

BASIC ENGLISH LANGUAGE

Training for Students

Module 1

Training Basic English Skills

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ACKNOWLEDGEMENT

This binding module is a result of compilation from the authentic materials from the books and webs. It is a result of long studying and long browsing. The aim is to provide a suitable module for students who considers that their basic English knowledge is in elementary level. This module tends to help the students to recall their previous English knowledge and abilities so they can keep up with their friends in the classroom.

This module consists of definitions, exercises, and concepts of studying basic English skills. The main teaching objective in the module is to provide the students with the competence on reading simple texts, practising basic grammar, and doing exercises. They are designed in a good step by step binding module.

I fully intend that this binding module can be only to facilitate some compiled authentic materials from the books and webs for the elementary students.

By this opportunity, I would like to extend my sincere thanks all the authors of the materials and the websites which publish them. May God the Almighty bless them all!

Jakarta, March 2020

The Author,

Ignatius Septo Pramesworo

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What is this module about?

This module will be about reading, practising, and writing. They are the skills that basic or low level students from English is used as other language must have. The module consists of the main ideas and abilities in learning basic English especially for writing.

Of course, you already have most of these abilities. I think you are good of having English knowledge when you study in your high schools but now you need time to recall your basic English knowledge. By using this module, you could read, practice, and write English sentences from the basic grammar.

This module of this course will help to remind you of what you already know. The module will also give you some rules for grammar and sentence patterns that will help you become a better writer. Finally, you will have opportunities to put into practise what you have reviewed and learned in the module.

What can you learn from this module?

This course is designed to help you understand what you read, practise, and write. It will help you express yourself clearly when writing in good grammar.

By the end of the course, it is expected that you will be able to:

- Increase your knowledge about the parts of sentences.
- Identify clearly the pattern in sentences

- Increase your ideas about parts of sentences and how they are used in sentences.
- Construct sentences using patterns.
- Identify active sentences.
- Write active sentences.
- Increase your vocabulary.

Course Outline

The following is a basic outline for the module.

Module 1: Training Basic English Skills

- Understanding English Sentence Patterns
- Understanding Parts of Simple Sentences
- Understanding Parts of Active Sentences

How to Work through the Modules

The module has been written in such a way that you can study on your own. Although the module is complete in itself. You may benefit from group discussion with your peers. An experienced facilitator would help in those discussions.

Module 1 has:

- information, including details, explanations, and examples of key concepts.
- Exercises to help you confirm that you recall and understand the background information.

Where to Study

You can read the modules anywhere, but if you want to get the most from your study, you need to be able to concentrate without distractions such as conversations and interruptions.

When to Study

This is entirely up to you. You should be able to complete a module in about 12 meetings. Each meeting will have 120 minutes. If you participate in discussions with your peers, then you may need to take more time to complete all of the work. The best way to complete the module successfully is to plan ahead and set aside a certain time and specific days to finish the particular topic you are studying.

How to Complete the Modules

Do not be too ambitious. Start with regular periods of study, perhaps 30 minutes at a time. This will yield far better results than occasional long periods or many short periods with many interruptions.

Concentrate on what you are studying. Read, make notes, and complete all of the exercises as you progress through the materials.

You may wish to share your ideas or talk to other people to obtain more facts. This may help to clarify ideas.

Icons Used in The Modules

You will see the following icons used in the modules:



READ—Read the background information that is contained in the module. You should read through the information carefully, before continuing on with the exercises. Make notes while you read.



EXERCISE—You will need to write down your answers to check that you understood the information preceding the exercise. Suggested answers to many of the exercises are provided at the end of the module, so you can check your answers.

INTRODUCTION

SUBJECT + VERB + OBJECT + ADVERB

VERBS:

- AUXILIARY VERBS
- MAIN VERBS

AUXILIARY VERBS

- TO BE
 - AUXILIARY VERBS
 - MAIN VERBS or LINKING VERBS
- TO DO
- TO HAVE
- MODAL AUXILIARIES

MAIN VERBS:

- REGULAR VERBS
- IRREGULAR VERBS



What do you mean?

Sentence Patterns

Sentence patterns are made up of phrases and clauses. A **phrase** is a group of connected words, but it is not a complete **sentence** because it is missing a subject and/or a verb. Phrases **are** just one component that makes up a complete **sentence**. A clause contains a subject (actor) and a verb (action).

Subject

A subject is a part of a sentence that contains the person or thing performing the action (or verb) in a sentence

Noun

A noun is a person, place, or thing: Ella, Cheney, eggplant.

Nouns within a sentence

SUBJECT (person, place, or thing that is the doer of the action in a sentence—a.k.a. the star of your sentence): Maria cooked dinner.

Verbs

What is a verb?

Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, such as Maria sings, have one. Actually, a verb can be a sentence by itself, with the subject, in most case you, implied, such as, Sing! and Drive!

When learning the rules of grammar, schoolchildren are often taught that verbs are 'doing' words, meaning they signify the part of the sentence which explains the action taking place: He ran away, she eats chocolate cake on Sundays, the horses gallop across the fields. Ran, eats and gallop are the 'action' parts of those sentences, thus they are the verbs. However, it can be confusing because not all verbs are easily identifiable as action: I know your name, Jack thought about it, we considered several applications. These are non-action verbs, i.e. those that describe a state of being, emotion, possession, sense or opinion. Other non-action verbs include include love, agree, feel, am, and have.

How to Recognize a Verb

As you can see from the examples above, one clue to help you recognize a verb is its location compared to the subject. Verbs almost always come after a noun or pronoun. These nouns and pronouns are referred to as the subject. The verb thought comes after the noun Jack, so the action Jack (subject) was taking was thinking (verb).

What Is the **Object** of a Sentence?

The object of a sentence is the person or thing that receives the action of the verb. It is the who or what that the subject does something to. That sounds complicated, but we'll understand it more after we practice, for example: Terry carried out **the trash**.

What Do **Adverbs** Modify?

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

Examples:

- Tom Longboat did not run badly.
- Tom is very tall.
- The race finished too quickly.
- Fortunately, Lucy recorded Tom's win.

Adverbs provide a deeper description of a verb within any sentence. **There** are five basic types of **adverbs** in the **English** language, namely that of Manner, Time, Place, Frequency, and Degree.

Adverbs of Degree

Adverbs of degree tell us more about the intensity of the verb in the sentence, in other words, they describe how much, or to what degree. They can be categorized as low degree (e.g. somewhat), medium degree (e.g. fairly), and high degree (e.g. extremely). Adverbs of degree can also modify adjectives and other adverbs and are placed before the word they modify. Popular adverbs of degree include:

- almost
- enough
- hardly
- just
- nearly
- quite
- simply
- so

- too

Let's look at some sample sentences:

- This short essay is **hardly** sufficient.
- It's **simply** not enough.
- I'm **so** excited to move to Ireland.

Adverbs of Frequency

Adverbs of frequency let us know how often the verb occurs. Therefore they mostly modify verbs. These adverbs tend to appear right before the main verb in the sentence. Popular adverbs in this category include:

- again
- always
- never
- normally
- rarely
- seldom
- sometimes
- usually

Here they are in action:

- I **always** read a book before bed.
- Does he **normally** walk his dog at this time?
- She **usually** shops at the Korean market in town.

Adverbs of Manner

Adverbs of manner tell us how, or in what manner, something was carried out. They mostly modify verbs and can often be found at the end of a clause. This category comprises the most common adverbs - the ones that end in -ly. Here are some examples of adverbs of manner:

- beautifully
- generously
- happily
- neatly
- patiently

- softly
- quickly
- well

And here are some example sentences:

- He trimmed the white roses **neatly**.
- I combed my dog's fur **carefully** because it had lots of tangles.
- There's no reason why you can't discuss the topic with me **calmly**.

Adverbs of Place

Adverbs of place tell us more about where the verb took place. These tend to pop up after the main verb or direct object of the sentence. Here are some common adverbs of place:

- above
- below
- everywhere
- here
- in
- inside
- into
- nowhere
- out
- outside
- there

Let's take a look at them in action:

- In Ireland, there are thatched-roof cottages **everywhere**.
- Clearly, there aren't any leprechauns **here**.
- I was so beguiled, I drove **into** a ditch.

Adverbs of Time

Adverbs of time detail when the verb took place. We usually see these kinds of adverbs placed at the beginning or end of a sentence. Adverbs of time include:

- annually
- daily

- monthly
- recently
- tomorrow
- weekly
- yearly
- yesterday

Here they are at work:

- **Lately**, you've been rude to everyone around.
- They **recently** relocated to Santa Fe.
- The morning newspaper arrives **daily**.

Phrases

A **phrase** is a group of words that adds meaning to a [sentence](#). A phrase is not a [sentence](#) because it is not a complete idea with a [subject](#), [verb](#) and a [predicate](#).

In English there are five different kinds of phrases, one for each of the main [parts of speech](#). In a phrase, the main word, or the word that is what the phrase is about, is called the *head*. In these examples, it is printed in *bold*. The other words in the phrase do the work of changing or *modifying* the head.

In a '**Noun phrase**', one or more words work together to give more [information](#) about a [noun](#).

- all my dear **children**
- the information **age**
- seventeen hungry **lions** in the rocks

In an **Adjective phrase**, one or more words work together to give more information about an [adjective](#).

- so very **sweet**
- **earnest** in her desire
- very **happy** with his work

In a **Verb phrase**, one or more words work together to give more meaning to a [verb](#). In English, the verb phrase is very [complex](#), but a good description of its many forms can be found [here](#).

In an **Adverb phrase**, one or more words work together to give more information about an **adverb**.

- especially **softly**
- **formerly** of the city of Perth
- much too **quickly** to see clearly

In a **Prepositional phrase**, one or more words work together to give information about time, location, or possession, or condition. The **preposition** always appears at the front of the phrase (preposition = pre-position).

- **after** a very long walk
- **behind** the old building
- **for** all the hungry children
- **in case** it should happen again

I. Subject + Verb + Adjective



Water is necessary. Without water , soil is worthless and crops are poor. However. Too much water can be dangerous. Floods can be very harmful and destructive. They are also wasteful. Natural resources are precious and limited. Careful use of water and other resources is important.



Exercise 1 - Write the verb in every sentence from the paragraph above.

NO	SENTENCES	VERBS
1	Sentence 1	
2	Sentence 2	
3	Sentence 3	
4	Sentence 4	
5	Sentence 5	
6	Sentence 6	
7	Sentence 7	



Exercise 2 - Write the adjectives and adverbs (if possible) and then write them down in the boxes below.

NO	SENTENCES	ADJECTIVES	ADVERBS
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		



Exercise 3 – This part has a relation with Exercise 2, write again the adjectives in the adjective column and change the adjectives into the adverbs. If you have problems you can look up a dictionary or browse your Google. Use your adverb column to write new words.

NO	SENTENCES	ADJECTIVES	ADVERBS
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		



Excercise 4 – Find the nouns and the noun phrases in the paragraph above. Write all the nouns and the phrases in the tables below.

NO	SENTENCES	NOUNS	NOUN PHRASES
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		



Exercise 5 – This part has a relation with Excercise 4. You must write the head nouns from the noun phrases.

NO	SENTENCES	HEAD NOUNS FROM THE NOUN PHRASES
1	Sentence 1	
2	Sentence 2	
3	Sentence 3	
4	Sentence 4	
5	Sentence 5	
6	Sentence 6	
7	Sentence 7	



Exercise 6 – Write 10 adjectives that you know. You can work individually or with your friend. Based on your adjectives, try to write 10 new sentences using the adjectives.

NO	SENTENCES	ADJECTIVES	NEW SENTENCES
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		
9	Sentence 9		
10	Sentence 10		

II. Subject + Verb + Adverbial



Dorothy is not here now. She is on her way downtown. Her doctor's office is on the corner of wood Lawn Street and Ocean Avenue, and she must be there soon. Her appointment is at 3:00. She has been on the subway since 2:30, so she will probably be there on time. She will be downtown until about 5:00. She should be home in time for dinner. She has been home by 6:30 every day for ten years.



Exercise 1 – Find the verbs in the text above and then write them down in the table

NO	SENTENCES	VERBS
1	Sentence 1	
2	Sentence 2	
3	Sentence 3	a. b.
4	Sentence 4	
5	Sentence 5	a. b.
6	Sentence 6	
7	Sentence 7	
8	Sentence 8	



Exercise 2 – Find the adverbs in the text above and then write them down in the table

NO	SENTENCES	ADVERBS FROM THE TEXT	THE NAMES OF THE ADVERBS
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		



Exercise 3 – Find the nouns, the noun phrases, and the pronouns in the text above and then write them down in the table.

NO	SENTENCES	NOUNS	NOUN PHRASES	PRONOUNS
1	Sentence 1			
2	Sentence 2			
3	Sentence 3			
4	Sentence 4			

5	Sentence 5			
6	Sentence 6			
7	Sentence 7			
8	Sentence 8			



Exercise 4 – This part has a relation with Exercise 3. Find the head nouns in the noun phrases in the text above and then write them down in the table.

NO	SENTENCES	NOUN PHRASES	HEAD NOUNS
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		



Exercise 5 – Find the referents for the pronouns in the text above and then write them down in the table.

NO	SENTENCES	PRONOUNS	WORD REFERENTS
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		



Exercise 6 – Write 10 adverbials that you know. You can work individually or with your friend. Based on your adverbials, try to write 10 new sentences using the adverbials.

NO	SENTENCES	ADVERBIALS	NEW SENTENCES
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		
9	Sentence 9		
10	Sentence 10		

III. Subject + Verb + Noun



My name is Joseph. I'm a student. I'm going to be an engineer. My friend's name is Dawn. She is a student too. She will become a doctor. My cousin Michael is a student. He won't become anything. He will probably be a student forever. He's a history student.



Exercise 1 - Find the verb in every sentence and then write them down in the table below.

NO	SENTENCES	VERBS
1	Sentence 1	
2	Sentence 2	
3	Sentence 3	
4	Sentence 4	
5	Sentence 5	
6	Sentence 6	
7	Sentence 7	
8	Sentence 8	
9	Sentence 9	
10	Sentence 10	



Exercise 2 - Find the nouns, nouns phrases, and pronouns in every sentence and then write them down in the table below.

NO	SENTENCES	NOUNS	NOUN PHRASES	PRONOUNS
1	Sentence 1			
2	Sentence 2			
3	Sentence 3			
4	Sentence 4			
5	Sentence 5			
6	Sentence 6			
7	Sentence 7			
8	Sentence 8			
9	Sentence 9			
10	Sentence 10			



Exercise 3 - Find your own nouns that you can find in your classroom and then write them down in the table below. After that you must make your own sentences using the nouns.

NO	SENTENCES	NOUNS	NEW SENTENCES
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		

5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		
9	Sentence 9		
10	Sentence 10		



Exercise 4 - Find your own noun phrases that you can find in your university library and then write them down in the table below. After that you must make your own new sentences using the noun phrases.

NO	SENTENCES	NOUN PHRASES	NEW SENTENCES
1	Sentence 1		
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		
9	Sentence 9		
10	Sentence 10		

IV. Subject + Verb



Clouds gathered. The sun dimmed. The sky darkened. The wind blew. Dogs ran and growled. Birds cried. Lightning flashed. Thunder sounded. The earth shook and trembled. Trees fell. A hurricane had begun.



Exersice 1 - Find the verbs in every sentence in the text above and the write them in the table.

NO	SENTENCES	VERBS
1	Sentence 1	
2	Sentence 2	
3	Sentence 3	
4	Sentence 4	
5	Sentence 5	
6	Sentence 6	
7	Sentence 7	
8	Sentence 8	
9	Sentence 9	
10	Sentence 10	
11	Sentence 11	



When learning English you need to know the meaning of certain words first, and then sort the words appropriately according to *grammatical* rules. Verbs in a regular structure can be transformed with a simple rule, whereas in irregular verbs, this situation is slightly different. It may be a good start to make some *memorization* and learn how to use the verbs in the right places.

In English there are regular verbs as well as irregular verbs. In *Simple Past Tense* and Past Participle forms, most of the verbs have -d, -ed and -ied suffixes, while some verbs do not follow this rule. These verbs which do not follow this rule and whose past tenses are completely different from the others are called irregular verbs.

You can read some irregular verbs as example below:

V1 - Infinitive (Base Form)	V2 - Past Tense (Past Simple)	V3 - Past Participle
abide	abode	abode
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beaten
beget	begot	begotten
begin	began	begun
bend	bent	bent
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst

<i>buy</i>	<i>bought</i>	<i>Bought</i>
<i>do</i>	<i>did</i>	<i>done</i>
<i>draw</i>	<i>drew</i>	<i>drawn</i>
<i>dream</i>	<i>dreamt</i>	<i>dreamt</i>
<i>drink</i>	<i>drank</i>	<i>drunk</i>
<i>drive</i>	<i>drove</i>	<i>driven</i>
<i> dwell</i>	<i>dwelt</i>	<i>dwelt</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>fall</i>	<i>fell</i>	<i>fallen</i>
<i>feed</i>	<i>fed</i>	<i>fed</i>
<i>feel</i>	<i>felt</i>	<i>felt</i>
<i>fight</i>	<i>fought</i>	<i>fought</i>
<i>find</i>	<i>found</i>	<i>found</i>
<i>flee</i>	<i>fled</i>	<i>fled</i>
<i>fly</i>	<i>flew</i>	<i>flown</i>
<i>forbid</i>	<i>forbad(e)</i>	<i>forbidden</i>
<i>forecast</i>	<i>forecast</i>	<i>forecast</i>
<i>forget</i>	<i>forgot</i>	<i>forgotten</i>
<i>forsake</i>	<i>forsook</i>	<i>forsaken</i>
<i>freeze</i>	<i>froze</i>	<i>frozen</i>



Exercise 2 - This part has a relation with Exercise 1. Find the verbs in every sentence in the text above and the write them in the suitable column in the table.

NO	SENTENCES	VERB 1 INFINITIVE	VERB 2 PAST TENSE	VERB 3 PAST PARTICIPLE
1	Sentence 1	gather	gathered	gathered
2	Sentence 2			

3	Sentence 3			
4	Sentence 4			
5	Sentence 5			
6	Sentence 6			
7	Sentence 7			
8	Sentence 8			
9	Sentence 9			
10	Sentence 10			
11	Sentence 11			



Exersice 3 - Write 10 regular verbs that you usually use everyday. You must fill the table below for infinitive, past tense, and past participle columns. The first row is done for you as an example.

NO	SENTENCES	VERB 1 INFINITIVE	VERB 2 PAST TENSE	VERB 3 PAST PARTICIPLE
		open	opened	opened
1	Sentence 1			
2	Sentence 2			
3	Sentence 3			
4	Sentence 4			
5	Sentence 5			
6	Sentence 6			
7	Sentence 7			
8	Sentence 8			

9	Sentence 9			
10	Sentence 10			



Exersice 4 - Write 10 irregular verbs that you usually use everyday. You must fill the table below for infinitive, past tense, and past participle columns. The first row is done for you as an example.

NO	SENTENCES	VERB 1 INFINITIVE	VERB 2 PAST TENSE	VERB 3 PAST PARTICIPLE
		run	ran	run
1	Sentence 1			
2	Sentence 2			
3	Sentence 3			
4	Sentence 4			
5	Sentence 5			
6	Sentence 6			
7	Sentence 7			
8	Sentence 8			
9	Sentence 9			
10	Sentence 10			



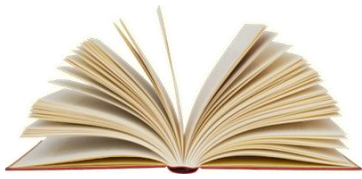
Exersice 5 - From Exersices 3 and 4, choose 5 verbs from regular and 5 from irregular forms and you must write 10 new sentences using regular verbs and irregular verbs. You can see examples below.

NO	SENTENCES	NEW SENTENCES
		The lecturer opened the whatsapp video. The athlete will run in the first two races.
1	Sentence 1	
2	Sentence 2	
3	Sentence 3	
4	Sentence 4	
5	Sentence 5	
6	Sentence 6	
7	Sentence 7	
8	Sentence 8	
9	Sentence 9	
10	Sentence 10	



Subjects and **verbs** must AGREE with one another in number (singular or plural). Thus, if a **subject** is singular, its **verb** must also be singular; if a **subject** is plural, its **verb** must also be plural.

Every complete sentence must have an action, called a **verb**, and someone or something that performs that action, called the **subject**. The form of the **verb** changes with the gender and number of the **subject**. Simply put, if there is a plural **subject**, then there must be a plural **verb** that goes with it.



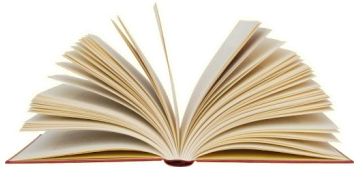
Every animal on earth must eat something in order to stay alive. Many animals eat some parts of plants. Giraffes munch leaves from the tall trees on the African plain. Koala bears in Australia only eat eucalyptus leaves in the forest. Even the mighty buffalo in America only eat grass.



Exercise 6 - Based on the above text, you must fill the table below. You must find the Subject and Verbs. The first sentence is done for you.

NO	SENTENCES	SUBJECTS	VERBS
1	Sentence 1	Every animal on earth	must eat
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		

V. Subject + Verb + Adverbial (More)



Prof. Smith worked hard today. He has been working at at this office all day. Soon he will stop and go home. He will work until about 4:00. Then he will get in his car and drives home. He may drive fast. He wants to work in his garden a while before dinner. Then he will dine quietlywith his family. After dinner the family may read or listen to music. They may go bowling or go shopping at nearby supermarket. They rarely go out socially during the week.



Exercise 1 - Write every sentence once more in the lines. You must divide and give slashes to their sentence patterns. Every part must be identified. The first and the second sentences are done for you.

1. Prof. Smith / worked / hard / today.

Subject Verb Adv Adv

2. He / has been working / at at this office / all day.

Subject Verbs Adverb Adverb

3.

4.

5.

6.
7.
8.
9.
10.
11.



Exercise 2 - You have already known the verbs in the text above. Verbs which are formed by more than one word are called Verbal Phrase. Write the verbs again in the verbs column and then identify whether they are just one verb or a verbal phrase. The first and the second sentences are done for you.

NO	SENTENCE	VERBS	VERBAL PHRASES
1	Sentence 1	worked	*****
2	Sentence 2	has been working	has been working
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		
9	Sentence 9		
10	Sentence 10		
11	Sentence 11		



Exercise 3 - Cloze Test

You must fill the blanks the text below. You must use the verbs in the table.

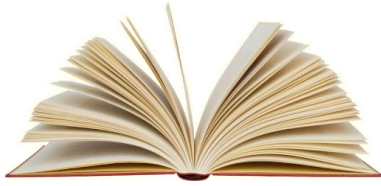
a	do	i	is	q	provide
b	do	j	are	r	produce
c	provide	k	maintain	s	want
d	provide	l	call	t	Work
e	produce	m	may buy	u	provides
f	make up	n	need	v	provides
g	earn their living	o	undertake	w	helps
h	provide	p	buy	x	may buy

Most people (1) **work** to (2) ----- . They (3) ----- goods and services. People (4) ----- goods (5) ----- either on farms, like maize and milk, or in factories, like cars and papers.

People (6) ----- services such things as schools, hospitals, and shops. Some people (7) ----- goods, some (3) ----- services. Other people (9) ----- both goods and services. For example, in the same garage, a man (10) ----- a car, or he (11) ----- a service, which (12) ----- him to (13) ----- his car.

People (14) ----- their economic activity as the work which people (15) ----- Economic activity (16) ----- the economic system. The economic system (17) ----- The sum-total of what people (18) ----- and what they (19) ----- The work which people (20) ----- either (21) ----- what they (22) ----- or (23) ----- them with money. People (24) ----- essential commodities with money.

VI. Subject + Verb + Object



The lady is reading a new book. She enjoys books about the sea and buys them often. In fact, she always studies this subject. She lectures oceanography. Her students attend her classes regularly. They like her lectures, but they don't care for her tests. They take many tests, however. She always gives one at any time.



Exercise 1 - Write every sentence once more in the lines. You must divide and give slashes to their sentence patterns. Every part must be identified. The first and the second sentences are done for you.

1. The lady / is reading / a new book.

Subject Verbs Object - Noun Phrases

2. She / enjoys / book about the sea / and / buys / them / often.

Subject Verbs Object - Noun Phrase Conjunction Verb Pronoun Adverb

3.

4.

5.

6.

7.

8.



Exercise 2 - In this exercise you will develop your vocabulary. You will get a noun in every number and by using that noun you must expand it or develop it into a noun phrase with at least 3 words. The first and the second words are done for you.

NO	NOUN	NOUN PHRASES
1	subject	a new subject
2	student	the smart and diligent student
3	book	
4	country	
5	meeting	
6	class	
7	activities	
8	manager	
9	accountant	
10	banks	



Exercise 3 - This part has a relation with Exercise 2. In this exercise you will also develop your vocabulary and writing skills. You have already written your own new

phrases. Based on the new phrase you must write new sentences using Subject + Verb + Object. The first and the second sentences words are done for you.

NO	NOUN PHRASES	NEW SENTENCES
1	a new subject	We are studying a new subject.
2	the smart and diligent student	All students know the smart and diligent student.
3		
4		
5		
6		
7		
8		
9		
10		

VII. Subject + Verb + Object + Adverbial



Rita likes the university library. She studies there often and she borrows books to read for pleasure there too. Frank likes it also. Both of them enjoy their study there. They take their questions to the librarian. The librarian helps them with their research projects.



Exercise 1 - Write every sentence once more in the lines. You must divide and give slashes to their sentence patterns. Every part must be identified. The first sentence is done for you.

1. Rita / likes / the university library.

Subject Verb Object

2.

3.

4.

5.

6.



Exercise 2 - There are some pronouns in the text. You must identify and write them. These pronouns are also called as “word references”. Find the word or the phrases that they refer to. The first sentence is done for you. The second sentence is done for you.

NO	SENTENCE	PRONOUNS WORD REFERENCES	MEANINGS WORD REFERENTS
1	Sentence 1	*****	*****
2	Sentence 2	A. She B. There	A. Rita B. The university library
3	Sentence 3		
4	Sentence 4		
5	Sentence 5		
6	Sentence 6		



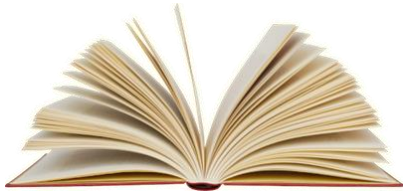
Exercise 3 - You must find the objects in your own bedroom or study room. You must write them down in the objects column and write new sentences using the Subject + Verb + Object + Adverbial pattern.

NO	SENTENCE	OBJECTS	NEW SENTENCES
1	Sentence 1	The English textbook	I usually read the English textbook in my study room.
2	Sentence 2		
3	Sentence 3		
4	Sentence 4		

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5	Sentence 5		
6	Sentence 6		
7	Sentence 7		
8	Sentence 8		
9	Sentence 9		
10	Sentence 10		

VIII. Subject + Verb + Indirect Object + Direct Object



Direct Object

In a sentence, the direct object is the noun or noun phrase that's receiving the action of the verb. The basic construction works like this: **Subject + Verb + Who or What**.

For example, "Brenna enjoyed **oysters and an iced tea** for dinner." Here, the subject is "Brenna" and the verb is "enjoyed." What did Brenna enjoy? Oysters and an iced tea. Simple enough, right? Let's walk through a few more direct object examples.

Direct Objects and Transitive Verbs

To be more specific, direct objects follow transitive verbs. Sounds "jargony," right? In truth, a transitive verb is simply an action verb. So, why don't we call them action verbs? Action verbs can be followed by a number of different phrases.

Transitive verbs, however, can only be followed by direct objects, as they need to act upon something or someone. They're a match made in heaven and they don't like to part.

The direct object can be a singular noun or noun phrase (a group of words that act as a noun together).

Sentence Examples

Let's look at some more examples. The direct object is highlighted in bold.

- a. Damien hates **raisins**.
- b. Most of the students in the class call "Smarty".
- c. Sasha paints **landscapes**.
- d. Aisling loves **sitting by the sea**.
- e. James accidentally tripped **Claire** as she walked out of her room.
- f. I hugged **him** with all my might.

- g. The dog hates **when her owner puts her on a leash**.
- h. I assumed **that the policy was canceled**.
- i. Tommy prefers **the librarian with red glasses**.
- j. Shannon loves **traveling to Europe**.
- k. Europe welcomed **millions of tourists last year**.
- l. The kindergarteners prefer **short stories over poetry**.
- m. Poetry harkens **people from all across the globe**.
- n. Jack chased **Jill and her merry band of friends**.
- o. Dad built **a treehouse for my 11th birthday**.

Contrast With Subject Complements

Remember that direct objects follow transitive verbs (action verbs). If you ever see a linking verb, your spidey senses should make you aware that you are no longer dealing with a direct object.

Common linking verbs include:

- am
- is
- are
- was
- were
- has been
- have been
- Become
- seem

Linking verbs don't show any action. Rather, their sole job is to link the subject of the sentence to further information. That further information is known as the subject complement. Subject complements also answer the question "who" or "what." The key here is to note the type of verb in the sentence. Subject complements will only follow linking verbs.

Subject Complement Examples

Let's look at a few examples to demonstrate the difference between direct objects and subject complements:

- I am **an aspiring playwright**.
("Am" is a linking verb, showing no action. This means we're dealing with a subject complement and not a direct object.)
- I have been **an accountant for many years**.
("Have been" is a linking verb in this sentence, showing no action. "An accountant for many years" is, therefore, a subject complement and not a direct object.)
- Seattle seems **exciting when you consider its coffee shop culture**.
("Seems" is showing no action and is, therefore, a linking verb. This makes "prosperous and full of excitement" a subject complement.)

Direct Your Information

The majority of our sentences require direct objects to be complete. We have a subject (the thing we're talking about) and a verb (the rope that ties the subject to further information). However, we still need to know what's going on.

That's where direct objects come in. They provide more information, answering the question "who" or "what" is receiving the action of the verb.

Indirect Object Examples

In another article, we explain direct objects. They're the noun or noun phrase that receives the action of the verb. They answer the question of "who" or "what" is receiving the action of the verb. For example, "Marie brought cupcakes and iced tea." Marie brought what? Cupcakes and iced tea.

So, where do indirect objects fit into the equation? Truth is, they're far less prevalent than direct objects, but they do serve a purpose. They're the receivers of the direct object. The indirect objects examples below will make everything clear.

Indirect Objects Explained

Direct objects receive the action of the verb. Meanwhile, indirect objects receive the direct object. That's all it boils down to. For example:

"James built Marie a tiny house on the beach."

In this example, "James" is the subject. "Built" is the verb. James built what? (Don't be tempted to think the direct object is Marie. James didn't build Marie.) He built a tiny house. This is where indirect objects come in. Who's receiving the tiny house? Marie is.

Example Sentences

Let's outline a few more examples. We'll put the direct objects in italics and the **indirect objects** in bold:

- Becky baked **Bernice** a plateful of cookies.
(Becky baked what? A plateful of cookies. Who received the cookies? Bernice.)
- Her mom brought **her** a glassful of seashells.
(Her mom brought what? A glassful of seashells. Who received the glassful of seashells? Her.)
- In art class, I made **my roommate** a sculpture.
(I made what? A sculpture. Who received it? My roommate.)
- Marcia gave **her sister** a sidelong stare.
(Marcia gave what? A sidelong stare. Who received it? Her sister.)
- Can we tell **our friends** the story of how we met?
(We're telling what? The story of how we met. Who's going to hear the story? Our friends.)
- The sun gave **the garden** a pocketful of sunshine.
(The sun gave what? A pocketful of sunshine. Who received it? The garden.)
- Seamus assembled **Marie** a brand new office chair.
(Seamus assembled what? A brand new office chair. Who was it for? Marie.)
- His dad offered **him** his '69 Chevelle for his 30th birthday.
(His dad offered what? A '69 Chevelle. Who received it? Him.)

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- During the snowstorm, I wrote **my brother** a heartfelt letter.
(I wrote what? A heartfelt letter. Who received it? My brother.)
- Michelle gave **Caleb** the night's homework assignment.
(Michelle gave what? The night's homework assignment. Who received it? Caleb.)
- Let's bring **Mom and Dad** the manuscript of our first play.
(Let's bring what? The manuscript of our first play. Who's going to receive it? Mom and Dad.)
- The moon offered **the ship** an opportunity to find the way home.
(The moon offered what? An opportunity to find the way home. Who received the opportunity? The ship.)
- Alan finally gave **her** the engagement ring.
(Alan finally gave what? The engagement ring. Who received it? Her.)
- She gave **her dog** a bath before they went away on vacation.
(She gave what? A bath. Who received it? Her dog.)
- Early the morning, I baked **Bryan** cupcakes to take to class.
(I baked what? Cupcakes to take to class. Who received them? Bryan.)

Transitive and Linking Verbs

For an indirect object to exist, there must be a direct object. Direct objects only associate with transitive verbs. The definition of a transitive verb is an action verb that works with direct objects. So, they're one big happy family.

Indirect and direct objects will never follow linking verbs. These verbs do not show any action. Rather, their sole function is to link the subject of the sentence to further information. That further information is known as the subject complement.

Common **linking verbs** include:

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- am
- is
- are
- was
- were
- has been
- have been
- become
- seem

Notice none of these words convey any sort of action. That is where subject complements differ from direct objects - in the verb they're following. However, there is a common denominator. Subject complements also answer the question "who" or "what."

Simply put, what you have to keep an eye out for is the verb in the sentence. Subject complements work hand in hand with linking verbs, while direct objects work hand in hand with transitive, or action, verbs.

This is important because you never want to confuse indirect and direct objects for subject complements.

Transitive Verb Sentence

Examples

Let's look at three examples to illustrate this difference.

a. I was **sad throughout the holiday season**.

("Was" is a linking verb, showing no action. This means we're dealing with a subject complement and not a direct object.)

b. I have been **happy for months now**.

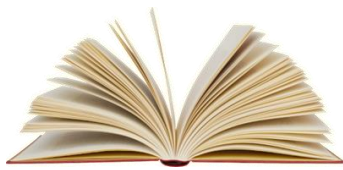
("Have been" is a linking verb, showing no action. "Happy for months now" is, therefore, a subject complement and not a direct object.)

c. The apartment seems **colorful, light, and airy**.

("Seems" is showing no action and is, therefore a linking verb. This makes "colorful, light, and airy" a subject complement.)

Indirect Detail

Indirect and direct objects provide added detail to our sentences. More than that, direct objects are required for many sentences to be complete. Indirect objects, however, are not.



Tim told his friends something exciting. The university had awarded him a scholarship. The scholarship committee sent him the news yesterday. Tim showed me the letter. It gave him all the details. Each month, the university will mail him a check. Then, he must pay the university the required fee. The university has given Tim a very great honor.



Exercise 1 - Write every sentence once more in the lines. You must divide and give slashes to their sentence patterns. Every part must be identified. The first and the second sentences are done for you.

1. Tim / told / his friends / something exciting.

Subject Verb Indirect Object Direct Object

2. The university / had awarded / him / a scholarship.

Subject Verbs Indirect Object Direct Object

3.

4.

5.

6.



Exercise 2 - This part has a relation with Exercise 1. You must rewrite the sentences in the text into new sentences using structure *for* or *to*. The first and the second sentences are done for you.

NO	SENTENCES	NEW SENTENCES
1	Tim told his friends something exciting.	Tim told something exciting to his friends.
2	The university had awarded him a scholarship.	The university had awarded a scholarship for him.
3		
4		
5		
6		



There are other common verbs which have the structure with “*to*”.

bring	lend	offer	owe	pass
give	pay	post	promise	real
lend	recommend	sell	send	show
take	teach	tell	throw	write



Exercise 3 - By using the verbs in the table above, you must make sentences using structure **“to”**. The first and the second sentences are done for you.

1. They are doing to offer the job to Susan.
2. He manager showed the letter to the secretary.
3.
4.
5.
6.
7.
8.
9.
10.



There are other common verbs which have the structure with *“for”*.

bring	build	buy	change	choose
cook	do	fetch	find	fix
get keep	make	order	prepare	save

Exercise 4 - By using the verbs in the table above, you must make sentences using structure *“for”*. The first and the second sentences are done for you.

1. The bookkeeper changed the problematic statement for the company.

2. The English lecturers are preparing new modules for the students.

3.

4.

5.

6.

7.

8.

9.

10.

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