

**BASIC SENTENCE
PATTERNS OF ENGLISH**

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PREFACE

This book, *Basic Sentence of English*, is arranged simply for making the English learners master the composition of sentence in English. It is used to fulfill the need of students in learning the basic sentences of English.

The content of the material is meant to train the students to master the given chapters by providing so many exercises that the materials are internalized naturally to the student's mind, and hopefully the material will be somewhat automatically produced.

The materials are explained in such a way to be systematically and easily understood and thought. The selection of the material is based on the level of construction and complexity.

We are very grateful to the Head of STAIN Surakarta that always stimulates and directs us to be professional lecturers and writers, especially in preparing this book.

It is unavoidably that this book is not the most and final perfect book. We realize that there might be found some weaknesses and incompleteness, and therefore we kindly request the reader's advice, revise, and others that can make this book useful and helpful to the students or general readers.

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Giyoto

TABLE OF CONTENTS

Preface.....	i
Table of Contents	ii
Chapter I : Basic Sentences Patterns	1
Chapter II : Noun in Sentence	9
Chapter III : Pronoun in Sentence	16
Chapter IV : Verb in Sentence.....	22
Chapter V : Adjective in Sentence	32
Chapter VI : Adverb in Sentence	38
Chapter VII : Preposition in Sentence	48
Chapter VIII: Article	59
Chapter IX : Kinds of Sentence	67
Chapter X : Types of Sentence	74
Chapter XI : Interrogative Sentence	78
Chapter XII : Question Tags	86
Chapter XIII: Reported Speech	91
Chapter XIV: Passive Voice	105
Appendixes:	
Regular Verb.....	114
Irregular Verb	120 - 124

CHAPTER I

BASIC SENTENCE PATTERNS

A sentence is a group of words that tells a complete thought. A sentence needs a noun or pronoun that names the person or thing the sentence is about. A sentence needs a verb to tell what happens. The noun or pronoun functions as subject, in the active sentence, and the verb functions as predicate. All the words that tell whom and what a sentence is talking about are called the subject.

To find the subject, ask whom or what the sentence is talking about. All the words that tell what the subject does are called the predicate. To find the predicate, firstly find the subject then ask what the subject does. To avoid misunderstanding between predicate, predication, and predicating verb, In this book, it is used 'verb' instead of predicate.

To master the sentence patterns easier, the elements of sentence are classified into four: Subject (S), Verb (V), Complement (C), and Modifier (M). There are four patterns of sentence in this book.

- 1. S + P**
- 2. S + P+ C**
- 3. S + P + M**
- 4. S + P + C + M**

Note: Every sentence must have subject and verb.

1. Subject + Predicate

This pattern is the simplest sentence pattern in English. The subject can be a single noun, pronoun, noun phrase. The verb used in this pattern usually takes an intransitive verb (a verb that does not require an object) and a verb of predicating verb (verb of action), instead of linking verb (to be: am, is, are, was, were, been,; or stative verb).

a. A single noun as subject

Morning breaks.

Birds sing.

Children play.

Ria gets lost.

Fian goes out.

b. Pronoun as subject

Pronoun is a word that takes the place of noun. The word can be : I, you, he, she, we, and they.

It (Morning) breaks.

They (children) play.

She (Ria) gets lost.

He (Fian) goes out.

c. A noun phrase as subject

A noun phrase is a group of words that generally ends with a noun as a headword. It can contain a determiner (the, a, an, this, etc.), adjective, adverb, and noun.

The beautiful morning breaks

The colorful birds sing

The department store collapses

These parrots talk

The participants sit down

Too many chairs break

The five children play

2. Subject + Predicate + Complement

The verb in this pattern can be transitive verb (the verb that need a complement as object) and also predicating verb or linking verb. The complement can be verb complement, predicative complement, subjective complement, and objective complement.

a. S + P + C (verb complement)

The complement completes the verb of action (predicating). The complement may be noun or pronoun, noun phrase either as direct object or indirect object.

Ari buys **flower for Shintia**.

Rosa paints **landscapes for her friend**.

Jane, Jose, and Uncle visited **the meeting**.

They call **Mary**

b. S + P+ C (predicative complement)

The verb here is usually linking verb (to be or stative verb) and need the adjective as the complement.

The girl is **beautiful**.

The kids are **sick**.

The boys were **scared**.

The fried fish looks **delicious**.

I feel **better**.

She becomes **old**.

The music sounds **so good**.

c. S + P + C (subjective complement)

The complement completes more about the subject. This complement is used after a linking verb to refer back to the subject. The subjective complement has the same identity as the subject.

Soeharto is **the second president of Indonesia**.

Habibie is **the third president of Indonesia**

The best lover I have is **Ani**.

Andi is **the most frightening uncle**.

d. S + P + C (objective complement)

Objective complement is an object that follows the direct object. It has the same identity as the direct object. The objective complement may be preceded by as. Among the small number of verbs taking objective complement are: appoint, consider, elect, name, select, think, etc.

The man names his son Joko Bodo

I think you **a robber**.

We elect him as **the leader**.

She appoints him as **her husband**.

3. S + P + M (modifier)

A modifier tells the time, place, or manner of the action or the subject. Very often, it is a prepositional phrase. A prepositional phrase is a group of words that begins with a preposition and ends with a noun.

Note: A modifier of time usually comes last if more than one modifier is present.

David and Alfi **proudly** watch the newborn chicks.

The baby chicks are **already** walking.

Soon the eggs will hatch

The eggs **slowly** began to crack.

She lives **in Solo**.

The water was icy **in the lake**.

She puts the glass **on the table**.

She is **here**.

It is **five o'clock**.

4. S + P + C + M

This pattern is the most complex one among the others, because it is made up of all the elements of the sentence.

The parents gave **their children food and clothes** yesterday.

There is **a man** in the room.

There are **many students** in the class.

He becomes **the head of the family** soon.

I always enjoy going to **the show**.

My dad buys **the tickets** in the counter.

Exercise

A. Name the element of the sentence and then decide what the sentence pattern of each numbered sentence in the following text.

Example: ... I called him yesterday

I called him yesterday

S P C M

(1) Thousands of years ago, people observed that stars made patterns in the sky. (2) They gave names to these star patterns and made up stories about them. (3) The Cassiopeia, for example, is a mythical Greek queen sitting on a chair. (4) Last year I had to read a book of Greek myths for a book report (5) According to the myth, Cassiopeia was the foolish mother of a maiden. (6) Her name was Andromeda. (7) Perseus save Andromeda from a sea monster. (8) Andromeda and Perseus are constellations in the northern sky. (9) Cassiopeia had husband, Cepheus. (10) Cepheus is also a nearby constellation.

B. For each of the following sentences, tell whether the verb is a linking verb or an action verb.

Example: The music sounds very nice

The verb: linking verb

1. He seemed very surprised.
2. I lost my French notebook.
3. The chicken tasted so spicy.
4. Ria and he become good friends.
5. The twins want a puppy for their birthday.
6. Leo is a police officer.
7. The class elects officers twice a year.
8. We were curious about the locked door.
9. We asked the teller for a calendar.
10. We waited patiently.
11. Mark types all day.
12. Thomas is the best artist in the class.

C. Add a verb where the blank space indicates. Tell whether the verb you have written is an action verb or a linking verb.

The example: The bird ... to you

The bird flies to you (action verb)

1. The lion ... from the rock.
2. My feet ... two sizes larger than yours.
3. Today's crossword puzzle ... fairly easy.
4. Sheila ... the egg throwing contests.
5. Vergina Lee ... a kilometer every day.
6. In the middle of the night, the guard....
7. Mrs. Larson ... a bulldozer.
8. He ... an expert on birds of North America.
9. Last summer my family and I ... for two months.
10. Laura and Jimmy... a birdhouse.
11. Egypt ... a very interesting country.
12. The Sahara ... very cold at night.

D. Complete the following sentences by adding one or more direct object as complement and identify the pattern of the sentence.

The example: I buy

I buy some books (SPVC)

1. The thief stole the....
2. Someone in my class won the....
3. Agung bought a....
4. We hid the....
5. Jarot and her brother plant some....
6. He wanted....
7. The raccoons climbed....
8. Sheep and goats climbed....

E. Complete the following sentences by filling in the necessary subject or verb.

The example: ... tastes very nice

The meat tastes very nice.

1. ... closed.

2. ... were dancing in the streets.
3. Frisky dogs....
4. The band....
5. The members of our choir....
6. ... were crying.
7. My relatives....
8. ... played until dusk.

F. Label each direct and each indirect object as complement. Not every sentence will have an indirect object as complement.

The example: They send **a letter** to **me**

A letter is direct object

Me is indirect object

1. Siti's father gave me a lamp.
2. Roy passed the potatoes to his brother.
3. The club sent Anton a letter.
4. Any showed us his report on fresh water fish.
5. I bought present for anyone in the family.
6. We cooked him his favorite dinner.
7. I told him the secret.
8. Mira gave Henry an antique watch.

G. Label each complement as predicative complement, Subjective complement, verb complement, and objective complement.

Example: I am a student

The complement is **a student** (subjective complement)

1. Little Larry will be an eight-grader son.
2. George was the senior member of the dance committee.
3. Most of the dishes are delicious but fattening.
4. Harriet will remain studious.
5. The candidate will be you.
6. That house seems vacant.
7. What song sounds old-fashioned?

8. The leader of the class should be she.

H. Underline the modifier after each sentence tell whether the modifier answer the question: where, when, how, how much, or why.

Example: I am here

I am **here** (where)

1. The petunia seeds sprouted early in June.
2. You will find your history book under the TV set.
3. Santoso plays the zither well.
4. She baby-sat for three hours.
5. Yuni lives across the street.
6. We will not begin our diets until tomorrow.
7. The boat circled around the buoy.
8. During the winter, we play fox and geese.
9. The dog buried his bone under the apple tree.
10. Our school closes late in the spring.

I. Fill the blank space by a necessary adverbial modifier.

Example: I studied

I studied at 7 o'clock up to 9 o'clock

1. I slept until....
2. They went to....
3. Everyone in ... will graduate in....
4. The dog stays ... when he is sick.
5. They grew....
6. The soap was cooked....
7. He runs so....
8. The baby drank the milk....
9. Leo plays his stereo too....
10. Please open the package....
11. Jarot does not speak....
12. He closed the door....
13. The children in ... talk....
14. The horse in the field jumped over the fence....

15. Tono walks very....

CHAPTER II NOUN IN SENTENCE

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core, which is essential to every complete sentence. The characteristics of noun can be helpful clues in identifying them. The clues are number, possessive, article, and limiting adjective, and proper noun (capital letter).

A. Number (Plural and Singular)

Most nouns have a singular form (one) and a plural form (more than one).

1. The plural form of suffix -es/s

The fox caught the rabbit.

The foxes caught the rabbits.

In the second sentence, -es has been added to the word fox, and -s has been added to rabbit, to form plural noun. Forming the plural of other nouns often involves a change in spelling:

- a. Nouns ending in 'y' preceded by a consonant usually form the plural by changing the 'y' to 'i' before adding -es:

city - cities

cry - cries

- b. Many nouns ending in 'f' or 'fe' change 'f' or 'fe' to 'v' and add -es:

loaf - loaves

knife - knives

calf - calves

The exceptions:

chief - chiefs

roof - roofs

safe - safes

- c. Noun ending in 'o' preceded by a vowel add -s to the singular to form the plural:

rodeo - rodeos

studio - studios

Noun ending in 'o' proceeded by a consonant form the plural by adding -es:

hero - heroes

echo - echoes

tomato - tomatoes

2. Some nouns have irregular plurals

ox - oxen

child - children

tooth - teeth

foot - feet

3. A few nouns have the same form for both singular and plural

sheep - sheep

deer - deer

salmon - salmon

B. Possessive Noun

A possessive noun shows that something belongs to a person or animal. If a noun is singular, you add an apostrophe (') and 's' to make the noun possessive (the boy's game). If the noun is plural noun ends in 's', add an apostrophe (') to make the plural noun possessive.

Karen's sister

horse's name

Mildred's house

The boss' daughter

twins' parents

students' opinion

citizens' responsibilities

children's books

men's shirts

oxen's yokes

C. Article and Limiting Adjective as Clues of Noun

- 1). The article (an, a, and the) signals that a noun will follow. In deciding whether to use the article 'a' or 'an' before a word, remember that 'an' is usually used before words beginning with vowel sounds:

an orange	a banana
an easy play	a difficult catch
an hour	a university

- 2). The limiting adjective limits the noun that follow them by telling which one or how many:

Six tenants complained

This room is cold

Several people became sick.

The other limiting adjective, are all, every, no, another, any, both, each, few, many, more, most, one, other, some, that, those, this, these.

D. Proper Noun and Common Noun

Proper noun names specific person, place and thing, because proper noun begin with capital letters, a capital letter is sometimes a clue to identifying noun. Common noun begins with a small letter.

Common nouns

man
woman
child
place
street
month
holiday
day

Proper nouns

Anton
Fajri
Andy
Surakarta
Main street
April
Thanksgiving Day
Monday

Exercise

A. Copy these sentences using the plural form for each noun in parenthesis.

Example: The (cat) are eating those (rat)

The cats are eating those rats

1. The (echo) were made by (device) in the (studio).
2. Though people may have different (belief), we all have the same right to hold them.
3. The (minister) from the four (country) met to discuss the (treaty).
4. We heard that the (donkey) from the (rodeo) escaped and were roaming the (city).
5. (Box) of (candy) were given to (fan) who came out to see their local (hero).
6. (Match) in the (hand) of the wrong (person) can lead to tragedy.

B. Correct the plural form of those nouns that are written incorrectly.

Example: I want these book

I want these books

1. As a student at Midwood, I buy some new book.
2. The secretary collected the data that were needed for the speeches.
3. Unidentified flying objects and similar phenomenons have created controversies and questions.
4. Many alumni from colleges for woman hold important positions in companies and government.
5. Lack of food often forces many deers out of their natural living areas.
6. Standing on the roves of buildings were spectators.
7. The monkeys made catches of objects thrown by members the audience.

C. Change the noun in parentheses to its possessive form.

Example: (My parents) room is so dark

My parents' room is so dark

1. (Anton) sister always loves her boyfriend.
2. These (hotel) rooms are the best.
3. The (kittens) food was gone.
4. The (doctors) offices are on the second floor.
5. Next month the (library) hours will be shortened.
6. The (children) plays are very dangerous.
7. Julie has a necklace made form (sharks) teeth.
8. The (teams) captains went over the ground rules with the umpire before the game.

D. Insert 'a' or 'an' before each words of phrases below.

Example: ... Umbrella

An umbrella

1. nervous person
2. ulcer
3. president
4. elected official
5. ice cube
6. airplane
7. member
8. appointed chair person
9. agile athlete
10. united front
11. staircase
12. friendly argument

E. Underline all the nouns and bold each article and limiting adjective. Remember that a noun may be used without an article.

Example: There is a dog in the garden

There is **a** dog in **the** garden

There are many rides at the fun fair but the big dipper is my favorite. There was a long queue for that ride, so Mum and I took a walk around.

At that every moment, we saw a robbery. A man pinched a lady's pocketbook, and then drove off. Mum wrote down the number from the number plate and a description of the lorry he was driving. She ran to the nearest call box, rang up the Bobbies, and gave them all her information about the robbery.

That night in our flat, Mum and I listened to the wireless. They caught the thief. Mum was famous and I got a free ride on the big dipper.

F. Find out the each common noun, proper noun, and write the capital letter for the proper noun

Example: George needs much water

George : Proper Noun

Water : Common Noun

1. My teacher would like to meet my cousin andi.
2. Andi lives in the town of friendship.
3. Ida has climbed a mountain, mount Merapi.
4. Our favorite holiday is thanksgiving.
5. Yuli sees movies at center theater.
6. I hope yuli can come to my birthday party
7. My birthday is in July.
8. We will all go for a swim at Tirtomoyo.
9. May be Mr. alfisyahri will do his clown act.
10. My friend iwan just loves clowns.

G. Complete each sentence. Use a common noun.

Example: The ... calls you

The girl calls you

1. The ... crept in slowly
2. Will you help me wrap up the ... for Oky?
3. Irma, you're made hole in your new....
4. I can make a ... for dinner.
5. Aci thought she saw a ... at the store.

H. Draw line under each proper noun.

Example: She reads Sang Kancil in the library

She reads Sang Kancil in the library

1. Our cat, Puspus, is glad to be back in Wonogiri.
2. My sister Erna and our mother and father went on vacation to Yogyakarta.
3. The cat stayed with the Yanto family on Manyaran street.
4. Didik missed a nice chance of general election.
5. My cousin, Desy, studies in Yogyakarta.

I. Make each noun in parentheses plural

Example: I bought three (pineapple)

I bought three pineapples

1. Agung has (apple) in his (pocket).
2. The (bush) and (house) were covered with snow.
3. Please wash the (dish) and put them in the (cabinet).
4. Take the (glass) out of the Dwi's car.
5. Bowo won (prize) for his match score.
6. Aunt Ria always kept flock of (goose) in her pond.
7. Do you think those (woman) will want to join our club?
8. Fian lost two front (tooth) when he fell on the floor.

J. Change each sentence by using a possessive noun

Example: The door of the library is closed

The library's door is closed

1. The hair of Gilang is red.
2. The deck of the ship was clean.
3. The friend of the girl left.
4. The rays of the sun are hot.

CHAPTER III PRONOUN IN SENTENCE

Pronoun is a word that takes place of a noun. You can use a pronoun instead of repeating one or more nouns. The pronoun may be personal pronoun, demonstrative pronoun, indefinite pronoun (person, thing, and quantity)

A. Personal pronouns

Personal Pronouns are used to refer to person or thing. As you see from the following list, there are four different forms of personal pronoun.

		Subj.	Obj.	Poss. adj.	Poss. Pron.	Self Pron
Singular	{	I	me	my	mine	myself
		you	you	your	yours	yourself
		he	him	his	his	himself
		she	her	her	hers	herself
		it	it	its	it	itself
Plural	{	we	us	our	ours	ourselves
		you	you	your	yours	yourselves
		they	them	their	theirs	themselves

The functions of pronoun in the sentences are the same as those of noun.

- a. Subject : We are going to the basketball game.
- b. Verb complement:
 - Direct object : Did Sikus call you?
 - Indirect object : The waiter gave me the bill.
Yanto threw the ball to me.
- c. Predicative pronoun: The mysterious callers were Joe and he

Is this yours?

See the pronoun/noun used in the text below.

They won't let **me** take any more books out of the library, and I won't have anything to read, and that will be **Wiwin's** fault. **She** is always spoiling **my** fun. Wiwit didn't know what **she** would do without **her** library card. She could not get along without her library books. She just couldn't, that was all.

B. Demonstrative Pronoun

Demonstrative pronouns point out someone or something. The most common demonstrative pronouns are this (plural: these) and that (plural: those). This generally refers to what is near at hand and that refers to what is farther away. This distinction in space is related to the distinction between the adverbs here and there. **This table (over here) is prettier than one (over there)**

Demonstrative pronoun may also point to something that has just been said or a part of a discourse that follows:

a. He told his wife he has just received an increase in salary. **This** pleased her very much. **This** in the sentence refers to the preceding sentence

b. I must tell you **this**. **I hate him**.

This in the sentence refers to the preceding sentence

C. Indefinite Pronoun

Indefinite pronoun refers to indefinite (usually unknown) person or thing or to indefinite quantity.

1. Indefinite persons or things.

These pronouns are all singular in form and are used without noun antecedents. They consist of the following compounds:

	-body	-one	-thing
some	somebody	someone	something
any	anybody	anyone	anything
no	nobody	none	nothing
every	everybody	everyone	everything

2. Indefinite quantity

All of these pronouns also function as adjectives besides as noun.

1. **All** members appointed you as the leader.
2. **Another** student answered the problem
3. **Any** people will be permitted to see the show.
4. **Each** payment must be recorded clearly.
5. **Either** you **or** me can't take the stolen car.
6. **A few** students come to the class.
7. **A little** girl calls you.
8. **Many** universities take part in the seminar.
9. **Most** students cancel their registration
10. **Much** water is needed in growing the rice.
11. **Several** programs show the artistic dance.

Exercise

- A. **Replace one noun in each of the following sentences with the correct pronoun. Be sure to select a pronoun of the proper form.**

Example: Barbara sends a letter for John
She sends a letter for him

1. Mrs. Bill drew pictures of Mrs. Bill's children.
2. Mrs. Alice hung the art on Mrs. Alice's wall.
3. One of the pictures is of Mrs. Ani's children together on the porch.
4. Mrs. Tutik likes that picture best.
5. That picture is also the favorite of Mrs. Tutik's husband.
6. Mr. Gilang has provided the frame for Mrs. Tutik's favorite picture.
7. The picture frame is made of wood, the frame makes the picture look very professional.
8. The picture makes Mr. Gilang extremely proud.

B. Adding personal pronoun to complete the sentence. Be sure to use the correct form of the pronoun. Do not use you or it.

Example: I called ... yesterday

I called her yesterday

1. Did you call ... yet?
2. Yuni and ... were not in homeroom today.
3. The song writers were Novi and
4. The ball hit ... on the knee.
5. Someone sent Khoirul and ... heart-shaped box of candy.
6. Today's math test really took Adi and ... by surprise.
7. If it doesn't rain on Saturday, Nur and ... plan to go to the beach.
8. Between you and ..., I'm really worried.
9. She invited ... and ... to the dog show.
10. Please tell Alfisyahri and ... who wins the prize.

C. Fill each blank with an indefinite pronoun

Example: ... girl come to the party

Many girls come to the party

1. ... of the sisters has a birthmark.
2. ... of their games were close.
3. ... of the blame belongs to me.
4. ... of my friends are older than I
5. ... has a chance to win the game.
6. ... of our neighbors drives a car.
7. ... of the trouble was Wawan's fault.
8. ... of the senators from home are Republicans.

D. Fill the blank with the correct Possessive Pronoun

Example: My father always wants ... son to be clever

My father always wants his son to be clever

1. Bagus's backpack is on the driver's seat. ... backpack is so heavy, he cannot carry it.
2. Chintia's sneakers are lost. ... sneakers are green.
3. Here is Wiwin and Sugeng's tent. ... tent is still wet.
4. Oky's seater and my sweater are in the bus.

5. I have a flashlight. ... flashlight is broken.

E. Choose the correct pronoun from the pairs in parentheses.

Example: I want (him, he) to type this letter.

I want him to type this letter

1. (we, us) are first cousin.
2. My parents and (we, our) brother like the same movie.
3. The last ones to arrive were (me, my) parents
4. David gave the directions to (her, she)
5. We elected Sam and (his, him) friend as the office staff.
6. Ari writes to (my, me) father and (my, me) every month.
7. She told (we, us) about the dangers of smoking.
8. Irma and Aci wrote a song for Oky.
9. (We, our) study hard.
10. Some members voted for (theirselves, themselves). (this, these) are a form of democracy.

F. Use the correct pronouns in place of the underlined words.

Text 1

Rufus was an unlucky wolf. Rufus did everything wrong. Animals that Rufus chased got away from Rufus. The animals decided to get caught on purpose. The animals liked Rufus. But Rufus still could not catch the animals.

Finally, a fox had a plan. The plan was clever. The animals made a cow costume for Rufus. Now Rufus doesn't have to catch anyone anymore. Now, Rufus has another problem. A farmer wants Rufus to give milk.

Text 2

Agung and ... brother Dwi were planning a trip to solo to visit ... aunt who had lived there for many years. ... were very excited about the trip and were looking forward to the day of ... departure.

The boys' mother was a salesperson who frequently had to use ... car for traveling throughout Semarang the boys asked ... mother if ... would like ... with was willing to do this, and one fine morning ... waved good-bye to the family and drove off.

After two weeks in Solo, Agung and Dwi returned home. ... had had a wonderful trip but were happy to be home. Agung and Dwi unpacked ... boys. ... had brought souvenir for Bowo.

CHAPTER IV VERB IN SENTENCE

Verb explains what the subject does, acts, changes, and is. The verb can be either an action verb or a linking verb. The linking verb may be to be or stative verb:

1. To be : is/am/ was been
 are were been
2. Stative verb: seem, feel, taste, become, sound, appear, look, get, etc.
....reads

A. Sentences with linking verbs.

1. The test **was** very easy.
2. Erna will **be** a good teacher.
3. She must **be** on punctual.
4. Didik **is** a good cheerleader.
5. Desy should **be** better and better.
6. She **feels** better.
7. Erna **becomes** fatter and fatter.
8. The food **tastes** good.

The action verb (do, work, write etc.) is divided into two groups. The action verb that requires a direct object (receiver of the action) is called transitive verb and the verb that doesn't requires (has no) a direct object (receiver of the action) is intransitive. Transitive verbs are such as: **give, buy, kick, throw, ask, request**, etc. Intransitive verbs are such as: **grow up, wake up, rise, sid down**, etc.

B. Sentences with transitive verb.

1. The disk jockey **played** my favorite song.
2. My father and I **cleared** the table
3. Her uncle **gave** Tia a southland pony
4. Ria **sings** folk songs.

5. Sintya **sings** her sister lullabies.
6. Erma **taught** English.
7. Devi **buys** an apple for Erma.
8. Ari **climbed** the tree.

C. Sentences with intransitive verbs.

1. Grandmother worked until dusk.
2. We waited patiently.
3. The rain continued throughout the night.
4. Yuni sings in the town choir.
5. Jarot taught at our high school.
6. I played all day.
7. Yesterday, Suseno danced.
8. I walk and hop and skip.

There are two groups of verb according to the tense (time). A regular verb has an inflection -ed to verb to tell about an action that took place in the past. An irregular verb is one that does not end in -ed to show past action (past tense). Instead, the spelling of the irregular verb may change.

D. Regular verb

Simple form	Past form	Past Participle
talk	talked	talked
live	lived	lived
stop	stopped	stopped
carry	carried	carried
walk	walked	walked
love	loved	loved
smoke	smoked	smoked

E. Irregular verb

1. All there principal parts are different.

Simple form	Past form	Past participle
-------------	-----------	-----------------

a. Verbs that pattern like: sing, sang, sung

Begin	began	begun
Drink	drank	drunk
Ring	rang	rung
Shrink	shrank	shrunk
Sink	sank	sunk
Spring	sprang	sprung
Stink	stank	stunk
Swim	swam	swum

b. Verbs that pattern like: break, broke, broken

Choose	chose	chosen
Freeze	froze	frozen
Steal	stole	stolen
Speak	spoke	spoken
Weave	wove	woven

c. Verbs that pattern like: blow, blew, blown

Blow	blew	blown
Draw	drew	drawn
Grow	grew	grown
Fly	flew	flown
Know	knew	known
Throw	threw	thrown

d. Verbs that pattern: drive, drove, driven

Ride	rode	ridden
Rise	rose	risen
Stride	strode	stridden
Strive	strove	striven
Write	wrote	written

e. Verbs that pattern like: wear, wore, worn

- | | | | |
|--|-------|-------|-------|
| | Bear | boar | born |
| | Swear | swore | sworn |
| | Tear | tore | torn |
- f. Verbs that pattern like: bite, bit, bitten
- | | | | |
|--|------|-----|--------|
| | Bite | bit | bitten |
| | Hide | hid | hidden |
- g. Verbs that pattern like: shake, shook, shaken
- | | | | |
|--|---------|---------|----------|
| | Forsake | forsook | forsaken |
| | Mistake | mistook | mistaken |
| | Shake | shook | shaken |
- h. Verbs that pattern like: give, gave, given
- | | | | |
|--|---------|---------|-----------|
| | Forbid | forbade | forbidden |
| | Forgive | forgave | forgiven |
- i. Verbs that pattern like: mow, mowed, mown
- | | | | |
|--|-------|---------|--------|
| | Sew | sewed | sewn |
| | Show | showed | shown |
| | Strew | strewed | strewn |
- j. Miscellaneous
- | | | | |
|--|------|----------|--------|
| | Be | was/were | been |
| | Dive | dove | dived |
| | Do | did | done |
| | Eat | ate | eaten |
| | Fall | fell | fallen |
| | Go | went | gone |
| | Lie | lay | lain, |
| | See | saw | seen |
| | Slay | slew | slain |
| | Wake | woke | waken |

2. Second and third principal are alike
- | | |
|---------------------|--------------------------------|
| Simple form of verb | Past tense and Past Participle |
|---------------------|--------------------------------|

- a. Verb that pattern like: hang, hung
- | | |
|-------------------------|--------|
| Cling(memgang erat) | clung |
| Dig | dug |
| Hang | hung |
| Sling(menyandang) | slung |
| Slink(menyelinap) | slunk |
| Spin(memintal benang) | spun |
| Stick(melekat, menusuk) | stuck |
| Sting | stung |
| Strike | strung |
| String | strung |
| Swing | swung |
- b. Verbs that pattern like: feed, fed
- | | |
|-------|-------|
| Bleed | bled |
| Breed | bred |
| Creep | crept |
| Feel | felt |
| Keep | kept |
| Leave | left |
| Mean | meant |
| Meet | met |
- c. Verbs that pattern like: bring, brought
- | | |
|-------|---------|
| Buy | bought |
| Catch | caught |
| Fight | fought |
| Seek | sought |
| Teach | thought |
| Think | thought |
- d. Verbs that pattern like: bend, bent
- | | |
|------|------|
| Lend | lent |
|------|------|

Rend	rent
Send	sent
Spend	spent

e. Verbs that pattern like: bind, bound

Bind	bound
Find	found
Wind	wound

f. Verbs that pattern like: pay, paid

Lay	laid
Mislay	mislaid
Say	said

g. Verbs that pattern like: sell, sold

Tell	told
------	------

h. Miscellaneous

Abide	abode
Built	build
Get	got
Hear	heard
Make	made
Shoot	shot
Stand	stood
Win	won

3. All three principals are alike

Bet	let
Bid	put
Burst	read
Cast	shut
Cost	slit
Cut	spit

Hit		split
Hurt		spread
		Thrust

4. The first and the third principal parts are alike

come	came	come
become	became	become
overcome	overcame	overcome
run	ran	run

5. The first and the second parts are alike

beat	beat	beaten (or beat)
------	------	------------------

(to see more the irregular verb open the enclosures of this book)

A. Sentences with the irregular verbs.

1. Ari bought food every day at Webb Market.
2. She saw the sign about the fifty-dollar prize.
3. Ari knew about a bike on sale for fifty dollars.
4. She quickly wrote her name on a piece of paper.
5. Ari told no one about the contest.

B. Sentences with the regular verb.

1. Ari loved Chintia very much.
2. She stopped the bus for Ari.
3. Bagus walked alone.

Exercises:

A. Identify whether the underlined verbs of the following text are linking verb or predicating verb or transitive verb or intransitive verb.

Most libraries are alike in certain basic ways. The major section of a library usually contains hundred and hundreds of book called

circulating books. These are books you can borrow for several weeks at time. Brand-new books are often placed in a special section of library and can be borrowed for only a few days. In yet another section, the reference section, books may not be borrowed at all, but must be used only in the library.

Reference books are in great demand and this is why they cannot be taken home. Libraries also have magazines and newspapers. These are called periodicals. Pamphlets and newspapers clippings are arranged alphabetically by subject in a vertical file. A librarian may have to help you use the vertical file.

Very large libraries may have special divisions or rooms. All of the books pertaining to the arts, for example, may be in one room. There might be a special rooms for books of interest to children or to young adults.

B. Find and identify the verb of the following sentences.

1. Ari bought food every day at Webb Market.
2. He saw about the sign about the fifty-dollar prize.
3. He quickly wrote his name on a piece of paper.
4. Ari told no one about the contest.
5. She dropped the bus for Ani.
6. Bagus walked alone.

C. **Decide if the verb has a direct object and is transitive, or if the verb has no direct and is intransitive.**

1. After the performance, everyone clapped.
2. The tourist spoke English very well.
3. Set the books on the desk.
4. The dance began shortly after dinner.
5. Kusmi read two books yesterday.
6. Mr. Wahyu raises roses in his flower garden.
7. The lawyer presented a good case for the defense.
8. We saw a science-fiction movie last Saturday.
9. The audience whispered constantly during the show.
10. There he and an assistant studied various strange animals.

11. The assistant helped the doctor with unusual experiments.
12. Everyone in the village stayed away from the area.
13. Only one brave villager brought food to the scientist.
14. One morning, Dr. Alfi awoke to the sound of rumbles.
15. He shouted a warning to his assistant.
16. The movie ended with a series of surprise events.
17. In the movie, Dr. Ari lived at the side of an extinct volcano.

D. Use the verb tense that best fits the meaning of the sentence.

1. Everyone (come) to Yuni's party next Saturday.
2. I (study) the dates very carefully, but I still can't remember them.
3. A stray kitten (appear) at our door every day at five o'clock.
4. Your mother (call) you last week.
5. My father (teach) my brother how to drive a car yesterday.
6. Every summer we (visit) relatives in Yogyakarta.
7. Fian and Gilang (paint) the kitchen last year.
8. Someone (look) in the window.
9. Rita (try) white-water canoeing when she was fifteen.
10. Someone (stand) on my toes.
11. That (to be) the most awful experience.
12. I (see) snake, when I was delayed by heavy rain.
13. Joe (say) that he had no money to spend.
14. Erna (write) ten pages of her report every week.
15. Jarot (enter) the race yesterday.
16. Salt (taste) salty.

E. Keep the verb in the present tense using an inflectional ending where it is needed.

1. The driver (honk) their horn angrily every evening.
2. Usually my brother Iwan (lean) out the window.
3. My mom (wish) the noise would stop.
4. Several police officers (distribute) traffic tickets.

5. My dad (watch) all this with great amusement.
6. Our family (rent) a car when we need one.
7. We (enjoy) a drive in the country.
8. It usually (take) about four hours.

F. Choose the correct verb form. From the ones in parentheses.

1. Won't you please come in and (sit, set) down?
2. Please (sit, set) that box of cookies on the table.
3. He (sat, set) on the doorstep until someone comes home.
4. We like to (sit, set) around the kitchen table talking.
5. Shintya and her mother (laid, lay) these carpet tiles.
6. Please (lay, lie) the wet umbrella in the bathtub.
7. Andi's collies (lay, lays) on the couch.
8. She carefully (lay, lays) furs fishing net down.

G. Find out the linking verb (transitive verb, and intransitive verb) of the following text.

Born Free, by Joy Adamson, is a true story about an orphaned lioness-named Elsa. The author and her husband decide to keep Elsa as a pet in their African household. Elsa looks healthier. She feels happy. What happens as Elsa grows up is quite interesting.

Elsa is the main character of this book. Mr and Mrs. Adamson also play an important part. At first it is easy for them to have Elsa as a pet, though the cub gets into all kinds of mischief. As Elsa matures, the Adamsons become very attached to her. However, both Joy and her husband realize that Elsa should be free.

I really liked this book. Elsa's antics were hilarious. It was also interesting to see how the lioness had to be friend to return to her natural habitat. It took caring and courage to help Elsa become a free, African Lioness.

H. Choose the correct form of 'be' verb (linking verb)

1. The fruit trees (were, are) in bloom in last April.
2. Sometimes I (am, was) lazy.
3. Ria and Erma (are, were) the first people in line yesterday.

4. This house (was, is) once a railroad station.
5. Sandy will (is, be) a good farmer.
6. I (am, were) a member of the club.
7. The strawberries (was, were) sweet and juicy.
8. Oky (was, is) sick last week.
9. Hans will (be, is) our next class president.
10. The birds (are, were) quiet every morning.

I. Write ten sentences of your own, each with an action verb. Identify whether the verb is transitive or intransitive.

CHAPTER V

ADJECTIVE IN SENTENCE

An adjective is a word that describes a noun or a pronoun. An adjective often comes right before a noun. The adjective takes two functions: **Attributive and predicative adjective**. Attributive adjective is an adjective that comes right before the noun it modifies, which is at the level of noun phrase. An adjective that follows one of these words tells about the noun or pronoun that comes before that word. While predicative adjective is an adjective that comes after linking verb as predicate: to be/ stative verb, am, is, are, was, were, and will be or seem, look, taste, etc. Adjective help others learn more about the people (many people), places (beautiful places), and things that you are talking about. An adjective can tell which one, what kind, or how many. Sometimes two or more adjectives may come before a noun.

1. Attributive Adjective (Adjective + Noun), at the level of phrase
 - a marvelous vacation
 - the big green house
 - seven hours
 - a noisy, old bus

2. Predicative Adjective (Noun + to be/stative verb + Adjective), at level of sentence

The lady is beautiful

The man is kind

She feels good

The house is big

The bus is noisy

The food tastes good

3. See the sentences below:
 - a. Ani did not have one friend.
 - b. He was afraid of the children and stayed away from them.
 - c. Then a big gray dog came to school with him.
 - d. The dog was patient, and waited all day.
 - e. The shy boy and his friendly dog were happy when school let out.

A. Adjective Formation

1. Adjective formation from verb.

Adjective formation from verb can be as follows:

By adding suffix -ive	Verb	adjective
	Attract	attractive
	Collect	collective
	Compare Communicate	comparative communicative
By adding suffix -able	Pay	Payable
	Eat	eatable
	Notice	noticeable
	Understand love	understandable lovable
By adding suffix -ing	Amaze	Amazing
	Amuse	Amusing
	Annoy	Annoying
	Astonish fascinate	Astonishing fascinating
By adding others suffix	Absorb	Absorbent
	Differ	Different
	Neglect	Negligent
	Obey multiply	Obedient multiple

2. Adjective formation from Noun

Adjective formation from Noun can be as follows:

By adding suffix -y or -ly	noun	adjective
	Day	Daily
	Fog	Foggy
	Grease	Greasy
	Noise gloss	Noisy glossy
By adding suffix	Commerce	Commercial

-al or -cal	Economy Industry Logic mechanic	Economical Industrial Logical mechanical
By adding suffix -ic or -tic	Athlete Atom Base Fantasy academy	Athletic Atomic Basic Fantastic academic
By adding suffix -ful	Care Beauty Grace Success help	Careful Beautiful Graceful Successful helpful
By adding suffix -ous	Danger Fury Religion Fame mystery	Dangerous Furious Religious Famous mysterious
By adding suffix -able or -ible	Comfort Profit Respond Value respect	Comfortable Profitable Responsible Valuable respectable
By adding suffix -ive or -tive	Excess Instinct Quantity Expense quality	Excessive Instinctive Quantitative Expensive qualitative
By adding suffix -ish	Child Boy Style Spain rogue	Childish Boyish stylish Spanish roguish

By adding suffix -ary	vision rudiment element reaction probation	visionary rudimentary elementary reactionary probationary
----------------------------------	--	---

EXERCISES

A. Underline every adjective and an arrow to the word in modifiers.

Example: I like ... car

I like red car
 →

1. I am tired and hungry.
2. Fiki chose a restful color for the room.
3. Desy is helpful with the small chores in the kitchen
4. The dusty, old desk is valuable.
5. The caterpillar is green and hairy.
6. David is wearing a new silk shirt.
7. She fixed the loose board on the front porch.
8. The absent students are ill with the same virus.
9. Grandfather is old and spirited.
10. Joan used an entire gallon of blue paint.

B. Add an adjective to each of the following sentences. Draw an arrow from the

Adjective to the word it modifies. The articles (a, an, the) are excluded.

Example: She takes chair

She takes **good** chair
 →

1. He played the ... records for his ... friend.
2. ... waves crashed against the ... pier.
3. A ... man with a ... voice said, "What do you want?"

4. She is very....
5. The weather will be....
6. A ... ribbon was awarded to the ... swimmer.
7. The ... claws on the raccoon are....
8. The ... weather kept us in the ... house.
9. The ... street was....
10. ... water cooled her ... fingers.
11. Rina had ... pancakes and ... eggs for breakfast.
12. Sheila saw a ... belt to go with her new jeans.
13. I saw that show, and it was....
14. Wayne bought a ... car.
15. The dog had ... fur.

C. Choose the best adjective from the following word list.

dark, favorite, wonderful, gentle, loud

Example: She chooses color

She chooses **dark** color

1. My ... time of day is just after I go to bed.
2. The sign on Clark's shop makes ... shadows.
3. A ... breeze makes my window shade more.
4. The street sounds can be ... or just a whisper.
5. I can imagine myself on a ... adventure.

D. Underline each adjective and draw an arrow to the word it modifies.

Example: Many little girls play card



1. Several big, brown lizards were sunning themselves on a flat rock.
2. Tiwi wrote an amazing story about a giant squids.
3. An ancient, rickety table stood in the farthest corner of the room.
4. A ripe cantaloupe was cut into small slices and offered to the weary guests.
5. The class made Greek salad, Russian tea, Japanese soup, and German sausage.
6. The last plane to Solo is leaving soon.

7. A cool, refreshing breeze blew across the parched, dusty fields.
8. The unhappy peasants protested against the cruel policies of the monarch.
9. My favorite aunt sent me a beautiful shell from Pacific Ocean.

E. Use an adjective (predicative complement) where each blank space indicates.

Example: Ani is

Ani is attractive

1. In their new clothes, Atrika looked...
2. She is... around small children.
3. The state I live in is..., ..., and
4. When the snow melted, the ground was
5. Astuti's older brother is usually ... to us.
6. Our school team is ... and
7. Agung looked ... when he heard the news
8. Tanto felt ... about winning the contest.
9. The house seemed ... in the cerie light.

F. Make an adjective by adding an adjective-forming suffix to the word in parentheses. Watch out the changes in spelling.

Example: She is (communicate)

She is communicative

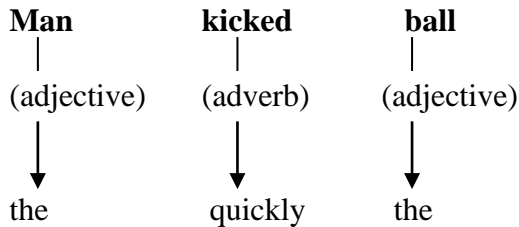
1. The (rectangle) box contained a pair of leather sandals with (beauty) silver buckles.
2. The scientist's talk on (atom) power was very (instruct).
3. His story about Hadi was not at all (believe).
4. The road seemed (end) because we were so tired.
5. Hary has real (music) talent.

CHAPTER VI ADVERB IN SENTENCE

An adverb is a word that tells more about or modifies verb, adjective, and adverb. Adverb tells how, where, when, and how much. Adverb takes many kinds: adverb of manner, place and direction, time, intensifier.

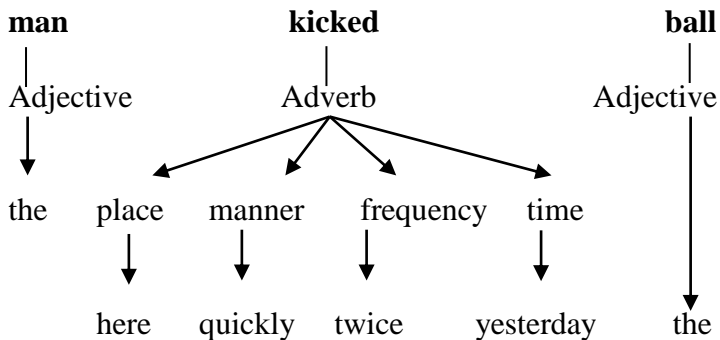
1. Adverb as modifier of a verb

The man kicked the ball quickly, or the man quickly kicked the ball.



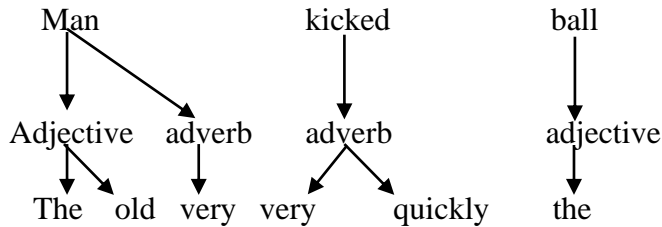
Adverb of manner modifies the verb most directly. Adverb of place and time may also be considered as modifying the verb.

The man quickly kicked the ball there twice yesterday.



2. Adverb as modifier (intensifier) of an adjective or adverb.
 Intensifying adverb of degree modifies adjective or adverb in the same way as **very** in the diagram below.

The very old man kicked the ball very quickly.



A. TYPES OF ADVERB

1. Adverb of Manner

The adverb of manner has the most characteristic adverbial form (an -ly suffix added to a descriptive adjective).

- a. Quick – quickly as in: She runs quickly.
- b. Neat – neatly Andi dresses neatly
- c. Awkward – awkwardly He dances awkwardly
- d. Slow - slowly Slowly, he repairs the radio
- e. Polite – politely The man talks politely
- f. Ready – readily The book is readily available
- g. Diligent – diligently She works in the office diligently
- h. Correct – correctly Correctly, she did the test
- i. Beautiful – beautifully She paints the wall beautifully
- j. Successful-successfully They perform the drama successfully
- k. Careful – carefully Carefully, he takes care the kid.

2. Adverb of Place and direction

Among the adverb of place and direction may be include some

prepositional forms appearing after the verb. The adverb of direction are like: straight, west, left, away, etc.

He came in
They walked down
Here they lived 20 years ago
She goes away 2 hours ago
Andi stays outside
Just go straight!

3. Adverb of Time

3.1. Definite time

These adverbs have a fixed boundary in time. Most of these adverbs have noun form and some may be used in plural form.

I saw him yesterday
Today I heard the news about the palace
He works nights and sleeps days.

3.2. Indefinite time

These types of time have no fixed boundary in time.

Recently : have finished the job recently
Now days : Now days the computer price raises
Soon : They will call me soon
Already : I have thought it already
Still : She is still confusing
Just : He has just come
Immediately : Immediately she catches the ball

a. Sequence in time

Now : I am working now.
Then : Then, I will finish my homework.
Before: I come here before dark.
After : After breakfast, I will call my parent.
Next : See you next Saturday.
Later : see you later.

b. Frequency

Always : Fiki always studies hard.

- Often :Ria often cries for the toy.
- Sometimes : Sometimes she takes over her sister toy.
- Never : Her sister never lends her toy to her.

c. Intensifying Adverb.

Intensifying Adverb, here serve as quantifiers and emphasizer.

1. Adverbs of degree (quantifiers)

a. Adverbs of degree denoting how much with respect to adjective or adverb.

- Very : She loves her parents very much.
 - Too : Too much love will kill you.
 - Quite : The books are quite different.
 - Somewhat : Both of you are somewhat cool.
 - Rather : The sky is rather cloudy.
 - Extremely : The tiger is extremely cruel.
 - Fairly : She talks fairly open to the accused.
- rather, almost, less, more, most, etc.

b. Adverb of degree denoting how complete.

- Almost: They have almost finished the work.
- Entirely : Your furniture is entirely perfect.
- Nearly : Your answer is nearly right.
- Partially :He has now partially recovered from his stroke.
- Practically :They are practically ready to begin the show.
- Wholly : The books is wholly copied.
- Completely :He completely misunderstood his wife's remark.

2. Distinguishing adverbs (Emphasizer).

These adverbs emphasize particular words or grammatical construction. Such adverbs usually appear immediately before the words or construction they modify.

- Especially : I like fruits, especially apple
- Exactly : I don't what exactly happened
- Merely : She merely sits down
- Only : They only have ten dogs

Simply : She reports to the police simply
 Purely : Purely he is Chinese
 Solely : Surely I miss the bus

B. SUFFIX FORM OF ADVERB

Most adverb of manner, many sentence adverbs, and some adverbs of frequency and degree are formed by adding the derivational suffix-ly to a descriptive adjective (see the adverb of manner). A few spelling rules need to be observed when adding -ly to adjective:

1. Final -y preceded by a consonant is change to -i.

She works happily

He takes all his day busily

2. With adjective in -ible, -ple, tle, dle the -le is dropped before -ly.

Possibly she comes to the party

She explains the material simply

I welcomed the passengers gently

They treat the refugees idly

Adjective that already ends in -ly often reminds the same form as adverb like: friendly, leisurely, lively, orderly, early, weekly, and daily.

The suffixes other than -ly that distinguish adverbs are:

-ward	-wise	-place	-where
frontward	lengthwise	someplace	anywhere
backward	otherwise	anyplace	nowhere
downward	budget wise		elsewhere
onward	sale wise		

-ever	a-
forever	apart
however	apiece
wherever	along

She takes the glass carefully

1. The boy fell down the stairs.
2. Dr. Iwan accepted the award.
3. Erma laughed at the joke.
4. She pays her bills.
5. I ate the roast beef.
6. I see your parents in the supermarket.
7. Oky likes spinach.
8. We visit my grand parents on Sunday.
9. He grabbed his jacket and left.
10. Didik ate the last of the spaghetti.
11. Be sure to wear jeans on the hike.
12. He tripped coming down the street.
13. Desi had a swim at the pond.
14. She won't wear sneakers any more.
10. Father bakes casseroles.
16. To save time, Erma rode his bike.
17. She eats yogurt for lunch.

D. Underline the adverb and what kind of adverb you underline.

Example: She calls politely

She calls politely (adverb of manner)

1. Yuni watched the toddler carefully.
2. Excitedly, the boy unwrapped his birthday gifts.
3. She dived headfirst into the swimming pool.
4. Tomorrow we will stay late.
5. He stood up abruptly.
6. Do you honestly believe that story?
7. Swiftly and surely, the arrow struck the center of the target.
8. We occasionally play. Scrabble after evening news.
9. Dono seldom gives an incorrect answer.
10. She trudged doggedly through the deep mud.
11. Ary sat down on the bench before the paint was completely dry.
12. He plays checkers well.

E. Tell whether the word you have chosen is an adjective or an adverb.
See chapter 5 for the adjective.

Example: She writes a letter (slowly, slow)

She writes a letter slowly

1. Joshua speaks too (rapid, rapidly) when he is excited about something.
2. Dwi felt (bad, badly) about her ruined book.
3. He looked (furious, furiously) for the missing assignment.
4. Please be (careful, carefully) when you ride your bicycle on that road.
5. He performed the stunt (good, well).
6. The whole class looked (nice, nicely) the day the pictures were taken.
7. Kusmi and Desy won the croquet game (easy, easily)
8. David felt (delightful, delightfully) sleepy.
9. She smiled (hopeful, hopefully) at the crowd.
10. Syakri feels (wonderful, wonderfully) about the special award he received

F. Rewrite the following sentence so that the adverb appears in a different position.

Example: Slowly, they play the music

They play the music slowly

1. The snow fell gently.
2. Tomorrow I have a birthday.
3. Alfi was always punctual.
4. Sometimes we cook supper on the patio.
5. Soon the eggs will hatch.
6. Wiwit and Wiwin waited patiently.
7. The eggs slowly began to crack.
8. The chicks inside were moving.
9. Suddenly, the first fuzzy little head appeared.
10. Tono takes the chicks quite carefully.

G. Underline each adverb and tell what question it answers.
(How?, When?, Where? and How much?)

Example: Yesterday she came to the meeting

Yesterday she came to the meeting (When)

1. The readers' guide lists entries alphabetically.
2. I always listen to the radio on Saturday afternoon.
3. Bimo does his homework carefully.
4. The bouquet of flowers smells delightfully fresh.
5. Fian seems quite happy in his new apartment.
6. Gilang has never been to a opera.
7. We reached home very late at night.
8. Soon the tomatoes became ripe.
9. The science fair ended yesterday.
10. Patiently, the nurse waited for the man's family.
11. Red flowers grew everywhere.
12. Ria happily opened the gift.
13. She is waiting inside.
14. I will visit Uncle Seno today.
15. Pack the stuffing into the turkey loosely.

H. Find out the adverbs of the following texts.

TEXT I

The winter turned out badly for farmers. It was bitterly cold, and after the first light snows before Christmas there was no snow at all-and no rain. March was bitter as February. On those days when the wind fairly punished the country, Rosicky sat by his window. In the fall he and the boys had put in big wheat planting, and now the seed had frozen in the ground. All that land would have to plowed up and planted over again, planted in corn....Setting beside his lowering window while the panes rattled and the wind blew hard in under the door. Rosicky gave himself to reflection, as he had not done since those Sundays in the loft of the furniture factory in New York, long ago.

Willa cather, "Neighboo Rosicky" (in Heath: 336)

TEXT II

A dictionary is a collection of most of the words in our language. Dictionaries vary greatly in size, purpose, and reliability. The largest, the unabridged, may have as many as 450,000 entries. Your little pocket-sized one may have as few as 30,000 entries. At one time or another, you will probably find yourself using both the unabridged dictionary and a little pocket-sized one, according to your needs.

How do you use a dictionary effectively? If you are in somewhat doubt about a word meaning, look it up. If you are not sure enough how to spell a word correctly, look it up. But besides helping you with meanings and spellings, dictionaries provide well other useful information.

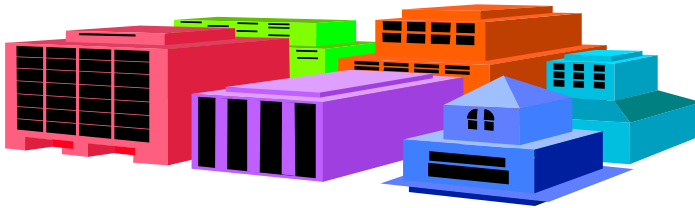
If the entry word is capitalized, then you know the word is always capitalized. Sometimes, however, a word begins with a capital letter only when it has a certain meaning. The dictionary points this out clearly.

CHAPTER VII PREPOSITION

A. Presentation

During the summer, we went to the beach every day. We stayed at a lovely motel right on the beach. In the morning we would get up at 4:30, have breakfast, then spend four hours in the pool with all the other guests. At 1:00 we would have lunch in our room. For lunch we would eat something light like sandwiches and fruit. In the afternoon we would return to the pool area and sit in the sun for a while. At night we would take long walks along the beach or visit some friends who lived at 200 Volusia Avenue in Daytona Beach.

(taken from Cliffs Notes)



B. Key Points

1. Pay close attention to the underlined prepositions from the text above.
2. How do you use each of prepositions properly in a phrase or sentence?

C. Practice

Supply the missing words in the following sentences with proper prepositions (**in, at, to, with, of, off, before, on, up**).

1. A woman blue jeans stood the window of an expensive shop. Though she hesitated for a moment, she finally went and asked to see a dress that was the window.
2. I don't agree your plan. I prefer go the movie. I am very not fond swimming.
3. George is jealous his younger sister. She is well-qualified typing and very efficient her work.
4. I'll phone you Tuesday morning about 10 o'clock, OK?
5. sleeping, take your shoes, and turn your clock. You have to get 4 o'clock the morning.

D. Explanation

1. Form and Position of Prepositions

Most prepositions are short words, usually consisting of one or two syllables (*in, on, at, over, to*, etc.). Sometimes two short prepositions are joined into a one-word compound (*into, within, upon*, etc.), or two or more separate words function together as a phrasal preposition (*away from, instead of, next to, as for*, etc.)

Prepositions are words normally placed before nouns or pronouns. They can also be followed by verbs, but the verb must be in the gerund form (keep *on* trying, go *on* running, give *up* smoking, etc.). Prepositions can also be placed in the verbs which are usually called *Phrasal Verbs* (Martinet, 1986: 315). This chapter will only explain some important and familiar prepositions.

2. Types and Uses of Prepositions

2.1. Time

a. **At** + times (specific time)

at 5 o'clock night	at midnight	at the same time	at
at 6.45 noon	at lunchtime	at the age of	at

- ◆ I don't like going out **at** night.
- ◆ What will you do **at** the weekend?
- ◆ Einstein left school **at** the age of 17.
- ◆ You and I arrived **at** the same time.

b. **On** + dates/days

on 13 July	on Sunday afternoon(s)
on Friday (s)	on Monday morning (s)

- ◆ I was born **on** April 21.
- ◆ The first train started **on** time.
- ◆ There are many young boys and girls **on** Sunday morning in Manahan.

c. - **In** + longer periods of time (months/years/seasons)

in June	in the winter	in the night
in 1990	in the 21 st century	in the morning

- ◆ I'll see you **in** the morning.
- ◆ She left the job **in** 1993.
- **In** + a period of time = a time in the future
- ◆ The plane will be landing **in** a few minutes (= a few minutes from now).
- ◆ They are getting married **in** 2 months (= 2 months from now).
- ◆ I learnt to drive **in** 3 weeks (= it took me three weeks to learn).

d. **For** and **during**

- **For** + a period of time: to say how long something goes on.
 - ◆ I have been watching film **for** two hours.
 - ◆ She is going away **for** a week in June.

- **During** + noun to say when something happens.
- ◆ I fell asleep **during** the film
- ◆ I met a lot of interesting people **during** my holiday/**during** the summer.

e. **By** and **until/till**

- **By** + a time = not later than, at any time up to this point.
- ◆ We have to be at home **by** 6 o'clock (= at or before 6 o'clock, at 6 o'clock at the latest).
- ◆ Where's Ann? She should be here **by** now (= now or before now; so she should have already arrived).
- **By the time** + something happens/happened
- ◆ **By the time** you receive this letter, I'll probably be in New York (= I will arrive in New York between now and the time you receive this letter).
- ◆ **By the time** I finished my work, I was very tired (It took me a long time to do the work and I became more and more tired during the time).

==> **By then** can also be used instead of by the time.

- **Until/till**: to say how long a situation continues.
- ◆ I cannot see you **until** five o'clock
(**till** is frequently heard in speech).
- Compare:
- ◆ I'll be working **until** 2 o'clock (so I'll stop working at 2 o'clock).
- ◆ I'll have finished my work **by** 2 o'clock (= I'll finish my work at or before 2 o'clock, at 2 o'clock at the latest).

f. **From** and **since**

- **From** is normally used with **to** or **until/till**.
- ◆ Most people work **from** nine **to** five.
- ◆ I can see you from **10** o'clock **until** 2 o'clock.
- **Since**: gives the beginning point.

- ◆ I have not seen him **since** Sunday.
- g. **Before** and **after** (events that follow one another).
 - ◆ I will see you **before** Wednesday.
(**Prior to** is a literary equivalent of before).
 - ◆ I will see you after Wednesday.
(**Subsequent to** is a literary equivalent of after).

2.2. Place/Location

a. At

at home	at university	at sea (on a ship)
at work	at a station	at the seaside
at school	at an airport	at John's house

- ◆ Can you meet me **at** the station?
- ◆ I'd rather stay **at** home.
- **At** an event/where an event takes place

at a party	at a concert
at a conference	at the cinema, etc.

- ◆ I saw Jack at the football match.
- ◆ Last Sunday I met her at the concert.
- **At** an address
- ◆ He lives at 14 River Street.
- **At** a certain point

at the bridge	at the bus-stop	at the door
at the window	at the crossroads	at the traffic lights

- See also:

at the top (of the page)	at the back
at the bottom (of the page)	at the front
at the end of the street	at the corner of the street

- ◆ I couldn't see very well because I was standing at the back.

b. On

on the ceiling	on the nose	on the wall
on a page	on the floor	on the ground/grass

- ◆ Have you seen **on** the notice-board?
- ◆ In Britain we drive **on** the left.
- ◆ London is **on** the river Thames.
- ◆ He spent his holidays **on** a small island.

c. In

in a room/building	in the water
in a garden/park	in the sea
in a town/a country	in a river
in a row/line	in a queue

- ◆ When we want to go to Italy, we have to be sure that there are a lot of money **in** our bag.
- ◆ Have you read this article **in** the newspaper?

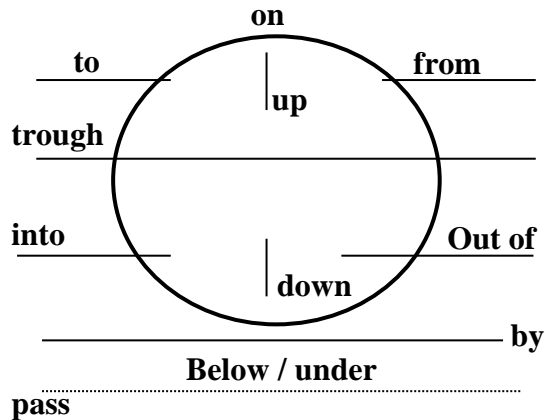
Note also:

- ◆ Sit **in** an armchair (but on a chair).
- ◆ **In** a photograph/picture/mirror
- ◆ **In** the street/sky.

d. – in/at/on the corner

- ◆ The television is **in** the corner of the dining room.
- ◆ There is a telephone box **at/on** the corner of the street
- **in/at/on** the front i/back
 - ◆ I was sitting **in** the back (of the car) when we crashed.
 - ◆ The garden is **at** the back of the house.
 - ◆ Write your name **on** the back of the piece of paper.

Above/over



Look at that picture and the examples to understand certain expressions containing prepositions.

- ◆ The plane flew **over** the mountains.
- ◆ He lives on the floor **above/below** us.
- ◆ A subway runs **under** this street.

What do you think? Don't you think the prepositions above deal with direction/movement?

2.3. Direction (Movement in regard to a point)

- ◆ He always walks **to** school **from** his home.
- ◆ He ran **into** the house quickly.
- ◆ He climbed **up** (or **down**) the stairs.
- ◆ You can drive **through** that town an hour.

3. Prepositions in Phrasal Verbs or Verbal Idioms

Phrasal Verbs (Martinet, 1986: 315) or Verbal Idioms (Pyle, 1987: 215) is a group of words, containing a verb, that has a meaning different from the meaning of any individual word within it. It is very usual to place prepositions or adverbs after certain verbs so as to obtain a variety of meanings.

For example:

Break **off** : end

Call **on** : ask, visit

Care **for** : like, look after

Give **up** : abandon/stop (a habit or attempt)

Look **for** : search for, seek, etc.

- ◆ I am looking **for** my glasses.
- ◆ He took **off** his coat or He took his coat **off**.
- ◆ The teacher called **on** him to write his assignment on the blackboard.

4. Common Combinations with Prepositions

4.1. Nouns + Prepositions

quality of	number of	exception to
pair of	reason for	sample of

- ◆ The quality **of** this photograph is different from that one.
- ◆ I saw a sample **of** her work.

4.2. Verbs + Prepositions

decide on	pay for	remove from
depend on/upon	answer back	remove from
emerge from	succeed in	account for

- ◆ The two prisoners escaped **from** LP Wirogunan yesterday.
- ◆ You can rely **on** John if you want the job done quickly.

4.3. Adjectives + Prepositions

satisfied with	afraid of	different from
interested in	fond of	accustomed to
similar to	bored with	guilty of

- ◆ He is quite fond **of** playing soccer.
- ◆ I am not satisfied **with** my job.
- ◆ She is afraid **of** dogs and snakes.

EXERCISES

- I. Fill the gaps with the appropriate prepositions (**in, on, at, under, from, over**).

Example:

A woman ... be jeans stood ... the window of an expensive shop

A woman in be jeans stood at the window of an expensive shop

1. summer, there are always flies the kitchen ceiling.
2. There is a newspaper shop my way to the office.
3. I can't find Tom this photograph. Is he it?
4. Mr. Boyle's office is the first floor. When you come out of the lift, it's the third floor your lift.
5. If you want to get away modern life, you should go and live a small island the middle of the ocean.
6. Ann's brother lives a small village the south coast of England.
7. He has friends all the world.
8. She put the letter the pillow.
9. Do you see the notice the door?
10. the front row, I could see Jack sit a chair.

- II. Put in the correct prepositions (**in, on, at, since, from, during, until/till, before, by, for, to**)

Example:

... sleeping, take your shoes ... Tuesday morning ... about 10 o'clock, OK?

Before sleeping, take on your shoes Tuesday morning ... about 10 o'clock, OK?

1. The population has doubled the last decade.
2. Monday I felt really ill. I couldn't eat anything three days.
3. the time they got to the theater, the play had already started.
4. 6 o'clock 7 o'clock the room will be used for the final exam.
5. The manager cannot sign your proposal Saturday.
6. Moslems usually meet each other Lebaran.
7. I am sorry, Mr. Darvis is busy the moment.
8. I've been invited to a wedding 14th February.
9. My father is 58. He'll be retiring from his job two years time.
10. Tom's grandmother died 1977 the age of 67.

III. Fill in the blanks with the given verbal idioms.

Fill in look into look after count on
Keep on give up found out

Example:

She ... going abroad last year.

She decided on going abroad last year.

1. driving at 55 miles per hour if you want to save gasoline and prevent accidents.
2. Pete promised to smoking immediately.
3. Mrs. Lastinger will the history teacher who is out of town.
4. Maria Elena will the neighbor's children while they attend the school meeting.
5. We plan to the possibility of spending a week at the seashore.

6. Mike just that his passport had expired three months previously.
7. I knew I could them to get the job done.

IV. GAME: The Best Sentence (Phrasal Verb)

1. Divide the students into four groups.
2. Give each group four phrasal verb, e.g.:

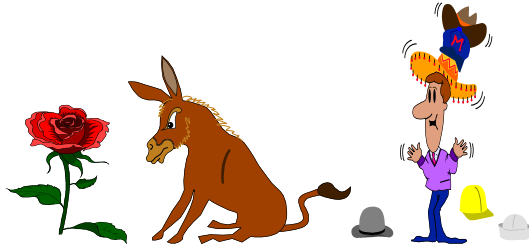
Group A	Group B	Group C	Group D
Put off	Catch on	Walk out	Draw up
Bring about	Come up with	Put up with	Get down to
Hint at	Cut down on	Back up	Face up to
Put across	Part with	Enlarge on	Turn out to

3. Ask them to discuss in their group. Then each person should make sentences to illustrate the given phrasal verbs.
4. Each person is to read out his/her sentences illustrating that verb. In the group, vote which is the best sentence in terms of making clear the meaning of the verb.
5. Read out to another groups.

CHAPTER 8 ARTICLES

A. Presentation

I have just moved to a house in Bridge Street near the Wayle river. Yesterday **an** old beggar knocked at my door. He asked me for **a** meal and **a** glass of beer. In return for this, **the** beggar stood on his head and sang songs. I gave him **a** meal. He ate **the** food and drank **the** beer. After eating and drinking, he told me about his experiences. He told me that he came from **the** Kingdom of Thailand. He has gone to **the** United States three times, **the** Netherlands twice. He has also entertained in **the** university of Michigan. For him, **the** most interesting things in **the** world are only **a** rose and **a** horse; because **a** rose smells sweet and **a** horse is man's best friend. Hmm... what **a** romantic man!



B. Key Points

1. Pay close attention to the bolded articles from the text above.
2. How do you use each of articles properly a word/phrase?

C. Study also these Examples:

A man is walking towards me. The man is carrying **a parcel**. The parcel is full of meat. **A dog** is following the man. The dog is looking at the parcel.

The speaker says “**a man/a parcel/a dog**” because this is the first time he talks about them

The speaker says “the man/the parcel/the dog” because the listener now knows which man/parcel/dog he means.

- The man who is carrying a parcel
- The parcel which is full of meat
- The dog which is following the man.

D. Explanation

1. Types and Main Functions of Articles

There are two articles in English, which are the indefinite article (**a/an**) and the definite (**the**). The main functions of articles are:

1. as determiners that precede nouns
 2. to mark nouns as definite or indefinite.
- 1.1. **A/an** can precede only singular count nouns. They can be used in a general statement or to introduce a subject which has not been previously mentioned or has been mentioned for the first time.
- ◆ I saw **a** cat under the tree (we don't know which cat).
- A** is used before words that begin with a consonant sound.
An is used before words that begin with a vowel sound.
- **A** house (begins with a consonant sound)

- **An** hour (begins with a vowel sound)
 - **A** university (begins with a consonant sound)
 - **An** umbrella (begins with a vowel sound)
- 1.2. **The** is used to indicate something that we already know about or which particular thing we mean.
- ◆ **The** sun shines from the east (There is only one sun).
 - ◆ **The** cat under the tree is black (The speaker and the listener know which cat).

2. Uses of Articles

2.1. A/an is used:

- a. before singular countable nouns or when a/an means one.
 - ◆ Are you looking for **a** job?
 - ◆ I need **an** egg.
 - ◆ I waited **an** hour.
- b. to say what something/someone is (identity/profession) or what something/someone is like.
 - ◆ He is as brave as **a** lion.
 - ◆ **A** whale is **a** mammal.
 - ◆ Jane is **a** very nice person.
 - ◆ Budi is **a** lawyer.
 - ◆ He has got **a** big nose.
- c. when the listener doesn't know which thing we mean.
 - ◆ I saw **a** man walking on the street (The listener doesn't know which man).
 - ◆ I need **a** pen (The listener doesn't know what kind of pen/it's not a particular pen).

Besides, there are also special uses of **a/an**:

d. **A/an** after "such, what" (in exclamations).

- ◆ What **an** old dress!
- ◆ This is such **a** nice face.

A/an is required after "such/what" used a singular countable noun.

e. **A/an** before noun quantifiers (certain expressions of quantity).

a lot of	a couple of	a dozen
a great many	a great deal of	a number of

f. with certain numbers.

a hundred	a thousand
a half-holiday	
a half hour or half an hour	

g. with proper names, meaning a certain (**a + Mr./Mrs./Miss + Surname**).

◆ Ladies and Gentleman, **a Mr. Suryo**.

“a Mr. Suryo” means “a man called Suryo” and represents that he is a stranger to the speaker. “Mr. Suryo” (without a) implies that the speaker knows Mr. Suryo.

2.2. **The** serves to participate a noun. It is used:

a. when the object or the group of objects is unique or considered to be unique (or, there is only one in the world).

The earth	the sea
The sky	the stars, etc.

b. when it is clear in the situation which thing or person we mean. For example, in a room we talk about, “the light/the floor/the ceiling, etc”.

◆ Could you turn off **the** light, please? (The light in this room).

◆ **The** postman was late this morning (= Our usual postman).

See also:

The bank	the post office
The doctor	the station

c. before a noun which has become definite as a result of being mentioned a second time.

- ◆ He found a wallet yesterday. **The** wallet is brown (The wallet which he found).
- d. before a noun made definite by the addition of a phrase or clause.
 - ◆ **The** girl in blue jeans is my friend.
 - ◆ **The** place we used to meet
 - ◆ **The** boy with the banner
- e. before superlatives and first, second, etc. used as adjectives or pronouns, and only:
 - ◆ Ann is **the** best student in class.
 - ◆ This is **the** only way.
 - ◆ It is **the** first time for me on board.
- f. the + singular noun is to represent a class of animals or things or to talk about a type of machine, invention, etc.
 - ◆ **The** rose is my favorite flower (roses in general).
 - ◆ **The** bicycle is an excellent means of transport (the machine named bicycle).
 - ◆ Can you play **the** piano? (the instrument named piano)
- g. the + adjective represents a class of persons.

The poor = poor people in general.

The blind	the sick	the dead
The rich	the young	the injured

- h. the + nationality words represents the people of that country.

The French = the French people

The English	the Dutch
The Indonesian	the Swiss

- i. the is used before certain proper names of seas, rivers, groups of islands, cities, mountains, countries, continents, oceans.

The Atlantic	the Netherlands
The Thames	the Sahara
The Himalaya	the West
The United Kingdom	the Middle West, etc.
The United States of America	

- j. the + names of hotels/restaurants/choirs/pop groups, etc.

The Hilton	the British Museum
The Bombay restaurant	the Beatles
The Philadelphia Orchestra	

- k. the + plural surname can be used to mean “the family.
The Smiths = Mr. and Mrs. Smith (and children).

3. No article

Article is not used:

- a. in general statements, with non-countable and plural nouns that do not have post-modifiers.
- ◆ Milk is good for children
 - ◆ Children should eat eggs.
- b. with many place names – continents, countries, cities, lakes, streets, parks

Europe
Lake Superior
Fifth Avenue
Central Park, etc.

- c. with names of holidays – Lebaran, Christmas, Thanks giving, but the Fourth of July.
- d. with names of magazines – Times, Lifes, etc. but the Reader’s Digest, the Saturday Review of Literature, etc.
- e. with names denoting certain places in the environment.
- ◆ He is going to school
 - ◆ He is in prison
 - ◆ They went home
- f. with names for most physical diseases
- ◆ He has pneumonia/polio/acne but:

- ◆ He has a headache/a fever
- ◆ He has the flu.
- g. with certain nouns used coordinately in set phrases: heart and soul, mother and child, man and wife, etc.
- h. in headlines, notices and telegrams, lists and outlines
 - ◆ Man found dead in car
 - ◆ Please wire answer immediately.

EXERCISES

I. Supply the articles (a, an or the) if the following sentences are necessary. If no articles is necessary. Leave the space blank.

1. ----- Statue of Liberty was a gift of friendship from ----- France to ----- United States.
2. ----- judge asked ----- witness to tell ----- truth.
3. John and Mary went to ----- school yesterday and then studied in --
--- library before returning home.
4. ----- Lake Erie is one of ----- fine Great Lakes in ----- North America.
5. ----- Mount Rushmore is the site of ----- magnificent tribute to ----
- four great American presidents.
6. This morning I bought ----- newspaper and ----- magazine. -----
newspaper is in my bag but I don't know where ----- magazine is.
7. I saw ----- accident this morning. ----- car crashed into ----- wall. --
--- driver of ----- car was not hurt but ----- car was quite badly
damaged.
8. We live in ----- old house in ----- middle of the village. There is ---
-- beautiful garden behind ----- house. ----- roof of ----- house is in
very bad condition.
9. It was ----- beautiful day. ----- sun shone brightly in ----- sky.

10. We don't go to ----- theater very much these days. In fact, in ----- town where we live there isn't ----- theater.

II. Choose the correct form, with or without a/an or the.

1. A student/student should work hard.
2. Apples/The apples are good for you.
3. Life/A life would be very difficult without electricity/the electricity.
4. Most people/The most people still believe that marriage/the marriage and family life are the basis of our society.
5. After leaving school/a school, Nora worked as a cleaner in hospital/at the hospital.
6. After work/the work, Ann usually goes home/the home.
7. Do you come from the Republic of Ireland/Republic of Ireland?
8. Have you ever seen the Rocky Mountains/Rocky Mountains?
9. This is the most interesting/most interesting film I have ever seen.
10. Peru is a country/the country in South America. The capital/Capital is Lima.

III. Game: Indefinite Article, present simple third person singular and plural.

1. (For the female students) write seven sentences starting:
A brother Brothers
 - (For the male students) write seven sentences starting:
A sister Sisters
 - You have to write about siblings in general, not about your own particular brother or sister.
2. Write your sentences on the board and build up a series of parallel statements about sisters and brothers. If your friend's sentence is wrong in grammar or spelling, try to correct it.

CHAPTER IX

KINDS OF SENTENCE (Part 1)

A sentence is a full of predication and containing a subject plus a predicate with a finite verb (Frank, 1972: 220). Sentences are generally classified in two ways, one by types and one by the number of formal predications. This chapter will explain especially about the classification of sentences by number of formal predications. Meanwhile, the one by types will be explained in the next chapter (chapter 10).

A. Presentation

A: Hi Tina How are things with you?

B: Just fine ... Where were you when I called last night?

A: I was at the library You know, trying to study hard.

B: I know you You are a fast reader. The library is your place.

A: I was only reading an article which was written by a well-known philosopher.

B: All right Never mind the philosopher. Now tell me what he said

A: He said that if we want to succeed in anything we do, we have to focus our objective.

B: Now, how do you explain this term “focus our objective”.

A: Simple It means that we have to do one thing at a time; equally important, we must do it well. We must direct our energy and funds to this one objective or goal.

B: Ha You sound like a philosopher yourself now

A: I have only read an article ... The thing is that I can learn faster than others.

B: All right Smart Alec (keminter) You ... I'll see you tomorrow Bye-bye now.

A: Bye-bye.

Taken from:

“Teori Terjemahan dan Kaitannya dengan Tata bahasa Inggris”.

B. Key Points

1. What do you think about the underlined sentences?
2. What do you think about simple, compound, complex, and compound-complex sentences?

C. Study also this Examples:

- ◆ The car has a good engine
- ◆ The child hid behind the curtain and his mother looked for him.
- ◆ The computer which is covered with a tablecloth is my friend's.
- ◆ The man stole the jewelry and he hid it in his house until he could safely get out of town.

D. Explanation

1. Classification of Sentences by Number of Full Predications

This classification is based on the number and kind of clauses within a sentence. A clause is a full of predication that contains a subject and a predicate with a finite verb. There are two kinds of clauses, independent (main) clause and dependent (sub) clause. The independent (main) clause is a full of predication that may stand alone as a sentence; the dependent (sub) clause cannot stand alone and has a special introducing word.

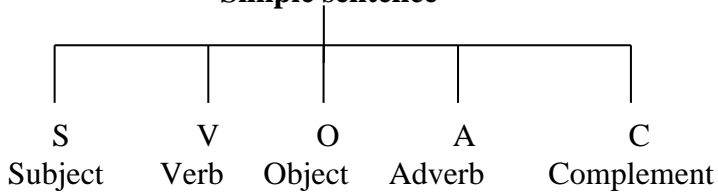
There are 4 (four) sentences dealing with the classification: **simple, compound, complex, and compound-complex sentences.**

2. Meaning and Form

a. Simple sentences

This sentences have only one full of predication.

Simple sentence



SV	: I laughed.
SVA	: He is in the class.
SVC	: He is an engineer.
SVO	: The child caught the ball.
SVOO	: People choose her president.
SVOC	: My parents make me happy.
SVOA	: I watched TV last night.

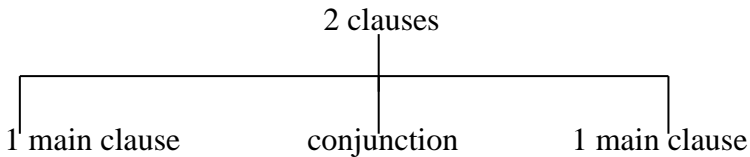
In the predicate of simple sentence there is only one main verb. A simple sentence may consist of two or three words or longer than that. Besides, it may also have 2 (two) subjects but 1 (one) verb; or, 1 (one) subject and 2 (two) verbs.

- ◆ A man and a woman worked in the field.
- ◆ A man attacked and robbed the rich lady.

b. Compound sentences

When 2 (two) simple sentences are joined by a conjunction like **and, but, or/nor, so, yet** they are called **compound sentence**. Therefore, these sentences have 2 (two) independent/main clause.

Compound sentence



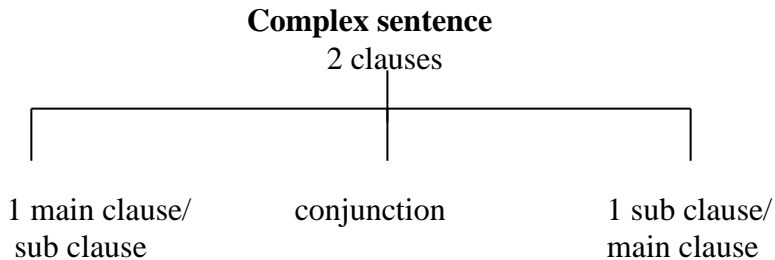
The girl went out and the baby cried

Another conjunctions:

- To express time → afterward, at the same time, meanwhile, etc.
 - ◆ He is the Rector of the university; at the same time, his wife is the Dean of the department of Literature.
- To express addition → in addition, equally important, moreover, furthermore.
 - ◆ He is an intelligent student; moreover, he has the funds to finance his study abroad.
- To express result → for this/that reason. Apparently, consequently, etc.
 - ◆ He has a lot of program; for this reason he cannot attend his sister's wedding party.
- To express difference/contrast → however, in contrast, in spite of this, on the contrary, on the other hand, etc.
 - ◆ Many people in big cities in Indonesia are affluent; on the contrary, farmers in the villages live at a subsistence level.
- Etc.

c. Complex sentences

Such sentences have 2 (two) or more full of predicating. One of these is a main clause that is familiar to the form of the simple sentence, and 1 (one) or more of these are sub clauses.



The machine didn't work when I wanted to use it.

When I wanted to use it, the machine didn't work.

ly.

- ◆ That he is lazy is not a secret.
- ◆ The woman who is wearing a red blouse is my mother.
- ◆ He was reading a newspaper while his wife was preparing breakfast in the kitchen.

Conjunctions in complex sentences:

- To express time → when, whenever, while, since, after, before, as, etc.
 - ◆ He had finished his homework before he left the house.
- To express place → where, wherever, etc.
 - ◆ They spread the seeds where the soil is fertile.
- To express cause and effect → because, since, etc.
 - ◆ Prices increase since demand for consumer goods is high.
- To express condition → if, whether.
 - ◆ I will write the book if it benefits the students.
- To express contradiction → although, even though, etc.
 - ◆ Although Indonesia is an agricultural country, we still have to import many farm products.

d. Compound-complex sentences

Such sentences contain 2 (two) or more main clauses and 1 (one) or more dependent (sub) clauses.

- ◆ While I was walking down Fifth Avenue, I ran into a friend whom I hadn't seen for many years, and I stopped to have a good chat with him.
- ◆ The man stole the jewelry and he hid it in his house until he could safely get out of town.

Exercises

I. Analyze the following paragraph. Show which one are simple, compound, complex or compound-complex sentences.

One day we say, “I wouldn’t been seen dead in it”, but the next day we’re wearing it! Although women know skirts are too long or too short, they buy them. Men wear tight trousers or baggy ones, even though they know they are uncomfortable. Women shave their heads and men have long hair whether it suits them or not. “I know what I like” is a phrase we often hear, but we are all afraid to do what we like. So we obey the dictators in Paris and London – in spite of what we feel. Otherwise people say, “Did that blouse belong to your grandmother?” or “You look like Al Capone in that suit.” But don’t worry! Even you are wearing your grandmother’s blouse or Capone’s suit, you can be sure of one thing: Sooner or later it will be the latest craze!

Taken from:
“Mainline Progress B” by L.G. Alexander.

A market is a place where buyers and sellers come together to buy and to sell their resources and goods and services. In the past the term referred to a geographic location, but it is obvious that today there are no limits to the market since modern communications enable a buyer and seller to “come together” without ever seeing each other.

There are five major functions of markets. These five functions represent questions must be answered by any economic system.

Taken from:
“Macroeconomic Theory” by Richard A. Bilas.

II. Combine these sentences by using proper conjunctions.

Example:

- They worked hard.

- They want to increase their productivity. (because)
- ➔ They worked hard because they want to increase their productivity.

1. The villagers will have a better life.
Their economy improves. (if)
2. He failed in his business.
He had tried hard. (even though)
3. He is reading a letter.
He received it from his mother. (which)
4. We could forgive him.
He understood his mistakes. (as long as)
5. Amat does not like to work hard.
He is just lazy. (in short)

III. Make sentences as follows:

1. 3 (three) simple sentences.
2. 3 (three) compound sentences.
3. 2 (two) complex sentences.
4. 2 (two) compound-complex sentences.

CHAPTER X
TYPES OF SENTENCE (Part 2)

A. Presentation

It was Sunday. I never get up early on Sundays. I sometimes stay in bed until lunch time. Last Sunday I got up very late. I looked out of the window. It was dark outside. **“What a day!”** I thought. **“It’s raining again.”** Just then, the telephone rang. It was my aunt Lucy. **“I’ve just arrived by train,”** she said. **“I’m coming to see you.”**

“But I’m still having breakfast!” I said.

“What are you doing?” she asked.

“I’m having breakfast,” I repeated.

“Dear me,” she said. **“Do you always get up so late? It’s one o’clock! Hey, Don’t forget to pick me up after your breakfast!”**

Taken from:
Practice and Progress”

B. Key Points

1. What do you think of the bolded sentences?
2. What do you think about statements, questions, imperatives, and exclamations?

C. Study also these Examples

- ◆ The boy ate his dinner.
- ◆ Did the boy eat his dinner?
- ◆ Eat your dinner!
- ◆ What a good dinner that was!

D. Explanation

1. Declarative sentences (Statements)

In a declarative sentence, the subject and predicate have normal word order.

- ◆ He has gone to Bali three times (See the diagram SV, SVC, etc. in the previous chapter).
- ◆ They could not do their work.

But the sentence word order can change:

- ◆ Never have I seen such a naughty boy.
- ◆ Near the door lay a dog.

2. Interrogative Sentences (Questions)

These will be explained in the next chapter.

3. Imperative Sentences

In an imperative sentence, only the predicate is expressed. The simple form of the verb, regardless of person or tense.

- ◆ Speak to the boss today.
- ◆ See the picture.

4. Exclamatory Sentences (Exclamations)

Such sentences begin with an exclamatory phrase consisting of **what** or **how** + **a part of predicate**. The exclamatory phrase is followed by the subject and the balance of the predicate.

➤ **What (a)** is used when a noun terminates the exclamatory phrase:

- ◆ What a beautiful hair she has!
- ◆ What beautiful eyes she has!
- ◆ What a beautiful figure she has (**What + a with a singular countable noun** only).

➤ **How** is used when an adjective or an adverb terminates the exclamatory phrase.

- ◆ How beautiful it is!
- ◆ How funny she acts!

The exclamatory phrase may stand-alone when it ends with a noun or an adjective.

- ◆ What beautiful hair!
- ◆ How beautiful!

Sometimes an infinitive is used as the verb in an exclamation.

- ◆ What a high price to pay for one kilo of rice!
- ◆ How thoughtful of him to send flowers!

Exercises

I. Make 10 (ten) statements and change into interrogatives.

Example:

- (+) He has eaten his breakfast.
- (?) Has he eaten his breakfast?
- (?) Hasn't he eaten his breakfast?

II. Change the statements into interrogatives (negatives, yes-no questions or information questions).

Example:

- (-) They will not go to the theater.
- (?) Won't they go to the theater?
- (?) Why won't they go to the theater?

1. This theory can be proved.

- (?) -----
- (?) what

2. During the nineteenth century they had built the museum.

- (?) -----
- (?) When

3. The company has many branches.
(?) -----
(?) What
4. The Toyota Foundation has given many scholarships to students.
(?) -----
(?) Whom
5. The big buildings is president's.
(?) -----
(?) Whose
6. My friend wanted to leave in a small island.
(?) -----
(?) Why
7. Nina chooses living in a big city.
(?) -----
(?) Which
8. The researchers observe the problem carefully.
(?) -----
(?) How
9. "The Sun Also Rises" was written by Ernest Hemingway.
(?) -----
(?) Who
10. Benjamin Franklin was regarded as a politician, scientist, and moralist.
(?) -----
(?) Who

III. Make 5 (five) commands and 5 (five) exclamations.

CHAPTER XI INTERROGATIVE SENTENCE

A. Presentation

A: **Have you finished school?**

B: No, I'm still a student.

A: **What class are you in at school?**

B: I'm in my last year at high school. Next year I want to university. I want to study engineering. Our country needs engineers.

A: **What time does school start?**

B: Classes begin at nine in the morning.

A: **Do you have classes in the afternoon?**

Yes, from one until four o'clock.

A: **What sort of school do you go to?**

B: I go to a technical high school.

A: **Is it a private school?**

B: No, it's a state school.

A: **Do you study English at school?**

B: Yes, we have English twice a week.

A: **What subject do you like best?**

B: I like English and physics best.

Taken from:
"English Conversation Through Pictures"

B. Key Points

1. What do you think of the bolded interrogative sentences?
2. How do you build an interrogative sentence with or without question words (**what, who, where, when, why, whose, which, and How**)?

C. Another Examples

- ◆ Is this your pencil?
- ◆ Did you watch “SAKSI” program last night?
- ◆ Don’t you know that his father died?
- ◆ What do you think about Indonesian government?
- ◆ Where can I buy Psychology books?
- ◆ When will you go to Singapore?
- ◆ Why don’t you choose the English program?
- ◆ Which university do you choose?
- ◆ Who have passes the examination?
- ◆ Whose bag is this?
- ◆ How can I get to the station?

D. Explanation

1. Types of Interrogative

There are three kinds of questions in English:

a. Yes-no questions

These are simple questions that ask for a “yes” or “no” answer (or their equivalents, such as “yeah” or “nah”, and “uh huh” or “huh uh”) (Azar, a993: 124).

- ◆ Does she live in Chicago?
→ Yes, she does/No, she doesn’t.
- ◆ Are they studying in the library?
→ Yes, they are/No, they aren’t.
- ◆ Don’t they go to campus everyday? → **Negative interrogative**

b. Interrogative-word questions

These are often called information questions which mean questions that ask for information by using question words (**what, who, when, where, which, why, whose, and how** → **7W + 1H**).

- ◆ Where does she live?

- She lives in Chicago.
- ◆ Who are studying in the library?
→ They are (studying in the library).
- ◆ Why didn't he come on time yesterday? → **Negative information questions**
→ Because he got up late yesterday.

c. Embedded questions

These are questions which are included in sentences or another questions.

- ◆ Do you know **where Sam has gone**?
- ◆ Have you any idea **when Ann will leave**?
- ◆ I can't understand **why they chose Megawati**.
- ◆ Don't you remember **where you put your umbrella**?

d. Attached (or tag) questions

These are also yes-no questions, and they will be explained further in the following chapter.

2. Form and Uses of Interrogative

When forming a question, one must place the auxiliary (helping verb) or the ver before the subject. The tense and person are only shoen by this auxiliary, not by the main verb.

a. Form and uses of yes-no questions

Verbs with be	be/auxiliary (not)+ S + V/C?
Mary is late.	Is Mary late?
They are very disappointed.	Are they very disappointed?
She is right.	Isn't she right?
Verbs with helping verbs	
My father has arrived just now.	Has your father arrived just now?
She will go later.	Will she go later?
Tom must not come early	Must't Tom come early?

b. Form and uses of information questions

- **Who** or **what** in subject questions: A subject question is one in which the subject is unknown.

Who/what + verb + (complement) + (modifier)

- ◆ Someone phones him every day.
→ Who phones him every day?
- ◆ Something happened last week.
→ What happened last week?
No form of do/did is used:
- ◆ Who does phone him every day?
- ◆ What did happen last week?
- **Who (m)** and **what** in complement questions. A complement question is one in which the complement is unknown.

**Who (m)/ what + auxiliary/do, does, did + + S + Verb
+ modifier**

- ◆ He knows someone from Paris.
→ Who (m) does he know from Paris?
- ◆ Murphy bought something at the store.
→ What did Murphy buy at the store?
- **When, where, how, and why** questions are formed the same as complement questions.

**When/where/why/how + auxiliary + S + Verb +
(complement) + (modifier)**

- ◆ When did John Marshall find gold?
 - ◆ Where will she go after school?
 - ◆ Why do you want to leave early?
 - ◆ How do you find Indonesian food?
- (= What do you think about Indonesian food?)

➤ **Whose/which + noun (without noun)**

Whose asks about possession.

- ◆ Whose (book) is this?
 - ◆ Whose (books) are these?
- ➔ The speaker of the questions may omit the noun (book/books) if the meaning is clear to the listener.

But:

- ◆ Whose car did you borrow?
- Which** is used when the speaker wants someone to make a choice, when the speaker is offering alternatives: **this one** or **these ones; these** or **those**.
- ◆ Which pen do you want?
 - ◆ Which one do you want?
 - ◆ Which do you want?

Which can be used with either singular or plural nouns:

- ◆ Which trousers are you going to buy?
- ◆ Which car are you going to buy?
- ◆ Which are you going to buy?

➤ Another forms

What kind of (what sort of) asks for information about a specific type/kind in a general category.

- ◆ What kind of fruit do you like best?

What time asks for time.

- ◆ What time do you get up every day?

How is often used with **adjectives** (e.g., old, big) and **adverbs** (e.g., well, quickly).

- ◆ How old is your mother?

- ◆ How big is your boarding house?
And see also **How far**, **How long**, **How often**, etc.:
How far is often used to ask questions about distances.
- ◆ How far is it to the post office?
(How many kilometers is it to the post office?)
How often is used to ask about frequency
- ◆ How often do you play tennis in a week?
How long is used to ask about length of time.
- ◆ How long have you been living in Solo?

c. **Form and uses of embedded questions**

**Subject + Verb (phrase) + question word + Subject +
Verb + O/C**
OR
**Auxiliary + Subject + Verb + question word + Subject
+ Verb + O/C?**

- ◆ Question : Where will he go during summer?
→ Embedded question : We are not sure where he will go during summer.
- ◆ Statement : He came late.
→ Embedded question : Do you know why he came late?
- ◆ Could you tell me how far the museum is from the university?
- ◆ Have you any idea how many students will be accepted in the university?

Exercises

I. Make yes-no questions and short answers.

Example:

A: Do you know my brother?

B: No, I don't (I don't know your brother).

1. A: -----
B: Yes, ----- (Jane eats lunch at the cafeteria yesterday).
2. A: -----
B: No, ----- (That pen doesn't belong to me).
3. A: -----
B: Yes, ----- (The students in this class speak English well).
4. A: -----
B: No, ----- (Jim and Sam didn't come to class yesterday).
5. A: -----
B: Yes, ----- (I'm studying my grammar book).
6. A: -----
B: No, ----- (The children aren't watching TV).
7. A: -----
B: No, ----- (I won't be at home tonight).

II. Make questions. Use the proper question words.

Example:

A: What are you going to do this weekend?

B: I'm going to go a baseball game this weekend.

1. A: There are two games this weekend, one on Saturday and one on Sunday.
-----?
B: The one on Sunday (I'm going to go to the one on Sunday).
2. A: -----?
B: No, I didn't (I didn't go to the concert last night).
3. A: -----?
B: Peter and Ann. (Peter and Ann often goes to the party).
4. A: -----?
B: About three times a week (I go to LC about three times a week).
5. A: -----?
B: At the first campus (LC is at the first campus).

6. A: -----?
B: Ten kilometers (It's ten kilometers to the campus from my house).
7. A: -----?
B: Twenty minutes (It takes twenty minutes to get to the campus).
8. A: -----?
B: By bus (I go to campus by bus).
9. A: -----?
B: It's Sam's (The red car is Sam's).
10. A: -----?
B: Because I have fun (I like to play chess because I have fun).

III. Complete the following sentences making embedded questions from the questions before each one.

Example:

Where did he go?

I know where he went.

1. Who will be elected president?
I am not sure -----
2. How much will it cost to repair the car?
The mechanic told me -----
3. How tall is John? Do you know -----?
4. How well does she play the guitar?
Can you imagine -----?
5. When will the next exam take place?
Do you know -----?
6. Why did most of people vote the party?
Do you know -----?
7. How long does the class last?
The schedule doesn't say -----

CHAPTER XII

TAG QUESTION

A. Presentation

Mahmud : Oh, it's very hot, **isn't it**?

Didin : Yes it is. Hey, Jim's coming.

Mahmud : I think that Jim is from Australia. What do you think?

Didin : I'll ask him. Jim, you're from Australia, **aren't you**?

Jim : Yes, that's right. Canberra.

Didin : You look so tired, **don't you**?

Jim : Yes. I've just had an exam on sport.

Mahmud : There are still some students in the field, **aren't there**?

Jim : No. All of us have finished our exam.

B. Key Points

1. What do you think about the bolded short additions?
2. How do you use them in a sentence?

C. Compare:

A Yes-no question

A: Do you know Bill Clinton? (The speaker has no idea. The speaker is simply for information).

B: Yes, I do OR No, I don't.

A Tag question

A: You know Bill Clinton, **don't you**?

(The speaker believes that you know Bill Clinton. The speaker wants to make sure that his/her idea is correct).

B: Yes, I do. (The speaker expects you answer **yes**. But, you can answer no if you do not know Bill Clinton).

D. Explanation

1. Meaning

A **tag question** or **attached question** is a question that is added onto the end of a sentence. In a tag question, the speaker makes a statement, but it is not completely certain of the truth, so he or she uses a tag question to verify the previous statement.

The meaning of a question tag depends on how you say it. If the voice goes down, you aren't really asking a question; you are only asking the other person to agree with you:

- ◆ Jim doesn't look very well today, **does he?**
- ◆ She's got beautiful eyes, **hasn't she?**

But if the voice goes up, it is a real question:

- ◆ You haven't seen Ann today, **have you?**
(= Have you seen Ann today?)

We often use **a negative sentence + positive tag** to ask for things or information, or to ask someone to do something. The voice goes up at the end of the tag in sentences like these:

- ◆ You haven't got a cigarette, **have you?** Yes, here you are.
- ◆ You couldn't do me a favor, **could you?** It depends what it is.

2. Use of tag question

Normally we use a positive question tag with a negative sentence:

Negative sentence + positive tag She won't be late, will you? You don't know Bill Clinton, do you? That isn't your sister, is it?

And normally we use a negative question tag with a positive sentence:

Positive sentence + negative tag
John will come late, **won't he?**
Mary is from Chicago, **isn't she?**
He can play the piano, **can't he?**

Negative verbs in the tags are usually contracted (**isn't she?**, **aren't I?**, **can't he?**, etc.).

Irregular: I'm late, **aren't I?** **Not:** amn't I?

Let's go, **shall we?** (Let's has the tag shall).

The subject of the tag is always a pronoun.

3. Some notes in tag question

3.1. Note that statements containing words such as **neither**, **no** (adjective), **none**, **no one**, **nobody**, **nothing**, **scarcely**, **barely**, **hardly**, **hardly ever**, **seldom**. **Few/little** are treated as negative statements and followed by an ordinary interrogative tag:

- ◆ Nothing was said, **was it?**
- ◆ Little progress has been made, **has it?**
- ◆ Peter hardly ever goes to parties, **does he?**

When the subject of the sentence **anyone**, **anybody**, **no one**, **nobody**, **none**, **neither**, **everybody**, **somebody**, **everyone**, **someone**, we use the pronoun **they** as subject of the tag:

- ◆ I don't suppose **anyone** will volunteer, **will they?**
- ◆ **No one** would object, **would they?**
- ◆ **Neither** of them complained, **did they?**

When **this** and **that** is used in the first part of the sentence, **it** is used in the tag question:

- ◆ **This** is your book, **isn't it?**

When **these** or **those** is used in the first part of the sentence, **they** is used in the tag question.

- ◆ **These** are your shoes, **aren't they?**

3.2. Question tags after affirmative statements

After same tenses we just put the auxiliary verb into the negative interrogative:

◆ Mary's **coming** tomorrow, **isn't she?**

◆ Peter's **heard** the news, **hasn't he?**

Remember that 's = **is** or **has** and 'd = **had** or **would**.

◆ Peter'd **phoned** you before he came, **hadn't he?**

◆ Mary'd **come** if you asked her, **wouldn't she?**

◆ You'd **better** change your bad habit, **hadn't you?**

◆ Mother'd **rather** stay at home, **wouldn't she?**

After the imperative (**do** or **don't do** something) the tag is **will you?**

◆ Open the door, **will you?**

◆ Don't be late, **will you?**

Note also:

◆ You **have** two cars, **don't you?**

◆ She **has to go** away, **doesn't she?**

◆ She **has got to go** away, **hasn't she?**

◆ They **have gone** to America, **haven't they?**

Exercises

I. Finish these sentences by adding a tag question with the correct form of the verb of the verb and the subject pronoun.

1. You're going to school tomorrow, -----?
2. Gary signed the petition, -----?
3. There's an exam tomorrow, -----?
4. He should stay in bed, -----?
5. She's been studying English for six years, -----?
6. He won't mind if I go early, -----?
7. Let's have dinner, -----?

8. They had to go home, -----?
9. You wouldn't tell anyone, -----?
10. He'd never seen you before, -----?

II. Find/match the statements and the correct tag question.

- | | | |
|--|--|--|
| <ol style="list-style-type: none"> 1. You're a genius 2. Everybody loves me 3. You've been here a month 4. She works harder than us 5. Nobody knows 6. Give me the ball 7. You'd better go to the doctor 8. She had to do the work | <div style="border-left: 3px double black; height: 100%;"></div> | <ol style="list-style-type: none"> A. don't they? B. haven't they? C. aren't you? D. will you? E. didn't she? F. do they? G. doesn't she? H. hadn't you? |
|--|--|--|

III. Answer the following tag questions (Speaking exercise).

Example : You think that someone in this room lives in an apartment.

Student A : (Ali), you live in an apartment, don't you?

Student B : Yes, I do. OR: No, I don't.

Example : You think that someone in this room lives in an apartment.

Student A : (Ali), (Maria) lives in an apartment, doesn't she?

Student B: Yes, she does. OR: No, she doesn't.

OR: I don't know.

You think that someone in this room:

1. lives in the dorm
2. wasn't in class yesterday
3. came to class yesterday
4. is married
5. can speak (language)
6. is from (city/town)
7. likes to play (name of sport)
8. will be in class tomorrow
9. can whistle

10. wore blue jeans to class yesterday.

CHAPTER XIII REPORTED SPEECH

A. Presentation

While John Gilbert was in hospital, he asked his doctor to tell him whether his operation had been successful, but the doctor refused to do so. The following day, the patient asked for a bedside telephone. When he was alone, he telephoned the hospital exchange and asked for Doctor Millington. When the doctor answered the phone, Mr. Gilbert said he was inquiring about a certain patient, a Mr. John Gilbert. He asked if Mr. Gilbert's operation had been successful and the doctor told it had been. He then asked when Mr. Gilbert would be allowed to go home and the doctor told him that he would have to stay in hospital for another two weeks. Then Dr. Millington asked the caller if he was a relative of the patient. "No," the patient answered, "I am Mr. John Gilbert."

Taken from:
"Practice and Progress"

B. Key Points

1. What do you think were the actual words spoken by:
 - a. Mr. Gilbert?
 - b. Dr. Millington
2. How do you report some remarks made by someone?

C. Practice

Report these other remarks made by Mr. Gilbert and Dr. Millington.

Mr. Gilbert : "I am Mr. John Gilbert."

“I don’t like staying in hospital”

“I’ll be staying at home next week”

“I’ve been sleeping at hospital for days”

Dr. Millington: “**Mr. Gilbert’s operation is successful**”

“Who’s speaking, please?”

“Mr. Gilbert will have to stay in hospital until next week.”

“Mr. Gilbert, you are so smart.”

D. Explanation

1. Introduction

If you want to tell someone else what a person said, there are two ways of doing this:

- You can repeat the original speaker’s exact words (direct speech):

- ◆ Jane said, ”I’m getting tired.”

- Or you can use indirect/reported speech by giving the exact meaning of a remark or a speech, without necessarily using the speaker’s exact words:

- ◆ Jane said (that) she was getting tired.

That can usually be omitted after **say** and **tell** + object. But it should be kept after other verbs: complain, explain, admit, claim, object, etc.

2. Form and Changes in Reported Speech

When we turn direct speech into indirect speech, some changes are usually necessary.

2.1. Tense Changes

- a. Indirect speech can be introduced by a verb in a present tense: He says that This is usual when we are:

- (1) reporting a conversation that is still going on

- (2) reading a letter and reporting what it says

- (3) reading instructions and reporting them

- (4) reporting a statement that someone makes very often, e.g.

Tom says that he’ll never get married.

When the introductory verb is in a present, present perfect or future tense we can report the direct speech without any change of tense:

On the phone Anne says, "I am very scared."

I told Diana, "Anne says she is scared."

b. Form of Reported Speech

Form for all of indirect speech could be:

S + introductory verb + (that) + S + V + O
 Simple Present
 Simple Past

Reported speech is usually introduced by a verb in the *past tense*.

Look at the following table.

Direct Speech	Reported Speech
<u>Simple Present</u> "I never eat meat."	<u>Simple Past</u> He explained that he never ate meat
<u>Present Continuous</u> "I'm doing my assignment"	<u>Past Continuous</u> He said (that) he was doing his assignment.
<u>Present Perfect</u> "I have lost my wallet"	<u>Past Perfect</u> He said (that) he had lost his wallet.
<u>Present Perfect Continuous</u> I've been washing for an hour"	<u>Past Perfect continuous</u> He said he had been washing for an hour.
<u>Simple Past</u> "I did it by myself"	<u>Past Perfect</u> He said he had done it by himself.
<u>Future</u> "I will be in Yogya on Monday."	<u>Conditional</u> He said he would be in Yogya on Monday.
<u>Future Continuous</u>	<u>Conditional</u>

<p>“I will be playing tennis on Sunday”</p> <p><u>But, note, Conditional</u> I said “I would like to drink tea”</p>	<p><u>Continuous</u> He said he would be playing on tennis On Sunday.</p> <p><u>Conditional</u> I said I would like to drink tea (No tense changes)</p>
--	---

2.2. Changes in Pronoun and Adjective

a. Pronouns and possessive adjectives usually change from first or second to third person except when the speaker is reporting his own words:

- ◆ He said, “I’ve done my assignment.”
⇒ He said that he had done his assignment.
- ◆ I said, “I like my new house.”
⇒ I said that I liked my new house (The speaker is reporting his own words).

Pronouns changes may affect the verb.

- ◆ He says, “I love her.”
⇒ He says he loves her.
- ◆ They say, “We shall go,”
⇒ They say that they will go

b. this and these

this used in time expressions usually becomes **that**.

- ◆ He said, “My mother is coming this week.”
⇒ He said that his mother was coming that week.

Whereas **this** and **that** used as adjectives usually change to **the**:

- ◆ He said, “I bought these papers for my assignment.”
⇒ He said that he had bought the papers for his assignment.

This, these used as pronouns can become **it; they/them**

- ◆ Ahmad said, “I found this book/these books yesterday.”
⇒ Ahmad said that he had found it/them the day before.

This, these (adjectives or pronouns) used to indicate choice or to distinguish some things from others, can become the (s) near him/her, etc.

- ◆ “I’ll have this (one).” Meity said to me.
 - ⇒ Meity said she would have the one near her, or
 - ⇒ Meity *pointed to/showed* me the one she wanted.

2.3. Changes in time and place

a. Adverbs and adverbial phrases of time change as follows:

Direct	==>	Indirect
Today		that day
Yesterday		the day before
The day before yesterday		two days before
Tomorrow		the next day/the following day
The day after tomorrow		in two days time
Next week/year, etc.		the following week/year, etc.
Last week/year, etc.		the previous week/year, etc.
A year ago		a year before/the previous year.

- ◆ “I saw her yesterday.” He said.
 - ⇒ He said he had seen her the day before.
 - ◆ She said, “My father died a year ago.”
 - ⇒ She said that her father had died a year before/the previous year.
- b. But if the speech is made and reported on the same day these time changes are not necessary.
- ◆ At breakfast this morning he said, “I’ll be very busy today.”
 - ⇒ At breakfast this morning he said that he would be very busy today.
- c. **here** can become **there**, but only when it is clear what place is meant:
- ◆ At the library Udin said, “I’ll be here again tomorrow.”
 - ⇒ Udin said that he would be there again the following day.

Usually here has to replace by some phrase:

◆ Mother said, “You can sit here, Jim.”
⇒ Mother told Jim that he could sit beside her, etc. But:

◆ Father said, “Come here, boys.”

Would normally be reported:

◆ He called the boys.

2.4. Remain unchanged

a. “I/we shall” can become either “I/we should or “I/we would” if the sentence is reported by the original speaker. Besides, “I/we should” can either remain unchanged or be reported by “would.”

◆ I said, “I shall be 21 tomorrow.”

⇒ I said that I would be 21 tomorrow.

◆ “If I knew the instruction, I would/should finish the work,” I said.

⇒ I said that if I knew the instructions I would finish the work.

b. Past tenses sometimes remain unchanged:

Provided this can be done without causing confusion about the relative times of the actions.

◆ He said, “I loved her.” must become:

⇒ He said he had loved her (as otherwise these would be a change of meaning. But:

◆ He said, “Ann arrived on Monday.” Could be reported:

⇒ He said Ann arrived/had arrived on Monday.

Except when they refer to a completed action.

◆ She said, “When I saw them they were playing tennis:

⇒ She said that when he saw them they were playing tennis.

A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged.

◆ She said, “I decided not to buy the house because it was on a main road.”

⇒ She said that she had decided not to buy the house because it was on a main road.

c. Unreal past tenses (subjunctives and conditional) in reported speech.

Unreal past tenses after wish/would rather/sooner and it is time do not change.

◆ “I wish I didn’t have an English exam.” He said.

⇒ He said he wished he didn’t have an English exam.

◆ “I’d rather he went with me.” Boy said.

⇒ Boy said that he’d rather he went with him.

◆ “It’s time we began planning our holidays.” He said.

⇒ He said that it was time they began planning their holidays.

I/she/he/we/they had better remains unchanged. **You had better** can remain unchanged or be reported by **advise** + object + infinitive.

◆ “The children had better go to bed early.” Mother said.

⇒ Mother said that the children had better to bed early.

◆ “You’d better not drink the water.” She said.

⇒ She advised/warned us not to drink the water.

Conditional sentences types 2 and 3 remain unchanged.

◆ “If my children grew up I would continue my job.” She said.

⇒ She said that if her children grew up she would continue her job.

d. might, ought to, should, would, used to in reported statements.

Might remains unchanged except when used as a request form:

◆ He said, “Ann might ring today.

⇒ He said that Ann might ring that day. But,

◆ “You might post these for me.” He said.

⇒ He asked me to post them for him.

Ought to/should, if used to express advice rather than obligation, can be reported by **advise** + object + infinitive. **You must** can also express advice and be reported similarly.

◆ You ought to/should/must read the instructions.” Said Ann.
⇒ Ann advised/urged/warned me to read the instructions.
The advice form “If I were you I should/would” is normally reported by **advise** + object + infinitive.

◆ “If I were you I’d wait.” I said.

⇒ I advised him to wait.

The request form “I should/would be (very) grateful if you would” is normally reported by **ask** + object + infinitive.

◆ “I’d very grateful if you’d keep me informed.” He said.

⇒ He asked me to keep him informed.

Used to doesn’t change.

◆ “I know the place well because I used to live here.” I explained.

⇒ He explained that he knew the place well because he used to live there.

e. **Could** in reported statements.

Could for ability

◆ “I can’t/couldn’t stand on my head,” He said.

⇒ He said he couldn’t stand on his head.

◆ He said, “I could do it tomorrow.”

⇒ He said he could do it the next day.

◆ “If I had money I could buy it,” He said.

⇒ He said that if he had money he could buy it.

Could for permission.

◆ ‘If I paid my fine I could/would be out of prison today.’ He said.

⇒ He said that if he paid his fine he could/would be allowed to walk, etc.

◆ He said, “When I was a boy I could stay up as long as I liked.”

⇒ He said that when he was a boy he could/was allowed to stay up, etc.

3. Types of Reported Speech

3.1. Statement

Generally, the examples of reported speech in this chapter are in statement. The introductory verbs in statement may use: **said, asked, told, offered**, etc.

asked			told		
admitted		(that)	assured		me that
denied			warned		
explained			offered		
pointed out			agreed		
claimed		(that)	refused		to
insisted			promised		
			threatened		

- ◆ He admitted (that) he had stolen the money.
- ◆ He threatened to call the police.
- ◆ He warned me to be careful on the road.

told			+ gerund
assured		me (that)	accused me of V.ing/gerund
warned			

asked		
advised		
recommended		me to
urged		
begged		
tried to persuade		

- ◆ He advised me to divide manage my time as effective as I could.
- ◆ He insisted on carrying my suitcase
- ◆ He suggested that I should contact the police.

3.2. Questions/Interrogative

Direct question: He said, “Where is she going?”

Reported question: He asked me where she was going.

- a. Tenses, pronouns and possessive adjectives, and adverbs of time and place change as in statements when we turn direct questions into reported ones.
 - ◆ He said, “Where does she live?”
⇒ He asked where she lived.
 - ◆ “What happened?” “She said.
⇒ She asked what had happened.
- b. If the introductory verb is **say**, it must be changed to a verb of inquiry, e.g. **ask, inquire, wonder, want to know**, etc.
 - ◆ He said, “Where is the station?”
⇒ He asked (me) where the station was.
 - ◆ He said, “What have you got on your bag?”
⇒ He wondered what I had got in my bag.
- c. If the direct question begins with a question word (when, where, who, how, why, etc.) the question word is repeated in the reported question:
 - ◆ He said, “What do you want?”
⇒ He asked (them) what they want.
- d. If there is no question word, **if** or **whether** must be used. **If** is the more usual.
 - ◆ “Do you know Bill?” Tin said.
⇒ Tin asked **if/whether** I knew Bill.
But **whether** is neater if the question contains a conditional clause as otherwise there would be two **ifs**:
 - ◆ “If you get the job will you move to New York?” Bill asked:

- ⇒ Bill asked whether if I got the job, I'd move to New York.
- e. Questions beginning **shall I/we** in reported speech.
 - ◆ "Shall I see him again?" Mary wondered.
 - ⇒ Mary wondered if she would see you again.
 - ◆ "What shall I do, Mum?" Tom asked.
 - ⇒ Tom asked her mother what he should do.
 - ◆ "Shall I bring you some fruits?" could be reported:
 - ⇒ He offered to bring me some fruits.
 - ◆ "Shall we meet at campus?" could be reported:
 - ⇒ He suggested meeting at campus.
- f. Questions beginning with **will you/could you**
 These may be ordinary questions, but may also be requests, invitations, or, very occasionally, commands.
 - ◆ He said, "Will you be there tomorrow?" (ordinary question)
 - ⇒ He asked if she would be there the next day.
 - ◆ "Will you stand still?" He shouted.
 - ⇒ He shouted at me to stand still. Or
 - ⇒ He told/ordered me to stand still.
 - ◆ "Would you like to leave a message?" The secretary asked.
 - ⇒ The secretary asked if I would like to leave a message.

3.3. Commands in Reported Speech

A command is an imperative statement. One person orders another to do something. It can be preceded by **please**. Usually the verbs: **order, ask, tell, or say, advise, beg, command, recommend,** etc. are used to indicate an indirect. They are followed by the infinitive:

- ◆ Close the door.
 - ⇒ John told Mary to close the door.
- ◆ Please turn off the light.
 - ⇒ He asked me to turn off the light.
- ◆ Open your book.
 - ⇒ The teacher ordered me to open my book.

Negative Reported Commands

To make an indirect command negative, add the particle **not** before the infinitive.

Subject + verb + complement + **not** + to infinitive

- ◆ Don't play near the well.
⇒ Mother asked Tom **not to** play near the well.
- ◆ Don't swim out too far, boys!
⇒ I said/told the boys **not to** swim out too far.
- ◆ "You had better not leave your car unlocked." Said my friends.
⇒ My friends warned me not to leave my car unlocked.

3.4. Mixed Types of reported Speech

Direct speech may consist of statement + question, question + command, command + statement, or all three together.

- a. Normally each requires its own introductory verb:
 - ◆ "I don't know the way. Do you?" He asked.
⇒ He said he didn't know the way and asked her if she did/if she knew it.
 - ◆ "Someone's coming." He said, "Get behind the door!"
⇒ He said that someone was coming and told me to get behind the door.
 - ◆ I'm going shopping. Can I get you anything?" She said.
⇒ She said she was going shopping and asked if she could get me anything.
- b. But something, when the last clause is a statement which helps to explain the first, we can use **as** instead of a second introductory verb:
 - ◆ You'd better wear a coat. It's very cold out." He said.
⇒ He advised me to wear a coat **as** it was very cold out.
- c. Sometimes the second introductory verb can be a participle.

- ◆ Please, don't too mud! Remember that you'll have to do a lot of homework."
- ⇒ She begged him not to sleep too much, **reminding** him that he'd have to do a lot of homework.

Exercises

I. Complete the following sentences.

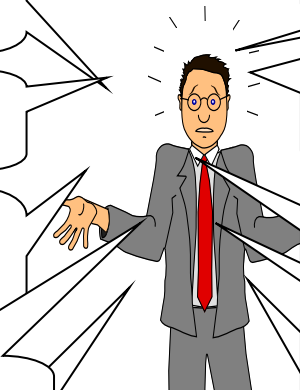
Example: I'm starving. I could eat a horse.

But you told me just now -----

Answer : But you told me just now you'd eaten three bowls of "bakso".

1. Oh look. It's raining.
What? But they said on the weather forecast -----
2. The rent's \$ 25 a week.
But when I spoke to you earlier you said -----
3. Can I have one of your cigarettes?
But I thought -----
4. Sorry. This a private beach. Members only.
But I was told -----
5. I'd love to come,, but I've got this essay to finish.
What? I thought you said -----
6. Didn't you get me a ticket?
No, I didn't realize -----

II. Yesterday you met a friend of years, Urip. Urip told you a lot of things. Here are some of the things he said to you:



1. I'm thinking of going to live in Jakarta.
2. My father's in hospital.
3. Agus and Nola are getting married next month.
4. I haven't seen
5. I'll tell Agus I saw you.
6. Nina has had a baby.
7. I don't know what Udin is doing.
8. I work 14 hours a day.
9. I'll tell Agus I saw you.

Later that day you tell friend what Urip said. Use reported speech.

1. Urip said that he was thinking of going to live in Jakarta.
2.
3.
4.
5.
6.
7.
8.
9.
10.

III. Change commands into reported commands.

Examples: "Listen carefully." He said to us.

⇒ He told us listen carefully.

"Don't wait for me." Ann said.

⇒ Ann said not to wait for her.

1. "Eat more fruit and vegetables." The doctor said.
The doctor said
2. "Read the instructions before you switch off the computer." He said to me.

-
3. "Shut the door but don't lock it." She said to us.
.....
 4. "Can you speak more slowly? I can't understand." He said to me.
He said to me because
 5. "Don't come before 6 o'clock," I said to him.
.....

IV. Change the interrogative into reported speech.

1. "Why do you love me?" Anto asked Tina.
2. "When did you attend the last meeting?" He asked them.
3. "What does your father and mother do?" The teacher asked me.
4. "Shall we go to the fitness center?" Dina asked Mary.
5. "Would you like to have dinner with me tonight?" He asked me.

CHAPTER IV PASSIVE VOICE

A. Presentation

Not for Jazz!!

We have an old musical instrument. It is called a clavichord. It was made in Germany in 1681. Our clavichord is kept in the living-room. It has belonged to our family for a long time. The instrument was bought by my grandfather many years ago. Recently it was damaged by a visitor. She tried to play jazz on it! She struck the keys too hard and two of the strings were broken. My father was shocked. Now we are not allowed to touch it. It is being repaired by a friend of my father's.

Taken from:
"Practice and Progress"

B. Key Points

1. What do you think of the underlined phrase above?
2. How and when do you use the phrases above?

C. Study also these Examples

- (1) Hasan posted the letter
 - (2) The letter was posted by Hasan.
 - (3) Someone has invited us to a religious meeting.
 - (4) We have been invited to a religious meeting.
 - (5) The news was interesting.
 - (6) I was interested in the news.
 - (7) We are supposed to come on time.
- etc.

D. Explanation

1. Introduction

In an active sentence (1), (3), and (5), the subject does the action; whereas in a passive sentence (2), (4), (6), and (7), the subject receives the action. In other words, the subject of an active sentence becomes the object/agent of a passive one. The agents are very often not mentioned especially when it is not important to know who performs an action.

Only transitive verbs can be used in the passive. A transitive verb is a verb that is followed by an object. For instance:

- ◆ Mr. Killer signed the check.
- ◆ He shot the bird.

But:

- ◆ An accident happened
- ◆ He came to my house

Cannot be changed into passive, because they have intransitive verbs. An intransitive verb is a verb that is not followed by an object.

2. Form of Passive Voice

All the passive verbs are formed with **Be + Past Participle/V.3**. But, be careful with active tenses and their passive equivalents.

Tense/Verb Form	Active Voice	Passive Voice
Example: do		
Simple Present	does/do	is/am/are done
Present Continuous	is/am/are doing	is/am/are being done
Simple Past	did	was/were done
Past Continuous	was/were doing	was/were being done
Present Perfect	has/have done	has/have been done
Past Perfect	had done	had been done
Future	will do	will be done
Conditional	would do	would be done

Perfect Conditional	would have done	would have been done
Present Infinitive	to do	to be done
Perfect Infinitive	to have done	to have been done
Present Participle/Gerund	doing	being done
Perfect Participle	having done	having been done
Modal (can, may, etc.)	can/may/etc do	can/may/etc. be done
Modal perfect (could have)	could have/etc done	could have/etc been done

For example:

- ◆ Active: The mechanic is repairing my TV
Passive: My TV is being repaired by the mechanic
- ◆ Active: Having opened the Holy Koran, Mike read it.
Passive: Having been opened, the Holy Koran was read by Mike.
- ◆ They had finished the exam when the bell rang
Passive: The exam had been finished when the bell rang.

It is not necessary to mention “by them” or “by ...”, because it is not important to know who performs the action above. But if we want to emphasize the doer, we may mention it.

Examples of Interrogative passive sentence:

- ◆ Have we been invited to the religious meeting?
 - ◆ Must have he been in Europe?
 - ◆ Were their TV being repaired at that time?
- etc.

Examples of Negative passive sentence:

- ◆ The match had not been finished when the ball was broken.
 - ◆ They might not have come up yet.
 - ◆ If I could fly, I would not be tired to go to campus.
- etc.

3. Uses of the Passive

The passive is used:

- a. when it is not necessary to mention the doer of the action as it is clear who he is/was/will be.
 - ◆ Your hand will be X-rayed.
 - ◆ The streets are swept every day.
- b. when we don't know or don't know exactly, or have forgotten who did the action.
 - ◆ The minister was murdered.
 - ◆ My car has been moved!
- c. when the subject of the active verb would be "people".
 - ◆ Some KPU (General Election Commission) members are suspected of receiving checks (People suspect them of).
 - ◆ He is supposed to have escaped from jail (People suppose that he has escaped from jail).
- d. when the subject of the active sentence would be the indefinite pronoun *One*.
 - Active: One sees this sort of announcement everywhere.
 - Passive: This sort of announcement is seen everywhere.
- e. when we are more interested in the action than the person who does it.
 - ◆ The summary will be typed (by the secretary).
 - ◆ A new public library is being built (by our local council).In informal English, we could see the indefinite pronoun they.
 - ◆ They are building a new public library.
- f. to avoid an awkward or ungrammatical sentence.
 - ◆ When he arrived home, a detective arrested him.Would be better expressed:
 - ◆ When he arrived home, he was arrested (by a detective).
- g. The passive is sometimes preferred for *psychological reason*. This is used to disclaim responsibility for disagreeable announcements.

- ◆ Employer: Overtime rates are being reduced/will have to be reduced.

The active will be used for agreeable announcement:

- ◆ We are going to increase overtime rates.

If you suspect your friend of opening your diary, you should say to him/her:

- ◆ My diary has been opened.

Not:

- ◆ You have opened my diary.

h. in causative have/get.

(have/get + object + Past Participle/V.3)

- ◆ I will have my dress ironed (by my maid).
- ◆ She got her car repaired.

4. Another Expressions of Passive

a. After Stative passive: **be/get + Past Participle/V.3**. The past participle in stative passive is often like adjective which describes or gives information about the subject of the sentence or describes how a person feels. Past participles are used as adjectives in many common, everyday expressions.

Be/get bored (with, by) Be/get disappointed (with, in) Be/get be engaged to Be/get married to Be/get interested in Be/get worried about Be/get prepared for, etc.

- ◆ I am interested in playing tennis.
- ◆ Parto was excited about the game.

- ◆ Charles was married to Diana.
- ◆ I'm getting tired. Let's stop running.
- ◆ Nina and Paul got married last January.

b. **be used/accustomed to and used to do**

be used/accustomed to is used to express habitual or that what the subject feels or doesn't is not strange/different to him/her.

- ◆ I am accustomed to hot weather.
- ◆ I am used to hot weather
(Hot weather isn't strange or different to me).
- ◆ I am used to living in a hot climate (Living in a hot climate is usual normal for me).

used to do is used to express habitual past which is not done anymore.

- ◆ I used to live alone (In past time I lived alone but I no longer live alone now).
- ◆ I used to smoke to years ago (Two years ago I smoked but I no longer smoke now).

c. Infinitive constructions after passive verbs (acknowledge, assume, believe, consider, know, understand, suppose, think, etc.)

Sentences of the type:

People consider/know/think/etc. that he is have two possible passive forms:

- (1) It is considered/known/etc. that he is
- (2) He is considered/known/etc. to be

People said that he was jealous of her =

- ◆ It was said that he was
- ◆ He was said to be jealous of her.

People believed that he corrupted =

- ◆ It was believed that he corrupted
- ◆ He was believed to have corrupted.

You are supposed to know how to drive =

- ◆ It is your duty to know how to drive.
- ◆ You should know how to drive.

People suppose that he stole the money =

- ◆ He is supposed to have stolen the money.

Exercises

I. Make the given words into *Passive* by using *Simple Present* or *Present Continuous* or *Present Perfect* or *Simple Past* or *Past Continuous Tense*.

Example:

A steep rock-face
climbed
a distinguished explorer

A steep rock-face has been climbed by a distinguished explorer.

A superb dish
prepared
a great chef

A superb dish was being prepared by a great chef.

1.

A wonderful
book
written
a well-known

3.

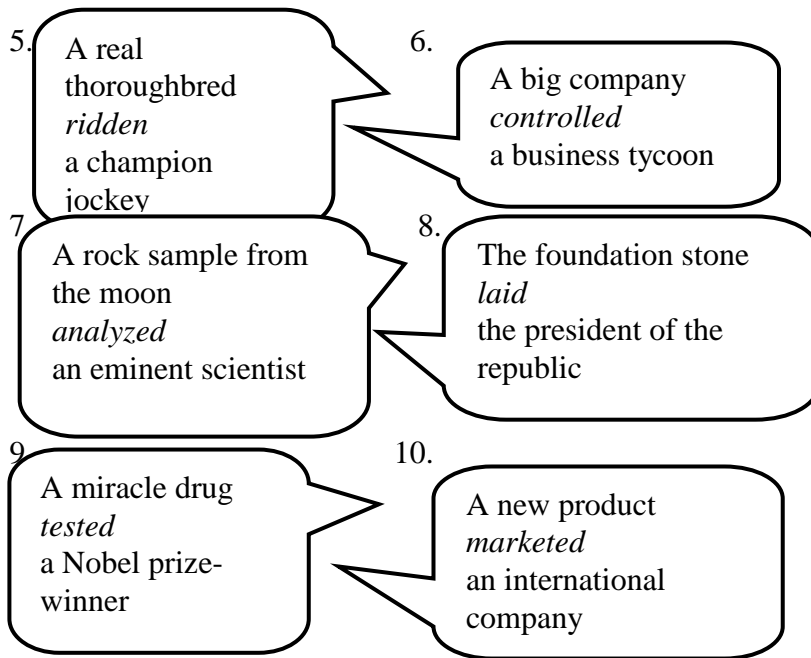
A fantastic film
directed
a outstanding
director

2.

A great building
designed
a famous architect

4.

A fine song
composed
a leading song-
writer



II. Complete the paragraph below by using *passive* with the given verbs.

Aeroplanes are slowly driving me mad. I live near an airport and passing planes ----- (can hear) night and day. The airport ----- (build) during the war, but for some reason it ----- (could not use) then. Last year, however, it came into use. Over a hundred people ----- (must have driven) away from their homes by the noise. I am one of the few people left. Sometimes I think this house ----- (will knock) down by a passing plane. I ----- (have offered) a large sum of money to go away, but I ----- (determine) to stay here. Everybody says I must be mad and they are probably right.

III. Game: Past Simple Active and Passive.

Name (s)
.....

Find a person who

was born at home

..... was born in January
..... was looked after for three months by a
..... grandmother or an aunt
..... liked carrots as a rabbit
..... was sent to kindergarten at the age of 2
..... was sent to Elementary School at 5
..... was forced to eat fish
..... was made to clean her/his teeth
..... had more than 15 cousins
..... was dressed up girl/boy at his/her
..... childhood
..... disliked birthdays
..... was given a reading book at the age of 3
..... was caught smoking at 7
..... was often made to stand in the corner

REGULAR VERBS

Verb-I	Verb-II	Verb-III	Meaning
abash	abashed	abashed	memalukan
abate	abated	abated	berkurang
abbreviate	abbreviated	abbreviated	menyingkat
abduct	abducted	abducted	menculik
abolish	abolished	abolished	menghapus
abridge	abridged	abridged	menyingkat
abrogate	abrogated	abrogated	mencabut
absorb	absorbed	absorbed	menyerang
abstain	abstained	abstained	berpantang
abuse	abused	abused	mencaci maki
accept	accepted	accepted	menerima
account	accounted	accounted	menghitung
accrue	accrued	accrued	meluas
achieve	achieved	achieved	mencapai
acquaint	acquainted	acquainted	memperkenalkan
acquire	acquired	acquired	memperoleh
acquit	acquitted	acquitted	membebaskan
act	acted	acted	bertindak
adapt	adapted	adapted	menyadur
add	added	added	menambah(kan)
address	addressed	addressed	mengalamatkan
adhere	adhered	adhered	menganut
adjoin	adjoined	adjoined	menggabungkan
adjudge	adjudged	adjudged	menghukum
adjust	adjusted	adjusted	menyetel
administer	administered	administered	mengelola
admire	admired	admired	memuji
admit	admitted	admitted	mengaku(i)
adopt	adopted	adopted	mengadopsi
adore	adored	adored	memuja
adorn	adorned	adorned	menghiasi
adulate	adulated	adulated	membujuk
advance	advanced	advanced	memajukan
advertise	advertised	advertised	mengiklankan
advise	advised	advised	menasehati
advocate	advocated	advocated	membela(perkara)
affect	affected	affected	mempengaruhi
affiliate	affiliated	affiliated	menggabungkan
affirm	affirmed	affirmed	menegaskan

Verb-I	Verb-II	Verb-III	Meaning
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afford	afforded	afforded	menghasilkan
affront	affronted	affronted	menghina
aggravate	aggravated	aggravated	menjengkelkan
aggress	aggressed	aggressed	menyerang
aid	aided	aided	membantu
aim	aimed	aimed	membidik
align	aligned	aligned	meluruskan
allay	allayed	allayed	menenangkan
allege	alleged	alleged	menyatakan
alleviate	alleviated	alleviated	meringankan
allocate	allocated	allocated	mengalokasikan
alter	altered	altered	mengubah
alternate	alternated	alternated	berganti-ganti
amaze	amazed	amazed	menakjubkan
ameliorate	ameliorated	ameliorated	memperbaiki
amend	amended	amended	mengubah
amortize	amortized	amortized	melunasi
amplify	amplified	amplified	memperkuat
amuse	amused	amused	bersenang-senang
analyze	analyzed	analyzed	menganalisis
announce	announced	announced	mengumumkan
annoy	annoyed	annoyed	menjengkelkan
annul	annulled	annulled	membatalkan
answer	answered	answered	menjawab
antagonize	antagonized	antagonized	menentang
apologize	apologized	apologized	meminta maaf
appear	appeared	appeared	muncul nampak
applaud	applauded	applauded	bertepuk
apply	applied	applied	menggunakan
approve	approved	approved	menyetujui
argue	argued	argued	memperdebatkan
arrange	arranged	arranged	mengatur
arrive	arrived	arrived	tiba
ascertain	ascertained	ascertained	memastikan
assert	asserted	asserted	menegaskan
asses	assessed	assessed	menaksir
balance	balanced	balanced	mencocokkan
ban	banned	banned	melarang
band	banded	banded	menyambung
banish	banished	banished	membuang
bargain	bargained	bargained	tawar-menawar
bate	bated	bated	mengurangi

Verb-I

Verb-II

Verb-III

Meaning

beg	begged	begged	meminta
believe	believed	believed	percaya
bereave	bereaved	bereaved	merampas
blame	blamed	blamed	menyalahkan
blast	blasted	blasted	menghancurkan
bless	blessed	blessed	memberkahi
block	blocked	blocked	merintang
brush	brushed	brushed	menyikat
bury	buried	buried	mengubur
capture	captured	captured	menangkap
carry	carried	carried	membawa
celebrate	celebrated	celebrated	merayakan
change	changed	changed	mengubah
cheat	cheated	cheated	menipu
check	checked	checked	memeriksa
circulate	circulated	circulated	mengedarkan
chew	chewed	chewed	mengunyah
climb	climbed	climbed	memanjat
close	closed	closed	menutup
comfort	comforted	comforted	menghibur
compile	compiled	compiled	menyusun
complicate	complicated	complicated	menyulitkan
cook	cooked	cooked	memasak
copy	copied	copied	menyalin
count	counted	counted	menghitung
damage	damaged	damaged	merusakkan
dance	danced	danced	dansa
decay	decayed	decayed	membusuk
declare	declared	declared	mengumumkan
decoy	decoyed	decoyed	membujuk
defend	defended	defended	mempertahankan
defer	deferred	deferred	menunda
defy	defied	defied	menentang
design	designed	designed	merencanakan
desolate	desolated	desolated	menyedihkan
destroy	destroyed	destroyed	memusnahkan
dictate	dictated	dictated	mendiktekan
dry	dried	dried	mengeringkan
dun	dunned	dunned	menagih
earn	earned	earned	memperoleh
eliminate	eliminated	eliminated	melenyapkan
empty	emptied	emptied	mengosongkan

Verb-I

enjoy

Verb-II

enjoyed

Verb-III

enjoyed

Meaning

menikmati

erase	erased	erased	menghapus
erect	erected	erected	memdirikan
erupt	erupted	erupted	meletus
escape	escaped	escaped	meloloskandiri
escort	escorted	escorted	mengantarkan
estimate	estimated	estimated	menaksir
examine	examined	examined	memeriksa
face	faced	faced	menghadapi
falsify	falsified	falsified	memalsukan
fib	fibbed	fibbed	berbohong
filter	filtered	filtered	menyaring
flatter	flattered	flattered	merayu
flirt	flirted	flirted	bercumbu
flog	flogged	flogged	mencermati
focus	focused	focused	memusatkan
formulate	formulated	formulated	merumuskan
free	freed	freed	membebaskan
fry	fried	fried	menggoreng
gaze	gazed	gazed	memandang
grab	grabbed	grabbed	merebut
grumble	grumbled	grumbled	mengeluh
handle	handled	handled	menangani
help	helped	helped	membantu
hop	hopped	hopped	meloncat
imagine	imagined	imagined	mengkhayalkan
imitate	imitated	imitated	meniru
impel	impelled	impelled	memaksa
invite	invited	invited	mengundang
juggle	juggled	juggled	menyulap
jump	jumped	jumped	meloncat
kick	kicked	kicked	menyepak
kid	kidded	kidded	memperolok
kidnap	kidnapped	kidnapped	menculik
kill	killed	killed	membunuh
kiss	kissed	kissed	mencium
knock	knocked	knocked	mengetuk
knot	knotted	knotted	mengikat
lap	lapped	lapped	menjilat
lash	lashed	lashed	mencambuk
legalize	legalized	legalized	mengesahkan
liberate	liberated	liberated	membebaskan

Verb-I
lift

Verb-II
lifted

Verb-III
lifted

Meaning
mengangkat

limit	limited	limited	membasahi
listen	listened	listened	mendengar
litter	littered	littered	mengotori
lock	locked	locked	mengunci
look	looked	looked	melihat
maltreat	maltreated	maltreated	menganiaya
memorize	memorized	memorized	menghafalkan
massage	massaged	massaged	memijat
mix	mixed	mixed	mencampurkan
nurse	nursed	nursed	merawat
open	opened	opened	membuka
offer	offered	offered	menawarkan
oppress	oppressed	oppressed	menindas
organize	organized	organized	mengorganisasikan
outfit	outfitted	outfitted	melengkapi
paint	painted	painted	mengecat
pass	passed	passed	melewati
peep	peeped	peeped	mengintip
penalize	penalized	penalized	menghukum
phone	phoned	phoned	menelpon
picnic	picnicked	picnicked	bertamasya
play	played	played	bermain
pleat	pleated	pleated	melipat
prepare	prepared	prepared	mempersiapkan
present	presented	presented	menyajikan
print	printed	printed	mencetak
process	processed	processed	memproses
provide	provided	provided	menyediakan
pull	pulled	pulled	menarik
push	pushed	pushed	mendorong
qualify	qualified	qualified	memenuhi syarat
quarry	quarried	quarried	menggali
question	questioned	questioned	menanyakan, meragukan
quip	quipped	quipped	menyindir
quiz	quizzed	quizzed	menguji
rag	ragged	ragged	menggoda
raid	raided	raided	menggerebek
rape	raped	raped	memperkosa
rebel	rebelled	rebelled	memberontak
regulate	regulated	regulated	mengatur
repair	repaired	repaired	memperbaiki

Verb-I

reply
report

Verb-II

replied
reported

Verb-III

replied
reported

Meaning

menjawab
melaporkan

review	reviewed	reviewed	meninjau
rob	robbed	robbed	merampok
rub	rubbed	rubbed	menggosok
smoke	smoked	smoked	merokok
snap	snapped	snapped	memotret
stop	stopped	stopped	menghentikan
talk	talked	talked	berbicara
telephone	telephoned	telephoned	menelpon
tie	tied	tied	mengikat
travel	traveled	traveled	bepergian
trim	trimmed	trimmed	merapikan
type	typed	typed	membentuk
umpire	umpired	umpired	mewasiti
underline	underlined	underlined	menggaris bawah
unify	unified	unified	mempersatukan
update	updated	updated	memperbaharui
urge	urged	urged	mendesak
use	used	used	menggunakan
utter	uttered	uttered	mengucapkan
vary	varied	varied	bersaing
view	viewed	viewed	menonton
visit	visited	visited	berkunjung
wait	waited	waited	menunggu
walk	walked	walked	berjalan
wallop	walloped	walloped	menghajar
wash	washed	washed	mencuci
waste	wasted	wasted	menghabiskan
woo	wooed	wooed	merayu
worry	worried	worried	mencemaskan
whip	whipped	whipped	mencambuk
yap	yapped	yapped	menggonggong
yield	yielded	yielded	menyerah
zoom	zoomed	zoomed	menanjak

IRREGULAR VERB

Verb-I		Verb-II		Verb-III		Meaning
abide		abode		abode		tinggal
arise		arose		arisen		timbul
be (am,is)	was		been		ada	
be (are)		were		been		ada
bear		bore		borne, born		menderita
beat		beat		beaten		memukul
become		became		become		menjadi
befall		befell		befallen		menimpa, terjadi
beget		begot		begotten		melahirkan
begin		began		begun		mulai
behold		beheld		beheld		melihat-lihat
beseech	besought		besought		memohon	
bet		bet, betted		bet, betted		mempertaruhkan
bid		bid		bid		minta
bind		bound		bound		mengikat
bite		bit		bitten		menggigit
bleed		bled		bled		berdarah
bless		blessed, blest		blessed, blest		memberkati
blow		blew		blown		bertiup, menghembus
break		broke		broken		mematahkan
breed		bred		bred		menternakkan
bring		brought		brought		membawa
broadcast		broadcast		broadcast		memancarkan
browbeat		browbeat		browbeaten		menggertak
build		built		built		mendirikan
burn		burnt, burned		burnt, burned		membakar
buy		bought		bought		membeli
cast		cast		cast		melemparkan
catch		caught		caught		menangkap
choose		chose		chosen		memilih
cleave		clove, cleft		cloven, cleft		membelah
come		came		come		datang
cost		cost		cost		berharga
creep		crept		crept		merangkak
crow		crowed		crowed		berkokok, bersorak
cut		cut		cut		memotong
dare		dared		dared		menantang
dig		dug		dug		menggali
do		did		done		berbuat
draw		drew		drawn		menggambar, menarik
Verb-I		Verb-II		Verb-III		Meaning
drink		drank		drunk		minum

drive		drove		driven	mengendarai
eat		ate		eaten	makan
fall		fell		fallen	jatuh
feed		fed		fed	memberi makan
feel		felt		felt	merasa
fight		fought		fought	berkelahi
find		found		found	menemukan
flee		fled		fled	melarikan diri
fly		flew		flown	terbang
forbear		forbore		forborne	melalaikan
forbid		forbade		forbidden	melarang
forecast		forecast (ed)		forecast (ed)	meramalkan
foretell		foretold		foretold	meramalkan
forget		forgot		forgotten	melupakan
forgive		forgave		forgiven	memaafkan
get		got		got, gotten	mendapat, menjadi
gird		girded, girt		girded, girt	mengikat
give		gave		given	memberi
go		went		gone	pergi
grind		ground		ground	menggiling
grow		grew		grown	tumbuh, menjadi
hang		hung, hanged		hung, hanged	bergantung
have/has	had		had		mempunyai
hear		heard		heard	mendengar
hide		hid		hidden	bersembunyi
hit		hit		hit	mengenai, memukul
hold		held		held	memegang, mengadakan
hurt		hurt		hurt	melukai
keep		kept		kept	memegang, menyimpan
kneel		knelt		knelt	berlutut
knit		knitted		knitted	merajut
know		knew		known	mengetahui, mengenal
lay		laid		laid	menaruh, bertelur
lead		led		led	memimpin, mendahului
lean		leant, leaned		leant, leaned	bersandar
leap		leapt, leaped		leapt, leaped	meloncat
learn		learnt, learned		learnt, learned	belajar
leave		left		left	meninggalkan
lend		lent		lent	meminjamkan
let		let		let	membiarkan
lie		lay		lain	terletak, berbaring
light		lit		lit	menyala, menyalakan
lose		lost		lost	kehilangan
Verb-I		Verb-II		Verb-III	Meaning

make	made	made	membuat
mean	meant	meant	bermaksud, berarti
meet	met	met	menjumpai
mislead	misled	misled	menyesatkan
mistake	mistook	mistaken	membuat kesalahan
misunderstand	misunderstood	misunderstood	salah faham
mow	mowed	mown	menyabit, memotong
outdo	outdid	outdone	melebihi
outspread	outspread	outspread	terbuka lebar
overcast	overcast	overcast	menjadi mendung
overcome	overcame	overcome	mengatasi
overhang	overhung	overhung	bergantung di atas
overhear	overheard	overheard	kebetulan mendengar
overlay	overlaid	overlaid	menutupi
overrun	overran	overrun	membanjiri, melewati
oversee	oversaw	overseen	mangawasi
oversleep	overslept	overslept	tidur terlalu lama
overtake	overtook	overtaken	menyusul,mengejar
pay	paid	paid	membayar
put	put	put	meletakkan
read	read	read	membaca
rebuild	rebuilt	rebuilt	membangun kembali
repay	repaid	repaid	menebus
reset	reset	reset	memasang lagi
retell	retold	retold	menceritakan lagi
rid	ridded, rid	rid	membebaskan diri
ride	rod	ridden	menunggang
ring	rang, rung	rung	membunyikan lonceng
rise	rose	risen	timbul, terbit
run	ran	run	lari
saw	sawed	sawn	menggergaji
say	said	said	mengatakan, berkata
see	saw	seen	melihat
seek	sought	sought	mencari, menuntut
sell	sold	sold	menjual
send	sent	sent	mengirim
set	set	set	menyetel, terbenam
sew	sewed	sewn,sewed	menjahit
shake	shook	shaken	menggoyangkan, geleng
shear	sheared	shorn	mencukur, menggunting
shoot	shot	shot	menembak, berburu
show	showed	shown	mempertunjukkan
shut	shut	shut	menutup
Verb-I	Verb-II	Verb-III	Meaning
sing	sang	sung	menyanyi

sink	sank	sunk, sunken	tenggelam
sit	sat	sat	duduk
slay	slew	slain	membunuh
sleep	slept	slept	tidur
sling	slung	slung	melempar
slink	slunk	slunk	menyelinap
slit	slit	slit	mengiris, membelah
smell	smelt	smelt	berbau, mencium bau
sow	sowed	sown, sowed	menaburkan benih
speak	spoke	spoken	berbicara
speed	sped	sped	mengatur kecepatan
spell	spelt, spelled	spelt, spelled	mengeja
spend	spent	spent	menghabiskan
spill	spilt, spilled	spilt, spilled	menumpahkan
split	split	split	membelah, robek
spoil	spoilt, spoiled	spoilt, spoiled	merusak
spring	sprang	sprung	melompat, meledakkan
stand	stood	stood	berdiri
steal	stole	stolen	mencuri, menyelinap
stick	stuck	stuck	menyangkut, menikam
sting	stung	stung	menyengat, menyakiti
strew	strewed	strewn, strewed	menyebarkan, menaburkan
strike	struck	struck, stricken	memukul
string	strung	strung	mengikat dengan tali
strive	strove	striven	berusaha
swear	swore	sworn	bersumpah
sweep	swept	swept	menyapu
swim	swam	swum	berenang
take	took	taken	mengambil
teach	taught	taught	mengajar
tear	tore	torn	menyobek
tell	told	told	menceritakan
think	thought	thought	memikir
thrive	throve	thriven	tumbuh dengan subur
throw	threw	thrown	melemparkan
tread	trod	trodden, trod	melangkah
undergo	underwent	undergone	mengalami
understand	understood	understood	mengerti
undo	undid	undone	melepaskan, membatalkan
upset	upset	upset	merobohkan
wake	woke, waked	waked, woken	bangun
waylay	waylaid	waylaid	menghadang
Verb-I	Verb-II	Verb-III	Meaning
wear	wore	worn	memakai, berpakaian

wed	wedded	wedded	menikah, kawin
weep	wept	wept	menangis
win	won	won	menang
withdraw	withdrew	withdrawn	mencabut
withstand	withstood	withstood	melawan, menahan
work	worked	worked	bekerja
write	wrote	written	menulis