

THE FUNDAMENTAL OF SENTENCE



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Akhir kata, kami sampaikan terima kasih kepada semua pihak yang telah berperan serta dalam penyusunan Buku ini dari awal sampai akhir. Semoga Allah SWT senantiasa meridhoi segala usaha kita. Amin.

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SENTENCE PATTERNS

In these lessons, we will learn the different ways of introducing the subject in a declarative sentence, basic sentence patterns and the types of sentence patterns.

Definition of Sentence

A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

The Four Types of Sentence

The Four Sentence Types

declarative sentence (makes a statement)	 A lie told often enough becomes the truth.
interrogative sentence (asks a question)	 What is history but a fable agreed upon?
imperative sentence (gives a command)	 Get in your tanks.
exclamatory sentence (expresses emotion)	 Ouch! That hurts!

A sentence can convey a statement, a question, an exclamation, or a command. There are four types of sentence:

1. A Declarative Sentence.

A declarative sentence states a fact and ends with a period (full stop).

For example:

- a. He has every attribute of a dog except loyalty.
(Politician Thomas P Gore)
- b. I wonder if other dogs think poodles are members of a weird religious cult. (Comedian Rita Rudner)
(Remember that a statement which contains an indirect question (like this example) is not a question.)

2. An Imperative Sentence

An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period (full stop).

For example:

- a. When a dog runs at you, whistle for him. (Philosopher Henry David Thoreau, 1817-1862)

3. An Interrogative Sentence

An interrogative sentence asks a question and ends with a question mark.

For example:

- a. Who knew that dog saliva can mend a broken heart?
(Author Jennifer Neal)

4. An Exclamatory Sentence

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark. For example:

- a. In Washington, it's dog eat dog. In academia, it's exactly the opposite! (Politician Robert Reich)

Sentence Pattern

Subject, Verbs, and Clauses

In its simplest form, an English sentence has two parts; a subject and a verb that express a complete thought when they are together.

- The subject shows who or what is doing the action. It is always some form of noun or pronoun,
- The verb shows the action or the state of being. It can be an action verb like "run", or a state verb, like "seem"

Examples of simple who word sentences include:

- Marvin Slept
- Dogs bark
- Isotopes react

Real sentences are rarely so short. We usually want to convey much more information, so we modify the main subject and verb with other words and phrases, as in the sentences below:

- Unfortunately, Marvin slept fully
- Dogs bark louder after midnight
- Heavy isotopes react more slowly than light isotopes of the same element.

Despite the extra information, each of these sentences has one subject and one verb, so it's still just one clause. Where's clause?

A clause is the combination of a subject and a verb. When you have a subject and verb, you have a clause. Prerry easy, isn't? **Werw going to concentrate on clause in this handout, with emphassis on these two particular:**

1. **Independent Clauses:** a subject and verb that make a complete thought Independent clauses are called independent because they can stand on their own and make same
2. **Dependent Clauses:** a subject and verb that don't make a complete thought dependent clauses always need to be attached to an independent clause (They're too weak to stand alone)

We'll talk more about dependent clauses later on, but also see our handout on Fragments for a more detailed description of these types of clauses.

Compound subject (two subject related to the same verb):

Javier and his colleagues collaborated on the research article

Compound verb (Two verbs related to the same subject):

Javier conducted the experiment and documented the results.

Compound subject with compound verb:

Javier, his collagues, and their advisor drafted and revised the article several times

Notice that they don't overlap. You can tell that it's only one clause because all of the subjects in one clause come before all of the verbs in the same clause.

Four Basic Patterns

Every sentence pattern below describes a different way to combine clauses. When you are drafting your own papers or when you're revising them for sentence variety, try to determine how many of these patterns you use. If you favor one particular pattern, your writing might be kind of boring if every sentence has exactly the same pattern. If you find this is true, try to revise a few sentences using a different pattern.

Note: Because nouns can fill so many positions in a sentence, it's easier to analyze sentence patterns if you find the verbs and find the connectors. The most common connectors are listed below with the sentence patterns that use them.

In the description below, S= Subject and V= Verb, and a options for arranging the clauses in each sentence pattern given in parentheses. Connecting word and the associated punctuation are highlighted in brown. Notice how the punctuation changes with each arrangement

Pattern 1: Simple sentence

One independent clause (SV)

- Mr. Potato Head eats monkeys I refuse

Try this look for sentences in your own text that have only one clause. Mark them with a certain color so they stand out.

Pattern 2: Compound Sentence

EXERCISE I

Write D (Declarative), Im (Imperative), In, E (Exclamatory) beside each sentence!

QUESTIONS	ANSWERS
1) My teacher is nice.	
2) Is my teacher nice?	
3) Eat your vegetables.	
4) Your teacher is nice!	
5) The squirrels gather hazelnuts.	
6) Do the squirrels gather hazelnuts?	
7) Gather those hazelnuts.	
8) The squirrels gather nuts!	
9) Is the train set under the bed?	
10) They got the highest score in this test	

EXERCISE II

Write D (Declarative), Im (Imperative), In, E (Exclamatory) beside each sentence of the conversation below!

<i>Going to University conversation</i> John: Hey, James. What are you doing here? James: I am looking for an apartment to rent. What are you doing here? Looking for an apartment also?	
---	--

John: Yes.

Since my parents' house is so far away, I need to find an apartment closer to school.

I thought you were going to stay at the school dormitory.

James: I still have not decided whether to stay at the dormitory or not.

I am looking at different options to find the cheapest lodging.

John: So, what are you looking for?

James: All I need is a place big enough for my bed, my desk and my television.

Of course, the place should have a kitchen so that I can cook my meals.

I will be living on a very tight budget and will have to watch every dime.

John: Me too.

I cannot work full-time like I did during the summer.

I will cut down on my workload in order to spend most of the time on my studies.

So, a safe and decent apartment is all I need.

James: How long have you been looking?

John: I just started this week. Since school is going to start next month, I figured I better start the process as soon as possible.

James: It is not easy to find an apartment to your liking that does not cost a lot. I have been looking at the ads in the newspaper for two weeks, and I still have not found anything yet.

John: Really?
Is it that difficult to find an apartment?

James: No, it is just that everything I like so far is too expensive and way beyond my reach.

John: Is it because they are very close to school?
I heard that the closer they are to school, the higher the rental cost.

James: Maybe that is the problem.
Since I do not have a car, I need to find something close to school.

John: Have you thought about sharing an apartment?
If you want, we can find a two bedroom apartment and share it.
It may be cheaper that way.

James: That could solve our problem.

John: Wait! Maybe we should talk this over before we decide.

James: Right.
For this plan to succeed, we need to come up with some sort of agreement or set of rules.

John: Here is my first question:
What do you do during the weekdays?

James: I have to work at Starbucks from 8:00AM to 12:00PM, and then I have school from 1:00PM to 5:00PM.
After that I plan to go home, eat dinner, and work on my school

assignments.

How about you?

John: Well, I have class from 8:00AM to 10:00AM, and then I go to the library to work until 2:00PM.

After that, it is school again until 4:00PM.

I plan to stay on campus until 6:00PM to work on my computer projects, and then go home to work on my other classes' assignments.

James: It is my turn to ask the second question.

Do you plan to have your friends over at the apartment very often?

John: No, not on weekdays.

I want to finish my homework during the weekdays as much as possible.

I think half of my weekend will also be reserved for homework.

If my friends do stop by, it will probably be during the weekend.

James: Good, I plan to do the same things during school time.

I also plan to visit my parents

during the weekend. My mom is a great cook. John: My parents' house is too far to visit once a week. I will go home to see them and my little brother during the holidays. I need to be happy with whatever foods I cook. James: It seems that sharing an apartment with you may work. Do you want to try it? John: Yes. Let's go in and take a look at this one.	
--	--

Why Understanding "Sentence" Is Important

There are four great reasons to understand sentence structures and the types of the sentence.

(Reason 1) Avoid the run-on sentence.

By far the most common mistake made by people with otherwise sound writing skills is the run-on sentence. Typically, this error is caused by writing a sentence, putting a comma, and then writing another sentence.

1. I love the mountains, they remind me of home. ✖
2. Love is so short, forgetting is so long. ✖ (Chilean politician Pablo Neruda)

You cannot end a sentence with a comma. These should both be two sentences (or rewritten to punctuate them correctly). Remember that a sentence contains a subject and a verb and gives a complete thought. The criteria for what constitutes a sentence are satisfied twice in each example.

The run-on sentence usually occurs because writers feel a period (full stop) is too much of a speed bump between their closely related sentences. The jolt of a period can be smoothed with other punctuation (but not a comma). Here are some options:

- Don't play hide and seek; no one would look for you.
(You can smooth the jolt of a period by merging your two sentences into one with a semicolon.)
- I like a woman with a head on her shoulders – I hate necks. (Actor Steve Martin)
(You can smooth the jolt of a period by merging your two sentences into one with a dash. A dash looks quite stark, and it looks a little informal.)
- My friend is a procrastinator...he's afraid of Saturday the 14th.
(You can smooth the jolt of a period by merging your two sentences into one with three dots (or ellipses). Using three dots creates a pause for effect, and it looks informal.)

(Reason 2) Punctuate your sentences correctly.

Understanding the four sentence structures assists with deciding how to punctuate sentences. More specifically, it assists with the following two common decisions:

(1) Deciding whether to use a comma with the subordinate clause in a complex sentence.

A complex sentence comprises an independent clause (shaded) and at least one subordinate clause. When the subordinate clause is at the front and acts like an adverb – typically stating a time (e.g., *When I was six*), a place (e.g., *Where I live*), or a condition (e.g., *If I were you*) – then it is a common practice to offset it with a comma. When such a clause appears at the back, it is usually not offset with a comma. Here are some examples:

- **When I was six**, I had a wind-up Evil Knievel motorbike.
- I had a wind-up Evil Knievel motorbike **when I was six**.
- **When you're on the internet**, nobody knows you're a dog. (Cartoonist Peter Steiner)
- Nobody knows you're a dog **when you're on the internet**.

Read more about adverbial phrases and adverbial clauses.

(2) Deciding whether to put a comma before a conjunction.

A compound sentence has at least two independent clauses (highlighted), which are usually joined with a conjunction (e.g., *and*, *or*, *but*). A conjunction (bolded) that joins two things is not normally preceded with a comma, but a conjunction that joins two independent clauses in a compound sentence is.

- Lee likes pies **and** cakes.
(There is no comma before *and*. This is a simple sentence.)
- Lee likes pies, **and** he likes cakes.
(This time, there is a comma before *and*. This is a compound sentence.)

- Go, **and** never darken my towels again. (Comedian Groucho Marx)
(Remember that *Go* is the shortest sentence in English.)

Let's examine this point a little more. Look at these two examples:

- I would say, "I'm alone, **but** I'm not lonely." ✓ (Actor Bruce Willis)
(Here, *but* is preceded with a comma because it's joining two independent clauses.)
- I would say, "I'm alone **but** not lonely." ✓
(Here, *but* is not preceded with a comma because it's joining two adjectives (*alone* and *not lonely*) not two independent clauses.)

Here's a tip: Look carefully for the subject and verb in the text after your conjunction to confirm the text is an independent clause. If it is, whack a comma in. If it isn't, don't use a comma.

- Non-rabid wolves have attacked **and** killed people (mainly children), **but** this is rare. They live away from people **and** have developed a fear of humans from hunters **and** shepherds.
- They live away from people, **and** they have developed a fear of humans from hunters **and** shepherds.
(Compare this compound sentence with the simple sentence (the last one) in the example above. When you add the word *they* after the *and*, the second half becomes an independent clause, and a comma is then required.)

Be aware that a compound sentence can have more than two independent clauses.

- Some men are born mediocre, some men achieve mediocrity, **and** some men have mediocrity thrust upon them. (Playwright Joseph Heller)

(This is a compound sentence with three independent clauses. The first independent clause ends with just a comma. This is an occasion when that's allowable.)

- "Veni, vidi, vici" [I came, I saw, I conquered.] (Roman emperor Julius Caesar)

(This is another occasion when you have to say it's acceptable to use just a comma to separate independent clauses (an error known as a run-on sentence or comma splice). Grammarians hate the comma splice so much, you will often see "Veni, vidi, vici" translated "As I came; I saw; I conquered" and even "I came, I saw, **and** I conquered.")

Read more about commas with conjunctions.

(Reason 3) As the subject of an imperative sentence is "you," you can't use "myself."

- If you have any questions, email **myself** or your line manager. ✖
- Please write to **myself** with any suggestions. ✖

The subject of an imperative sentence is "you," which is usually implied (i.e., not said or written). This means you cannot use "myself," which requires the subject to be "I." Writers often use "myself," believing it sounds more highbrow. It's wrong. It should be "me."

This is also covered in the entry on reflexive pronouns.

(Reason 4) Don't use a question mark with a declarative sentence that includes an indirect question.

- She asked **whether I loved her?** ❌
 - I wonder **if other dogs think poodles are members of a weird religious cult?** ❌ (Comedian Rita Rudner)
-

A. DECLARATIVE SENTENCE PATTERN

A sentence must express a complete thought. It must also have both a subject and a predicate. It is possible to express a complete thought in a variety of ways.

1. Normal Order

There are a number of ways of introducing the subject in a declarative sentence. The **normal order** is subject first followed by the predicate. If we always followed this pattern, our sentences would soon become monotonous and uninteresting. This is illustrated by the following paragraph.

Example:

My friend gave me a book. It is a book about dogs. I enjoyed reading the book.

In the above paragraph, all the sentences follow the same pattern – subject first, followed by the predicate. We can give more variety to our sentence pattern by placing the words in different positions.

2. *Inverted Order*

We can put the subject after the verb or place it at the end of the sentence. This would be called **inverted order**.

Example:

In my bag, I found an interesting book about dogs. (The subject **I** is placed after the group of words: **In my bag**.)

Down the street marched the band. (The subject **band** appears at the end of the sentence.)

3. *Interrogative Sentence Pattern*

The interrogative sentence is generally in inverted order. Sometimes the interrogative sentence starts with a verb. Often it begins with an adverb, which is used to answer the question.

Example:

Did you bring your books? (Starts with the verb **did**.)

Where did you buy this shirt? (Starts with the adverb **where**.)

4. *Imperative and Exclamatory Sentence Patterns*

In the imperative or exclamatory sentence, the subject is seldom expressed. If the subject is not expressed, the word **you** is implied.

Example:

Open the door now! (The subject **you** is implied.)

Please read the announcements. (The subject **you** is implied.)

5. *Sentences That Begins With "There"*

When the word "there" is used to introduce the sentence, it is possible to place the subject after the verb.

Example:

There was a heavy rainfall last night.

When the word **there** is used to introduce a sentence, it is called an **expletive**. The word expletive comes from Latin and it means 'added merely to fill up'. The word there merely fills up the space normally occupied by the subject.

B. BASIC SENTENCE PATTERNS

Subject + Verb

Example:
Melissa reads.
She is eating.

Subject + Verb + Object

Example:
I like eggs.
She sees her sister.

Subject + Verb +

Adjective

Example:
Laura is busy.
He is smart.

Subject + Verb + Adverb

Example:
Sarah is here.
Jack ran slowly.

Subject + Verb + Noun

Example:
She is my friend.
They are teachers.

The subject of a sentence is **the person, place, or thing that is performing the action of the sentence**. The subject represents what or whom the sentence is about. The simple subject usually contains a noun or pronoun and can include modifying words, phrases, or clauses.

Subject of a Sentence

Here are four ways a subject appears in a sentence:

1 The subject performs an action:

My dog loves the postman.

3 The subject is identified:

My dog is the one in the middle.

2 The subject is described:

My dog is friendly.

4 The subject has an action done to it:

My dog was taken to the vet.

Verbs are **the action words in a sentence that describe what the subject is doing**. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place.

Identifying the Main Verb

Subject (performs the action)	Helping Verb (connects subject to main verb)	Main Verb (shows the action)	Object (receives the action)
Vincent	is	playing	guitar.
I	have	attended	high school.
Your sister	was	reading	a book.

YOUR
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Predicate (Example 1)



Predicate (Example 2)



The object of a sentence is **the person or thing that receives the action of the verb**. It is the who or what that the subject does something to.

Three Kinds of Object (English Grammar)



Adjectives are words that describe the qualities or states of being of nouns: *enormous, doglike, silly, yellow, fun, fast*. They can also describe the quantity of nouns: *many, few, millions, eleven*.



Order of Adjectives

When more than one **adjective** precedes a noun in English, the adjectives are frequently placed in a specified sequence. If the adjectives aren't in the right order, it might sound weird. There are two things to keep in mind, though. For starters, using more than three adjectives before a word is quite uncommon. Second, the order of events can be altered on occasion, generally to emphasize a point.

- **Opinion:** pretty, horrible, lovely, cute, unusual, beautiful, ugly
- **Size:** huge, tiny, big, little, small, tall, short
- **Age:** old, young, new, youthful
- **Shape:** round, square, triangular, rectangular
- **Color:** black, red, yellow, blue, green, white, orange
- **Origin:** British, Chinese, French, Turkish, Korean, Japanese

An adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (**Fortunately, I had brought an umbrella**). Adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.