   Conj S Mv   Adv

I   spend   my days off in cafes,   shopping malls, bookstores and   also
S   Mv   O/Np   Adv/Pp   O   O   Conj Adv

beaches. I have   an as aspiration to be   a successfull person who can
O   S Mv   O/Np   to inf v   O/Np   S   Aux

make   parents happy. I hope We all can   be   happy always.
Mv   O/Np   S Mv   S   Aux Mv   Adj   Adv

Abbreviations*:*
S   : subject   Np   : noun Prase
Mv   : main verb   Conj   : conjuntion
O   : object   Pp   : prepositional prase
Cs   : complement of subject   to inf : to infitive verb
Adv : adverb
Aux : auxaliry verb
Adj : adjective

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6. SUMMARY : CASE OF NOUN AND VERB

a) **Case of Function**

Noun Phrase (NP)	Verb Phrase (VP)			Noun Phrase (NP)
Subject (S)	Auxiliary (Aux) / Helping Verb (HP)	Main Verb (MV) / Ordinary Verb (OV)	Subjective Complement (SC)	Object (O) / Object Complement (OC)
I		Am	Arief Samulang	
I		Am	25 years old	
I		Am	From Palopo	
My Friends		Calls		Me Gonzales
I		Have		Two brothers and two sisters
My oldest sister		Is	Civil servant	
My second brother and third brother		Are	Seaman	
I		Am	The fifth child	
My father		Works		A Promiment contractor

My mother		Works	In the hospital	
My parents		Are	Busy	
We		Enjoy		Our life
I		Love		Reading book
The most favorite day		Is	Saturday	
I	Can	Be	Free	
I		Spend		My days off in cafe, shopping malls, bookstores
I		Have		An as aspiration
Who	Can	Make		Parents happy
I		Hope		
We	Can	Be	Happy	

b)   Case of Position

The posistion of noun in sentence as follow;

➤   In a Phrase – Noun Phrase   as head: <u>My</u>   <u>oldest</u>   **<u>sister</u>**
                                               Adj   Adj   N
                                               M ➔ M ➔ **H**
                                               Noun Phrase

   as Modifier: <u>My</u>   **<u>second</u>**   <u>brother</u>
                Adj   Adj   N
                M ➔ **M** ➔ H
                Noun Phrase

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➢ In a Sentence ┬ Subject ┬ Subject of Verb :

Example**: <u>**Arief**</u>   <u>Is</u>   <u>from Gowa</u>
S/**N**   Lv Cs_Adv

└ Complement of Subject (Cs)

Example: <u>The boy</u>   <u>is</u>   <u>**Arief**</u>
S/N   Lv   **Cs_N**

└ Object ┬ O F V ┬ Mono

Ex: <u>Arief</u>   <u>**eats**</u> <u>a cake</u>
S/N   V_M   O_N

└ Ditransitive

Ex: <u>Arief</u>   <u>**give**</u>   <u>me</u> <u>a cake</u>
S/N   V_Dit   IO   DO

└ Object of Preposisi

Ex: <u>Arief</u> <u>eats</u>   <u>a cake</u> <u>**with**</u> <u>spoon</u>
S/N V_Dit O_NP Prep O_Prep
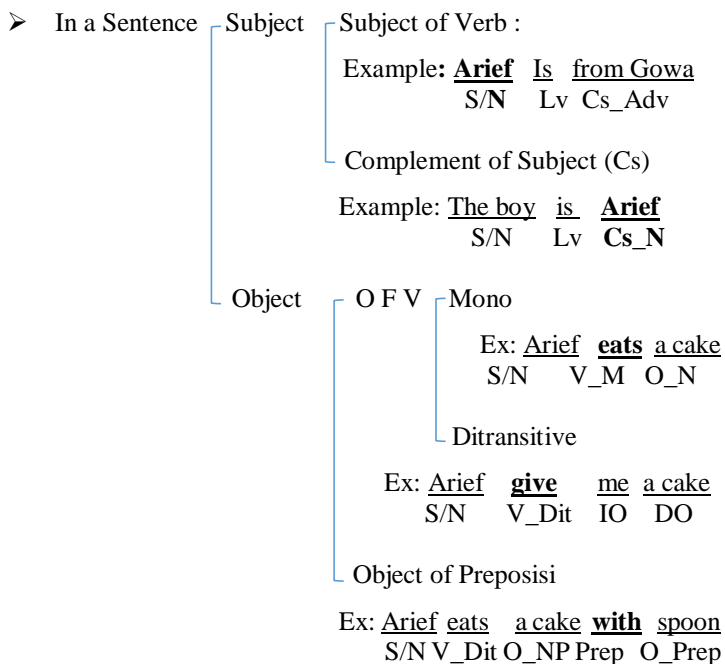
c) **Case of Noun Maker**

Noun maker is the word that used to mark the noun

Kinds of noun maker:

➢ Article   ┬ - A   : Consonan Sound

- An : Vowel Sound

└ - The : Consonan/Vowel Sound

Ex; ┬ - The/A cycle

- The/An umbrella

- The/A university

- The/An hour

- The/A campus

- The/(-) paint (Uncountable)

└ - The/(-) ducks

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➢ Demonstrative ├ This ⟶ C_singgular/uncountable

                ├ These ⟶

                ├ Those ⟶ C_Plural

                ├ That ⟶ C_singgular/uncountable

Ex; - <u>That</u> <u>boy</u> <u>is</u> <u>handsome</u>

        D-M N-H   Lv Cs_Adj

        S_Np

➢ Quantity ├ Many ⟶ C_Plural

             ├ Much ⟶

             ├ (a) Little ⟶ U

             ├ (a) Few ⟶

             ├ Two ⟶ C_plural

             ├ One ⟶ C_singgular

Ex; <u>Two</u>   <u>girls</u> <u>visited</u> <u>Arief</u> <u>last night</u>

     M-Adj H-N   V_ord O-N Adv of time

      S_Np

7. EXERCISES

a. Your lecturer will ask you to write a short paragraph at beginning of this lesson. The theme will be given by lecturer. The sentences will be noun + verb sentences with compound subject and/or compound sentences. Make sure that the subjects and predicates agree. Use the connectors given.

_____

_____

_____

_____
_____

b. Find the elements of the basic sentence pattern noun + verb from your short paragraph that you have written before. Write them on a separate sheet of paper.

_____
_____
_____
_____
_____

c. Rewrite the same paragraph, expanding each sentence to make it more interesting. Use any modifiers and connectors you wish.

_____
_____
_____
_____
_____

You Can Make Anything by Writing

C.S. Lewis

UNIT II

THE PATTERN OF VERB + ADVERBIAL IN SENTENCE

Spesific Instruction Objective   :

After this unit, the students will be able to write some patterns of verb + Adverbial in sentence, and be able to understand the kinds of verb and adverbial.

Subject   :

The subject of this unit is sentence pattern : Verb + Adverbial

Short overview   :

In this unit the students will learn how to compose the simplest sentence pattern in English, Verb + Adverbial. How to observe the elements of sentence pattern, Identify verb + Adverbial, and capable of applying them in writing.

Indicators   :

Students can;

a. describe the sentence pattern of verb + Adverbial.

b. recognize how to compose the simplest sentence pattern in writing.

c. identify the classification of verb, and Adverbial in writing.

1. INTRODUCTION TO VERB AND ADVERBIAL IN SENTENCES

An adverbial is a structure (word, phrase, or clause) that modifies a verb, adjective, or another adverb. It can describe the *when, where, why*, or *how* of the word it modifies. In sentences pattern, the main adverbial

always modifies the *be* (am, is, are, was, were, and been) verb. Examples include *at the campus* (Place) and *before the Meeting* (Time). The adverbial in this pattern describes the location. The modifying phrase clearly fulfills the *where* function of an adverb. Example in the sentence; '*your lecturer is on this campus'* where *your lecturer* is as the subject, the subject of a sentence which as a noun phrase or nominal structure that function as the topic of the sentence. *on this campus* is as adverbial, and *is* (one of the member of verb *be*) is as verb. From this pattern sentence, the adverbial (*on this campus*) modifies the verb *(is)*. It is one example of an adverbial modifies the a verb.

2. WRITING PRACTICE

Mr. Awaluddin is a Lecturer at Mega Rezky University. He is a great lecturer. Most of the University Students love him. Mr. Awaluddin has been working at his campus all day and soon, he will stop and go home. He will work until about 4:00 p.m. Then he will get in his car and drive home. He may drive fast. He wants to work in his garden for a while before dinner. Then he will dine quietly with his family. After having dinner the family may read or listen to music. They may go bowling or go shopping at the nearby supermarket. They rarely go out socially during the week.

3. WORD CLASSIFICATION OF NOUN + VERB + ADVERBIAL

The sentence pattern noun + verb + adverbial from the preceding paragraph writing practice above;

NOUN PHRASE	VERB PHRASE	
Noun	**Verb**	**Adverb**
Mr. Awaluddin	Is	At Mega Rezky University
Mr. Awaluddin	Has been working	At his campus
He	Will stop	Soon
He	Will drive	Home
He	May drive	Fast
He	Will dine	Quietly
They	Go	At the nearby Supermarket
They	Go	Rarely

4. SENTENCE ANALYSIS

Mr. Awaluddin *is* a Lecturer *at Megarezky University*. He *is* a great lecturer. Most
               V   Adv   V

of the University Students love him.. Mr. Awaluddin *has been working* *at his*
campus all day   V   Adv

and soon, he will stop and go home. He will work until about 4:00 p.m. Then he *will*
get
V
in his car and *drive* home. He *may drive* *fast*. He *wants* to work *in his garden*
Adv   V   V   Adv   V   adv
for a while before   dinner. Then he *will dine*   *quietly* with his family. After having
dinner the   V   Adv

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family may read or listen to music. They ***may go*** bowling or ***go*** shopping ***at the***
　　　　　　　　　　　　　　　　　　　　　　　V　　　　　　　　　V　　　　　　Adv
nearby supermarket. They ***rarely go*** out socially during the week.
　　　　Adv　　　　　　　　V

These examples from the preceding paragraph of the sentence above. Adverbs normally follow the verb. There are four types of adverbs that we will find from these sentences above. There are;

a. **Adverb of Manner**
   - He works ***hard*** today
   - He may drive ***fast***

The words *'hard'* and *'fast'* from these sentence are as adverb of manner. These adverbs explain how the action of the verbs *(works and may drive)* are done. Adverbs of manner, like most other adverbs. Other examples are *angrily, calmly, happily, quickly, gladly, suddenly, strongly, and well.* Many of these adverbs are formed by **adding** *–ly* to adjectives. Examples: *calm* (adjective) – *calmly* (adverb), *correct* (adjective) – *correctly* (adverb), *rapid* (adjective) – *rapidly* (adverb), *slow* (adjective) – *slowly* (adverb). But if the adjective **ends** in *–y* is changed to *–i* before added. Examples: *happy* (adjective) – *happily* (adverb), *noisy* (adjective) – *noisily* (adverb).

b. **Adverb of Place**
   - Mr. Awaluddin has been working ***at his campus all day***
   - They may go bowling or go shopping ***at the nearby Supermarket***.

The words *'at his campus'* and *'at the nearby Supermarket'* are adverbs of place. These adverbs answer the question *where* about the action the verb, and come after the verb. Other examples of adverbs of place are *down, here, there, far, near, over there, away, up, and far away.*

c. **Adverb of Time**
-   He works ***today***
-   He will stop ***soon***
-   He has been working ***all day***

The words *'today, soon* and *all day'* are adverbs of time. They are usually called adverbs of time because they always follow the verb. But they may also introduce the sentence for reasons of style or for emphasis. It is possible for almost any adverb to be placed at the beginning of the sentence, but adverb of time are found in that position more frequently than the others. Some examples of adverbs of time are *early, late, next, then, now, soon, and last night.*

d. **Adverb of Frequency**
-   They ***rarely*** go out socially during the week.

The words *'rarely'* is adverb of frequency. It is called adverb of frequency, because It commonly occur before the main verb, except when the main verb is *"be"*. Then these adverbs follow *"be"*. These are other examples of adverbs of frequency; *always, seldom, never, usually, sometimes*, and *often*.

5. GUIDED WRITING

Mr. Awaluddin is   a Lecturer   at Megarezky University. He is   a great
S/Np   Mv   Cs/Np   AFP   S   Mv Cs/Np

lecturer. Most of the University Students   love   him. He works   hard
               S/Np   Mv   O   S   Mv   AFM

today. Mr. Awaluddin   has been   working   at his campus   all day.
AFT   S/ Np   Hv   Mv   AFP   AFT

Soon He will   Stop and go home.
AFT   S   Hv   Conj Mv AFP

He will   work until about 4:00 p.m. Then   He   will   get in his car
S   Hv Mv AFT   AFT   S   Hv   Mv   AFP

and   drive   home.   He   may drive fast.   He   wants to work in his
 Conj Mv   AFP   S   Hv   Mv   AFM   S   Mv To Inf v   AFP

garden. for a while before dinner. Then He will dine quietly with   his
            Conj   Pref OFP AFT S   Hv Mv   AFM Conj OFC

family. After   having dinner   the family may   read or   listen to
OFC   Conj   OFC   S/Np   Hv   Mv Conj   Mv   to Inf V

music. They may   go bowling or go shopping at the nearby
            S   Hv   Mv/Vp   Conj Mv/Vp   AFP
supermarket. They rarely go out socially during the week.
                      S   AFF   Mv/Vp Adv   Pref   O/Np

Abbreviations*:*

Np	: Noun Phrase	Vp	: Verb Phrase
Hv	: Helping Verb	Cs	: Complement of subject
Conj	: Conjunction	AFP	: Adverb of Place
AFM	: Adv. of Manner	AFT	: Adverb of Time
AFF	: Adverb of Frequence	Mv	: Main Verb
Pref	: Preposition	OFC	: object of conjunction

6. SUMMARY : CASE OF VERB AND ADVERBIAL

a). Case of Function

Noun Phrase (NP)	Verbs Phrase (VP)			Noun Phrase (NP)	
Subject (S)	Helping Verb (HP)	Main Verb (MV)	Complement of Subject (CS)	Object (O)	Adverb (Adv)
Mr. Awaluddin		Is	A Lecturer		At Mega Rezky University
He		Is	A great Lecturer		
Most of the students University		Love		Him	
He		Works			Hard today
Mr. Awaluddin	Has been	Working			At his Campus all day

He	Will	Stop / go			Home
He	Will	Work			About 4:00 P.M
He	Will	Get / drive			In his car / home
He	May	Drive			Fast
He		Wants			In his garden
He	Will	Dine			Quietly
The family	May	Read / listen		Music	
They	May	Go			at the nearby supermarket
They		Go			Rarely

b). Case of Position

There are two kinds of the position of adverb;

➢ In Phrase ── Before Adjective

Ex; **Very** kind,   **So** diligent
      Adv   Adj   Adv   Adj
      M➔ H   M ➔ H
          Np   Np

└ Before Adverb

Ex; **Rather** Quickly, **So**   slowly
      Adv   Adv   Adv   Adv
      M ⟶ H   M⟶H
      Adv_Phrase   Adv_Phraase

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➢ In Sentence — Initial : **Honestly**, <u>Arief</u> <u>Loves</u> <u>You</u>
                                Adv   S_N   V_ord   O

                    Medial : <u>Arief</u> <u>has</u>   **not**   <u>taken</u> <u>a bath</u>
                                S_N   V_Aux   Adv   V_ord   O

                    Final : <u>Arief</u> <u>eats</u> <u>rice</u> **greedily**
                                S_N   V_Ord   O   Adv

c). Kinds of Adverb

There are six kinds of adverb;

➢ Place dan Direction -   - Adv_singuler   - here
                                                     - there
                                                     - last

                                 - Adv_plural   - in the class
                                                       - in Pare
                                                      - on the second floor

➢ Manner - Adjective + Ly   - Slow + ly : slowly
                                              - Quick + ly : quickly
                                              - Beautiful + ly : beautifully

➢ Degree   - so
                  - very
                  - too
                  - really, dll.

➢ Frequency -   - always
                         - often
                         - never
                         - every day, dll.

➢ Negation   – No
             – Not
             – Never

➢ Time   – Difinite (clear) – Tomorrow
                            – Next week
                            – Yesterday
      – Indifinite (Unclear)   – Soon
                                 – Next time
                                 – Recently
                                 – Lately

7. EXERCISES

Using the sentence pattern *'verb + adverbial'* of this lesson, write your opinion of the following subjects in one sentence each.

1). The last film you saw

_____

_____

_____

_____

2). Your own village

_____

_____

_____

_____

3). Your best friends

_____
_____
_____
_____

4). Picnics

_____
_____
_____
_____

5). Your English classmate

_____
_____
_____
_____

6). My Family

_____
_____
_____
_____

7). Classmate Reunion

_____
_____
_____
_____

8). My old friend

_____
_____
—

When I write, I feel I learn in the real situation

UNIT III

SENTENCE PATTERN OF PRONOUN IN SENTENCE

Spesific Instruction Objective   :

After this unit, the students will be able to write some sentence patterns of pronoun in sentence, and to know the case of pronoun in writing

Subject   :

The subject of this unit is sentence pattern of pronoun in sentence

Short overview   :

In this unit the students will learn how to compose the simplest sentence pattern in english about the case of pronoun. How to observe the elements of sentence pattern, identify the case of pronoun, and capable of applying them in writing.

Indicators   :

Students can;

a. describe the sentence pattern of pronoun case

b. recognize how to compose the simplest sentence pattern in writing.

c. identify the case of pronoun in writing.

d. apply them in writing.

1. INTRODUCTION OF PRONOUN IN SENTENCES

In English, there are three cases of pronouns. The first is subjective case, in this case when pronoun is as the subject of sentence. Example in sentence; *the **chicken** swam towards the shore*. The position of the chicken in this sentence is subject. The second is objective case, when

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the pronoun is as the object of the sentence. it can be the direct or indirect object. Example in sentence; *the alligator in the pond began to attack the **chicken***. The position of the chicken in this sentences is object. And the third is possessive case, when the pronoun is used to indicate possession. Example in sentence; *the **chicken's** feathers were wet*. The *chicken* adding apostrophe –s indicate that the word modifies the *feather*. When it modifies the *feather* it's called possessive.

2. WRITING PRACTICE

Sujarwo meets Jenita at campus. He asks Her about a new book on English. He wants to borrow Jenita's book. "do you have a new English book?" He asks. "Yes I do" Jenita Answers. "What kinds English book do you have?" Sujarwo Asks. "It's about Basic Grammar in Speaking" She answers. "Can I borrow your book?" Jarwo Asks. "Yes, but I don't bring it now, I keep it at my home". Jenita answers. "if you want to lend it, you may come to my home tonight". Jenita suggests. "ok, I will come to your home tonight". Jarwo answers. "Ok, I will wait you". Jenita says.

3. WORD CLASSIFICATION OF THE PRONOUN CASE

Pronoun	Verb	Objective Case	Possessive Case	Adverbial
Sujarwo	Meets	Jenita		
He	Asks	Her		

He	Wants		Jenita's book	
Sujarwo	Asks			
I	Borrow	Your Book		
I	Bring			Now
I	Keep	It	My home	At my home
You	Want	It		
You	May come		My home	Tonight
I	Will come		Your home	Tonight
I	Will wait	You		

4. SENTENCE ANALYSIS

<u>Sujarwo</u> meets <u>*Jenita*</u> at campus. <u>*He*</u> asks <u>*Her*</u> about a new book on English.
S/Pron   OC   S/Pron   OC

<u>*He*</u> wants to borrow <u>*Jenita's*</u> book. "do <u>*you*</u> have a new English book?" <u>*He*</u> asks."Yes <u>*I*</u>
S/Pron   PC   S/Pron   S/Prop

 do" <u>*Jenibta*</u> Answers. "What kinds English book do <u>*you*</u> have?" <u>*Sujaurwo*</u> Asks.
        S/Pron   OC   S/Prop

"It's about Basic Grammar in Speaking" <u>*She*</u> answers. "Can <u>*I*</u> borrow <u>*your*</u> book?"
                                        S/Pron   S/Pron   PC

<u>*Jarwo*</u> Asks. "Yes, but <u>*I*</u> don't bring it now, <u>*I*</u> keep it at my home". <u>*Jenita*</u> answers.
S/Pron   S/Pron   S/Pron   S/Pron

"if <u>*you*</u> want to lend it, <u>*you*</u> may come to <u>*my*</u> home tonight". <u>*Jenita*</u> suggests. "ok, <u>*I*</u> will
    S/Pron   S/Pron   PC   S/Pron   S/Pro

 come to <u>*your*</u> home tonight". <u>*Jarwo*</u> answers. "Ok, <u>*I*</u> will wait <u>*you*</u>". <u>*Jenita*</u> says.
            PC   S/Pron   S/Pron   OC   S/Pron

These are examples from the preceding paragraph of the sentence above. Pronoun used as subject, Sometimes pronoun used as objects when they are in the objective case. The position of pronoun can be showed in the possessive case. Pronouns do not change form when they change function or position in sentence, but most personal pronouns do. They are three kinds of case pronouns;

a. **Subjective Case Pronouns**

There are two kinds of subjective case pronoun form; the first is singular pronoun form, and the second is plural pronoun form.

1). Singular Form

	Indefinite Gender	Indefinite Gender	Masculine	Feminime	Neuter
Subjective Form	I	You	He	She	It
Objective Form	Me	You	Him	Her	It
Possessive Adjective	My	Your	His	Her	Its
Possessive Pronoun	Mine	Yours	His	Hers	-
Reflexive Pronoun	Myself	Yourself	Himself	Herself	Itself
	1ˢᵗ Person	**2ⁿᵈ Person**	**3ʳᵈ Person**		

2). Plural Form

	Indefinite Gender	Indefinite Gender	Indefinite Gender
Subjective Form	We	You	They
Objective form	Us	You	Them
Possessive Adjective	Our	Your	Their
Possessive Pronoun	Ours	Yours	Theirs
Reflexive Pronoun	Ourselves	Yourselves	Themselves
	1st Person	**2nd Person**	**3rd Person**

From two tables above, it can conclude into the table below;

Personal Pronoun		Possessive		Reflexive
Subject	**Object**	**Pronoun**	**Adjective**	**Pronoun**
I	Me	Mine	My...	Myself
You	You	Yours	Your...	Yourself/ Yourselves
They	Them	Theirs	Their..	Themselves
We	Us	Ours	Our...	Ourselves

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She	Her	Hers	Her...	Herself
He	Him	His	His...	Himself
It	It	-	Its...	Itself

b. Objective Case Pronouns

An object pronoun, also called objective pronoun. The functions as the object of a verb or preposition, and it is used to distinguish the subject or subjective pronoun, which is the subject of a verb.

Example in sentence: Rezky salemuddin begged her to live with him.

From this sentence, *her* is the object of the verb begged and *him* is the object of the preposition with)

Number	Person	Gender	Personal Pronoun	
			Subject	**Object**
	1st	Male/Female	I	Me
	2nd	Male/Female	You	You
Singular	3rd	Male	He	Him
		Female	She	Her

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		Neuter	It	It
Plural	1st	Male/Female	We	Us
	2nd	Male/Female	You	You
	3rd	Male/Female/Neuter	They	Them

c. **Possessive Case Pronoun**

A possessive pronoun is a word or grammatical construction used to indicate a relationship of possession in a broad sense. It includes strict ownership, or a number of other types of relation to a great or lesser degree analogous to it. There are two types of possessive pronoun;

1). The strong or absolute possessive pronoun, examples; mine, yours, his, hers, its, ours, yours, and theirs. It refers back to a noun or noun phrase already used, replacing it to avoid repetition.

Example in sentences: "Yahrif said that book was **his.**"

2). The weak possessive pronouns, examples; my, your, his, her, its, our, your, and their. It is used as determiners in front of a noun to describe who something belongs to.

Example in sentence: "Yahrif said that's **his** book."

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Possessive Pronoun			
Possessive Adjective	**Sentences**	**Possessive Pronoun**	**Sentences**
My	*My* book is blue	Mine	The book is *mine*
Your	*Your* shirt is nice	Yours	The shirt is *yours*
His	*His* house is beautiful	His	The house is *his*
Her	*Her* doll is big	Hers	The doll is *hers*
Its	*Its* bone is new	................*	We don't use *its* as a possessive pronoun
Our	*Our* cat is noisy	Ours	The cat is *ours*
Your	*Your* city is small	Yours	The city is *yours*
Their	*Their* car is fast	Theirs	The car is *thiers*

5. GUIDED WRITING

Sujarwo meets Jenita at campus. He asks Her about a new book
S/pron Mv   O   Adv/FP   S/pron Mv OCP   pre   O/IO

on English. He wants to borrow Jenita's book. "do you have a new
pre N/o   S/pron Mv   to infi_v   PA   O   Hv S/Pron Mv

English book?" He asks. "Yes I do" Jenita Answers. "What kinds
O   S/pron Mv S/pron Mv S/pron Mv   pron Adj

English book do you have?" Sujarwo Asks. "It's about Basic Grammar
O   Hv S/Pron Mv   S/Pron Mv S/pron pre   O

in   Speaking " She   answers. "Can I borrow your book?" Jarwo Asks.
Prep Op/G   S/Pro   Mv   Hv S/Pro Mv PC   O   S/Pron Mv

"Yes, but   I   don't bring it now, I   keep it at   my   home".
     Conj S/Pron   Hv   Mv   O Adv S/Pron Mv   O prep PC   O

Jenita   answers. "if you   want to lend it, you may come to my home
S/pron   Mv   conj S/pron Mv   to inf_v O S/pron Hv   Mv   Adv/FP

tonight". Jenita suggests. "ok, I   will come to your home tonight".
Adv/FT   S/pron   Mv   S/pron Hv Mv   prep PC   O   Adv/FT

Jarwo   answers. " Ok, I   will wait you". Jenita says.
S/pron   Mv   S/pron   Hv   Mv OCP S/pron Mv

Abbreviations*:*

S/pron	: Subject/Pronoun	prep	: Preposition
O	: Object	O/IO	: Object/ Indirect Object
Adv/FP	: Adverb of Place	N/O	: Noun/Object
Hv	: Helping Verb	Adj	: Adjective
Mv	: Main Verb	OP/G	: Object of Preposition/Gerund
OCP	: Objective case pronoun	Conj	: Conjunction
PC	: Possessive case	Adv/FT	: Adverb of Time

6. SUMMARY : CASE OF PRONOUN IN SENTENCE

a). Case of Function

Nominative	Verb Case				Object Case Pronoun	Possessive Case Pronoun		Adverb
Subject Pronoun	Helping Verb	Main Verb	To Infinitive Verb	Direct Object	Indirect Object	Possessive Adjective	Adverb Of Time	Adverb Of Place
Sujarwo		Meets		Jenita				At Campus
He		Asks		Her	A new book			
He		Wants	To borrow			Jenita's Book		
You		Have		A new English book				
He		Asks						
I		Do						
Jenita		Answers						
It		Is		Basic grammar in speaking				
She		Answers						
I	Can	Borrow				Your book		
Jarwo		Asks						
I	Don't	Bring		It			Now	
I		Keep		It		My home		At my home
Jenita		Answers						
You		Want	To lend	It				
You	May	Come				My home	Tonight	
Jenita		Suggests						
I	Will	Come				Your home	Tonight	
Jarwo		Answers						
I	Will	Wait		You				

b) Case of Position

The map of the position of pronoun in sentence;

- In Subject — Subject of Verb (SV)

Ex; <u>Mine</u>   <u>is</u>   <u>on the table.</u>
    S/Pron   V   Cs

Complement of Subject (CS)

Ex; <u>The Girl</u>   <u>is</u>   <u>her.</u>
    S_Np   Lv   Cs_Pron

- In Object — Object of Verb — Monotransitive

Ex; <u>Arief</u> <u>meets</u>   <u>her.</u>
    S   V_mono   Do_Pron
Ditransitive

Ex; <u>Arief</u> <u>gives</u>   <u>her</u>   <u>a book.</u>
    S   V_Dit IO_Pron DO_Np

Object of Preposition

Ex; <u>Arief</u>   <u>gives</u>   <u>a book</u>   <u>for/to</u> <u>me</u>.
    S   V_Dit   DO_Np Prep DO_PP
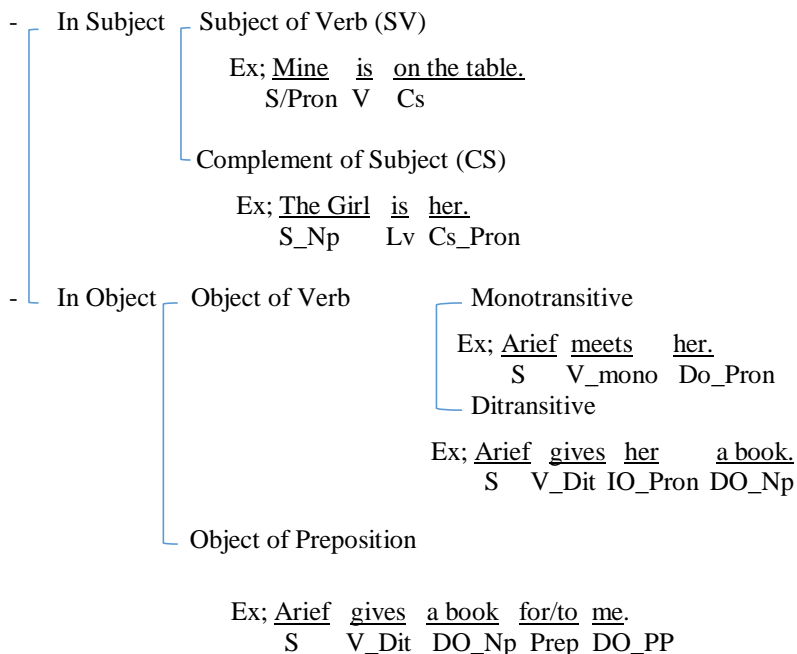
7. EXERCISES

a. Write some paragraphs about the life of the person that you know, examples; your   father, your best friend, your classmate, or your sister. In your sentences always use sentence pattern ; case of pronoun (subjective pronoun, objective pronoun, and possessive pronoun).

_____

_____

_____

_____

_____

b. Fill in the blanks with the correct pronoun

Mr. Reza visited his friends in Makassar. He visited Mr. Adin and Mr. Yahrif.

1). _____ invited _____to their home for dinner.

2). _____ gave some cakes to the Mr. Adin's children.

3)._____ asked _____ many questions about _____especially about their family.

4). _____ talked about old times and old friends.

5). _____ all discussed a great many subject.

6). All of _____ planned to meet in june at the Samalona

7). "_____ should come to see _____ more often,"_____ said.

8). _____ told _____ wife about _____ visit with Mr.Adin.

9). Then_____discussed vacation plans.

10). _____ liked _____ plans.

c. Rewrite sentences 1-8 as a paragraph, changing **Mr. Reza** to **I**

You can always edit a bad page. You can't edit a blank page

- Jodi Picoult -

UNIT IV

THE SENTENCE PATTERN OF

TRANSITIVE VERBS WITH TWO OBJECTS

Spesific Instruction Objective:

After this unit, the students will be able to write some sentence patterns of transitive verbs with two objects in sentence, and to know the kinds of certain transitive verbs in writing

Subject:

The subject of this unit is sentence pattern with certain transitive verbs; two objects

Short overview:

In this unit the students will learn how to compose the simplest sentence pattern in english about transitive verbs with two objects. How to observe the certain of transitive verbs in sentence, identify the certain of transitive verbs , and capable of applying them in writing.

Indicators:

Students can;

a. describe the sentence pattern of transitive verbs with two objects

b. recognize how to compose the simplest sentence pattern in writing.

c. identify the kinds of certain transitive verbs in writing.

d. apply them in writing.

1. INTRODUCTION TRANSITIVE VERB WITH TWO OBJECTS IN SENTENCES.

A transitive verb is a verb that requires one or more objects. Transitive verbs can be classified by the number of objects they require. There are two characteristics of transitive verbs. The first, it is an action verb, expressing a doable activity like eat, clean, write, read, teach, etc. The second, it must have a direct object, something or someone who receives the action of the verbs. Suherman (2013, p.15), there are two kinds of transitive verb. The first is monotransitive verb (MV). Monotransitive is the verb which followed by just one object. Example; "Yahrif *brings* a bag". The second is ditransitive verb (DV). Ditransitive is the verb which followed by two objects, such as direct object (DO) and indirect object (IO). Example; "Akhiruddin made **us** some **coffee**". The word '*Us'* in the sentence is as the direct object, and the word *'some coffee'* in the sentence is as the indirect object.

2. WRITING PRACTICE.

Mr. Reza told his wife something exciting. Jakarta State University had awarded him a scholarship. The scholarship committee sent him the news in two days ago. Mr. Reza showed me the letter. It gave him all the details. Every month, Jakarta State University will mail him a check. Then, He must pay Jakarta State University the required fee. Jakarta State University has given Mr. Reza a very great honor.

3. WORD CLASSIFICATION OF THE TRANSITIVE VERB WITH TWO OBJECTS.

Noun Phrase	Verb Phrase		
Subject / Noun	Verbs	Indirect Object (IO)	Direct Object (DO)
		Noun/Pronoun	Noun
Mr. Reza	Told	His wife	Something
Jakarta State University	Had awarded	Awaluddin	A scholarship
The committee	Sent	Mr. Reza	The news
Mr. Reza	Showed	Me	The letter
The letter	Gave	Him	The details
Jakarta State University	Will mail	Him	A check
He	Must pay	Jakarta State University	The fee
Jakarta State University	Has given	Mr. Reza	An honor

4. SENTENCE ANALYSIS.

Mr. Reza **told**   *his wife*   **something** exciting. Jakarta State University had
            V_Dit   IO   DO

awarded *him* **a scholarship**. The scholarship committee **sent** *him* **the news**
V_Dit   IO   DO   V_Dit IO   DO

in two days ago. Mr. Reza **showed** *me* **the letter**. It **gave** *him* all **the details**.
                            V_Dit   IO   DO   V_Dit IO   DO

Every month, Jakarta State University will **mail** *him* **a check**. Then, He must
                                            V_Dit   IO   DO

pay *Jakarta* *State University* the required **fee**. Jakarta State University has
V_Dit   IO   DO

given *Mr. Reza* a very **great honor**.
V_Dit   IO   DO

These are examples from the preceding paragraph of the sentence above. Transitive verb is a verb that needs a object. There are two kinds of object. The first is direct object. The words *'his wife, him, me, Jakarta State University, and Awaluddin'* are the example of direct object. Direct object always close to main verb. The second is indirect object, the words from sentence analysis above *'something, a scholarship, the news, the details, a check, fee, and great honor'* are the example of indirect objects.

5. GUIDED WRITING.

Mr. Reza   told   his wife   something exciting. Jakarta State University had
   S   Tv_Dit IO   DO   S   Hp

awarded   him   a scholarship. The scholarship committee sent him the news
 Tv_Dit   IO   DO   S   Tv   IO   DO

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<u>two days ago.</u> <u>Mr. Reza</u> <u>showed</u> <u>me</u> <u>the letter</u>. <u>It</u> <u>gave</u> <u>him</u> <u>all the details</u>.
   Adv   S   Tv_Dit IO   DO   S   Tv   IO   DO

<u>Every month,</u> <u>Jakarta State University</u> <u>will</u> <u>mail</u> <u>him</u> <u>a check</u>. <u>Then,</u>
   Adv   S   Hp Tv   IO   DO   Adv

<u>He</u> <u>must</u> <u>pay</u> <u>Jakarta State University</u> <u>the required fee</u>.
S   Hp   Tv   IO   DO

<u>Jakarta State University</u> <u>has</u>   <u>given</u>   <u>Mr. Reza</u> <u>a very great</u> <u>honor</u>.
      S   V_Aux   VT_Ord   IO   DO

> **Abbreviations:**
> *S   : subject*
> *Hp   : helping verb*
> *Tv_Dit : Transitive verb_Ditransitive*
> *Do   : Direct Object*
> *Io   : Indirect Object*
> *Adv   : adverb*

6. SUMMARY : CASE OF TRANSITIVE VERBS WITH TWO OBJECTS

Noun Phrase (NP)	Verb Phrase (VP)		Noun Phrase (NP)	
Subject (S)	Auxiliary (Aux) / Helping Verb (HP)	Transitive Verb (TV)	Indirect Object (IO)	Direct Object (DO)
Mr. Reza		Told	His wife	Something
Jakarta state university	Had	Awarded	Him	A scholarship

		Sent	Him	The news
The scholarship committee				
Mr. Reza		Showed	Me	The letter
It		Gave	Him	All the details
Jakarta state university	Will	Mail	Him	A check
He	Must	Pay	Jakarta state university	The requered fee
Jakarta state university	Has	Given	Mr. Reza	A very great honor

7. CERTAIN VERB OF TRANSITIVE (DITRANSITIVE VERB)

Form : Subject + Verb_ditransitive + Indirect Object + Direct Object
(S)   (Vt_Dit)   (IO)   (DO)

Subject + Verb_ditransitive + Direct Object + Indirect Object
(to/for
(S)   (Vt_Dit)   (DO)   (IO)

+ Object of Preposition).

CERTAIN OF DITRANSITIVE VERB	EXAMPLES IN SENTENCES
Ask	Basri **asked** Arief a lot of questions. *(bertanya kepada)*
Bring	Jarwo **brings** Mr. Awal the check late. *(Membawa/membawakan)*

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Buy	They **buy** a gift for me. *(Membeli)*
Cost	I **cost** the book five dollars. *(menghargai)*
Get	You can **get** me the copy of the novel. *(mengambilkan)*
Give	Jusma **Gave** a flower to Hendra *(memberi)*
Leave	Marwa **left** her everything for her mother. (memberi)
Lend	Arief **lents** his friends some more money. *(meminjami)*
Make	Nurhikma **made** hersefl a new dress. *(membuat)*
Offer	I **offered** them some help. *(menawarkan)*
Owe	Mr. Jalal still **owes** a lot of money to the tax office. *(berhutang pada)*
Pass	Can you **pass** this note to the man in the corner? *(memberikan/menyampaikan)*
Pay	Have you **paid** me the money? *(membayar)*
Play	Will you **play** me a game of chess? *(bermain)*
Promise	They **promise** a raise to Iwan. *(menjanjikan)*
Read	Suharti **read** a short story to me. *(membacakan)*
Refuse	They **refused** us permision. *(tidak memberi)*
Say	Basri always **says** 'good morning" to me. *(berkata/mengatakan)*
Sell	Arief **sold** his old motorcycle to Mr.Awal. *(menjual)*
Send	Yahrif **sent** me a parcel. *(mengirimkan)show*
Show	You don't **show** the poem to them. *(menunjukan)*

Sing	Bardan **sings** a lullaby to his kid. *(menyanyikan)*
Take	I always **take** a flower to my wife. *(membawa)*
Teach	Arief always **teaches** Fifi a new word. *(mengajarkan)*
Tell	I have **told** you my secrect. *(mengatakan)*
Wish	**Wish** me luck! *(mendoakan/mengharapkan)*
Write	Arief will **write** a letter to his wife. *(menulis)*

8. EXERCISES

a. Combine the following pairs of sentences into one sentence, using the pattern noun + verb + noun + noun.

Basri received a letter.

The mail carrier brought it.

The mail carrier brought Basri a letter.

1) He received the letter.

The university mailed it on Tuesday

_____mailed_____ _____ _____ on Tuesday.

2) His friends received the news.

Basri told it

_____ told _____ _____.

3) Basri received a scholarship.

The university gave it.

_____ gave _____ _____ .

4) Basri received instructions.

The university sent them.

_____ sent _____ _____ .

5) Basri will receive a check each month.

The university will issue it.

_____ will issue _____ _____ each month.

b. The following is an optional homework exercise: using the pattern noun + verb + noun + noun, write ten sentences using the certain distransitive verbs below :

- Ask   - deny   - make
- Bring   - give   - offer
- Buy   - grant   - owe
- Cause   - leave   - pay
- Cost   - lend   - rent

UNIT V

THE SENTENCE PATTERNS WITH LINKING VERBS

Spesific Instruction Objective   :

After this unit, the students will be able to write some sentence patterns with linking verbs in sentence, and to know the words classification of linking verb.

Subject   :

The subject of this unit is sentence pattern : Noun + linking Verb

Short overview   :

In this unit the students will learn how to compose the simplest sentence pattern in English, noun + linking verb. How to observe the elements of sentence pattern, identify noun + linking verb, and capable of applying them in writing.

Indicators   :

Students can;

a. describe the sentence patterns with linking verb

b. recognize how to compose the simplest sentence pattern in writing.

c. identify the classification of linking verb in writing.

1. INTRODUCTION TO LINKING VERB IN SENTENCES

A linking verb is a verb which connects a subject to its predicate without expressing an action. A linking verb is used to re-identify or describe its subject. The word, phrase, or clause which follows a linking verb to re-identify or describe the subject is called the subject

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complement. There are two kinds of linking verb, the first is linking verb with form of the verb be (*am, are, is, was, were, has, have, been, are being, have been, etc*). The second is linking verb with form of verb Non-be (*appears, become, fall, fell, get, go, grow, keep, look, prove, keep, remain, seem, smell, sound, stay, taste, think, etc*). In this pattern, a linking verb connects a subject to a complement which tells something about the subject. The complement in this pattern is an adjective.

2. **WRITING PRACTICE**

Sukmawati is not here now. she is on her way downtown. Her office is on the corner of Antang Raya, and she must be there soon. Her appointment is at 9:00. She has been on the way since 8:30, so she will probably be there on time. She will be downtown until about 16:00. She should be home in time for dinner. She has been home by 16:30 every day for ten years.

3. **WORD CLASSIFICATION OF NOUN + LINKING VERB**

The paragraph above is composed of sentences using the simplest sentence pattern in English, noun + linking verb. Observe the elements of this sentence pattern in the following examples:

Noun Phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Adverbial
Sukmawati	Is	Here now
She	Is	on her way downtown

Her office	Is	on the corner of Antang Raya
She	Must be	There soon
Her appointment	Is	at 9:00
She	Has been	on the way
She	Should be	there on time
She	Will be	downtown until about 16:00
She	Should be	home in time for dinner
She	Has been	home by 16:30 every day for ten years

4. SENTENCE ANALYSIS

Sukmawati *is* not **here now**. she *is* **on her way downtown**. Her office *is* **on**
　　　　　Lv　　　　Cs　　　　　　Lv　　　Cs　　　　　　　　　　　　　Lv　Cs

the corner of Antang Raya, and she *must be* **there soon**. Her appointment *is*
　　　Cs　　　　　　　　　　　　　V_Aux Lv　Cs　　　　　　　　　　　　　　　Lv

at 9:00. She *has* **been** **on the way since 8:30**, so she will probably **be** **there**
Cs　　　V_Aux　Lv　　　　　　Cs　　　　　　　　　　　　　　　　Lv

on time. She *will* **be** downtown until about 16:00. She *should be* home *in time*
Cs　　　V_Aux Lv　　　　　　　　　　　　　　　　V_Aux Lv　　Cs_Adv

for dinner. She *has been* home *by 16:30 every day for ten years*.
V_Aux　　　　　Lv　　　　　Cs_Adv

　　　These examples from the preceding paragraph illustrate the pattern noun + linking verb in sentence. the verb *'is'* from sentence *Sukmawati is not here now* is as lingking verb, where *sukmawati* as subject and *here now* as subjective complement. the verb *'is'* in this sentence is as lingking verb with form of the verb be. Let's see another example from the

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paragraph above, *she is on her way dowtown*. From this sentence *she* is as the subject, then *is* as the main verb or lingking verb, and *on her way dowtown* as subjective complement.

The sentence *Her office is on the corner of Antang Raya* where *her office* is as subject, *is* as the lingking verb, and *on the corner of Antang Raya* is as subjective complement. Next to sentence of *she must be there soon*, where from this sentence *she* is as subject, *must be* as lingking verb, and *there soon* is as subjective complement.

5. GUIDED WRITING

Sukmawati is not here now. She is   on her way downtown. Her office
    S   Lv   Sc   S   Lv   Sc_Adv   S_Np

is   on the corner of Antang Raya, and   She must   be   there soon.
Lv   Sc-Adv   Conj   S   V_Aux   Lv   Sc_Adv

Her appointment is   at 9:00. She has   been on the way since 8:30,
    S_Np   Lv   Sc   S V_Aux   Lv   Sc_Adv

 So, She *will*   probably *be* there on time. She will   be   downtown
     S V_Aux   Adv   Lv   Sc   S V_Aux   Lv   Sc

until about 16:00. She   should   be   home in time for dinner. She has
Sc   S   V_Aux   Lv   Cs   S   Aux

been home by 16:30 every day for ten years.
Lv   c_Adv

Abbreviations*:*
S   : Subject
Lv   : Linking Verb
Sc   : Subjective Complement
Np   : Noun Phrase
Adv : Adverb
Conj : Conjunction

6. SUMMARY : CASE OF LINKING VERB IN SENTENCE

Noun Phrase (NP)	Verb Phrase (VP)		Subjective Complement (SC)
Subject (S)	Auxiliary (Aux) / Helping Verb (HP)	Linking Verb (LV)	
Sukmawati		Is	here now
She		Is	on her way downtown
Her office		Is	on the corner of Antang Raya
She	Must	Be	there soon
Her appointment		Is	at 9:00
She	Has	Been	on the way since 8:30
She	Will	Be	there on time
She	Will	Be	downtown until about 16:00
She	Should	Be	home in time for dinner
She	Has	Been	home by 16:30 every day for ten years

These examples from the preceding paragraph illustrate the pattern *noun + linking verb + adverbial.*

7. THE CERTAIN OF LINKING VERB (NON BE)

Form: Subject + Linking Verb + Complement of Subject
      (S)   (LV)   (CS)

Certain Of Linking Verb "NON BE"	Example In Sentences
Appear	Arief **appears** very angry today. *(nampak)*
Be	They **are** smart.
Become	Sujarwo **becomes** angry. *(menjadi)*
Come	Your dream **comes** true. *(menjadi)*
Fall	I **fall** asleep.
Feel	We **feel** happy. *(merasa)*
Get	Hasnaini **gets** mad. *(menjadi)*
Go	The students **go** dizzy. *(menjadi)*
Grow	Suharti **grows** fat. *(menjadi)*
Keep	Yahrif **keeps** handsome. *(tetap)*
Look	Ilham doesn't **look** tired. *(nampak/terlihat)*
Prove	The news **proved** false. *(terbukti/ternyata)*
Remain	Our lecturer **remains** silent. *(tetap)*
Seem	We **seems** excited. *(nampaknya)*
Smell	The cake **smelled** good. *(berbau/baunya)*
Sound	The dangdut **sounds** melodious. *(terdengar)*
Stay	The campus **stays** so neat. *(tetap)*
Think	Please **thought** positive. *(berfikir)*
Turn	That **manggo** turned sour. *(menjadi)*
Weigh	That cat **weighs** 15 tons. *(beratnya)*

8. EXERCISES

    a. Make more sentences of this type by supplying the missing parts. Notice that in these sentences be is used in several tenses and with several modal auxiliaries.

        Mr. Jarwo *must be* at campus *on time.*

    1) Mr. Khaedar _____ always _____ early.

    2) Mr. Jandwar was with his wife _____.

    3) Mrs. Muly cannot be _____.

    4) Many _____ at the campus _____.

    5) The meeting will be at 8:00 _____.

    b. Write some paragraphs telling where you and a friend were at a specific time in the past. Include information such as how you got there, whether you were late or on time, whether you were in time for a certain event, what time you left, how you went home, what time you arrived home, and so on.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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UNIT VI

COMBINING SENTENCES BY MEANS OF CONNECTORS

Spesific Instruction Objective   :

After this unit, the students will be able to combine some sentence patterns with connectors in sentence, and to know the words classification of connectors.

Subject   :

The subject of this unit is combining sentences by means of connectors

Short overview   :

In this unit the students will learn how to combine the simplest sentence pattern by means of connectors in english. How to observe the elements of sentence pattern, identify kinds of connectors, and capable of applying them in writing.

Indicators   :

Students can;

a. Combine the sentence by means of connectors

b. Recognize how to compose the simplest sentences by means of connectors in writing.

c. Identify the classification of connectors in writing.

1. **INTRODUCTION TO CONNECTORS IN SENTENCES**

   Connectors are also called conjunctive words, or the words that link two similar elements in a sentence. Connectors are the words which combine two words, phrases, and sentences together. There are four categories of connector, they are:

   a. **Coordinating Conjunctions**

      Coordinating conjunctions are used to link two clauses or phrases of equal status. The following seven of coorninating connectors **"FANBOYS"**

      "**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o"

      Examples in sentences:

      1). I am absent, **for** I am sick

      2). Citra is kind **and** nice.

      3). Lufti isn't bad, **nor** is lutfi stupid.

      4). Nurhikma is beautiful, **but** cruel.

      5). Marwa wants to listen to music **or** watch TV.

      6). This clothe is expensive, **yet** many people want to buy it

      The these sentences above, It seems that coordinating conjunctions link two sentences. Example from the sentence *' I am absent, for I am sick'* where *I am absen and I am sick* are two sentences. These sentences are linked become one, they are linked by using *for*. For more examples, see the other examples above.

b.   Subordinating Conjunctions

Subordinating conjuctions are used to link two clauses within a single sentence, when one clause is subordinate to the other. In other words, the subordinate clause clarifies, expands or explains the meaning of the main clause. Some types of subordinating conjunctions:

"as, because, although, if, after, before, that, since, so that,"

Examples in sentences:

1). I am going to Palopo *because* I've got a new job.

2). *Since* it's raining, I am going to campus this morning.

3). I am locking the door of the office, *so* nobody can get in.

4). *Although* Citra loves Lutfi, She wouldn't want to marry him.

5). My wife won't go there, *whatever* he says.

Most subordinate clauses can come either before or after the main clause. So unlike coordinating conjunctions, subordinating conjunctions can stand at the start of a sentence. but indirect questions, relative clauses, and other subordinate clause introduced by that, must normally be placed after the main clause, just like a coordinateed clause.

c.   Correlating Conjunctions

These connectors can either correlate words, or phrase, or clause (sentences). The main examples of correlating conjunctions are:

" both.....and...."

" not only.....but also....."

"either.......or........."

"whether.......or not....."

"neither.......nor........"

Examples in sentences:

1). **both** citra **and** Rafisa love Lutfi

2). **Not only** Muldi **but also** marwa likes lutfi

3). **Either** I **or** you are sick

4). I will go there **whether** I'm allowed to **or not**

5). **Neither** I **nor** Lutfi takes the book

Other correlating pairs include: **the more.......the more.....; no sooner.....than.....; hardly.....than** and a few others. The coordinator normally has to precede the element it is correlating. When clauses are correlated, the coordinators either precede each correlated clause, or precede the verbs in these clauses.

d.   **Conjunctive Adverbs**

These are very similar to subordinating conjunctions. The biggest difference is that conjunctive adverbs can frequently be used in a variety of positions within the subordinate clauses, whereas subordinating conjunctions must stand at the start of the subordinate clause. There are kinds of conjunctive adverb:

"Also, however, therefore, in fact, nevertheless, moreover,ect"

Examples in sentences:

1). Yahrif bought a new car, it was *however* still too small for his family

2). They bought a new car, *however* it was still too small for their family.

It is important to distinguish between conjunctive adverbs and subordinating conjunctions, as they are not used in the same way. There are differences at two levels, as this table shows.

Secondary Clause...	With a Conjunctive Adverb	With a Subordinating Conjunction
Examples	Also, however, therefore, in fact, nevertheless, moreover, So (meaning therefore or and the same is true for)	Although, as, because, before, until, while, since, So (in the sense of purpose), so that
Position of the secondary clause in the sentence	Fixed: it must follow the main clause	It can either precede or follow the main clause
Position of the connector (adverb or conjunction) within its clause	Often flexible	Fixed: it must come at the start of the secondary clause

2. WRITING PRACTICE

Last night Mr. Khaedar saw a light moving rapidly across the sky. The light looked like a star, however the light was moving too fast for a star. There was no trail of fire behind it, therefore the light could not be a comet or meteor. It was too high and too fast for an airplane, besides there was only one light, not two or

three, and it did not blink like airplane light. Mr. Khaedar taught it might be an orbiting satellite, yet there was no space flight in the news. Perhaps the morning papers would clear up the mystery. Suddenly, the light disappeared from sight. Mr. Khaedar was glad to see it go. On the opposite side of the sky, Mr. Khaedar discovered a beautiful orange moon, partly hidden by the trees. It looked familiar and reassuring, in contrast to the strange, steady racing speck of light. It seemed comforting, stable, and predictable.

3. **WORD CLASSIFICATION OF SENTENCE + CONNECTORS + SENTENCE**

Sentences	Connectors	Sentences
The light looked like a star	however	the light was moving too fast for a star
There was no trail of fire behind it	therefore	the light could not be a comet or meteor
It was too high and too fast for an airplane	besides	there was only one light, not two or three, and it did not blink like airplane light
Mr. Khaedar taught it might be an orbiting satellite	yet	there was no space flight in the news

4. SENTENCE ANALYSIS

Last night Mr. Khaedar saw a light moving rapidly across the sky. The light looked like a star, **_however_** the light was moving too fast for a star. There was no trail of fire behind it, **_therefore_** the light could not be a comet **_or_** meteor. It was too high **_and_** too fast for an airplane, **_besides_** there was only one light, not two or three, **_and_** it did not blink like airplane light. Mr. Khaedar taught it might be an orbiting satellite, **_yet_** there was no space flight in the news. Perhaps the morning papers would clear up the mystery. Suddenly, the light disappeared from sight. Mr. Khaedar was glad to see it go. On the opposite side of the sky, Mr. Khaedar discovered a beautiful orange moon, partly hidden by the trees. It looked familiar **_and_** reassuring, in contrast to the strange, steady racing speck of light. It seemed comforting, stable, and predictable.

5. GUIDED WRITING

Last night <u>Mr. Khaedar</u> <u>saw</u>   <u>a light</u> <u>moving rapidly across the sky</u>.
                     S   V   O   Co

<u>The light</u> <u>looked</u> <u>like</u> <u>a star</u>, <u>however</u> <u>the light</u> <u>was</u>   <u>moving</u> <u>too fast</u>
  S   V   Adj   Np   Conj   S   Lv   Mv   Ap

for a star. <u>There</u> <u>was</u> no <u>trail of fire behind it</u>, <u>therefore</u> <u>the light</u> <u>could</u>
                 S   Lv   Cs   Conj   S   Hv
not <u>be</u> <u>a comet</u> <u>or</u>   <u>meteor</u>. <u>It</u> <u>was</u> <u>too high</u> <u>and</u>   <u>too fast</u> <u>for an</u>
     Lv   Cs-Np   Conj   N   S   Lv   Cs   Conj   Ap   Pp

<u>airplane</u>, besides <u>there</u> <u>was</u> <u>only</u> <u>one light</u>, not two or three, and <u>it</u> <u>did</u>
                S   Lv   Adv Cs-Np   S Hv

not <u>blink</u> <u>like airplane light</u>. <u>Mr. Khaedar</u> <u>taught</u> <u>it</u> <u>might</u> <u>be</u> <u>an orbiting</u>
   Mv   Np-O   S   Mv   S   Hv   Mv-Lv   Cs

satellite, <u>yet</u>   <u>there</u> <u>was</u> no <u>space flight</u> <u>in the news</u>. Perhaps <u>the morning</u>
           Conj   S   Lv   Cs   Adv   S

papers <u>would</u> <u>clear up</u> <u>the mystery</u>. <u>Suddenly</u>, <u>the light</u> <u>disappeared</u>
         Hv   Mv   O   Adv   S   Mv

<u>from sight</u>. <u>Mr. Khaedar</u> <u>was</u> <u>glad</u> <u>to see</u> <u>it</u> <u>go</u>. <u>On the opposite side</u>
 Pp   S   Lv   Cs To inf o Co   Adv

<u>of</u> the sky, <u>Mr. Khaedar</u> <u>discovered</u> <u>a beautiful orange moon</u>, partly
               S   Mv   Np-o

hidden by the trees. <u>It</u> <u>looked</u> <u>familiar</u> <u>and</u> <u>reassuring</u>, <u>in contrast to</u>
                 S Mv-Lv   Adj   Conj   Adj   Adv

<u>the strange</u>, steady racing speck of light. <u>It</u> <u>seemed</u> <u>comfortable</u>, <u>stable</u>,.
                                            S Mv-Lv   Adj   Adj

<u>and</u>   <u>predictable</u>.

 Conj   Adj

6. SUMMARY : CASE OF CONNECTORS

a)   Case of Function

Sentences / Words	Connectors	Sentences / Words
The light looked like a star	however	the light was moving too fast for a star
There was no trail of fire behind it	therefore	the light could not be a comet or meteor
too high	and	too fast
there was only one light, not two or three	and	it did not blink like airplane light
Mr. Khaedar taught it might be an orbiting satellite	yet	yet there was no space flight in the news.
familiar	and	reassuring
stable,	and	predictable

b) The Case of The Kinds of Connectors

Kinds : Complex/Subordinative

Def: the connector that used to combine IC and DC.

Kinds :

Complex NC - All QW, if, and, that.

Complex AC - who, whom, whose, where, when,

- why, which, and that.

Complex Adv - where, when, that, when, that.

Compound (CC)

Def: the connector that used to combine two things are equal.

Kinds ; Coordinative conjunction:

- F : for (reason)

- A : and (augmentation)

- N : nor (augmantation -)

- B : but (contrast)

- O : or (choice)

- Y : yet (contrast)

- S : so (result)

Correlative Conjunction : - Both ....And.......

- Not only...but also...

- Either.........or..........

- Neither ......nor.......

Notes:

		Or		
	S	Nor	*S* *V*	you or I am ...
Not only		but also		you or she has ...
Either		or		they or Arief does...
Neither		nor		

		and			Arief and Fifi do........
Both	*S*	and	*S* + *V*	Both Arief and fifi are...

7.   EXERCISES

a. Combine the following pairs of sentences with conjunctive adverbs *(however, moreover, consequently, etc)*. Be sure to use correct punctuation.

Example in sentences:

Muliaty's article was incomplete. Her journal was rejected.

Muliaty's article was incomplete. *Therefore*, her journal was rejected.

1) Mr. Awaluddin is intelligent. He is well educated.

_____
_____
_____

2) Yahrif did a rough outline. Yahrif wrote the report.

_____
_____
_____

3) You never answer my letters. I don't like to write to you anymore.

_____

_____

_____

4) Supardi and Sujarwo had little money. They enjoyed life.

_____

_____

_____

5) We must leave a little earlier. We will miss the train.

_____

_____

_____

b. Rewrite the following paragraph. Fill in the blanks with connectors selected from the following list. Not all will be used, and some can be used more than once. Add any necessary punctuation.

Either....or....	*and*	*however*
Neither...or...	*or*	*therefore*
Both...and...	*nor*	*moreover*
Not only...but also...	*but*	*furthermore*
Consequently	*for*	*otherwise*
Nevertheless	*so*	*likewise*
Accordingly	*yet*	*besides*
Hence	*also*	*then*

Usually, Mr. Arief travels by public car, _however_, yesterday Mr. Arief went to on a picnic by motorcycle. When he reached the hill, he saw a road to the right. There was_____one to the left. Mr. Arief wanted to meet his friends at the picnic area, but_____his map_____the road signs told him where it was. There were no people nearby to give him directions. He should have gone back to ask,_____he didn't want to. He decided to take the right road. After he had gone several miles, his motorcycle ran out of gas,_____he had to stop,_____he wanted to rest. He sat down under a tree, a very worried man,_____his friends at the picnic area realized that he was late. They decided that_____he was lost_____he had had car trouble,_____he would have been there on time,_____he woods can be dangerous for a person alone. His friends set out to find Mr. Arief. When they came to the fork in the road, they thought he might have taken the wrong turn, _____they too went right_____found him. It was getting late.

"Start writing, no matter what. The water does not flow until the faucet is turned on."

- Louis L'Amour -

UNIT VII

ADJECTIVE CLAUSES IN SENTENCES

Spesific Instruction Objective   :

After this unit, the students will be able to know defenition of adjective clause in sentence.

Subject   :

The subject of this unit is combining sentences : adjective clause

Short overview   :

In this unit the students will learn how to make the simplest clause pattern of adjective clause in english. How to observe the elements of adjective clause, identify kinds of adjective clause, and capable of applying them in writing.

Indicators   :

Students can;

a. Make the simple clause of adjective clause

b. Recognize how to compose the simplest clause of adjective clause in writing.

c. Identify the classification of adjective clause in writing.

1. **INTRODUCTION TO ADJECTIVE CLAUSE IN SENTENCES**

   An adjective clause is a dependent clause used as an adjective. It modifies a noun or a pronoun. These clauses are introduced by two different kinds of words which always occur just after the noun that the clause modifies.

Adjective clauses begin with words such as that: who, whom, whose, which, and why. Adjective adjective clause provides information that is necessary for identifying the word it modifies.

2. **WRITING PRACTICE**

Rafisa who is from Barru is one of the smart student in her village. She visited Makassar yesterday. Makassar which is the most beautiful city in this country is located in South Sulawesi. She visited Makassar because she was invited by Basri. Mr. Basri who chose to study in Makassar was her classmate when she was still student of English Education Department of Megarezky University. After visiting her friend who lived in Makassar, Rafisa went to visit her uncle in Gowa. Her uncle who worked in the hospital lives in Gowa. Rafisa plans to live with her uncle in Gowa around three days. After visiting her uncle, Rafisa went back to her village.

3. **CLASSIFICATION OF ADJECTIVE CLAUSE IN SENTENCES**

Noun/Subject	Adjective Clause	
	Subject	**Predicate**
Rafisa	Who	Is from Barru
Makassar	Which	is the most beautiful city
Mr. Basri	Who	chose to study in Makassar
Her uncle	Who	worked in the hospital lives in Gowa

4. SENTENCE ANALYSIS

Rafisa *who is from Barru* is one of the smart student in her village.
Adj Clause

She visited Makassar yesterday. Makassar *which is the most beautiful city*
Adj Clause

in this country is located in South Sulawesi. She visited Makassar

because she was invited by Basri. Mr. Basri *who chose to study in Makassar*
Adj Clause

was her classmate when she was still student of English Education Department

of Megarezky University. After visiting her friend *who lived in Makassar,*
Adj Clause

Rafisa went to visit her uncle in Gowa. Her uncle *who worked in the hospital*
Adj Clause

lives in Gowa. Rafisa plans to live with her uncle in Gowa around three days.

After visiting her uncle, Rafisa went back to her village.

5. GUIDED WRITING

Rafisa who is from Barru is one of the smart student in her village.
 S   Adj Clause   Lv   CS

She   visited Makassar yesterday. Makassar which is the most beautiful city
 S   V   O/N   Adv   S   Adj Clause

 in this country is located in South Sulawesi. She visited Makassar
                   V   Adv   S   V   O/N

because she was invited by Basri. Mr. Basri who chose to study in Makassar
 Conj   S   V   S   Adj Clause

was her classmate when she was still student of English Education Department
 Lv   Cs   Conj   S   Lv   Cs

of Megarezky University. After visiting her friend who lived in Makassar,
                                                     Adj Clause

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<u>Rafisa</u> <u>went</u> to visit <u>her uncle</u> <u>in Gowa</u>. <u>Her uncle</u> <u>who worked in the hospital</u>
  S   V   O/N   Adv   S   Adj Clause

 <u>lives</u> <u>in Gowa</u>. <u>Rafisa</u> <u>plans</u> to live with <u>her uncle</u> <u>in Gowa</u> around three days.
 Mv   Adv   S   V   O/N   Adv

After visiting her uncle, <u>Rafisa</u> <u>went</u> back to her village.
                             S   V

6. SUMMARY : CASE OF ADJECTIVE CLAUSE

In adjective clause, there are two kinds of relative such as relative pronoun and relative adverb.

a) Relative Pronoun

➢ Relative pronoun as subject

Form: conjuntion + verb + complement

Who ⟶ Person *(Manusia)*

Which ⟶ Non person *(bukan manusia)*

That ⟶ all nouns

Example: We saw the girl <u>***who***</u> took us to the campus
                                that

➢ Relative pronoun as object

Form: conjunction + S + Verb transitive

Whom ⟶ *person (Manusia)*

Who ⟶ person

Which ⟶ non person

That ⟶ all nouns

Example: I like the book <u>***which***</u> you wrote

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b) **Relative Adverb**

There are three kinds of relative adverb

❖ Relative adverb of time

Form: conjunction + subject + verb

When (without prep) -----------

Which --------------- (prep)

That ------------------ (prep)

Example: I still remember the day *on which* we met for the first time
when
that

❖ Relative adverb of place

Form: conjunction + subject + verb

Where ------

Which ----------- (prep)

That ------------- (prep)

Example : The building *where* we will have our wedding party has

been renovated.

❖ Relative adverb of reason

Form : conjunction + subject + verb

Why ------------

Which-----------

That ------------

Example : the reason *why* Arief cannot join very unbelievable.

7. EXERCISES

a. Combine the following pairs of sentences into a paragraph using adjective clauses;

1) I saw the man, He took me the airport.

    _____
    _____
    _____

2) Rafisa liked the novel, you wrote it.

    _____
    _____
    _____

3) Mr. Arief is the lecturer, I told you about.

    _____
    _____
    _____

4) I teach the woman, her composition is good.

    _____
    _____
    _____

5) He has a car, the colour of it is red.

    _____
    _____
    _____

6) I have four pictures, Arief has asked the best of them.

    _____
    _____
    _____

7) The reason is very unbelievable, Basri cannot join us.

    _____
    _____
    _____

8) Max isn't home yet, that worries us.

_____
_____
_____

9) Suharty is our lecturer, you met her last night.

_____
_____
_____

10) we met your mother last night, Risma is your mother.

_____
_____
_____

b. Combine the following pairs of sentences to make complex sentences with adjective clauses. Use *who, whom, whose, which, that, when, where, why.*

1) Muhammad Janwar is a well-known entertainer.
   Yahrif has met him.

   _____
   _____
   _____
   _____

2) The little girl is my sister's daughter.
   She is wearing white T-shirt.

   _____
   _____
   _____
   _____

3) The ros is beautiful.
   Suharti brought it for me.

   _____
   _____
   _____
   _____

4) Kim is my friend from Endrekang.
   You love his daughter.

   _____
   _____
   _____
   _____

5) That is the Megarezky University.
   I have often heard of it.

   _____
   _____
   _____
   _____

I think all writing is a disease. You can't stop it

- William Carlos W-

UNIT VIII

NOUN CLAUSES IN SENTENCES

Spesific Instruction Objective   :

After this unit, the students will be a ble to know defenition of noun clause in sentence.

Subject   :

The subject of this unit is combining sentences : noun clause

Short overview   :

In this unit the students will learn how to make the simplest clause pattern of noun clause in english. How to observe the elements of noun clause, identify kinds of noun clause, and capable of applying them in writing.

Indicators   :

Students can;

a. Make the simple clause of noun clause

b. Recognize how to compose the simplest clause of noun clause in writing.

c. Identify the classification of noun clause in writing.

1. **INTRODUCTION TO NOUN CLAUSE IN SENTENCES**

   A noun clause is a dependent clause that acts as a noun. Noun clauses begin with words such as how, that, what, whatever, when, when, where, whether,which, whichever, who, whoever, whom, whomever, and, why.

Noun clauses can act as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition.

2. WRITING PRACTICE

What you hear about Yahrif is not true. It is true that Mr. Yahrif is a lecturer. It is true that he leads a busy life and does a lot of duty. It is true that his wife is a lecturer and is usually at campus. It is not true that Mr. Yahrif works the year round. It is not true that Mrs. and Mr. Yahrif lead separate social lives. I happen to know where they spent last Eid el-Fitr holiday. I remember when they arrived in Gowa. They seemed very happy. When they left, they said they had had a wonderful time.

3. CLASSIFICATION OF NOUN CLAUSE IN SENTENCES

Subject	Verb	Complement/Objects
What you hear	Is not	True
That Mr. Yahrif is a lecturer	Is	True
That He leads a busy life	Is	True
That his wife is usually at campus	Is	True.
I	Know	Where they sepnt last Eid el-Fitr holiday
I	Remember	When They arrived in Gowa

4. SENTENCE ANALYSIS

<u>What you hear about Yahrif</u> is not true. It is true <u>that Mr.Yahrif is a lecturer</u>.
 Noun clause/S   Noun clause/Cs

It is true <u>that he leads a busy life and does a lot of duty</u>. It is true <u>that his wife</u>
            Noun clause / complement   Noun clause

<u>is a lecturer and is usually at campus</u>. It is not true <u>that Mr.Yahrif works the</u>
                                            Noun clause / Complement

 <u>year round</u>. It is not true <u>that Mrs. and Mr.Yahrif lead separate social</u>
<u>lives</u>.   Noun clause/complement

I happen to know <u>where they spent last Eid el-Fitr holiday</u>. I remember
                   Noun clause/complement

<u>when they arrived in Gowa</u>. They seemed very happy. When they left, they
Noun clause/complement

said they had had a wonderful time.

5. GUIDED WRITING

<u>What you hear about Yahrif</u> is not <u>true</u>. <u>It</u> <u>is</u> <u>true</u> <u>that Mr.Yahrif is</u>
   Noun clause as_S   Lv   Cs   S   Lv   Cs   Noun clause

<u>a lecturer</u>. <u>It</u> <u>is</u> <u>true</u> <u>that he leads a busy life and does a lot of duty</u>.
            S   Lv   Cs   Noun clause

<u>It</u> <u>is</u> <u>true</u> <u>that his wife is a lecturer and is usually at campus</u>. <u>It</u> <u>is not</u>
S   LV   Cs   Noun clause   S   Lv

<u>true</u> <u>that Mr.Yahrif works the year round</u>. <u>It</u> <u>is not</u> <u>true</u> <u>that Mrs. and</u>
cs   Noun Clause   S   Lv   Cs   Noun clause

<u>Mr.Yahrif lead separate social lives</u>. <u>I</u> <u>happen</u> <u>to know</u>
     Noun clauses   S   V   pref

<u>where they spent last Eid el-Fitr holiday</u>. <u>I</u> <u>remember</u>
     Noun clause   S   V

when they arrived in Gowa. They seemed very happy. When they left,
    Noun clause   S   V   adv   adj   conj   S   V

They said they had had a wonderful time.
 S   V   S   V   O

6. SUMMARY : CASE OF NOUN CLAUSE

The position of the noun clause

- As subject of the sentence

  Example: where you are going have been known
                  S

- As indirect object

  Example: Mr. Yahrif will give whoever wins a prize
                            IO

- As direct object

  Example: I know what your name is
                    DO

- Subjective complement

  Example: It is that I mean
               SC

- Objective complement

  Example: Suharti will name me whatever she wants to.
                       OC

- Object of a preposition

  Example: They worried about how ill I was
                   OP

- Appositive

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Example: one problem, <u>that I am incompetent</u>, will be hard to deal with.   Apps

→ Object of a participle

Example: Remembering <u>what you said</u>, I was careful to be on time.
                              OP

→ Object of an infinitive

Example: Yahrif asked you to read <u>what he had written</u>.
                                          OI

→ Object of a gerund

Example: knowing <u>that They are here</u> is a comfort to me.
                              OG

7. EXERCISES

a) Write two sentences of the following sentences. Use a different subordinator in each sentence of every set. How is the noun clause used in each sentence?

We don't know **what time it is**.

We don't know **where he is.**

We don't know **why he went there.**

1) Where you are going is a secret.

   _____

2) Basri found what he was looking for.

   _____

3) That is what I mean.

   _____

4) Suharti will name him whatever She wants to.

   _____

5) The president will give a whoever wins a competition.

   _____

b) Combine each of the following pairs of sentences to form one sentences containing a noun clause.

1) Most song must be sung slowly. That is true.

_____

2) Novel is difficult for some readers. It is a fact.

_____

3) Poetry is natural for us, Rafisa forgets it.

_____

4) One reason is this. A few words suggest big ideas.

_____

5) This fact is obvious. Poems use words figuratively

_____

A professional writer is an amateur who didn't quit.

- Richard Bach-

UNIT IX

THE ADVERBIAL CLAUSES IN SENTENCES

Spesific Instruction Objective   :

After this unit, the students will be a ble to know kinds, function, and defenition of adverbial clause in sentence.

Subject   :

The subject of this unit is combining sentences : adverbial clause

Short overview   :

In this unit the students will learn how to make the simplest clause pattern of adverbial clause in English. How to observe the elements of adverbial clause, identify kinds of adverbial clause, and capable of applying them in writing.

Indicators   :

Students can;

a. Make the simple clause of adverbial clause

b. Recognize how to compose the simplest clause of adverbial clause in writing.

c. Identify the classification of adverbial clause in writing.

d. recognize the kinds of adverbial clause.

1.   **INTRODUCTION TO ADVERBIAL CLAUSE IN SENTENCES**

An adverbial clause is a dependent clause that functions as an adverb, that is the entire clause modifies a verb, an adjective, or another

adverb. As with all clauses, it contains a subject and predicate, although the subject as well as the (predicate) verb may sometimes be omitted and implied.

2.   WRITING PRACTICE

Although Lutfy had a slight handicap, Lutfy was an ambitious student. His grades were always excellent, even though He was often absent. He wanted to excel in everything, no matter if it cost him extra effort. While He made many friends in the class, He had to learn on his own. He always passed all the tests, even if he needed more time than the others. Wherever he sat in class, his lecturer always made sure he could hear. Whenever he spoke, they always listened patiently. Whatever he may achieve, his fellow students and lecturer deserve a lot of credit. As much as he needed special attention, people were always helpful. Whereas a handicap can be an obstacle to him, it was a reason for trying harder.

3. CLASSIFICATION OF NOUN CLAUSE IN SENTENCES

MAIN CLAUSE		ADVERBIAL CLAUSE		
Subject	Predicate	Conjunction	Subject	Predicate
Lutfy	was an ambitious student	Although	Lutfy	had a slight handicap

His grades	were always excellent	even though	He	was often absent
He	wanted to excel in everything	While	He	made many friends in the class
He	had to learn on his own	even if	He	needed more time than the others
His lecturer	always made sure he could hear	Wherever	He	sat in class
They	always listened patiently	Whenever	He	Spoke
his fellow students and lecturer	deserve a lot of credit	Whatever	He	may achieve
People	were always helpful	As much as	He	needed special attention
It	was a reason for trying harder	Whereas	a handicap	can be an obstacle

4. SENTENCE ANALYSIS

Although Lutfy had a slight handicap, Lutfy was an ambitious student.
Adv   Clause as adverb

His grades were always excellent, *even though He was often absent*.
                                      Adv clause as adverb

He wanted to excel in everything no matter if it cost him extra effort.

While He made many friends in the class, He had to learn on his own.
Adv clause as adverb

He always passed all the tests, *even if he needed more time than the*
                                 Adv clause as adverb

others. *Wherever he sat in class*, his lecturer always made sure he could
            Adv clause as adverb

hear. *Whenever he spoke*, they always listened patiently. *Whatever he may*
    Adv clause as adverb   Adv clause as adverb

achieve, his fellow students and lecturer deserve a lot of credit. *As much*

as he needed special attention, people were always helpful. *Whereas a*
Adv clause as adverb

handicap can be an obstacle to him, it was a reason for trying harder.

Adv clause as adverb

5. GUIDED WRITING

Although Lutfy had a slight handicap, Lutfy was an ambitious student.
Adv clause as adverb   S   LV   CS

His grades were always excellent, *even though He was often absent*.
    S   Lv   Cs   Adv clause as adverb

He wanted to excel in everything, no matter if it cost him extra effort.
 S   V   Adv   S   V   O

While He made many friends in the class, He had to learn on his own.
      Adv clause   S   V   adv

He always passed all the tests, *even if he needed more time than the*
 S   V   O   Adv clause as adverb

others. *Wherever he sat in class*, his lecturer always made sure he could
            Adv clause as adverb

hear. *Whenever he spoke*, they always listened patiently. *Whatever he may*
          Adv clause   S   V   Adv clause as adverb

achieve,his fellow students and lecturer deserve a lot of credit. *As much as*
            S   V   O

he needed, *special attention* people were always helpful. *Whereas a*
Adv clause as adverb   S   Lv   Cs

handicap can be an obstacle to him, It was a reason for trying harder.
          Adv clause as adverb   S   Lv   Cs

6. SUMMARY : CASE OF ADVERBIAL CLAUSE

Kinds of adverbial clause

a) Adverbial clause of time

Adverbial clause of time is a dependent clause that expressions of time. These are kinds of conjunction that used in adverbial clause of time:

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Conjunctions	Meaning
After	Setelah
Before	Sebelum
When (ever)	Ketika (kapanpun)
While	Ketika
Whilst (british)	Ketika
As	Ketika
Once	Ketika
Now (that)	Ketika
Since	Semenjak/sejak
Until	Hingga, sampai
Till	Hingga, sampai
As long as	Selama
The first time (that)	Pertama kali
The last time (that)	Terakhir kali
The next time (that)	Suatu saat nanti
Every time (that)	setiap waktu
The month (that)	Di bulan
The year (that)	Di tahun
Shortly aftyer	Segera setelah
Shortly before	Segera sebelum
A short time after/before	Singkat waktu setelah/sebelum
Not long after/before	Tidak begitu lama setelah/sebelum
Soon after	Segera setelah
(at) the moment (that)	Pada saat
By the time (that)	Menjelang
(at) the same time (that)	Pada saat yang sama ketika selama
Directly (that)	Segerah setelah

b) Adverbial clause of cause or reason

Adverbial clause of cause or reason is a dependent clause that expressions of reason. These are kinds of conjunction that used in adverbial clause of clause of cause or reason:

Conjunctions	Meaning
(just/only) because	(hanya) sebab
Since	Sebab
Now that	Sebab, karena
In that	Karena
In the respect that	Karena
To the extent that	Karena
(all) the more that	Karena
For the simple reason that	Sederhananya karena
As	Karena
Whereas	Karena
As long as	Karena
So long as	Karena
In as much as	Karena/lantaran
On the ground (s) that	karena

c) Adverbial clause of contrast

Adverbial clause of contrast is a dependent clause that expressions of contrast. These are kinds of conjunction that used in adverbial clause of contrast:

Conjunctions	Meaning
Whereas	Padahal
When	Sementara
While	Sementara
Where	Sementara
Even though	Meskipun
Although	Meskipun
Though/however	Meskipun
Granted (that)	Meskipun
Admitted that	Meskipun
Whether......or	Meskipun
While	Meskipun
For all (that)	Meskipun
As.........as	meskipun

d) Adverbial clause of purpose

Adverbial clause of purpose is a dependent clause that expressions of purpose. These are kinds of conjunction that used in adverbial clause of purpose:

Conjunctions	Meaning
(in order) that	Agar/supaya
So (that)	Agar/supaya/dengan harapan
To the end that	Agar/supaya
For the purpose that	Agar/supaya/dengan tujuan
For the purpose of	Agar
Lest	Agar tidak
For fear that	Agar tidak

e) Adverbial clause of result

Adverbial clause of result is a dependent clause that expressions of result. These are kinds of conjunction that used in adverbial clause of result:

Conjunctions	Meaning
So (that)	Sehingga
With the result that	Sehingga
So much so that	Sehingga
But (that)	Sehingga
By that	Sehingga
That	Sehingga
So *adjective/adverb* that	Begitu...........sehingga.......

f) Adverbial clause of condition

Adverbial clause of condition is a dependent clause that expressions of condition. These are kinds of conjunction that used in adverbial clause of condition:

Conjunctions	Meaning
If	Jika/apabila
Even if	Jika/apabila
Unless (if.....not)	Jika/apabila tidak
In the even (that)	Jika/apabila
Or in event that	Jika/apabila
In case	Jika/apabila
On condition (that)	Jika/apabila

As long as	Jika/apabila
If only	Hanya jika
Whether.......or..........	Jika..........atau.........
Provided (that)	Jika/apabila
Providing (that)	Jika/apabila
Suppose (that)	Jika/apabila
Suppose that	Jika/apabila

g) Adverbial clause of manner

Adverbial clause of manner is a dependent clause that expressions of manner. These are kinds of conjunction that used in adverbial clause of manner:

Conjunctions	Meaning
As	Seperti
Like	Seperti – informal
As if	Seolah-oleh, seakan-akan
As though	Seolah-olah, seakan-akan

7. EXERCISES

a) Write these sentences on a separate sheet of paper. Underline which one is adverbial clauses.

1) Because the road to Palopo was too difficult, the others turned toward Toraja.

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2) One family left the others more sadly than we can imagine.

3) When my sister broke her leg, she rode on the cow.

4) As channels of communication improve, changes occur.

5) If you were in a hurry,you would not send a letter by ship

b) Combine the following sentences, using adverbial clause.

1) Arief is only twenty, he has already entered a university.

_____
_____
_____

2) Hikma is older than her friend, she always behaves herself.

_____
_____
_____

3) Basri was searching for a university to study, he met a foreign student

_____
_____
_____

4) Citra studied hard in writing class, she wanted to be accepted by good value.

_____
_____
_____

5) My family lived a long way from my campus, I had to move to strange city.

_____
_____
_____

UNIT X

PHRASE

Spesific Instruction Objective   :

After this unit, the students will be able to know the kind, function, and defenition of Phrase in sentence.

Subject   :

The subject of this unit is combining sentences : Phrase

Short overview   :

In this unit the students will learn how to make the simplest Phrase in english. How to observe the elements of Phrase, identify kinds of Phrase, and capable of applying them in writing.

Indicators   :

Students can;

a. Make the simple Phrase

b. Recognize how to compose the simplest Phrase in writing.

c. Identify the classification of Phrase in writing.

d. recognize the kinds of Phrase.

1. **INTRODUCTION TO PHRASE IN SENTENCES**

A phrase is a small group of words without subject and verb. So, a phrase is not a sentence because it doesn't have subject and verb. In a phrase, the main words, or the word that is what the phrase is about, is called the

head. Example; ***"the new car"*** *the* and *new* are adjective, they are called modifier, and *car* is a noun, it is as head, because the head is *car* (noun), so the phrase is called noun phrase.

2. WRITING PRACTICE

I and My family went to holiday in Toraja last week. It was my second trip in this city. When I was senior high school, I went to Toraja with my friends. After arriving in Toraja at night, We were staying in a Hotel which was 5 minutes away on foot to Negeri di atas awan. We stayed for 2 days. On the first day, We went to Negeri di atas awan. We interested to go there because Negeri di atas awan is very famous. We saw many merchant which to be a traditional product of Toraja. All of us bought some the merchant. On the second day, We went to Londa. In Londa, We saw many corpses buried on the stone in the cave. We took some pictures or photos there. We tried to eat some traditional food around Londa. After 2 days, we went to home. I am happy with my holiday this time. I hope, We will go to Toraja again, someday.

3. CLASSIFICATION OF PHRASE IN SENTENCES

Subjects (S)	Verb phrase (Vp)	Noun phrase (Np)	Adjective phrase (Ap)	Prepositional phrase (Pp)	Adverbial phrase (AdvP)	Gerund phrase (Gp)
I and My	Went to holiday			in Toraja last week		
It	Was	my second trip		in this city		

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I	was senior high school					
I	went to Toraja			with my friends		arriving in Toraja
We	were staying			in a Hotel		
We	stayed			for 2 days		
We	interested to go there					
Negeri di atas awan	Is		very famous			
We	saw many merchant	a traditional product				
All of us	bought	many merchant		On the second day		
We	went to Londa					
We	Saw	many corpses buried		on the stone in the cave		
We	Took	some pictures				
We	tried to eat	some traditional food		After 2 days		
We	went to home					
I	am happy			with my holiday this time		
We	will go to Toraja					

4. **SENTENCE ANALYSIS**

I and My family   went   to holiday   in   Toraja last week. It was
       S   V/H   Adv/M   Prep   Np/M
                            Vp   PP

my   second   trip   in   this city. When I was   senior high school,
adj/M   adj/M   N/M   prep   Np/M   V/H   Np/M
                 Np   Pp   Vp

I went to Toraja   with   my friends. After arriving in Toraja at night,
  V/H   Adv/M   Prep Np/M   G/H   Adv/M
      Vp   Pp   Gp

We were   staying in   a Hotel which was   5 minutes away on foot
     Aux/M MV/H   Prep Np/M   Lv/H   Cs/M
           Vp   Pp   Vp

to   Negeri di atas awan. We   stayed for 2 days. On   the first day,
 Prep   Np/M   S   V/H Pp/M   prep   Np/M
 Pp   Vp   Pp

We   went to   Negeri di atas awan. We   interested to go there
S   V/H   Np/M   S   V/H   M
            Vp   Vp

because Negeri di atas awan is   very famous. We saw many merchant
 Prep   Np/M   Lv/H   Ap   S   V/H   Np/M
 Pp/S   Vp   Vp

which to be a traditional product of   Toraja. All of   us bought
                  Np/M   N/H   Prep/H N/M   prep/H   M   V
                  Np   Pp   Pp

some   the   merchant. On   the second day, We went to Londa.
 Adj/M Adj/M   N/H Prep/H M   adj/M   N/M S   V/H   N/M
     Np   Pp   Vp

In   Londa, We saw many   corpses buried on   the stone in the cave.
Perp/H N/M S V/H adj/m N/H   adj/M   prep/h   Np/M
       Pp   Vp   PP

We   took some   pictures or photos there. We   tried to eat some
 S V/H   Adj/M   N/H   S   V/H   M
             Np/M   Vp
     Vp

traditional   food around   Londa. After   2 days, we   went to   home.
  Adj/M   N/H   Adj/M   N/H   Prep/H Np/M   S   V/H   M
       Np   Np   Pp   Vp

I am   happy   with   my holiday   this time. I hope, We   will   go
S Lv/H   Adj/M Prep/H   M   M   M   M   S   V   S   M/M V
      Pp   Np   Np   Vp
                          Pp

to   Toraja   again, someday.
Prep/H   M   M
      Pp

Abbreviations*:*

S	: subject	Np	: Noun Phrase
Lv	: Linking verb	Vp	: Verb Phrase
H	: Head	Gp	: Gerund Phrase
Adj	: Adjective	MV	: Main Verb
V	: Verb	Cs	: complement of subject
M	: Modifier	Ap	: Adjective Phrase
Pp	: Prepositional Phrase	Adv-P	: Adverbial Phrase

---

5. SUMMARY : CASE OF PHRASE

There are nine kinds of phrase in English sentences:

a) Noun Phrase

Noun Phrase is the combination of words that consist of adjective and noun. It's called Noun phrase becouse the head of phrase is noun.

Examples:

> New   Book
> Adj/M   N/H
>   Np

> Red   Car
> Adj/M   N/H
>   Np

b) Adjective Phrase

Adjective phrase is the phrase which the head is adjective.

Example;

> ➤ <u>Very</u>   <u>Beautiful</u>
>   Adv/M   Adj/H
>   Ap

> ➤ <u>So</u>   <u>Sweet</u>
>   Adv/M   Adj/H
>   Ap

c) Adverbial Phrase

Adverbial phrase is the phrase which the head is adverb.

Example;

> ➤ <u>Very</u>   <u>Slowly</u>
>   adv/M   adv/H
>   Adv-P

> ➤ <u>So</u>   <u>Quickly</u>
>   Adv/M   Adv/H
>   Adv-P

d) Verb Phrase

Verb phrase is the phrase which the head is verb (main verb).

Examples:

> ➤ I <u>Have</u>   <u>been</u>   <u>studying</u>   English.
>   Aux/M   Aux/M   MV/H
>   Vp

> ➤ She <u>is</u>   <u>on her way downtown</u>
>   Main/H   Adv/M
>   Vp

e)   Prepositional Phrase

The Prepositional phrase is the phrase which the head is prepositional.

Example;

➤ With   the   new   boy.
    Prep/H   Adj/M   Adj/M   N/H
               Np as M
      Pp

➤ For   my   father
    Prep/H   Adj/M   N/H
              Np as M
       Pp

f)   Gerund Phrase

Gerund phrase is the phrase which the head is gerund.

Example;

➤ Writing   novel   is   my hobby
    Gerund/H   N/M
        Gp

➤ My hobby   is   writing   novel
                  Gerung/H   N/M
                     Gp

g)   To Infinitive Phrase

To infinitive phrase is the phrase which the head is to infinitive.

Example;

➤ I   want   to eat   rice
               H   M
             To inf – P

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> To sing   pop   is Muldi's hobby
> H   M
>   To inf – P

h) Participle Phrase

      Participle phrase is the phrase which the head is participle. Participle is the verb which the function is as adjective, verb, and adverb. There are kinds of participle namely; present participle (V1+ing) and past participle (V3).

Example;

> She is   going   to campus.
>   H   M
>   Participle-P

> Yahrif is very   bored (adj).
>   M   H
>   Participle-P

> Suharti is studying   now.
>   H   M
>   Participle-P

i) Exclamatory Phrase

Exclamatory phrase is the phrase which the head is exclamatory.

Example:
> What   a   beautiful   girl she is!
> Adj   Adj   Adj   N
>   M   M   M   H
>   Excl – P

> How   pity   you are!
> Adv   Adj
>   M   H
> Excl – P

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6. EXERCISES

a) Identify these small groups of words below into phrase;

1) The collections of certain words

_____

_____

_____

2) A guide to write English

_____

_____

_____

3) Book store

_____

_____

_____

4) Very hard

_____

_____

_____

5) Reading book is my hobby

_____

_____

_____

6) Yahrif has been studying English

_____

_____

_____

7) Very naughty boy

_____

_____

_____

8) The smart girl in my room

_____

_____

_____

9) Very slowly

_____

_____

_____

10) Academic writing

_____

_____

_____

The first draft is just you telling yourself the story

- Terry Prachet -

UNIT XI

TENSES

Spesific Instruction Objective   :

After this unit, the students will be able to know the kind, function, and definition of Tenses in English.

Subject   :

The subject of this unit is complete tense

Short overview   :

In this unit the students will learn how to make the simplest sentence of tense in English. How to observe the elements of tense, identify kinds of tense, and capable of applying them in writing.

Indicators   :

Students can;

a. Make the simple sentence of tenses

b. Recognize how to compose the simplest tense in writing.

c. Identify the classification of tenses in writing.

d. recognize the kinds of tenses

8. INTRODUCTION TO TENSES IN SENTENCES

Tenses in English grammar is a form of a verb that is used to show the time of an action or state. For example when an action happened.

Example of sentences:

➢   I <u>sleep</u>   <u>every night</u>
    V1/present   Time / Now
    Present Tense

➢ I <u>slept</u>   <u>last night</u>
      V2/past   Time/past
      Past Tense

➢ I <u>will sleep</u>   <u>tomorrow</u>
   Modal+ V1/future   Time/future
      Future Tense

9. TYPES OF TENSES

There are three kinds of Tenses. Each tense is divided into three types sub tense.

1) Present Tense

Present tense is divided into 4 types, there are as below:

a) Present simple tense

➢ Positive sentence

Verbal sentence form : **S + V1 (s/es) + O**

Example :

- <u>They</u>   <u>read</u>   <u>my book</u>
    S   V1   O

- <u>Yahrif</u>   <u>writes</u>   <u>a novel</u>
    S   V_+s   O

- <u>Rafisa</u>   <u>watches</u>   <u>the TV</u>
    S   V_+es   O

Nominal sentence form : **S + Be (am, are, is) + 3C**

Example :

- <u>They</u>   <u>are</u>   <u>Busy</u> today
    S   be_ord 3C_Adj

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-   <u>Yahrif</u>   <u>is</u> ___   <u>a lecturer</u>
       S   be_ord 3C_N

-   <u>Rafisa</u>   <u>is</u> ___   <u>at campus</u> now
       S   be_ord 3C_Adv

There are some verbs in the present simple verb form in the 3rd (third) person singular, we add "**s**","**es**", or "**ies**" at the end of the verb. There are three ways to make the form:

❖ By adding "**s**" to the end of a verb
   Examples of verbs; - run > run**s**   - play > play**s**
                                   - sit > sit**s**   - speak > speak**s**
                                   - see > see**s**   - write > write**s**

❖ By adding "**es**" to the end of the verb that has a sibilant sound
   Examples of verbs: - watch > watch**es**   - catch > catch**es**

                                   - guess > guess**es**   - confess>confess**es**

                                   - mix   > mix**es**   - fix > fix**es**

❖ By changing final "y" to "**ies**" after a consonant+y
   Examples of verbs: - study > stud**ies**
                                   - party > part**ies**
                                    - fly > fl**ies**

Spelling of third person singular forms in The Present Simple Tense		
Verb; add "**s**" to infinitive (1) verbs finishing with a vowel + "**y**" add "**s**"	Know > know*s*	Sit > sit*s*
	Know > know*s*	See > see*s*
	Stay > stay*s*	Live > live*s*
Verb; add "**ies**", verbs ending with consonant and "**y**". Change "**y**" to "**ies**"	Cry > cr*ies*	Hurry > hurr*ies*
	Try > tr*ies*	Imply > impl*ies*
Verb; add "**es**", verbs ending in sibilant sound - s, - ch, -sh, -x, or –x	Push > push*es*	Fix > fix*es*
	Catch > catch*es*	Confess> confess*es*
	Buzz > buzz*es*	Finish > finish*es*

> Negative sentence

Verbal Form ⌐ : **S + do / does + not + V1 + O**

Example :

- <u>They</u>   <u>do not</u>   <u>read</u>   <u>my book</u>
   S   don't   V1   O

- <u>Yahrif</u>   <u>does not</u>   <u>write</u>   <u>a novel</u>
    S   doesn't   V   O

- <u>Rafisa</u>   <u>does not</u>   <u>watches</u>   <u>the TV</u>
    S   doesn't   V   O

Nominal form : **S + Be (am, are, is) + not + 3C**

Example :

- <u>They</u>   <u>are</u>   not   <u>Busy</u> today
    S   be_ord   3C_Adj

- <u>Yahrif</u>   <u>is   </u> not   <u>a lecturer</u>
     S   be_ord   3C_N

- <u>Rafisa</u>   <u>is   </u> not   <u>at campus</u> now
     S   be_ord   3C_Adv

➢ Interrogative sentence

Verbal Form   : **do/does + S + V1 + O ?**

Example :

- <u>Do</u>   <u>They</u>   <u>read</u>   <u>my book</u> ?
  apakah   S   V1   O

- <u>Does</u>   <u>Yahrif</u>   <u>write</u>   <u>a novel</u> ?
  apakah   S   V   O

- <u>Does</u>   <u>Rafisa</u>   <u>watches</u> <u>the TV</u> ?
  Apakah   S   V   O

Nominal form : **Be (am, are, is) + S + 3C**

Example :

- <u>are</u>   <u>They</u>   <u>Busy</u> today?
  be_ord   S   3C_Adj

- <u>is   </u>   <u>Yahrif</u>   <u>a lecturer?</u>
  be_ord   S   3C_N

-         Is   Rafisa   at campus now
        be_ord   S   3C_Adv

The general form of Present simple tense;

Form	Verbal Sentences
Positive (+)	**S** + <u>V1 es/s</u> (+ O + Adverb) Ord
Negative (-)	**S** + <u>(do, does)</u> + Not + <u>V1</u> (+ O + Adverb) Aux Ord
Interrogative (?)	<u>(Do, Does)</u> + S + <u>V1</u> (+ O + Adverb)? Aux Ord

Form	Nomial Sentences
Positive (+)	**S** + <u>Be (am, are, is)</u> + 3C Ord
Negative (-)	**S** + <u>Be (am, are, is)</u> + Not + 3C Ord
Interrogative (?)	<u>Be (am, are, is)</u> + S + 3C?

Note: **3C** : Three complements (Adjective, Noun, Adverb)

b) Present continuous tense

➢ Positive sentence

Form : **S + To Be (am, are, is) + V1-ing+ O**

Example :

- <u>They</u> <u>are</u>   <u>reading</u> <u>my book</u>
    S   To_be V1_ing   O

- <u>Yahrif</u> <u>is</u>   <u>writing</u> <u>a novel</u>
    S   To_be V1_ing   O

- <u>Rafisa</u> <u>is</u>   <u>watching</u> <u>the TV</u>
    S   To_be V1_ing   O

➢ Negative sentence

Form : **S + To Be (am, are, is) + not + V1-ing + O**

Example :

- <u>They</u> <u>are not</u> <u>reading</u> <u>my book</u>
    S   To_be V1_ing   O

- <u>Yahrif</u> <u>is not</u> <u>writing</u>   <u>a novel</u>
    S   isn't   V1_ing   O

- <u>Rafisa</u> <u>is not</u> <u>watching</u>   <u>the TV</u>
    S   isn't   V_ing   O

➢ Interrogative sentence

Form : **To Be (am, are, is) + S + V1-ing + O ?**

Example :

- <u>Are</u>   <u>They</u>   <u>reading</u> <u>my book</u> ?
   apakah   S   V1_ing   O

- <u>Is</u>   <u>Yahrif</u> <u>writing</u>   <u>a novel</u> ?
   apakah   S   V1_ing   O

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- <u>Is</u>   <u>Rafisa</u>   <u>watching</u>   <u>the TV</u> ?
  Apakah   S   V1_ing   O

Common ***Nonprogressive Verbs*** is the verbs that can't be used in continuous tense. There are five kinds of nonprogressive verbs;

❖ **Mental state** *(berhubungan dengan kejiwaan).*

Examples of verbs:
- know   - believe   - imagine
- want   - realize   - feel
- doubt   - need   - understand
- suppose   - remember   - prefer
- recognize   - think*   - forget
- mean

Example in sentences:

- I ***am*** know***ing*** you (incorrect)
- I know you (correct)
- They ***are*** understand***ing*** the material (incorrect)
- They understand the material (correct)
- She ***is*** forget***ing*** the gift (incorrect)
- She forgets the gift (correct)

❖ **Emotional state** *(berhubungan dengan perasaan).*

Examples of verbs:
- love   - hate   - envy
- like   - dislike   - mind
- appreciate   - fear   - care

Examples in sentences:
- I ***am*** lov***ing*** you (incorrect)
- I love you   (correct)

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- She *is* lik*ing* him (incorrect)

- She likes him (correct)

- They *are* hat*ing* us (incorrect)

- They hate us (correct)

❖ **Possession** *(kepemilikan)*.

Examples of verbs: - Possess   - Own

                       - Have*   - Belong

Examples in sentences:

- I *am* hav*ing* a new car (incorrect)

- I have a new car (correct)

❖ **Sense perception** *(berhubungan dengan panca indra)*.

Examples of verbs: - taste* - feel* - smell*

                       - see*   - hear

Examples in sentences:

- I *am* see*ing* a cute baby (incorrect)

- I see a cute baby (correct)

- Basri *is* feel*ing* the cat's fur

- Basri feels the cat's fur

❖ **Other existing state** *(berhubungan dengan kondisi yang lain)*.

Examples of verbs: - seem   - cost   - be*

                       - consist of   - look* - owe

                       - exist   - contain - appear*

                       - weigh*- include

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Examples in sentences:

- She *is* look*ing* out the window (incorrect)

- She looks beautiful today (correct)

- They *are* weing*ing* the bananas (incorrect)

- The Banana weighs a lot (correct)

VERBS	NONPROGRESSIVE (Stative Verb)	PROGRESSIVE (Dynamic Verb)
Think	I think Basri is a kind man *Mengira*	I am Thinking about you *berfikir*
Have	Yahrif has a car *mempunyai*	I am having diner *menikmati*
Taste	This food tastes good *terasa*	The chef is tasting the sauce *mencicipi*
Smell	These flowers smell good *berbau*	Yahrif is smelling the roses *mencium*
See	I see a butterfly *Melihat*	The doctor is seeing a patient *memeriksa*
Feel	The cat's fur feels soft *terasa*	Sukma is feeling the cat's fur *meraba*
Look	Fifi looks beautiful today *Terlihat*	I am looking out the window *melihat*
Appear	Sujarwo appears to asleep *nampak*	He is appearing on the stage *tampil*
Weigh	A piano weighs a lot *beratnya*	Sukma is weinging the Egg *menimbang*
be	I am hungry V_ord	Basri is being foolish *Pura-pura*

c)   Present perfect tense

  ➤ Positive sentence

  Verbal Form   : **S + Have/Has + V3+ O**

  Example :

     - <u>They</u>   <u>have</u>   <u>read</u>   <u>my book</u>
        S   V3   O

     - <u>Yahrif</u>   <u>has</u>   <u>written</u>   <u>a novel</u>
        S   V3   O

     - <u>Rafisa</u>   <u>has</u>   <u>watched</u>   <u>the TV</u>
        S   V3   O

  Nominal Form   : **S + have/has + Been + 3C**

  Example :

     - <u>They</u>   <u>have</u>   <u>been</u>   <u>busy</u>
        S   be_ord 3C_Adj

     - <u>Yahrif</u>   <u>has</u>   <u>been</u>   <u>a lecturer</u>
        S   be_ord 3C_N

     - <u>Rafisa</u>   <u>has</u>   <u>been</u>   <u>at campus</u>
        S   be_ord 3C_Adv

  ➤ Negative sentence

  Verbal Form   : **S + Have/Has + not + V3**

  Example :

     - <u>They</u>   <u>have not</u>   <u>read</u>   <u>my book</u>
        S   haven't   V3   O

     - <u>Yahrif</u>   <u>has not</u>   <u>written</u>   <u>a novel</u>
        S   hasn't   V3   O

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- <u>Rafisa</u> <u>has not</u>   <u>watched</u> <u>the TV</u>
   S   hasn't   V3   O

Nominal Form   : **S + have/has + not + Been + 3C**

Example :

- <u>They</u> <u>have</u> not   <u>been</u>   <u>busy</u>
   S   haven't   be_ord 3C_Adj

- <u>Yahrif</u> <u>has</u> not <u>been</u>   <u>a lecturer</u>
   S   hasn't   be_ord 3C_N

- <u>Rafisa</u> <u>has</u> not <u>been</u>   <u>at campus</u>
   S   hasn't   be_ord 3C_Adv

➤ Interrogative sentence

Verbal Form   : **Have/Has + S + V3 + O**

Example :

- have <u>They</u> <u>read</u> <u>my book</u> ?
        S   V3   O

- <u>has</u>   <u>Yahrif</u> <u>written</u> <u>a novel</u> ?
          S   V3   O

- <u>has</u> <u>Rafisa</u> <u>watched</u>   <u>the TV</u> ?
         S   V3   O

Nominal Form   : **have/has + S + Been + 3C?**

Example :

- <u>have</u> <u>They</u> <u>been</u>   <u>busy?</u>
         S   be_ord 3C_Adj

- <u>has</u> <u>Yahrif</u> <u>been</u>   <u>a lecturer?</u>
         S   be_ord 3C_N
- <u>has</u> <u>Rafisa</u> <u>been</u>   <u>at campus?</u>
         S   be_ord 3C_Adv

The general form of Present perfect tense

Form	Verbal Sentences
Positive (+)	**S** + <u>have/has</u> + <u>V3</u> (+ O + Adverb) Aux Ord
Negative (-)	**S** + <u>have/has</u> + Not + <u>V3</u> (+ O + Adverb) Aux Ord
Interrogative (?)	<u>have/has</u> + **S** + <u>V3</u>(+ O + Adverb) ? Aux Ord

Form	Nominal Sentences
Positive (+)	**S** + <u>have/has</u> + <u>Been</u> + 3C Aux Ord
Negative (-)	**S** + <u>have/has</u> + Not + <u>Been</u> + 3C Aux Ord
Interrogative (?)	<u>have/has</u> + **S** + <u>Been</u> + 3C? Aux Ord

d) **Present perfect continuous tense**
➢ Positive sentence

Form   : **S + Have/Has + V3-Be (Been) + V1-ing + O**

Example :
- <u>They</u> <u>have</u> <u>been</u>   <u>reading</u>   <u>my book</u>
   S   V3_be   V1_ing   O

- <u>Yahrif</u> <u>has</u> <u>been</u>   <u>writing</u>   <u>a novel</u>
   S   V3_be   V1_ing   O

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- <u>Rafisa</u> <u>has</u> <u>been</u>   <u>watching</u> <u>the TV</u>
     S   V3_be   V1_ing   O

➢ Negative sentence

   Form   : **S + Have/Has + not + V3-Be (Been) + V1-ing + O**

   Example :

- <u>They</u> <u>have not</u> <u>been</u>   <u>reading</u>   <u>my book</u>
    S   haven't   V3_be   V1_ing   O

- <u>Yahrif</u> <u>has not</u> <u>been</u>   <u>writing</u> <u>a novel</u>
    S   hasn't   V3_be V1_ing   O

- <u>Rafisa</u> <u>has not</u> <u>been</u>   <u>watching</u> <u>the TV</u>
    S   hasn't   V3   V1_ing   O

➢ Interrogative sentence

   Form   : **Have/Has + S + V3+ O + ?**

   Example :

- have <u>They</u> <u>read</u>   <u>my book</u> ?
           S   V3   O

- <u>has</u>   <u>Yahrif</u> <u>written</u>   <u>a novel</u> ?
           S   V3   O

- <u>has</u> <u>Rafisa</u> <u>watched</u> <u>the TV</u> ?
          S   V3   O

The general form of Present perfect continuous tense;

Form	Subject	Have/has	Been	V-ing	Object	Adverb
Positive (+)	**S** + <u>have/has</u> + <u>Been</u> + V_ing (+ O + Adverb) Aux Aux Ord					

Negative (-)	**S** + <u>have/has</u> + Not + <u>Been</u> + V_ing (+ O + Adverb) Aux Aux Ord
Interrogative (?)	<u>have/has</u> + **S** + <u>Been</u> + V_ing (+ O + Adverb)? Aux Aux Ord

2) Past Tense

Past tense is divided into 4 types, there are as below:

a) Past simple tense

➤ Positive sentence

Verbal Form   : **S + V2 + O**

Example :

-   <u>They</u>   <u>read</u>   <u>my book</u>
        S   V2   O

-   <u>Yahrif</u>   <u>wrote</u>   <u>a novel</u>
        S   V2   O

-   <u>Rafisa</u>   <u>watched</u>   <u>the TV</u>
        S   V2   O

Nominal Form : **S + Be (Was, Were) + 3C**

-   <u>They</u> <u>were</u>   <u>busy</u>   <u>last night</u>
      S   be_Ord 3C_Adj

-   <u>Yahrif</u> <u>was</u>   <u>a students of UNIMERZ</u> last year
      S   be_Ord   3C_N

-   <u>Rafisa</u> <u>was</u>   <u>at my home last week</u>
      S   be_Ord 3C_Adv

- Negative sentence **: Verbal** Form   **: S + did + not + V1 + O**

Example :

- They   did not   read   my book
  S   didn't   V1   O

- Yahrif   did not   write   a novel
  S   didn't   V1   O

- Rafisa   did not   watch   the TV
  S   didn't   V1   O

Nominal Form   :   **S + Be (Was, Were) + not + 3C**

- They   were   not   busy   last night
  S   be_Ord   3C_Adj

- Yahrif   was   not   a students of UNIMERZ
  S   be_Ord   3C_N

- Rafisa   was   not   at my home last week
  S   be_Ord   3C_Adv

- Interrogative sentence : **Verbal** Form   **: Did + S + V1 + O ?**

Example :

- Did   They   read   my book ?
  apakah   S   V1   O

- Did   Yahrif   write   a novel ?
  apakah   S   V1   O

- Did   Rafisa   watch   the TV ?
  Apakah   S   V   O

Nominal Form │ : **Be (Was, Were) + S + 3C**

- <u>were</u>   <u>They</u> <u>busy</u>   <u>last night ?</u>
  be_Ord   S   3C_Adj

- <u>was</u>   <u>Yahrif</u>   <u>a students of UNIMERZ</u> ?
  be_Ord   S   3C_N

- <u>was</u>   <u>Rafisa</u> <u>at my home last week?</u>
  be_Ord   S   3C_Adv

The general form of Past simple tense;

Form	Verbal Sentences
Positive (+)	**S** + <u>V2</u> (+ O + Adverb) Ord
Negative (-)	**S** + <u>did</u> + Not+ <u>V2</u> (+ O + Adverb) Aux Ord
Interrogative (?)	<u>Did</u> + **S** + <u>V2</u> (+ O + Adverb)? Aux Ord

Form	Nominal Sentences
Positive (+)	**S** + <u>Be (Was, Were)</u> + 3C Ord
Negative (-)	**S** + <u>Be (Was, Were)</u> + Not + 3C Ord
Interrogative (?)	<u>Be (Was, Were)</u> + **S** + 3C?

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They are two common verbs in English, the first is regular verb and the second is irregular verb. The list of regular dan irregular verb;

Regular Verb			Irregular Verb		
Present (V1)	Past (V2)	Past Participle (V3)	Present (V1)	Past (V2)	Past Participle (V3)
Call	Called	Called	Be	Was/were	Been
Ban	Banned	Banned	Become	Became	Become
Admit	Admitted	Admitted	Bite	Bit	Bitten
Fit	Fitted	Fitted	Break	Broke	Broken
Allowed	Allowed	Allowed	Come	Came	Come
Plan	Planned	Planned	Choose	Chose	Chosen
Annoy	Annoyed	Annoyed	Become	Became	Become
Argue	Argued	Argued	Bite	Bit	Bitten
Applaud	Applaud	Applaud	Come	Came	Come
Avoid	Avoided	Avoided	Choose	Chose	Chosen
Attack	Attacked	Attacked	Do	Did	Done
Ask	Asked	Asked	Drink	Drank	Drunk
Hug	Hugged	Hugged	Drive	Drove	Driven
Attach	Attached	Attached	Eat	Ate	Eaten
Contain	Contained	Contained	Feel	Felt	Felt
Climb	Climbed	Climbed	Fly	Flew	Flown
Clean	Cleaned	Cleaned	Run	Ran	Run
Belong	Belonged	Belonged	Saw	Sawed	Sawn
Bake	Baked	Baked	Say	Said	Said
Regret	Regretted	Regretted	Sing	Sang	Sung

b) Past Continuous Tense

➢ Positive sentence

Form $\boxed{\; : \textbf{S + To Be (was,were) + V1-ing+ O}}$

Example :

- <u>They</u>   <u>were</u>   <u>reading</u>   <u>my book</u>
  S   To_be   V1_ing   O

- <u>Yahrif</u> <u>was</u>   <u>writing</u>   <u>a novel</u>
  S   To_be   V1_ing   O

- <u>Rafisa</u> <u>was</u>   <u>watching</u>   <u>the TV</u>
  S   To_be   V1_ing   O

➢ Negative sentence

Form $\boxed{\; : \textbf{S + To Be (was, were) + not + V1-ing + O}}$

Example :

- <u>They</u>   <u>were not</u>   <u>reading</u>   <u>my book</u>
  S   To_be   V1_ing   O

- <u>Yahrif</u> <u>was not</u>   <u>writing</u>   <u>a novel</u>
  S   wasn't   V1_ing   O

- <u>Rafisa</u> <u>was not</u>   <u>watching</u>   <u>the TV</u>
  S   wasn't   V_ing   O

➢ Interrogative sentence

Form $\boxed{\; : \textbf{To Be (was, were) + S + V1-ing + O ?}}$

Example :

- <u>Were</u>   <u>They</u>   <u>reading</u>   <u>my book</u> ?
  apakah   S   V1_ing   O

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- <u>Was</u>   <u>Yahrif</u>   <u>writing</u>   <u>a novel</u> ?
  apakah   S   V1_ing   O

- <u>Was</u>   <u>Rafisa</u>   <u>watching</u> <u>the TV</u> ?
  Apakah   S   V1_ing   O

The general form of Past continuous tense;

Form	Verbal Sentences
Positive (+)	**S** + <u>Be (Was, Were)</u> + V_ing (+ O + Adverb) Aux Ord
Negative (-)	**S** + <u>Be (Was, Were)</u> + Not + V_ing (+ O + Adverb) Aux Ord
Interrogative (?)	<u>Be (Was, Were)</u> + S + V_ing (+ O + Adverb)? Aux Ord

c) **Past Perfect Tense**

➢ Positive sentence

Verbal Form   : **S + Had + V3 + O**

Example :

- <u>They</u> <u>had</u>   <u>read</u>   <u>my book</u>
  S   V3   O

- <u>Yahrif</u> <u>had</u>   <u>written</u>   <u>a novel</u>
  S   V3   O
- <u>Rafisa</u> <u>had</u> <u>watched</u>   <u>the TV</u>
  S   V3   O

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Nominal Form   : **S + had + Been + 3C**

Example :

- <u>They</u>   <u>had</u>   <u>been</u>   <u>busy</u>
  S   Aux   be_ord   3C_Adj

- <u>Yahrif</u>   <u>had</u>   <u>been</u>   <u>a lecturer</u>   <u>since 2014</u>
  S   Aux   be_ord   3C_N

- <u>Rafisa</u>   <u>had</u> <u>been</u>   <u>in the room for two hours</u>
  S   Aux   be_ord   3C_Adv

➢ Negative sentence

Form   : **S + Had + not + V3+ O**

Example :

- <u>They</u>   <u>had not</u>   <u>read</u>   <u>my book</u>
  S   hadn't   V3   O

- <u>Yahrif</u>   <u>had not</u>   <u>written</u>   <u>a novel</u>
  S   hadn't   V3   O

- <u>Rafisa</u>   <u>had not</u>   <u>watched</u>   <u>the TV</u>
  S   hadn't   V3   O

Nominal Form   : **S + had + not + Been + 3C**

Example :

- <u>They</u>   <u>had</u>   not <u>been</u>   <u>busy</u>
  S   Aux   be_ord   3C_Adj

- <u>Yahrif</u>   <u>had</u> not <u>been</u>   <u>a lecturer</u>   <u>since 2014</u>
  S   Aux   be_ord 3C_N

- <u>Rafisa</u> <u>had</u> not <u>been</u>   <u>in the room for two hours</u>
  S   Aux   be_ord   3C_Adv

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➤ Interrogative sentence

Form   : **Have/Has + S + V3+ O + ?**

Example :

- had <u>They</u> <u>read</u> <u>my book</u> ?
          S   V3   O

- had   <u>Yahrif</u> <u>written</u> <u>a novel</u> ?
           S   V3   O

- <u>had</u> <u>Rafisa</u> <u>watched</u> <u>the TV</u> ?
          S   V3   O

Nominal Form   : **had + S + Been + 3C?**

Example :

- <u>had</u> <u>They</u> <u>been</u>   <u>busy?</u>
   Aux   S   be_ord 3C_Adj

- <u>had</u> <u>Yahrif</u> <u>been</u>   <u>a lecturer</u> <u>since 2014?</u>
    Aux   S be_ord   3C_N

- <u>had</u> <u>Rafisa</u> <u>been</u>   <u>in the room for two hours?</u>
      S   Aux   be_ord 3C_Adv

The general form of Past perfect tense;

Form	Verbal Sentences
Positive **(+)**	S + <u>Had</u> + V3+ O + Adv Aux Ord
Negative **(-)**	S + <u>Had</u> + not + V3+ O + Adv Aux Ord
Interrogative **(?)**	<u>Had</u> + S + <u>V3</u>+ O + Adv Aux Ord

Form	Nominal Sentences
Positive **(+)**	**S** + had + Been + 3C aux Ord
Negative **(-)**	**S** + Had + Not + Been + 3C Aux Ord
Interrogative **(?)**	Had + S + Been + 3C Aux

d) Past perfect continuous tense

➢ Positive sentence

Form   : **S + Had + V3-Be (Been) + V1-ing + O**

Example :

- They had been   reading   my book
  S   V3_be   V1_ing   O

- Yahrif   had been   writing   a novel
  S   V3_be   V1_ing   O

- Rafisa had been   watching   the TV
  S   V3_be   V1_ing   O

➢ Negative sentence

Form   : **S + Had + not + V3-Be (Been) + V1-ing + O**

Example :

- They   had not been   reading   my book
  S   hadn't   V3_be   V1_ing   O

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- <u>Yahrif</u> <u>had not</u> <u>been</u>   <u>writing</u> <u>a novel</u>
   S   hadn't   V3_be V1_ing   O

- <u>Rafisa</u> <u>has not</u> <u>been</u> <u>watching</u> <u>the TV</u>
   S   hadn't   V3 V1_ing   O

➢ Interrogative sentence

Form   : **had + S + V3-Be (Been) + V1-ing + O + ?**

Example :

- <u>had</u> <u>They</u> <u>been</u> <u>reading</u> <u>my book</u> ?
  Aux   S   V3_be V1_ing   O

- <u>had</u>   <u>Yahrif</u> <u>been</u> <u>writting</u> <u>a novel</u> ?
   Aux   S   V3_be V1_ing   O

- <u>had</u> <u>Rafisa</u> <u>been</u> <u>watching</u> <u>the TV</u> ?
  Aux   S   V3_be V1_ing   O

The general form of Past perfect continuous tense

Form	Verbal Sentences
Positive (+)	S + Had + been + V1_ing + O Aux V3_be Ord
Negative (-)	S + Had + been + V1_ing + O Aux V3_be Ord
Interrogative (?)	Had + S + been + V1_ing + O Aux V3_be Ord

3) **Future Tense**

Future tense is divided into 4 types, there are as below:

a) **Future Indefinite Tense**

➢ Positive sentence

Verbal Form   : **S + Modal (will, shall) + V1 + O**

Example :

- They will read my book
  S   Aux V1   O

- Yahrif will write a novel
  S   Aux V1   O

- Rafisa will watch the TV
  S   Aux   V1   O

Nominal Form **: S + Will/Shall + Be + 3C**

Example :

- They will be busy
  S   Aux be_ord 3C_Adj

- Yahrif will be a lecturer
  S   Aux be_ord   3C_N

- Rafisa will be at my home
  S   Aux   be_Ord 3C_Adv

➢ Negative sentence

Verbal Form   : **S + Modal (will,shall) + not + V1 + O**

Example :

- They will not read my book
  S   won't   V1   O

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- <u>Yahrif</u> <u>will not</u> <u>write</u> <u>a novel</u>
    S   won't   V1   O

- <u>Rafisa</u> <u>will not</u> <u>watch</u> <u>the TV</u>
    S   won't   V1   O

Nominal Form : **S + Will/Shall + not + Be + 3C**

    Example :

- <u>They</u> <u>will not</u> <u>be</u>   <u>busy</u>
    S   won't be_ord 3C_Adj

- <u>Yahrif</u> <u>will not</u> <u>be</u>   <u>a lecturer</u>
    S   won't   be_ord 3C_N

- <u>Rafisa</u> <u>will not</u> <u>be</u>   <u>at my home</u>
    S   won't be_Ord 3C_Adv

    ➝ Interrogative sentence

      Verbal Form   : **Will/Shall + S + V1 + O ?**

      Example :

- <u>Will</u>   <u>They</u>   <u>read</u> <u>my book</u> ?
          S   V1   O

- <u>Will</u>   <u>Yahrif</u> <u>write</u> <u>a novel</u> ?
           S   V1   O

- <u>Will</u>   <u>Rafisa</u> <u>watch</u> <u>the TV</u> ?
           S   V1   O

Nominal Form **:** **Will/Shall + S + Be + 3C?**

Example :

-   <u>will</u>   <u>They</u> <u>be</u>   <u>busy ?</u>
    Aux   S   be_ord   3C_Adj

-   <u>will</u>   <u>Yahrif</u>   <u>be</u>   <u>a lecturer?</u>
    Aux   S   be_ord   3C_N

-   <u>will</u>   <u>Rafisa</u> <u>be</u>   <u>at my home?</u>
    Aux   S   be_Ord   3C_Adv

The general form of Future indefinite tense;

Form	Verbal Sentences
Positive (+)	S + <u>Will/Shall</u> + V1+ O + Adv Aux Ord
Negative (-)	S + <u>Will/Shall</u> + Not + V1+ O + Adv Aux Ord
Interrogative (?)	<u>Will/Shall</u> + S + V1+ O + Adv Aux Ord

Form	Nominal Sentences
Positive (+)	**S** + <u>Will/Shall</u> + <u>Be</u> + 3C Aux Ord
Negative (-)	**S** + <u>Will/Shall</u> + Not + <u>Be</u> + 3C Aux Ord
Interrogative (?)	<u>Will/Shall</u> + **S** + <u>Be</u> + 3C Aux Ord

Note:

Will : for all subjects **(I, You, They, We, She, He, It)**

Shall: just for **"I** and **We"**

b) **Future Continuous Tense**

➢ Positive sentence

Form ： **: S + Modal (will, shall) + be + V1-ing + O**

Example ：

- <u>They</u> <u>will</u> be <u>reading</u> <u>my book</u>
   S   Aux   V1_ing   O

- <u>Yahrif</u> <u>will</u> be <u>writing</u> <u>a novel</u>
   S   Aux   V1_ing   O

- <u>Rafisa</u> <u>will</u> be <u>watching</u> <u>the TV</u>
   S   Aux   V1_ing   O

➢ Negative sentence

Form ： **: S + Modal (will,shall) + not + be + V1-ing + O**

Example ：

- <u>They</u> <u>will not</u> be <u>reading</u> <u>my book</u>
   S   won't   V1_ing   O

- <u>Yahrif</u> <u>will not</u> be <u>writing</u> <u>a novel</u>
   S   won't   V1_ing   O

- <u>Rafisa</u> <u>will not</u> be <u>watching</u> <u>the TV</u>
   S   won't   V1_ing   O

➢ Interrogative sentence

Form   : **Will/Shall + S + be + V1-ing + O ?**

Example :

- Will   They   be   reading   my book ?
         S   V1_ing   O

- Will   Yahrif   be   writing   a novel ?
         S   V1_ing   O

- Will   Rafisa   be   watching   the TV ?
         S   V1_ing   O

The general form of Future continuous tense;

Form	Verbal Sentences
Positive **(+)**	S + Will/Shall + be + V1_ing + O + Adv Aux Ord
Negative **(-)**	S + Will/Shall + Not + be + V1_ing + O + Adv Aux Ord
Interrogative **(?)**	Will/Shall + S + be + V1_ing + O + Adv? Aux Ord

c) Future Perfect Tense

➢ Positive sentence

Verbal Form   : **S + Modal (will, shall) + have + V3 + O**

Example :

- They   will   have   read   my book
   S   Aux   V3   O

- Yahrif will have written a novel
    S   Aux   V3   O

- Rafisa will have watched the TV
    S   Aux   V3   O

Nominal Form : **S + Will/Shall + have + been + 3C**

Example :

- They will have been   back   here
   S   Aux   be_ord 3C_Adj

- Yahrif will have been   a lecturer
    S   Aux   be_ord 3C_N

- Rafisa will have been   there
    S   Aux   be_ord 3C_Adv

➢ Negative sentence

Verbal Form : **S + Modal (will,shall) + not + have + V3 +O**

Example :

- They   will not have read   my book
    S   won't   V3   O

- Yahrif   will not have written   a novel
    S   won't   V3   O

- Rafisa   will not have watched   the TV
    S   won't   V3   O

Nominal Form : $\boxed{\textbf{S + Will/Shall + not + have + been + 3C}}$

Example :

- <u>They</u> <u>will not</u> have <u>been</u>   <u>back</u>   <u>here</u>
  S   won't   be_ord   3C_Adj

- <u>Yahrif</u> <u>will</u> not have <u>been</u>   <u>a lecturer</u>
  S   won't   be_ord   3C_N

- <u>Rafisa</u> <u>will</u> not have <u>been</u>   <u>there</u>
  S   won't   be_ord   3C_Adv

➢ Interrogative sentence

Form   : $\boxed{\textbf{Will/Shall + S + have + V3 + O ?}}$

Example :

- <u>Will</u>   <u>They</u> have <u>read</u>   <u>my book</u> ?
          S   V3   O

- <u>Will</u> <u>Yahrif</u> have <u>written</u>   <u>a novel</u> ?
          S   V3   O

- <u>Will</u> <u>Rafisa</u> have <u>watched</u>   <u>the TV</u> ?
          S   V3   O

Nominal Form : $\boxed{\textbf{Will/Shall + S + have + been + 3C?}}$

Example :

- <u>will</u>   <u>They</u> have <u>been</u>   <u>back</u>   <u>here?</u>
   Aux   S   be_ord   3C_Adj

- <u>will</u> <u>Yahrif</u> have <u>been</u>   <u>a lecturer?</u>
   Aux   S   be_ord   3C_N

- <u>will</u>   <u>Rafisa</u> have <u>been</u>   <u>there?</u>
   Aux   S   be_ord   3C_Adv

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The general form of Future perfect tense;

Form	Verbal Sentences
Positive (+)	S + Will/Shall + have + V3 + O + Adv Aux Ord
Negative (-)	S + Will/Shall + Not + have + V3 + O + Adv Aux Ord
Interrogative (?)	Will/Shall + S + have + V3 + O + Adv? Aux Ord

Form	Nominal Sentences
Positive (+)	S + Will/Shall + have + been + 3C Aux Ord
Negative (-)	S + Will/Shall + not +have + been + 3C Aux Ord
Interrogative (?)	Will/Shall + S + have + been + 3C Aux Ord

d) **Future Perfect Continuous Tense**

➢ Positive sentence

Form   : **S + Will, Shall + have + been + V1-ing + O**

Example :

- <u>They will have been reading my book</u>

<div style="text-align:center">

      S   Aux   Aux   V1_ing   O

</div>

- Yahrif <u>will</u> <u>have been</u> <u>writing</u> <u>a novel</u>
  S   Aux   Aux   V1_ing   O

- <u>Rafisa</u> <u>will</u> <u>have been</u> <u>watching</u> <u>the TV</u>
  S   Aux   Aux   V1_ing   O

➢ Negative sentence

Form : **S + Will,Shall + not+ have + been +V1-ing +O**

Example :

- <u>They</u> <u>will not</u> <u>have been</u> <u>reading</u> <u>my book</u>
  S   won't   Aux   V1_ing   O

- <u>Yahrif</u> <u>will not</u> <u>have been</u> <u>writing</u> <u>a novel</u>
  S   won't   Aux   V1_ing   O

- <u>Rafisa</u> <u>will not</u> <u>have been</u> <u>watching</u> <u>the TV</u>
  S   won't Aux   V1_ing   O

➢ Interrogative sentence

Form   : **Will/Shall + S + have + been + V1-ing + O ?**

Example :

- <u>Will</u> <u>They</u> <u>have been</u> <u>reading</u> <u>my book</u> ?
  S   Aux   V1_ing   O

- <u>Will</u> <u>Yahrif</u> <u>have been</u> <u>writing</u> <u>a novel</u> ?
  S   Aux   V1_ing   O

- <u>Will</u> <u>Rafisa</u> <u>have been</u> <u>watching</u> <u>the TV</u> ?
  S   Aux   V1_ing   O

The general form of Future perfect continuous tense:

Form	Verbal Sentences
Positive (+)	S + <u>Will/Shall</u> + have + been + V1_ing + O + Adv Aux Ord
Negative (-)	S + <u>Will/Shall</u> + Not + have + been + V1_ing + O Aux Ord
Interrogative (?)	<u>Will/Shall</u> + S + have + been + V1_ing + O + Adv? Aux Ord

4. SUMMARY : CASE OF VERBAL AND NOMINAL SENTENCES

a) The Map Of Verbal Sentence

Structure of Sentence	Subject + Formula of Tense + Object			
	Simple Tense	Continuous Tense	Perfect Tense	Perfect Continuous Tense
Present Tense	1st form (V1) + s/es	Is/am/are + 1st form + ing	Has/have + IIIrd form (V3)	Has/have Been + 1st form + ing
Past Tense	IInd form (V2)	Was/were + 1st form + ing	Had + IIIrd form (V3)	Had Been + 1st form (V1) + ing
Future Tense	Will/shall + 1st form (V1)	Will be + 1st form (V1) + ing	Will have + IIIrd form (V3)	Will have Been + 1st form (V1) + ing

'

b) The Map Of Nominal Sentence

Event Time	Simple	Continuous	Perfect	Perfect Continuous
Present	Is Am Are } + 3C	←	Have Has } Been + 3C	←
Past	Was Were } + 3C	←	Had + been + 3C	←
Future	Will Shall } Be + 3C	←	Will Shall } + have + been + 3C	←
Past Future	Would Should } Be + 3C	←	Would Should } + have + +been + 3C	←

Notes:

Nominal : Be + 3C → Adjective/Adjective phrase

→ Noun/Noun Phrase

→ Adverb/Adverb Phrase

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Abbreviations of Verbal Sentences*:*

S.Pr	: Simple Present	F.Pf	: Future Perfect
Pr.C	: Present Continuous	F.Pf.C	: Future Perfect Continuous
Pr.Pf	:Present Perfect		
Pr.Pf.C	: Present Perfect Continuous		
S.Ps	: Simple Past		
Ps.C	: Past Continuous		
Ps.Pf	: Past Perfect		
Ps.Pf.C	: Past Perfect Continuous		
S.F	: Simple Future		
F.C	: Future Continuous		

5. EXERCISES

a) **Change these sentences below into present tense** *(simple present, present continuous, present perfect, perfect continuous),* **past tense** *(simple past, past continuous, past perfect, past perfect continuous),* **future tense** *(Future indefinite tense, future continuous, future perfect, future perfect continuous)*

 Example:

 "Arief teaches the students on the third floor"

- **Pr.C** : Arief is teaching the students on the third floor.
- **S.Ps** : Arief taught the students on the third floor.
- **Ps.C**: Arief was teaching the students on the third floor.

1) They take my book at campus.

   Pr.F :_____

   Ps.C :_____

   F.Pf :_____

2) Sukma borrows a dictionary.

   Pr.Pf.C :_____

   Ps.Pf. :_____

   F.Pf.C :_____

3) You are watching the champion league.

   Pr.Pf : _____

   Ps.Pf.C :_____

   F.C :_____

4) Rafisa likes you.

   Pr. C :_____

   Ps.Pf.C :_____

   F.Pf.C :_____

5) They have been a good question.

   Pr.Pf : _____

   Ps.C :_____

   F.Pf :_____

b) Rearrange the pattern of these sentences below;

   1) Loving/He/was/Fitri/last/week.

      Pr.C :_____

2) Sydney/Yahrif/in/Studying/been/will/have.

Ps.Pf.C :_____

3) Is/Nurhikma/smelling/you.

F.Pf.C :_____

4) Will/visit/They/grandmother/in/my/village.

Pr.Pf.C :_____

5) Do/understand/not/they/topic/the.

Ps.Pf :_____

UNIT XII

SENTENCES

Spesific Instruction Objective   :

After this unit, the students will be able to write some patterns of sentences of written English, and the students are able to understand the kinds of sentences in English.

Subject   :

The subject of this unit is sentence pattern : Sentences Pattern of written English

Short overview   :

In this unit the students will learn how to compose the simplest sentence pattern in English. How to observe the elements of sentence pattern, Identify the sentences, and capable of applying them in writing.

Indicators   :

Students can;

a. Describe the sentence pattern of written English

b. Recognize how to compose the simplest sentence pattern in writing.

c. Identify the classification of sentences in writing.

1. INTRODUCTION TO SENTENCES IN ENGLISH

A sentence is a group of words that are put together to mean something. A sentence contains a verb or a verb phrase. A sentence is the basic unit of language which expresses a complete thought. A sentence

follows Subject + Verb + Object. A sentence is also called independent clause. Example in verbal sentence;

<u>Yahrif</u>   <u>visits</u>   <u>his uncle</u>   <u>in Palopo</u>.
S   V   O   Adv
Sentence (S)/Independent Clause (IC)

from this sentence above. We can say '*Yahrif'* is as subject, *'visit'* as verb, *'uncle'* as object, and *'in Palopo'* as adverb. While from nominal sentence; example:

<u>Yahrif</u>   <u>is</u>   <u>busy today</u>
S   Lv_Mv   Cs_Adj

The nominal sentence above shows that *'Yahrif'* is as subject, *'is'* as linking verb or main verb*, 'busy'* as complement of subject or Adjective.

2. TYPES OF SENTENCES

They are three kinds of sentences classification in English.

1) Classified by Ordinary

They are two kinds of sentences which classified by ordinary. They are as follow;

a) The ordinary in nominal sentence

Nominal sentence is the sentence which the ordinary verb is BE-stative. The BE-stative is always followed by 3 complement such as; Adjective (Adj), Noun (N), and Adverb (Adv).

Example; - <u>I</u> <u>am</u>   <u>happy.</u>
            S   V_ord   Cs_Adj

- <u>They</u>   <u>are</u>   <u>the student of Megarezky University</u>
    S   V_ord   Cs_N

- <u>Suharti</u> <u>is</u>   <u>in the class</u>
   S   V_ord   Cs_Adv

b) The ordinary in verbal sentence

Verbal sentence is the sentence which the ordinary verb is BE-dynamic and Non-Be.

Example; <u>Yahrif</u> <u>is</u> **<u>being</u>** <u>kind.</u>   **BE-Dyanamic**
        S   Aux V_ord   Adj

          <u>Yahrif</u> <u>is</u>   **<u>sleeping</u>** <u>on the bad.</u>   **Non Be**
           S   Aux   V_ord   Adverb

2) Classified by Number of Full Predication

They are four kinds of sentence which is classified by number of full predication;

a) Simple sentence

Simple sentence is the sentence which consists of one independent clause (IC).

Example; <u>Sukma</u> <u>washed</u> <u>the clothes</u>
         S   Vt   O
       Independent Clause (IC)

b) Compound sentence

Compound sentence is the sentence which consists of two independent clause (IC) or more.

Example; <u>Sukma</u> <u>washed</u> <u>the clothes</u> and <u>She</u> <u>dried</u> <u>them</u>
        S   Vt   O   Cc   S   Vt   O
     Independent Clause (IC)   Independent Clause (IC)

     <u>beside the house.</u>
     Adverb

Compound sentence – ellipsis the same part

Example; <u>sukma</u> <u>washed</u> <u>the clothes</u> and <u>She</u> <u>dried</u> them <u>beside</u>
        S   Vt   O   **S**   Vt   O   Adv

<u>the house.</u>
Adverb

c)   Complex sentence

Complex sentence is the sentence which consists of one independent clause (IC) and one dependent clause (DC) or more.

Example 1: <u>Sukma</u> <u>washed</u> <u>the clothes</u> <u>when</u> <u>her mother</u> <u>angered</u> <u>her</u>.
        S   Vt   O   Dc   S   V   O
      Independent Clause (IC   dependent Clause (DC)

Example 2: <u>Sukma</u> <u>whom</u> <u>I</u> <u>taught</u> <u>washed</u> <u>the clotes</u> <u>when</u> <u>her mother</u>
        S   Soc S V   Vt   O   Sos   S
      Independent Clause (IC)   Adverbial Clause

    <u>angered</u>   <u>her.</u>
     V   O
      AVC

d)   Compound-complex sentence

Compound-Complex sentence is the sentence which consists of two independent clause (IC) and two dependent clause (DC) or more.

Example 1: <u>Sukma</u> <u>washed</u> <u>the clotes</u> <u>when</u> <u>her mother</u> <u>angered</u> <u>her.</u>
        S   Vt   O   Soc   S   V   O
      Independent Clause (IC   Adverbial Clause (Adv_DC)

    <u>And</u> <u>Sukma</u> <u>washed</u> <u>the clotes</u> <u>when</u> <u>I</u> <u>went</u> <u>out</u>
    Cc   S   Vt   O   Soc S   V
      Independent Clause (IC)   AdverbialClause (Adv_DC)

3) **Classified by Structure**

They are three kinds of sentence which is classified by structure;

a) Statement / Declarative

There are two kinds of declarative sentence;

❖ Afirmative (+)

Form: S + V.

Example; <u>Sujarwo</u> <u>believes</u> <u>Arief</u>, <u>Sukma</u> <u>is</u> <u>a kind</u>
            S   Vt   O   S   Lv   Cs
          Verbal sentence   Nominal sentence
             Positive sentence / Afirmative (+)

❖ Negative (-)

Form: S + V_not.

Example; <u>Sujarwo</u> <u>does</u> not <u>believe</u> <u>Arief</u>, <u>Sukma</u> <u>is</u> <u>not</u> <u>a kind</u>
           S   Aux-V V-ord   O   S   Lv   Cs
          Verbal sentence   Nominal sentence
           Negative sentence (-)

 b) Question / Interrogative

  There are three kinds of interrative sentence;

    ❖ Yes/No Question

      - **(+) V + S + ?**

        Example; <u>Does</u> <u>Jarwo</u> <u>believe</u> <u>Arief</u>? <u>Is</u> <u>Sukma</u> <u>a kind</u>?
               Aux_V S   V_ord   O   Lv   S   Cs

      - **(-) V + S_not + ?**

        Example ; <u>Do</u>   <u>We</u> not <u>believe</u> <u>Jarwo</u>?
             Aux_V   S   V_ord   O

❖ Information Question

- **(+) QW + V + S + ?**

  Example; <u>Where</u> <u>did</u>   <u>Yahrif</u> <u>live</u>?   <u>How</u> <u>Is</u> <u>he</u>?
            IAP   Aux_V   S   V_ord   I_Adj Lv S
            Adv

- **(-) QW + V + S_not + ?**

  Example ; <u>Why</u>   <u>did</u>   <u>Yahrif</u>   not   <u>come</u>?
            IAR   Aux_V   S   V_ord

❖ Alternative

- **V + S_or_ + ?**

  Example ; <u>Do</u>   <u>you</u> <u>like</u>   <u>coffee</u> <u>or</u> <u>milk</u>?
            V-Aux   S   V_ord   O   cc   O

- **QW + V + S_or_ + ?**

  Example ; <u>Which</u> <u>do</u>   <u>you</u> <u>like</u>,   <u>coffee or</u> <u>milk?</u>
            IPO   V_Aux   S   V_ord   O

- **EP + S + V + !**

  Example ; <u>What</u>   <u>a kind</u>   <u>she</u>   <u>is</u>!
                    Adj   Adj(pron)   S   V
                    Cs_ep/NP

- **EP + S + V_not + !**

  Example ; <u>What</u>   <u>a cruel</u>   <u>she</u>   <u>is</u> not!
                    Adj   adj   S   Lv
                    Cs_ep/NP

c)   Command Reguest / Imperative

   There are three kinds of Command Reguest / Imperative

sentence;

❖ Tense

Form: S.Pr (V_Bi) — S.Pr : Close the door!

- Pr.C : Close the door now!

- F : Close the door tonight!

❖ Voice

- Active - (+) V_Bi + (**./!**)

Example; <u>Close</u> <u>the door</u>! <u>Be</u> <u>Quiet</u>!
                Vt   O   Lv   Cs

- (-) <u>Don't</u> + V_Bi + (**./!**)
       Do Not

Example; <u>Don't</u> <u>close</u> <u>the door</u>! <u>Don't</u> <u>Be</u> <u>Quiet</u>!
                Vt   O   Lv   Cs

- Passive - (+) <u>Get</u> + V3 + (**./!**)
               Become

Example ; get <u>Opened</u>!
                      V3

- (-) <u>Don't</u> + <u>Get</u> + V3 + (**./!**)
      Do not   become

Example ; don't get <u>opened</u>!
                           V3

❖ Structure - Subjectless   – (2nd) V_Bi + (**./!**)

Example ; <u>close</u>   <u>the door</u>!
                V_Bi   O

- (1st) Let + <u>Me</u> + Co (V_Bi)
                    Us

Example ; Let <u>Me</u> go.
                      Us

- (3rd) Let + O $\boxed{\begin{array}{l}\text{Him}\\\text{Her}\\\text{Them}\end{array}}$ + Co (V_Bi)

Example : Let <u>him</u> <u>go</u>
3rd   Co_Bi

- Subjectfull
  - (2nd) You + V_Bi + (**.**/**!**)

    Example; <u>You</u>   <u>come</u> here.
    S_2nd V_Bi

  - (3rd) Arief + V_Bi + (**.**/**!**)

    Example ; <u>Arief</u>   <u>comes</u> here
    S_3rd V_Bi

3. WRITING PRACTICE

The girl who you love is Isnadila. She lives in a village. Everyday she helps her mother at home. She was helping her mother when I passed her home last night. I asked her "what are you doing?" she answered " I am helping my mother". When I asked her, her mother suddenly came and her mother asked "where have you been?" I answered "I just go around here". Her mother asked to came into her home. After sitting in her home, Isnadila told me that she won the competition of the poetry contest. She said that she is very excited to follow the next competition. I supported her. And I asked her to join the next competition. After talking with Isnadila around an hour. I asked permission to her and her mother to go home.

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4. SENTENCE ANALYSIS

The girl who you love   is Isnadila. She lives in a village. Everyday she helps
  M   H dependent clouse V   Cs   S   V   Adv
   Independent clause (IC)   Independent clause

her mother at home. She was helping her mother when I passed her home
                       S   Aux   Mv   O   dependent clouse (DC)
                          Independent clause (IC)

last night. I asked her "what are you doing?" she answered " I am helping
                           Interrogative Sentence (IS)

 my mother". When I asked her, her mother suddenly came and her mother
                 dependent clouse/Avc   S   Adv   V   Conj   S
                 Independent Clause (IC)   Independent clause

asked "where have you been?" I answered "I just go around here". Her
V   Interrogative Sentence (IS)   Independent Clause (IC)   S

 mother asked to came into her home. After sitting in her home, Isnadila
    S   V   O

told me that she won the competition of the poetry contest. She said   that
 V   S   V
Independent Clause   dependent clouse (DC)

she is very excited to follow the next competition.
Independent Clause (IC)

I supported her and I asked her to join the next
S   V   O   and S   V   O
        Compound Sentence (CS)

competition. After talking with Isnadila around an hour, I asked permission
                   Adv of senetence   S   V   O
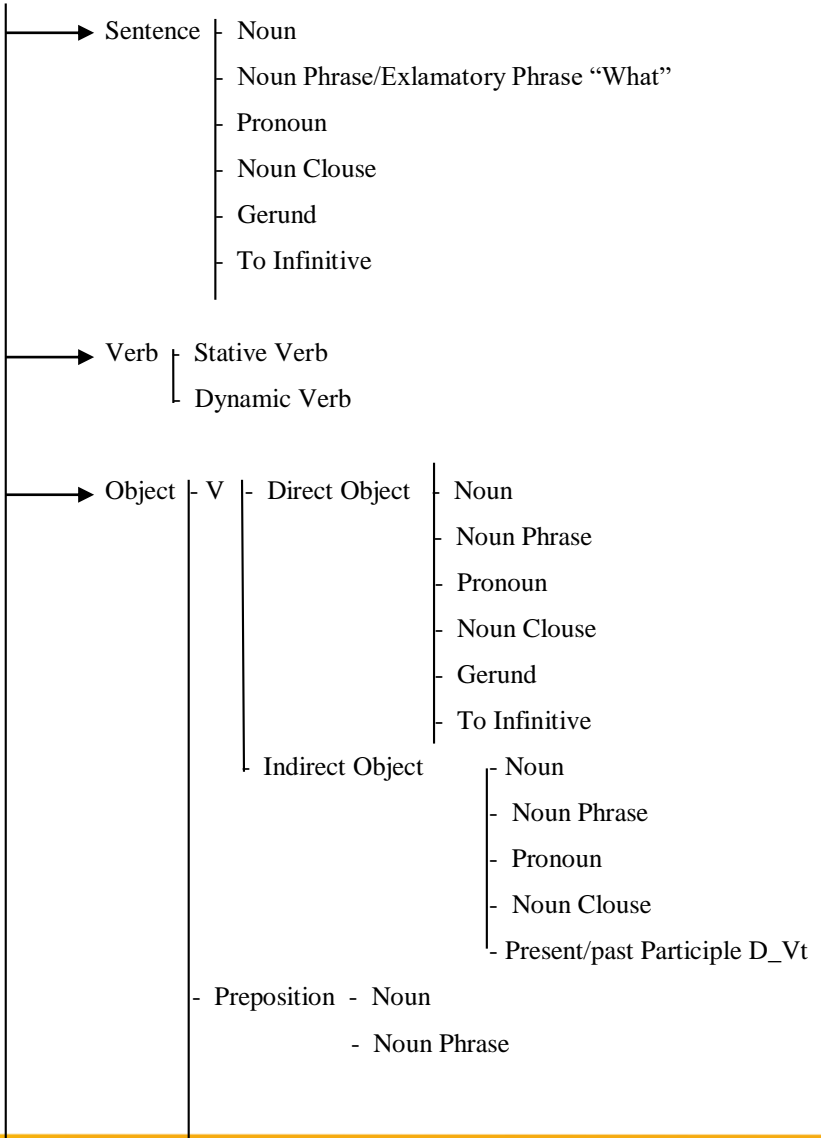   Simple Sentence
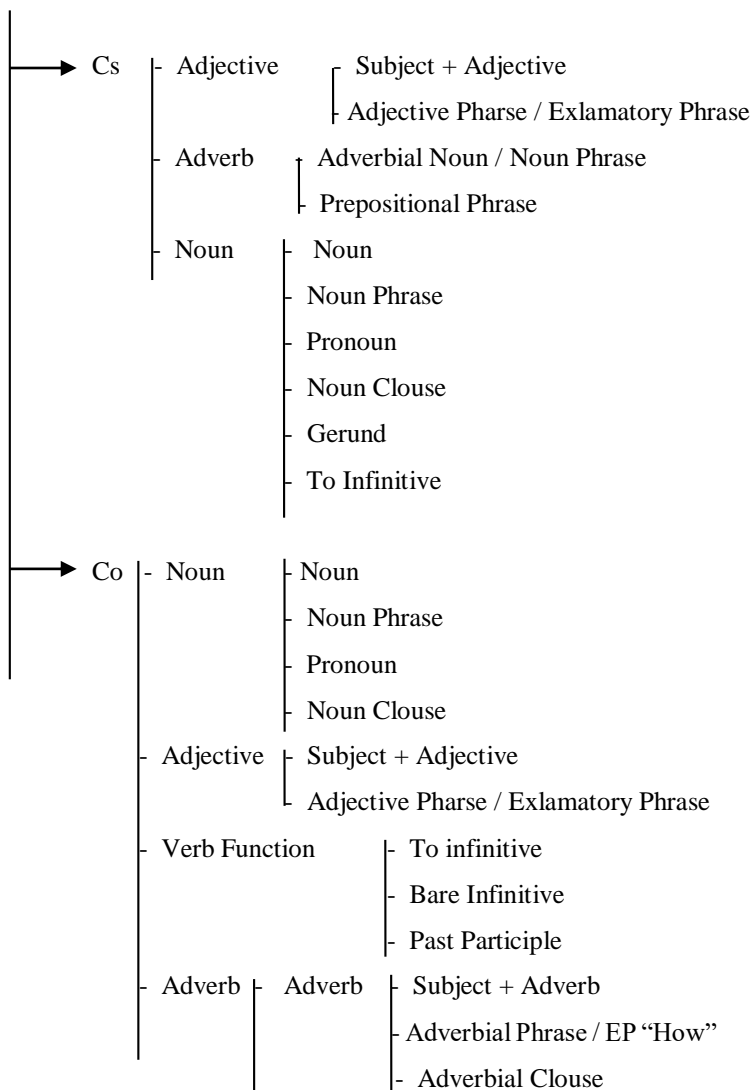

 to her and her mother to go home.

        (SS)

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5. SUMMARY : CASE OF SENTENCE

There are five kinds of sentence which classified by element;

The Element of Sentences

Sentence - Noun
- Noun Phrase/Exlamatory Phrase "What"
- Pronoun
- Noun Clouse
- Gerund
- To Infinitive

Verb - Stative Verb
- Dynamic Verb

Object - V - Direct Object - Noun
- Noun Phrase
- Pronoun
- Noun Clouse
- Gerund
- To Infinitive

- Indirect Object - Noun
- Noun Phrase
- Pronoun
- Noun Clouse
- Present/past Participle D_Vt

- Preposition - Noun
- Noun Phrase

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```
                                        -  Pronoun
                                        -  Noun Clouse
                                        -  Gerund

        Cs  |- Adjective      ┌─  Subject + Adjective
            |                 └─ Adjective Pharse / Exlamatory Phrase
            |-  Adverb        ┌─  Adverbial Noun / Noun Phrase
            |                 └─ Prepositional Phrase
            |-  Noun          |-  Noun
                              |-  Noun Phrase
                              |-  Pronoun
                              |-  Noun Clouse
                              |-  Gerund
                              |-  To Infinitive


        Co  |-  Noun          |- Noun
            |                 |-  Noun Phrase
            |                 |-  Pronoun
            |                 |-  Noun Clouse
            |-  Adjective     |-  Subject + Adjective
            |                 └─ Adjective Pharse / Exlamatory Phrase
            |-  Verb Function       |-  To infinitive
            |                       |-  Bare Infinitive
            |                       |-  Past Participle
            |-  Adverb  |-  Adverb  |-  Subject + Adverb
                                    |- Adverbial Phrase / EP "How"
                                    |-  Adverbial Clouse
```

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- Noun   - Subject + Noun
                         - Noun Phrase
                         - Pronoun

- Present Participle

- Verb Function - Participle   - present
                                   - past

                  - To Infinitive

6. EXERCISES

a). Write some paragraphs by using sentence patterns. Feel free to choose the title. Classify each word of the sentences. After that you should be analysis each sentence!

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

b). Analysis the sentence below! what kind of the sentence? are they simple sentences, compound sentences, complex sentences, and compound-complex sentences?

  1). Whom you love is my mother.

      _____

      _____

      _____

  2). Isnadila who is sitting beside you goes to campus.

      _____

      _____

      _____

  3). Isnadila was watching TV when her mother came and Isnadila slept when I went out.

      _____

      _____

      _____

      _____

  4). Isnadila was sleeping when I went out last night.

      _____

      _____

      _____

      _____

  5). Isnadila watched TV when her mother came and I went out when Isnadila was sleeping.

      _____

      _____

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