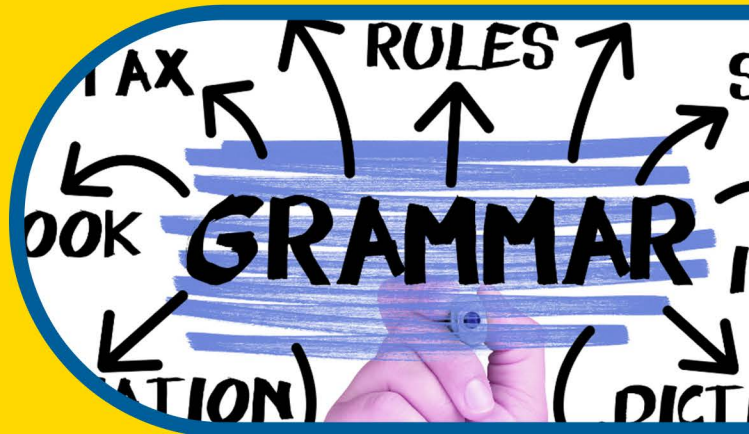


Melda Veby Ristella Munthe



AN ESSENTIAL GRAMMAR BOOK

(SENTENCE PATTERN)



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(Sentence Pattern)

An Essential Grammar Book (Sentence Pattern)

Melda Veby Ristella Munthe, S.Pd., M.Pd.



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PREFACE

In applying an English Subject for Essential Grammar competency, the writer compiled this selected materials for the English Grammar to the students on teaching training program majoring English Department for the purpose of comprehending, Transforming, Stating, Creating, and Writing the sentences into the correct one according to the Sentence Pattern. This material is selected to help the students easy to comprehend this explanation and the example.

The most important purpose of this book is to guide the students in acquiring and developing their sub skill. They will need in order to learn this subject and practice what they have learned in the previous subject because this book has a connection with the Parts of Speech book.

Pematangsiantar, Maret 2023

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CHAPTER I

INTRODUCTION

English learners and writers are required to study different aspects of the language, i.e. nouns, verbs, adjectives etc. But that is not enough. They also have to consider the sentence as a whole. This means we have to learn basic sentence patterns. A sentence pattern is an arrangement of words. This arrangement needs to be in a grammatically correct structure. It means the placement of verbs and nouns should be correct to form a meaningful sentence. Apart from that, there are punctuations which play an important role in making a sentence readable and understandable. Without the correct placement of words, we can not express our thoughts properly while speaking.

Same way, without proper use of punctuations, we can't express our thoughts effectively in writing. Note that the structure and pattern differ for different languages. When we are writing an assignment, the pattern and structure of a sentence will be the most important things for us to consider. In order to make our sentences meaningful and effective, we will have to learn how to make correct sentences using different patterns. If you are a student or a beginner in the writing field, learning and mastering the patterns will help you perform well in your English language tests. It will also help you improve your writing skills in English. There are several patterns of sentences, but we will discuss some of the most common and basic patterns.

Grammar is the study of how words combine to form sentences. The following is a well-formed, 'grammatical' sentence:

[1] John has been ill.

Speakers of English can produce and understand a sentence like this without ever thinking about its grammar. Conversely, no speaker of English would ever produce a sentence like this:

[2] ill John been has

This is an ill-formed, 'ungrammatical' sentence. But can you say why?

The study of grammar provides us with the terminology we need to talk about language in an informed way. It enables us to analyze and to describe our own use of language, as well as that of other people. In writing, a knowledge of grammar enables us to evaluate the choices that are available to us during composition."

A. Grammar Rules

Many people think of English grammar in terms of traditional rules, such as Never split an infinitive, Never end a sentence with a preposition. Specifically, these are **prescriptive** rules. They tell us nothing about how English is really used in everyday life. In fact, native speakers of English regularly split infinitives (*to **actually** consider*) and sentences often end with a preposition (*Dr Brown is the man Fil vote for*).

An asterisk is used throughout this book to indicate ungrammatical or incorrect examples, which are used to illustrate a point.

B. Prescriptive Grammar

Prescriptive grammar reached its peak in the nineteenth century. In the twenty-first century, grammarians adopt a more **descriptive** approach. In the descriptive approach, the rules of grammar- the ones that concern us in this book are the rules that we obey every time we speak, even if we are completely unaware of what they are. For instance, when we say *John has been ill*, we obey many grammar rules, including rules about:

1. Where to place the subject *john* - before the verb
2. Subject-verb agreement-*John has*, not *John have*
3. Verb forms-*been*, not *being*

These are descriptive rules. The task of the modern grammarian is to discover and then to describe the rules by which a language actually works. In order to do this, grammarians now use computer technology to help them analyze very large collections of naturally occurring language, taken from a wide variety of sources, including conversations, lectures, broadcasts, newspapers, magazines, letters and books.

C. Standard English

Standard English is the variety of English which carries the greatest social prestige in a speech community. In Britain, there is a standard British English, in the United States, there is a standard American English, in Australia, a standard Australian English, and so on. In each country, the national standard is that variety which is used in public institutions, including government, education, the judiciary and the media. It is used on national television and radio, and in newspapers, books and magazines. The standard variety is the only variety

which has a standardized spelling. As a result, the national standard has the widest currency as a means of communication, in contrast with regional varieties, which have a more limited currency.

The following sentence is an example of standard English:

I was ill last week.

The following sentence is non-standard:

I were ill last week

The non-standard past-tense construction *I were* is commonly used in several regional varieties, especially in parts of England. Regional varieties are associated with particular regions. The standard variety is not geographically bound in the same way.

Using standard English involves making choices of grammar, vocabulary and spelling. It has nothing to do with accent. The sentence *I was ill last week* is standard English whether it is spoken with a Birmingham accent, a Glasgow accent, a Cockney accent, a Newcastle accent, or any other of the many accents in Britain today. Similarly, standard American English (sometimes called 'General American') is used throughout the United States, from San Francisco to New York, from New Orleans to the Great Lakes. In both countries, the standard variety co-exists with a very large number of regional varieties.

In fact, most educated people use both their own regional variety and the standard variety, and they can switch effortlessly between the two. They speak both varieties with the same accent. No variety of English - including standard English - is inherently better or worse than any other.

However, the standard variety is the one that has the greatest value in social terms as a means of communication, especially for public and professional communication. The notion of standard English is especially important to learners of the language. Because of its high social value, learners are justifiably anxious to ensure that the English they learn is standard English.

D. English as a World Language

Conservative estimates put the total number of English speakers throughout the world at around 800 million. English is the mother tongue of an estimated 350 million people in the countries listed overleaf. In addition to these countries, English is an official language, or has special status, in over sixty countries worldwide, including Cameroon, Ghana, India, Jamaica, Kenya, Nigeria, Tanzania, Pakistan, the Philippines and Singapore. This means that English is used in these countries in many public functions, including government, the judiciary, the press and broad- casting. Even in countries where it has no official status, such as China. In some cases the originals have been shortened for illustrative purposes. Omissions are indicated by[...]

E. The Grammatical Hierarchy

The building blocks of grammar are sentences, clauses, phrases and words. These four units constitute what is called the grammatical hierarchy. We can represent the hierarchy schematically as shown overleaf.

SENTENCES

- consist of one or more:

CLAUSES

- consist of one or more:

PHRASES

-consist of one or more:

WORDS

-consist of one word:

In this book, we look at sentences in terms of their sentence 'elements' - subject, verb, object, etc. We turn our attention to the lower end of the hierarchy, and consider how words are classified into word classes. The following two chapters look at phrases and clauses respectively. Sentences are at the top of the grammatical hierarchy, so they are often the largest units to be considered in a grammar book. However, in this book we also look briefly at some of the devices that are available for joining sentences to other sentences, and for organizing them in continuous discourse. Words are at the bottom of the hierarchy, and for that reason some grammar books treat them as the smallest units in a language.

However, the internal structure of a word can often play an important role. For instance, when we add the inflection *-er* to the adjective *old*, we create the comparative adjective *older*. In Chapter 5, we look at the internal structure of words, and especially at prefixes and suffixes. We also look at some of the methods that are available for creating new words, including 'blending-combining parts of words, such as 'cam' (from camera) and 'recorder' (from recorder), to create the new word *camcorder*. Chapter 5 concludes by looking at English spelling. It offers general rules for spelling, and discusses some common spelling problems words like *affect* and *effect* which are easily and regularly confused with each other in writing.

CHAPTER II

SUBJECT

Subject is a person or thing that is being discussed, described, or dealt with. Subject can answers the Questions What and Who.

For Example :

1. **Rahul** won the match. (**Who** won the match?)
2. **The cat** killed the rat (**Who** killed the rat?)
3. **A rat** is killed by the cat. (**What** is killed by the rat?)

A. Subject and Predicate

Typically, a simple sentence consists of a subject and a predicate. The subject is usually the first element in the sentence, while the rest of the sentence, including the verb, is the predicate. Here are some examples of subjects an predicate :

Subject	Predicate
Amy	Laughed
Paul	Plays football
The house	Is very old
The detectives	Interviewed the suspects.

Identifying the subject

The subject (S) of a sentence can often be identified by asking a question beginning with who or what.

Amy Laughed

Q : Who laughed!

A : Amy (=s)

The house is very old

Q : what is very old?

A : the house (=S)

In addition, the subject of a sentence has the following grammatical properties:

1. Subject – verb inversion. In a declarative sentence (a statement) the subject comes before the verb.

Declarative : James (S) is (V) at school

When we change this to an interrogative sentence (a question) the subject and the verb change places with each other :

Interrogative : is (V) James (S) at school?

2. Subject – Verb agreement. The subject of a sentence agrees in number (singular or plural) with the verb which follows it.

Singular subject : *the dog* barks all night

Plural subject : *the dogs* barks all night.

Here, the form of the verb (barks or bark) is determined by whether the subject is singular (the dog) or plural (the dogs). This is known as subject-verb agreement. However, subject-verb agreement only applies when the verb has a present-tense form. In the past tense, there is no agreement with the subject :

Singular subject : *I sleep* all night

Plural subject : *We sleep* all night.

Subject/Verb

Sentence pattern 1 : Subject/Verb

The basic subject/verb sentence pattern consists of a subject and a verb. Below is a sentence in this pattern :

Fido barks.

First, find the verb. The part of the sentence that includes the verb is called the predicate. To find the verb, ask yourself, “what happens?” find the word that shows action or being. In the sentence above, the action is barks, so barks is the verb. The simple subject is the word that acts or causes the action. To find the simple subject, ask yourself, “who or what barks?”. The simple subject is Fido, the word that answers this question.

Here are some more examples in the Subject/Verb pattern:

S V
Anthony left early

S V
The ancient plumbing leaked badly.

S V
The noisy frog in the pond croaked throughout the night.

Directions: in the following sentences, underline the simple subjects once and the verbs twice.

Example : Ethan stood in the corner.

1. My mother retired
2. The hawk soared above the trees
3. The skater spun in circles
4. During the final inning, a runner scored
5. Beside the beautiful statue in the park, the pigeon found some popcorn.

Directions: place the simple subject an verb in their appropriate places on the diagram frames. Draw the diagrams on a separate sheet of paper.

Sentence Pattern 1 : Subject/Verb

Example : Lindsay left before the finale.

Lindsay	Left

1. Hector sneezed
2. The fire blazed
3. The old swimming hole freezes in the winter
4. After the game, the girls celebrated
5. In the middle of the sixth inning, the pitcher balked.

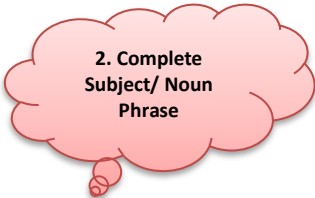
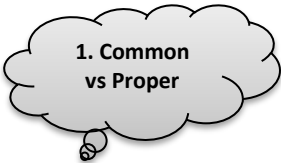
COMPLETE SENTENCE

Complete sentence should have a subject and a predicate

Subject is Who or what the sentence is about

Subject

- Who or what the sentence is about



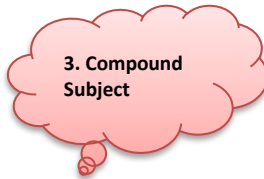
- Noun, Proper Noun, Noun Phrase, or Pronoun

Predicate

- What the subject does or is
- Begins with a Verb

Examples :

1. The little grey bunny ate the orange carrot
2. Superman flew over the building
3. The greasy burger and salty fries are delicious!
4. You did a great job!
5. A triangle has three sides
6. The pirates found the treasure chest
7. Mary went to the store
8. The rain sounded like a lullaby.
9. The dog chased after the ball.



10. Sam and Ben ate cupcakes at the party.
11. The baby elephant splashed his trunk in the water.
12. The new student does not come.
13. He has no money in his pocket.
14. The boy stood on the burning deck.
15. You and I are learning about sentences.
16. My mother's name is Anupama.
17. The ticket checker checked the tickets.
18. I built a sand castle at the beach.
19. Orange is my favourite colour.
20. The cackling of geese saved Rome.
21. The milk in the fridge is spoiled.
22. Her sister, Anna studied hard for the test.