ANALYZING VERB PATTERN IN READING TEXTS IN ENGLISH NATIONAL EXAMINATION 2008 AT SENIOR HIGH SCHOOL BASED ON HORNBY'S THEORY

THESIS

By: Wahibatul Mas'ulah NIM 04320021

ENGLISH LETTERS AND LANGUAGE DEPARTMENT HUMANITIES AND CULTURE FACULTY THE STATE ISLAMIC UNIVERSITY OF MALANG

2008

ANALYZING VERB PATTERN IN READING TEXTS IN ENGLISH NATIONAL EXAMINATION 2008 AT SENIOR HIGH SCHOOL BASED ON HORNBY'S THEORY

THESIS

Presented to The State Islamic University of Malang in Partial Fulfillment of The Requirement for The Degree of Sarjana Sastra (SS)

> By: Wahibatul Mas'ulah NIM 04320021

ENGLISH LETTERS AND LANGUAGE DEPARTMENT HUMANITIES AND CULTURE FACULTY THE STATE ISLAMIC UNIVERSITY OF MALANG

2008

STATEMENT OF THE AUTHENTICITY

The undersigned,

Name	: Wahibatul Mas'ulah
Reg. Number	: 04320021
Faculty	: Humanities and Culture
Department	: English Letters and Language

Certify that the thesis I wrote to fulfil the requirement for the degree of *Sarjana Sastra (S1)* in English Language and Letters Department, Humanities and Culture Faculty, the State Islamic University of Malang entitled *Analyzing Verb Pattern in Reading Texts in English National Examination at Senior High School Based on Hornby's Theory* is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, 15 September 2008 The writer,

Wahibatul Mas'ulah

APPROVAL SHEET

This is to certify that the *Sarjana's* thesis on the title *Analyzing Verb Pattern in Reading Texts in English National Examination at Senior High School Based on Hornby's Theory* has been approved by the thesis advisor for further approval by the Board of Examiners.

Malang, 15 September 2008

Advisor,

The Head of English Letters and Language Department,

<u>Rina Sari, M.Pd</u> NIP 150 377 937

Dra.Hj. Syafiyah, M.A NIP 150 246 406

The Dean of Humanities and Culture Faculty

Dr. H. Dimjati Ahmadin, M.Pd NIP 150 035 072

LEGITIMATION SHEET

This thesis is to certify that the Sarjana's thesis entitled "Analyzing Verb Pattern in Reading Texts in English National Examination 2008 at Senior High School Based on Hornby's Theory" has been approved by the board of examiners as the requirement for the degree of Sarjana Sastra in English Letters and Language Department, Humanities and Culture Faculty at the State Islamic University of Malang.

Malang, 17 October 2008

The Board of Examiners

Signatures

	. <u>Dra. Hj. Syafiyah, M.A</u> (Main Examiner) 1	• • • •
	NIP 150 246 406	
2.	<u>ka Farihah Hentihu, S.Pd</u> (Chairman) 2 NP 150 294 453	
3.	Sina Sari, M.Pd (Advisor) 3 NIP 150 377 937 PERPUS 4	
	Approved by	
	Dean of	
Fac	Ity of Humanities and Culture	
Th	State Islamic University of Malang	

Dr. H. Dimjati Ahmadin M. Pd NIP 150 035 072

ΜΟΤΤΟ

DO THE BEST IN YOUR LIVE,

ALWAYS BE POSITIVE THINKING,

AND

ALWAYS PRAY TO ALLAH SWT

DEDICATION

This thesis is especially dedicated to my beloved Ayah and Ibu who always love,

support, and pray me.

I have fulfilled my promise to you Ayah Ibu, thank you.....

Thank you for everything you have given to me

I love you so much.

All of my big family and husband in my future

My lovely friends of PKLI

Pusat Balai Bahasa Sidoarjo

ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah swt., the most gracious and most merciful, who has given me His guidance and blessing in finishing this thesis, entitled **Analyzing Verb Pattern in Reading Texts in English National Examination 2008 at Senior High School based on Hornby's Theory** as the requirement for the degree of *Sarjana Sastra*. Sholawat and salam are also delivered to the prophet, Muhammad SAW. who has brought Islam as the *Rahmatan lil-alamin*.

First of all, my sincere gratitude extends to the rector of the State Islamic University of Malang, Prof. Dr. H. Imam Suprayogo, my academic advisor and the dean of Humanities and Culture Faculty, Dr. H. Dimjati Ahmadin, M.Pd and the head of English Letters and Language Department, Dra. Hj. Syafiyah, M.A, who have permitted me conducting this thesis. Likewise, my sincere gratitude also goes to my thesis advisor, Rina Sari, M.Pd. who has patiently and conscientiously guided and helped me to accomplish this thesis.

All of my gratitude to all staffs and lecturers in English Letters and Language Department who have kindly helped me during the process of writing this thesis and generously given me linguistics insights. I am indebted to my beloved Mother "Zuhro" and father "Ghufron", for their endless love, invaluable attention, and prayers. To all of my big family, my young sister "nduk Iis", my sister "neng Fi and her husband", and my brother "mas Rizal", thanks for your help, spirit, and prayers.

Finally, my gratefulness is also delivered to my senior "mbak Firo",

"kakak", and my best friend "Anies", and friends in English Letters and Language Department whom I cannot mention entirely who have encouraged me through valuable criticism. Next, my gratefulness goes to my second big family "Pesantren Luhur", thank you so much for all of experiences and learning, especially "Abah" who always prays for her santri, my friends in D floor, "mas", thanks you so much for all, and my teachers from SD, Mts, to MAN's Pasuruan.

Furthermore, I am truly aware that this thesis needs the constructive criticism and suggestion from the readers to make it better.

Malang, 15 September 2008

Writer

ABSTRACT

Mas'ulah, Wahibatul. 2008. Analyzing Verb Pattern in Reading Text of English National Examination 2008 at Senior High School Based on Hornby's Theory. Thesis, Linguistics, English Letters and Language Department, the State Islamic University of Malang. Advisor: Rina Sari, M.Pd.

Key words: Verb Pattern, English National Examination.

The study studies about verb pattern in reading texts of English National Examination at senior high school. Verb patterns are grammatical rules of verb pattern proposed by Hornby's theory. They are divided into twenty-five patterns. Patterns 1 up to 5 are verb used intransitively and pattern 6 up to 25 are verb used transitively. This study is very important to be conducted because verb pattern is the most important pattern of sentence that is connected with tenses in grammatical form of verb. Furthermore, this study is focused on analyzing verb patterns in the reading texts of English national examination in the academic year 2008 because English national examination 2008 is the latest examination and still up to date. Besides that, the more actual and fresh data hopefully can be obtained.

In order to bring this study into its purpose, the writer formulates two problems: (1) what verb patterns are found in reading texts of English national examination in Indonesia in the 2008 academic year at senior high school? and (2) What verb patterns are mostly found in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school?

The objectives of this study are describing the verb patterns found and mostly found in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school.

Studying on verb patterns are closely related to the form of word in texts that is why the design of this study is library study, which the method used is descriptive qualitative. In this study, the writer tries to identify, classify, describe, and tabulate the verb patterns found in reading texts which are obtained from the English national examination at senior high school.

The data of this study were taken from English national examination in senior high school in the 2008 academic year. The instruments of this study are the writer herself and field notes to capture the collected data.

The result of analysis shows that among 25 verb patterns proposed by Hornby's theory, there are 17 verb patterns found in reading texts in English national examination in the 2008 academic year at senior high school and the verb patterns mostly found is verb pattern 6 (VP6) which has pattern (S + vt + noun/pronoun). This study also shows that all of the reading texts studied are appropriate with the verb patterns proposed by Hornby's theory.

Based on the discussion above, the writer would like to suggest to the

further researchers who want to analyze the same topic of this thesis. They should do better and use other theories that can support and complete the theories of the writer used. Finally, the writer hopes that this thesis will be useful for the reader and researcher who want to make a research in the same topic with broader

analysis, but on different aspect.



TABLE OF CONTENTS

COVER		i
STATEMEN	NT OF THE AUTHENTICITY	ii
APPROVAL	L SHEET	iii
	TION SHEET	
DEDICATI	ON	vi
ACKNOWI	LEDGEMENT Γ CONTENTS	vii
ABSTRACT	r Q. Q. MALIK	ix
TABLE OF	CONTENTS	xi
LIST OF A	PPENDIX	xiii
CHAPTER	I INTRODUCTION	1
	1.1 Background of the Study	1
	1.2 Problems of the Study	4
	1.3 Objectives of the Study	
	1.4 Significances of the Study	5
	1.5 Scope and Limitation	6
	1.6 Definitions of the Key Terms	7
CHAPTER	II REVIEW OF THE RELATED LITERATURE	
	2.1 Syntax	8
	2.2 Sentence	9
	2.3 Verb and Verb Pattern	12
	2.4 Text	32
	2.5 Previous Studies	35
CHAPTER	III RESEARCH METHOD	
	3.1 Research Design	
	3.2 Data Source	

3.3 Research Instrument	39
3.4 Data Collection	39
3.5 Data Analysis	40
CHAPTER IV FINDINGS AND DISCUSSION	41
4.1 Findings	41
4.1.1 Data Description	41
4.1.2 Tabulation of Data	71
4.2 Discussion	72
BIBLIOGRAPHY.	80
APPENDIXES.	82

LIST OF APPENDIX

- Appendix 1. Table of Sentence Types
- Appendix 2. Data Tabulation
- Appendix 3. Documentation of English National Examination 2008
- Appendix 4. Standar Kompetensi Kelulusan (SKL) Bahasa Inggris SMA
- Appendix 5. Evidence of Thesis Consultation
- Appendix 6. Curriculum Vitae



CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

A verb is defined as a word or phrase indicating an action, an event, or a state. It consists of irregular verb, modal/phrasal verbs, and transitive/intransitive verbs (Hornby, 1995:1323). Verb is an important part of sentence after subject and also most connection with tense in grammatical form of verb. According to Frank (1972:47), verb is the most complex part of speech. He says that the verb does not only have grammatical properties of *person* and *number*, properties which require agreement with the subject, but also several other grammatical properties that are shared with no other part of speech. These properties are tense, voice, mood, and aspect.

Each sentence is arranged by words together, it has certain pattern, such as noun pattern, adjective pattern, and et cetera. Verb of each sentence has also certain pattern because a sentence using patterns will be clear to understand. Hornby (1975: v) says that knowledge of how to put words together in the right order is as important as a knowledge of their meanings. The most important pattern is verb. Grammatically, the verbs have a certain pattern, it is usually called formal verb. Hornby (1975: vi) says that the beginner is more attracted to use the formal verbs because their patterns are easier than the patterns used informal or colloquial style. The beginner itself is as non native speaker, learner, etc. Verb patterns are divided into twenty five numbers. It is identical with those used in the third edition of The Oxford Advanced Learner's Dictionary of Current English (Oxford University Press, 1974). The twenty-five patterns are patterns 1 up to 5 are verb used intransitively. While pattern 6 up to 25 are verb used transitively (Hornby, 1975:12-77).

Based on the characteristics and classification of verb and verb pattern above, this study would like to analyze verb patterns used in reading texts that is found in English national examination at senior high school. English national examination is one of the national examination subjects that are held by Indonesia government once a year as evaluation of the students' knowledge and capability and one of graduation decisive for studying in the school. This study chooses reading texts in English national examination in the 2008 academic year because reading comprehension is very needed by the students to increase their knowledge. It can be done through understanding about the verb patterns in the sentences in reading texts. In doing so, the students can read English texts easily and they can implement an aphorism "reading is the window of the world". Moreover, if the students like reading, it also follows the first direct revelation of Allah swt. to read, which is included on Surah Al 'Alaq verse 1:

Meaning: "Proclaim! (Or read!) In the name of Thy Lord and Cherisher, who crated".

In this study, it is assumed that the reading texts in English national examination use many kinds of formal verb patterns. In this case, Hornby (1975: vi) says that patterns of formal verbs are easier than informal verbs or colloquial style.

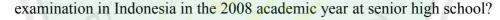
There are some previous studies which have similar discussion with the present study. The first study is the study conducted by Eiskarina (2004). She focused her study on analyzing verb pattern used in the TOEFL book by Barron (2001) in listening section. She found out that from 25 main patterns of Hornby's theory, there are 10 verb patterns follow Hornby's theory and there are 4 verb patterns which are not included in Hornby's theory used in the TOEFL book in listening section. Whereas, verb pattern mostly appears is verb pattern 15 (S + Vt + noun/pronoun [DO] + Adverb [phrase]). Another preceding writer similar to this study was also conducted by Susanti (2005) that analyzed verb pattern used in the elementary school English book 5. She found out that verb pattern mostly used in the elementary school English book 5 is verb pattern 1 (S + V + DO) because this form is very simple and easy to understand by elementary students. Then, the other is Mawarti (2006), who also studied about verb patterns used in Charlotte Bronte's Jane Eyre. She found out that there are 11 verb patterns based on Hornby's theory appears in Charlotte Bronte's "Jane Eyre" and verb pattern mostly appears is verb pattern 9 (S + Vt + Clause).

Based on the previous study above, most studies discusses about verb patterns in different topics. This study discusses about verb patterns used in English national examination, especially in reading texts. It is important to analyze since it is very useful to increase the student's knowledge through reading. In addition, there is no other studies study about reading texts in English national examination using Hornby's theory. Therefore, the writer is interested in **"Analyzing Verb Pattern in Reading Texts in English National Examination at Senior High School Based on Hornby's Theory".**

1.2 Problems of the Study

Based on the background of the study above, this study is intended to answer the following problems:

- What verb patterns found in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school?
- 2. What verb patterns are mostly found in reading texts in English national



1.3 Objectives of the Study

Concerning with the previous problems of the study, the objectives of the

study are:

- 1. To describe the verb patterns found in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school.
- 2. To know the verb patterns which are mostly found in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school. S ISLAN MALIKIR

1.4 Significances of the Study

This thesis is expected to be able to provide contribution both theoretically and practically.

Theoretically, the study is expected to be able to give a valuable contribution to the field of syntax, especially grammar.

Practically, this study is hoped to give valuable contribution for the English teachers, English students, and next researchers. For the English teacher, it is expected that they can explain to the students about verb patterns mostly appear in reading texts. For the English students, it is expected that they will understand more about verb patterns often used in reading texts. If they understand the meaning of the grammar in the reading texts, they can be more interested in reading and they can apply an aphorism of "reading is the window of the world". The last, for the next researchers, this study is expected can be used as a consideration in choosing the area of verb patterns study in the future.

1.5 Scope and Limitation

The scope of this study is analyzing verb patterns in the reading texts

of English national examination by using Hornby' theory (1975). This study is intended to identify, classify, and analyze the verb patterns in reading texts in English national examination of senior high school.

This study is limited on reading texts in English national examination of senior high school in Indonesia in the 2008 academic year, especially sentences which are appropriate with types of sentence and verb patterns based on Hornby's theory. Reading texts are studied because reading comprehension is very needed by the students to increase their knowledge, especially in English reading texts. In addition, this study is focused on analyzing verb patterns in the reading texts of English national examination in the 2008 academic year because English national examination 2008 is the latest examination and still up to date. Therefore, the more actual and fresh data hopefully can be obtained.

1.6 Definitions of the Key Terms

To avoid misunderstanding about some basic concepts of this study, there

are some explanations that can help the reader to understand the key terms used in this study.

- a. Verb Patterns are different patterns in grammatical rules proposed by Hornby's theory.
- b. English national examination is one of the national examinations held by Indonesian government to measure the students' English knowledge and as one of graduation decisive for studying in school.
- c. Hornby's theory is a theory about verb pattern that is written by A.S. Hornby in his book entitled *A Guide to Pattern and Usage in English*.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter some related literature in accordance with verb pattern are discussed. Those are syntax, sentence, verb and verb pattern, and previous studies.

2.1 Syntax

There are several definition concerning with terms Syntax proposed by some linguists.

Hornby (1995:1212) defines syntax as the rules of grammar for the arrangement of words into phrases and are phrases into sentences. Chomsky (1966:1) says that syntax is the study of the principles and processes by which sentences are constructured in particular languages. While, Crystal (1987:94) says that syntax is the way in which words are arranged to show relationships of meaning within (and sometimes between) sentences.

According to Mattews (1981:1), the term *syntax* is from the Ancient Greek *syntaxis* as a verbal noun, which literary means *arrangement* or *setting out together*. Traditionally, it refers to the branch of grammar related to the way in which, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

From the explanation above, it can be concluded that syntax is a branch of linguistics that is a part of grammar that related to the arrangement of words into sentences, phrases or clauses.

2.2 Sentence

Sentence is a set of words expressing a statement, a question, or a command (Hornby, 1995:1071). Warriner (1958:27) defines *sentence* is a group of words containing a verb and its subject and expressing a completed thought. Traditionally, grammars define a sentence in such terms as 'the complete expression of a single thought' (Crystal, 1987:94). While Bronstein (1977:48) says that in a transformational grammar, the sentence is the basic unit of syntactic analysis.

According to Curme (1931:1), *a sentence* is an expression of a thought or feeling by means of a word and words used in such form and manner as to convey the meaning intended.

Meanwhile, Frank (1972:220) defines that the term *a sentence* is a full predication containing a subject plus a predicate with a finite verb. So, the writer concludes that sentence is a group of words containing both a subject and a predicate.

Frank (1972:222) also classifies sentences into four classes: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

1. Simple sentences

Simple sentences have only full predication in the form of an independent clause.

Example: a. The man stole the jewelry.

b. Birds fly in the sky.

2. Compound sentences

Compound sentences have two or more full predications in the form of independent clause.

Example: a. The man stole the jewelry and he hid it in his home.

b. Birds fly in the sky but fishes swim the water.

3. Complex sentences

Complex sentences have one independent clause and one or more

subordinate clause.

Example: a. The man who stole the jewelry hid it in his home.

b. Fatimah whom Umar met yesterday is a pretty girl.

4. Compound-complex sentences

Compound-complex sentences contain two or more independent clauses

and one or more dependent clauses.

Example: a. The man stole the jewelry and he hid it in his home until he could

safely get out of town.

b. Fatimah whose father is an English teacher takes a driving course although she still studies at the second class of senior high school which is located in Jalan Jendral Sudirman.

The classification of sentences above is based on the number and kinds of clauses. The definition of clause is a full predication containing a subject and a predicate with a finite verb. The following explanation of the kinds of clauses: 1. Independent clause

Betty (1999:267) says it is a complete sentence containing the main subject and verb of sentence. It can also be called *a main clause*.

Example: We study English.

2. Dependent clause

Betty (1999:267) says that dependent clause is not complete sentence which must be connected to independent clause. It can be called *subordinate clause*.

Example: I will go *if you go*.

The subordinate clause can form from three clauses, such as adjective clause, noun clause, and adverb clause.

1. Adjective clause

Betty (1999:267) argues that adjective clause is an adjective clause uses pronoun to connect the dependent clause to the independent clause. The pronouns are *who*, *whom*, *which*, *that*, and *whose*. Adjective clause can be called *relative clause*.

Example: The man who stole the jewelry hid it in his home.

An independent clause: the man hid it (the jewelry) in his home.

nome.

An adjective clause: who stole the jewelry.

2. Noun clause

Azar (1999:239) argues that a noun clause is used a subject or an object. While, noun phrase is also used a subject or an object. In other words, a noun clause is used in the ways as a noun phrase.

Example: I heard what he said.

What he said is noun clause. It is used as the object of the verb heard.

3. Adverb clause

Azar (1999:359) argues that adverb clauses are dependent clauses. They cannot stand alone as sentence in written English. They must be connected to an independent clause.

Example: *Because he was sleepy*, he went to bed.

Because he was sleepy: an adverb clause.

2.3 Verb and Verb Pattern

In traditional grammar, a verb is defined as a word expressing action or a state of being. Verbs occur after and before nouns and noun phrases. Transformational grammarians identify the verb as the main constituent of the verb phrase. Meanwhile, verb phrase itself is a group of word in which the main word or head is a verb (Bornstein, 1977: 247). According to Frank (1972: 47), the verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences. The verb functions in sentences as the grammatical center for the predication about the subject. Frank (1972:48) classifies types of verb based on complement of verb, these types of verb are predicating or linking verbs, transitive or intransitive verbs, reflexive verbs.

From some explanations about verbs above, Hornby (1995:1323) also defines a verb as a word or phrase indicating an action, an event, or state, such as, *bring, happen*. Hornby (1975:1) says that verb is useful to distinguish between finite and non-finite forms of verbs. It can be explained below:

- The non-finites are the infinitive (present and perfect, with or without to), the present and past participles, and the gerund (verbal noun).
- The finites are those forms other than the non-finites.
 There are 24 finite of auxiliary verbs, they are:
 - a. The finites of *be* (*am*, *is*, *are*, *was*, *were*).
 - b. The finite of have, has, had .
 - c. The finites will/would, shall/should, can/could, may/might, must/ought, need, dare.
 - d. The finite of *do*, *does*, *did*.

A sentence has certain pattern, both verb patterns, adjective patterns, and noun patterns. Meanwhile, verb pattern itself is the pattern in grammatical rules that are different between verbs with other verbs proposed by Hornby's theory.

Hornby (1975:12) divides verb patterns into 25 numbers. Patterns 1 to 5

are of verbs used intransitively (that is, without a direct object). Patterns 6 to

25 are of verbs used transitively (that is, with a direct object).

Abbreviations used: S (subject)

vi (intransitive verb)

vt (transitive verb)

DO (direct object)

IO (indirect object)

The number of verb patterns based on Hornby's theory (1975:12-77) can

be seen on the list below:

Verb Pattern 1-5

These are patterns for intransitive verbs (vi), verbs that do not take an object.

1. Verb pattern 1

Pattern: [S + BE + subject complement/adjunct]

This pattern illustrates the verb be. The nominal part of the predicate can be a noun, a pronoun, a possessive, an adjective, an adverb or adverbial phrase, a prepositional group, an infinitive or infinitive phrase, or a clause. The following explanations:

Pattern 1 (S + BE + noun/pronoun)

The nominal part of the predicate (subject complement) is a noun or

pronoun (gerund), and in questions is interrogative pronoun.

Example: This is a book.

Pattern 2 (S + BE + adjective [phrase])

The subject complement is an adjective. It may be participial. Some

adjectives in the predicate may be used with a to-infinitive.

Example: It was dark.

Pattern 3 (S + BE + prepositional group)

There are prepositional groups which equivalent to adjective or possessive pronouns.

Example: She is in good health.

Pattern 4 (S + BE + adverbial adjunct)

In this pattern, the intransitive verb is used by adverbial adjunct.

Example: Your friend is here.

Pattern 5 (There + BE + subject)

The verb *be* with introductory *there*, without complement.

Example: *There* was a large crowd.

Pattern 6 (There + BE + subject + adverbial adjunct)

This pattern illustrated the use of *be* with introductory *there* and adverbial adjunct.

Example: *There* are three windows in this room.

Pattern 7 (*It* + BE + adjective/noun + *to*-infinitive [phrase])

Subject is an infinitive or infinitive phrase (active/passive) introductory it

is preferred. And the subject complement is an adjective or a noun.

Example: *It* is so nice *to sit* here with you.

Pattern 8 (*How/what* + adjective/noun + [it + BE] + to-infinitive

[phrase])

The pattern converted into exaclamatory style with how and what.

Example: *How* nice (it is) to sit here with you.

Pattern 9 (*It* + BE + adjective/noun + gerund [phrase])

Introductory *it* is used when the subject is a gerund or a gerundial phrase.

Example: It's no good hoping for help from the authorities.

Pattern 10 (Subject + BE + clause)

The subject complement of the sentence may be a clause.

Example: The trouble is (*that*) all the shops are shut.

Pattern 11 (*It* + **BE** + noun/adjective + clause)

When a clause is the subject, introductory *it* is used. *That* is often omitted.

The nominal parts of the predicate are nouns or adjective.

Example: *It* was a pity (*that*) you couldn't come.

Pattern 12 (Subject + BE + *to*-infinitive [phrase])

The verb *be* may be followed by an infinitive or an infinitive phrase

(active/passive) as the nominal part of the predicate.

Example: This house is to let.

Pattern 13 (It + BE + adjective/noun + for + noun/pronoun + to-

infinitive [phrase])

Introductory *it* is used when the subject is the for + noun/pronoun + to-infinitive construction.

Example: It was hard for him to live on his small pension.

2. Verb pattern 2

Many verbs may be used without a complement or adjunct. The pattern is subdivided.

VP2A

a. Pattern 1 (Subject + vi)

There are no adjuncts in the sentences. Adjuncts are optional.

Example: We all breathe, drink, and eat.

b. Pattern 2 (*There* + vi + subject)

Inversion of subject and finite after introductory *there* is common when the subject is indefinite and is a long noun phrase.

Example: *There* followed a long period of peace and prosperity.

c. Pattern 3 (It + vi + subject [clause/to-infinitive phrase])

When the subject is a clause or an infinitive phrase introductory *it* may be used.

Example: It only remains to wish you both happiness.

d. Pattern 4 (It + vi + subject [that-clause])

That-clause occur after *seem, appear, happen, chance,* and *follow,* with introductory *it*.

Example: It would seem (that) the rumors have some truth in them.

VP2B

Pattern: (Subject + vi + [for] + adverbial adjunct)

The verb is used with an adverbial adjunct of distance, duration, weight, price, etc. before adverbials of distance and duration *for* may occur, but is often omitted.

Example: We walked (for) five miles.

VP2C

Pattern: (Subject + vi + adverbial adjunct)

The many intransitive verbs used with adverbial adjunct or adverbial

clauses. The verb used with an adverb, adverbial particle or preposition.

The adverbial are time and place.

Example: My hat blew off (adverbial particle).

VP2D

a. Pattern 1 (Subject + vi + adjective)

The verbs are used with an adjective as complement or predicative of result.

Example: The leaves are turning brown.

b. Pattern 2 (Subject + vi + adjective)

The verbs of the senses (*smell*, *taste*, *feel*) are used in this pattern.

Example: The dinner *smells* good.

c. Pattern 3 (Subject + vi + adjective)

Some of the many other verbs used in this pattern.

Example: She married young.

d. Pattern 4 (Subject + vi + adjectival past participle)

This pattern uses past participle as adjectives.

Example: You look tired.

e. Pattern 5 (Subject + vi + noun/reflexive pronoun)

The nominal part of the predicate is a noun or a reflexive pronoun.

Example: He died a millionaire.

VP2E

Pattern: (Subject + vi + present participle [phrase])

This pattern illustrates the use of present participles or present participial phrase as predicative adjunct.

Example: The children came running to meet us.

3. Verb pattern 3

VP3A

a. Pattern 1: (Subject + vi + preposition + noun/pronoun/gerund)

The preposition may be followed by noun, a pronoun, or a gerund.

Example: You can rely on me.

b. Pattern 2: (Subject + vi + preposition + noun/pronoun + *to*-infinitive [phrase])

The preposition may be followed by a noun or pronoun and an infinitive complement.

Example: They advertised for a young girl to look after the children.

VP3B

Pattern: (Subject + vi + [preposition + it] + clause)

A verb which is used with a preposition followed by a noun may be used

with a *that*-clause, the preposition being omitted.

Example: He insists that he was nowhere near the scene of the crime.

4. Verb Pattern 4

Intransitive verbs are used with a to-infinitive. The pattern is subdivided:

VP4A

Pattern: (Subject + vi + to-infinitive [phrase])

The infinitive is one of purpose, outcome, or result.

Example: We stopped to have a rest.

VP4B

Pattern: (Subject + vi + to-infinitive [phrase])

The infinitive adjunct may be equivalent to a clause (co-ordinate or

subordinate).

Example: He turned to see the sun setting.

VP4C

Pattern: (Subject + vi + *to*-infinitive [phrase])

The infinitive adjunct follows some verbs which are otherwise used with prepositions.

Example: Don't bother/trouble to meet me.

VP4D

a. Pattern 1: (Subject + seem/appear + [to be] + adjective/noun)
The verbs seem, appear, and prove are used with a to-infinitive. If
the infinitive is be, so subject complement is a noun and to be may
be omitted. If it is an adjective, to be is not omitted.
Example: He seemed (to be) surprised at the news.

b. Pattern 2: (*It + seem/appear* + adjective/noun + *to*-infinitive

[phrase]/gerund [phrase]/clause)

Introductory *it* is used with *seem* and *appear* when the subject is an

infinitive or gerundial phrase, a clause, etc. to be is usually omitted.

Example: *It* seemed pointless to go any farther.

VP4E

Pattern: (Subject + *seem/appear/happen/chance* + *to*-infinitive) The verbs *seem, appear, happen,* and *chance* are used with a *to*-infinitive.

Example: The baby seems to be asleep.

VP4F

Pattern: (Subject + BE + *to*-infinitive [phrase])

The finites of *to be* are used with a *to-infinitive* to indicate an arrangement either by agreement or as the result of a request or an order.

Example: John and I are *to meet* at the station at six o'clock.

5. Verb pattern 5

Pattern: (Subject + anomalous finite + infinitive [phrase])

In this pattern, the finite verbs are the anomalous finites *will/would*, *shall/should*, *can/could may/might*, *must*, *dare*, *need*, and *do/does/did* when used for the interrogative and negative forms and the emphatic affirmative. These finites are followed by a bare infinitive (without *to*).

Example: You *may* leave now.

Verb Pattern 6-10

These patterns for transitive verbs (vt).

6. Verb Pattern 6

In this pattern the verb has a direct object which is a noun or pronoun, a gerund. The pattern is subdivided:

VP6A

Pattern: (Subject + vt + noun/pronoun)

The object is a noun or pronoun. No adjunct is obligatory, but adverbials

of time, frequency, duration, etc. may be added.

Example: They did very little work that day.

VP6B

Pattern: (Subject + vt + noun/pronoun)

This pattern conversion to the passive voice is not possible.

Example: He's got great charm.

VP6C

Pattern: (Subject + vt + gerund [phrase])

The object is a gerund.

Example: She enjoys playing tennis

VP6D

Pattern: (Subject + vt + gerund [phrase])

The verbs are used with a gerund.

Example: She likes swimming.

VP6E

Pattern: (Subject + *need/want, etc* + gerund [phrase] [with passive

meaning])

After *need*, *want*, and *won't/wouldn't bear*, the gerund has a passive meaning.

Example: The garden needs watering.

7. Verb Pattern 7

The verb is followed by a to-infinitive. The pattern is subdivided:

VP7A

Pattern: (Subject + vt + [not] + *to*-infinitive [phrase])

In this pattern, the verb is followed by to-infinitive, which may be

preceded by *not* where this make sense.

Example: I prefer (not) to start early.

VP7B

Pattern: (Subject: + have/ought + [not] + *to*-infinitive [phrase])

The verb have and ought is used to indicate obligation.

Example: You'll have to go.

8. Verb Pattern 8

Pattern: (Subject + vt + interrogative pronoun/adverb + to-infinitive

[phrase])

The object of the verb is an interrogative pronoun or adverb, or whether,

followed by a *to*-infinitive.

Example: I don't know who to go to for advice.

9. Verb Pattern 9

Pattern: (Subject + vt + that-clause)

The object of the verb is a *that*-clause. And the word *that* is often omitted.

Example: I suppose you'll be there.

10. Verb Pattern 10

Pattern: (Subject + vt + dependent clause/question)

The object of the verb is a dependent clause or question. The clause may

be introduced by a relative pronoun or adverb, by what (that which) or by

whether.

Example: I don't know who she is.

Verb Pattern 11-25

These patterns are of transitive verbs used with a complement or with an

indirect object.

11. Verb Pattern 11

Pattern: (Subject + vt + noun/pronoun + *that*-clause)

The verb is followed by a noun or pronoun (which must be animate) and a

that- clause.

Example: He warned us that the roads were icy.

12. Verb pattern 12

VP12A

Pattern: (Subject + vt + noun/pronoun [IO] + noun/pronoun [phrase]

[DO])

The verb is followed by a noun or pronoun (the indirect object) and a

noun/ pronoun (the direct object).

Example: He holds us the news.

VP12B

Pattern: (Subject + vt + noun /pronoun [IO] + noun/pronoun [DO])

The preposition may be a long noun phrase. The verb in this pattern are also used in VP13B with *for*.

Example: Can you get/find me a copy of that book?

VP12C

Pattern: (Subject + vt + noun/pronoun + noun/pronoun [phrase]) In this pattern, the inderect object is animate. the inderect object and direct object are not used.

Example: He struck the door a heavy blow.

```
13. Verb Pattern 13
```

VP13A

Pattern: (Subject + vt + noun/pronoun [DO] + *to* + noun/pronoun

[phrase])

The verb is followed by a noun or pronoun and the preposition group with *to*.

Example: She read him latter to all hr friends.

VP13B

Pattern: (Subject + vt + noun/pronoun [DO] + *for* + noun/pronoun

[phrase])

The preposition is *for*, and the noun/pronoun after the preposition is animate.

Example: I've bought some chocolate for you.

14. Verb pattern 14

a. Pattern 1: (Subject + vt + noun/pronoun [DO] + preposition +

noun/pronoun [phrase])

The verb is followed by a noun or pronoun (direct object), and a

prepositional phrase.

Example: We congratulated him on his success.

b. Pattern 2: (Subject + vt + preposition + noun/pronoun + noun

phrase/clause [DO])

The prepositional phrase precedes the direct object when it is long or a *that*- clause.

Example: He spends on book much more than he spends on clothes.

c. Pattern 3: (Subject + vt +it + preposition + noun/pronoun + to-

infinitive phrase, *that*-clause, etc)

This pattern introductory *it*, and the direct object is an infinitive

phrase, dependent clause, etc.

Example: I must leave it to your own judgment to decide whether you

should offer your resignation.

15. Verb Pattern 15

The verb is used with an adverb or an adverbial phrase. The pattern is subdivided:

VP15A

Pattern: (Subject + vt + noun/pronoun [DO] + adverb [phrase])

This pattern, adverbials are prepositional phrase.

Example: Please put the milk in the refrigerator.

VP15B

a. Pattern 1: (Subject + vt + noun/pronoun [DO] + adverbial particle)
The adverbial particles are used. The adverbs most function as prepositions.

Example: Put your shoes on.

b. Pattern 2: (Subject + vt + adverbial particle + noun/pronoun [DO])The adverbial particle may precede the direct object when this object is a noun or a short noun phrase.

Example: Put on your shoes.

c. Pattern 3: (Subject + vt + adverbial particle + noun phrase [DO])

When the direct object is long, the adverbial particle normally precedes.

Example: She gave away all the schoolbook she no longer needed.

16. Verb Pattern 16

The direct object is followed by an adverbial adjunct. The pattern is

subdivided.

VP16A

Pattern: (Subject + vt + noun/pronoun [DO] + *to*-infinitive [phrase])

The adverbial adjunct is a *to*-infinitive phrase.

Example: He bought his brother to see me.

VP16B

Pattern: (Subject + vt + noun/pronoun [DO] + *as/like/for* + noun

phrase/clause)

The direct object is followed by as, like, for, or a clause introduced by

as if or as though.

Example: They've hired a fool as our football coach.

17. Verb pattern 17

The verb is followed by a noun or pronoun and a *to*-infinitive. The pattern is subdivided:

VP17A

Pattern: (Subject + vt + noun/pronoun + [not] + to-infinitive [phrase])

This pattern may be passive conversions possible.

Example: I warn you not to believe a word he says.

VP17B

Pattern: (Subject + vt + noun/pronoun + [*not*] + *to*-infinitive [phrase])

This pattern is no passive conversions.

Example: He doesn't want anyone to know that he's going away.

18. Verb pattern 18

The verb is used with a noun or pronoun and a bare infinitive. A to-

infinitive is used in passive constructions. The pattern is subdivided.

VP18A

Pattern: (Subject + vt + noun/pronoun + infinitive [phrase])

The verbs indicate physical perception.

Example: Did anyone hear John leave the house?

VP18B

Pattern: (Subject + vt + noun/pronoun + infinitive [phrase])

A small number of verbs which do not indicate physical perceptions are used in this pattern.

Example: What makes you think so?

VP18C

Pattern: (Subject + have + noun/pronoun + infinitive [phrase])

Have is used when it means wish, experience, or cause.

Example: What would you have me do?

19. Verb Pattern 19

The verb is followed by noun or pronoun and the *ing*-form of the verb.

These together form the direct object. The pattern is subdivided.

VP19A

Pattern: (Subject + vt + noun/pronoun + present participle [phrase])

The *ing*-form is a present participle.

Example: They show the thief running away.

VP19B

- a. Pattern 1: (Subject + vt + noun/pronoun + present participle [phrase])
 Verbs which do not indicate physical perceptions are used in this pattern. The *ing*-form of the verb is a present participle.
 Example: I found him dozing under a tree.
- b. Pattern 2: (Subject + have + noun/pronoun + present participle

[phrase])

The verb *have* is used in this pattern with *can't* and *won't* meaning *allow* and *permit* to indicate a result or outcome or an experience.

Example: I can't have you doing that.

VP19C

Pattern: (Subject + vt + noun/pronoun/possessive + *ing*-form of the

verb)

If there is a simple noun, conversation to a possessive is simple.

Example: I can't understand him/his leaving so suddenly.

20. Verb Pattern 20

Pattern: (Subject + vt + noun/pronoun + interrogative + to-infinitive

[phrase])

The verb is followed by a noun or a pronoun and an interrogative pronoun

or adverb, or *whether* introducing a *to*-infinitive.

Example: I showed them how to do it.

21. Verb Pattern 21

Pattern: (Subject + vt + noun/pronoun + dependent clause/question)

The interrogative introduces a dependent clause or question in place of the

infinitive phrase.

Example: Tell me what your name is.

22. Verb Pattern 22

Pattern: (Subject + vt + noun/pronoun/gerund [DO] + adjective)

The verb is used with a noun, pronoun or gerund followed by an adjective.

The adjective may indicate result or manner.

Example: We painted the ceiling green.

23. Verb Pattern 23

VP23A

In this pattern, the noun or pronoun following the verb has either an object complement or a subject complement in the form of a noun or a noun phrase.

Pattern: (Subject + vt + noun/pronoun [DO] + noun [phrase] [object

complement)

Example: Do you want to make acting your career?

VP23B

Pattern: (Subject + vt + noun/pronoun [IO] + noun [phrase] [subject

complement])

The noun/pronoun following the verb is an indirect object is shown by

the following re-phrasing.

Example: This wool should make me a good thick sweater.

24. Verb Pattern 24

The verb is followed by a noun or pronoun and a past participle. The

pattern is subdivided, as have needs separate treatment.

VP24A

Pattern: (Subject + vt + noun/pronoun [DO] + past participle [phrase]) Example: Have you ever heard a pop song sung in Japanese?

VP24B

Pattern: (Subject + vt + noun/pronoun [DO] + past participle [phrase]) *Have* is used to indicate what the subject of the sentence experiences, undergoes, or suffers, held or possessed. Example: She's had her handbag stolen.

VP24C

Pattern: (Subject + vt + noun/pronoun [DO] + past participle [phrase])

Have and get are used that meaning cause to be.

Example: I must have/get my hair cut.

25. Verb Pattern 25

Most of the verbs used in this pattern indicate an opinion, judgement,

belief, supposition, declaration or mental perception.

a. Pattern 1: (Subject + vt + noun/pronoun [DO] + [*to be*] + adjective/noun [phrase])

The verb is followed by a noun or a pronoun, *to be* and an adjunct (an adjective or a noun).

Example: They all felt the plan to be unwise.

b. Pattern: (Subject + vt + *it* + adjective/noun + clause/phrase, etc)
The direct object is a *that*-clause, an infinitive or gerundial phrase, or
the construction *for/of* + noun/pronoun + *to*-infinitive, this has end
position and introductory *it* is used.

Example: Do you think it odd that I should live alone?

2.4 Text

A text is defined as a stretch of language, either in speech or in writing that is semantically and pragmatically coherent in its real-world context. Brown and Yule (1983: 190) say that text is the verbal record of a communicative event.

Furthermore, Culler in Sobur (2004: 52) argues that the text is an object of pleasure. There are two kinds of texts, namely spoken text and written text which are explained below (Brown and Yule, 1983:3).

1. Spoken text

The nation of *text* as a tape-recording of a communicative act will preserve the text.

2. Written text

The nation of *text* as a printed record is familiar in the study of literature. According to Aijmer, ed. al. (2004: 225), in the written texts, there is considerably more variation. Within the written mode, it is most frequent in the text categories *Academic Writing and Persuasive Writing*.

In addition, according to Hornby (1995: 1234), text is a piece of an examination or a lesson; a passage. According to the standard of graduation competition for reading in National examination (UN) is attached in the role of minister national education (2007) that reading is to understand nuance into written texts as functional texts and essay from narrative, descriptive and argumentative in contexts daily life, which are explained below:

1. Narrative

a. Narrative

The objective of narrative text is entertained to the reader (Yuliani, ed. al. 2007: 27).

b. Recount

The objective of recount text is report an event, accordance, or activity to report or entertain (Yuliani, ed. al. 2007: 28).

c. News Item

The objective of news item is informed to the reader about events or occurrence considered important or proper to reported (Yuliani, ed. al.

2007:30).

2. Descriptive

a. Report

The objective of report text is give information about the fact or real something, as result of systematic observation or analysis (Yuliani, ed. al. 2007:31).

b. Descriptive

The objective of descriptive text is describe certain someone, thing, and place (Yuliani, 2007: 32).

c. Explanation

The objectives of explanations text is explain processes occur in formation or activity related with nature phenomenon, natural world, social culture, or etc. (Yuliani, ed. al. 2007:34).

3. Argumentative

a. Exposition

There are two kinds of exposition texts, analytical exposition and hortatory exposition (Yuliani, ed. al. 2007: 35).

1. Analytical Exposition

The objective of analytical exposition text is to explain and influence the reader that there is problem need to get attention.

2. Hortatory Exposition

The objective of hortatory exposition text is explaining and influences the reader that something must to like that or do not (Yuliani, ed. al. 2007: 36).

b. Discussion

The objective of discussion text is present problems (issue) has two point of views, before to a conclusion or recommendation (Yuliani, ed. al. 2007: 38).

2.5 Previous Studies

This study includes previous studies which have been done by some university students. There are some theses analyzing about the verb pattern but in different topics. They are Eiskarina (2004) who analyzed about verb patterns used in the listening test of TOEFL book by Barron. She found that the verb patterns used are verb pattern 1 (S + BE + noun) and it is found in 12 sentences; verb patterns 2 (S + vi + adverbial adjunct) is found in 8 sentences; verb pattern 3 (S + vi + prep. + gerund) is found in 4 sentences; verb pattern 4 (S + vi + to-infinitive phrase) is found in1 sentence; verb pattern 5 (S+ anomalous finite + infinitive [phrase]) is found in 1 sentence; verb pattern 6 (S + vt + noun) is found in 4 sentences; verb pattern 7 (S + vt + to-infinitive [phrase]) I found in 4 sentences; verb pattern 9 (S + vt + that-clause) is found in 3 sentences; verb pattern 15 (S + vt + DO + adverb [phrase]) is found in 6 sentences; verb pattern 22 (S + vt + DO + adjective) is found in 1 sentence; and no in pattern, it is pattern (S + vt + prep.+ noun) is found in 2 sentence, pattern (S + BE + adj.+ adverb) is found in 1 sentence, and pattern (S + vt + adverb phrase) is found in 1 sentence. Further, she found that the verb pattern mostly used in TOEFL test; listening section is verb pattern 15 (S + vt + DO + adverb [phrase]) and it is found in 6 sentences.

Furthermore, Dwi (2005) analyzed about verb pattern used in Elementary School English Book 5. She found that the verb pattern 1 comprising (S + V + DO) has 30 %, the verb pattern 17 comprising (S + V + Gerund) has 7.5 %, the verb pattern 21 comprising (S + BE + V) has 17, 5 %, the verb pattern 22 comprising (S + V + predicative) has 25 %, and the verb pattern 24 comprising (S + V + prep + prep. object) has 20 %. In addition, the verb pattern mostly found is verb pattern 1 comprising (S + V + DO), it has 30 %.

Moreover, Nila (2006) studied about verb pattern used in Charlotte Bronte's novel *Jane Eyre*. sShe concludes that from 25 main patterns based on Hornby's theory, only 11 verb patterns appears in Charlotte Bronte's, especially chapter one. They are the verb pattern 1 (S + BE + noun) which appears 12 times, the verb pattern 2 consist of VP2A (S + vi) which appears 1 time and VP2C (S + vi + adverbial adjunct) which appears 2 times, the verb pattern 3 (S + vi + prep.+ noun) which appears 4 times, the verb pattern 4 (S + VI + to-infinitive) which appears 2 times, the verb pattern 5 (S + anomalous finite + infinitive) which appears 5 times, the verb pattern 6 (S + vt + noun) which appears 9 times, the verb pattern 9 (S + vt + clause) which appears 18 times, the verb pattern 10 (S + vt + dependent clause/question) which appears 3 times, the verb pattern 12 (S + vt + noun + pronoun) which appears 2 times, the verb pattern 15 consist of VP15A (S + vt + noun + adverbial phrase) which appears 1 time and VP15B (S + vt + clause) which appears 1 time. Therefore, the verb pattern mostly appears is the verb pattern 9 (S + vt + clause) which appears in 18 sentences.

Based on the previous studies above, most studies discuss about verb patterns in different topics. While, in this study discusses about verb patterns used in English national examination, especially in reading text. Therefore, this study is entitled "Analyzing Verb Pattern in Reading Texts in English National Examination at Senior High School Based on Hornby's Theory".

CHAPTER III

RESEARCH METHOD

This chapter presents the method in conducting this study. They are research design, data and data sources, research instrument, data collection, and data analysis.

3.1. Research Design

To answer the problems of the study, descriptive qualitative research design is choosen. It is because this study describes the data in the form of words. Moreover, the aim of this study is to identify, classify, and describe the verb patterns found in English national examination of senior high school which is obtained from the reading texts. Thus, descriptive method is considered appropriate as the way of analysis.

3.2 Data Source

The data of this study are many kinds of sentences containing variuos verb patterns taken from reading texts in English national examination of senior high school in Indonesia in the academic year 2008. It is to know the verb patterns found in the reading texts of the national examination. The number of reading texts which are analyzed are 11 texts.

3.3 Research Instrument

The instruments of this study are the writer herself and field note. The writer as the key instrument, identifies, classifies, and describes the data about what verb patterns found in reading texts in English national examination and what verb patterns mostly found in reading texts in English national examination. Next, field note is also used to take the data about reading texts in English national examination and ational examination of senior high school in Indonesia in the academic year 2008.

3.4 Data Collection

In collecting the data, the following steps were done. Firstly, the writer collected the reading texts in English national examination in Indonesia in the academic year 2008 at senior high school. Secondly, she read the reading texts to understand the patterns of sentences in reading texts. Thirdly, she identified the sentences which were appropriate with types of sentences and verb patterns of Hornby's theory. The types of sentences are such as simple sentence, compound sentence, complex sentence, and compound-complex sentence.

3.5 Data Analysis

Data analysis is conducted, as an activity simultaneously with data collection.

Miles and Huberman (1994:10) offer the steps of analyzing data: (1) data reduction covers identification, coding, and classification, (2) data display as an organized assembly of information that permits conclusion drawing and action taking, and (3) conclusion drawing/verification.

In this study, data collection and data analysis about the verb patterns in the reading texts were done simultaneously.

After the data is collected, the steps of data analysis were as follows: (1) studying all of the data collected during reading texts, which were based on the understanding about the verb patterns according to Hornby's theory, (2) reducing the sentence which did not base on Hornby's theory, such as the use conjunctive adverb and some subordinate conjunctive; (3) presenting or displaying the data, by organizing the information in the form of tabulation, so that the conclusion of the verb patterns in the reading texts can be drawn; and (4) drawing conclusion by explaining the result of analysis in the reading texts based on the data presented.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is intended to present the findings of data analysis and the discussions that could be derived from the analysis.

4.1 Findings

The findings are divided into data description and tabulation of data as the result of analysis. In data description, the writer analyzes the verb pattern in reading texts in English national examination at senior high school. Moreover, the writer classifies it in the form of tabulation.

4.1.1 Data Description

Based on the first research problem:

What verb patterns found in reading texts in English national examination in

Indonesia in the 2008 academic year at senior high school?

The following is elaborated of the analysis of the data:

The First Datum:

1. Some of the world's finest roads make use of bodies of water.S (Phrase)vtNoun (Phrase)

2. They are called canals.

S vt Noun

3. Barges, boats, and ships carry goods over canals.

S (Phrase) vt Noun (Phrase)

4. <u>Canals also reduce the cost of shipping goods and offer travel short cuts</u>.
S vt Noun (Phrase) Coord. vt Noun (Phrase)
The sentences above uses verb pattern 6 (VP6). For the sentences no. 1, 2, 3, and
4 include verb pattern 6A [S + vt + Noun], it is because the nominal part of the predicate is a noun.

5. <u>Canals are man made waterways</u> S BE Clause

6. They are usually straight and narrow.

S BE Adjective (Phrase)

7. <u>It is a giants tank</u>.S BE Noun

8. The tank is big enough to hold a long boat.

S BE Adjective (Phrase)

The sentences above uses verb pattern 1 [S + BE + subject complement]. It is because in verb pattern 1 both illustrates the verb *be* and the nominal part of the predicate is "a noun, an adjective or a clause, etc". For the sentence no.5 uses the verb pattern 1 (VP1) in pattern 5 [S + BE + clause], the sentences no.6 and 8 uses the verb pattern 1 in pattern 2 [S + BE + Adjective], and the sentence no.7 uses the verb pattern 1 in pattern 1 [S + BE + Noun].

9. But they are filled with water.

S vi Prep. Noun

10. Most canals are used for transportation.

S vi Prep. Noun

The sentences above use the verb pattern 3A [S + vi + preposition + Noun], it is because the preposition of this sentence is followed by a noun.

 11. They connect rivers and lakes, oceans and lakes, rivers and rivers, and oceans

 S
 vt

 Noun (Phrase)

and ocean so that boats and ships can go from one to the other.

Conj. S vi Prep. + Noun (Phrase)

The sentence has two verb patterns; the first independent clause uses verb pattern 6A [S + vt + Noun], it is because the object is a noun (phrase) and this pattern conversion to the passive voice is possible; and the second independent clause uses the verb pattern 3A (VP3A) in pattern 1 [S + vi + Prep.+ Noun (Phrase)], it is because the preposition is followed by a noun (phrase).

12. Some are used to irrigate land or to carry sewage from large cities.
S vt Noun Coord. vt Noun Prep. Noun
The sentence has two verb patterns; the first independent clause uses verb pattern
6A [S + vt + Noun], it is because the nominal part of the predicate is a noun; and
the second independent clause uses the verb pattern 14 (VP14) in pattern 1 [S + vt
+ Noun + Preposition + Noun (Phrase)], it is because the verb is followed by a
noun and a prepositional phrase.

13. Canals even go over hills and.

S vi Noun (Phrase)

14. Then more water is let into the tank.

S vi adverbial adjunct

- 15. The boat floats higher and higher as the water rises.
 - S vi adverbial adjunct Sub-clause
- 16. It floats either out into a higher part of the canal or into another tank or lock,S viAdverbial adjunct

which will lift it still higher. Sub-clause

17. <u>As the water is let out of the lock, the boat will float lower and lower</u>. Sub-clause S vi adverbial adjunct
The sentences above uses verb pattern 2 (VP2). For the sentence no.13 uses the verb pattern 2D in pattern 5 [S + vi + Noun (Phrase)], it is because the nominal

part of the predicate in this sentence is a noun. The sentence no.14, 15, 16, and 17 uses the verb pattern 2C [S + vi + adverbial adjunct] for the independent clause of these sentences, it is because the intransitive verbs used with adverbial adjunct.

18. But you know that water can't flow up a hill; so how can the water and
Coord. S vi *that*-clause Coord. S
boats in a canal go up a hill?

vi Noun

The sentences above have two verb patterns. For the first independent clause of compound uses the verb pattern 3B [S + vi + *that*-clause], it is because the object of the verb is a *that*-clause; and for the second independent clause of compound uses the verb pattern 2D in pattern 5 [S + vi + Noun (Phrase)], it is because the nominal part of the predicate in this sentence is a noun (Phrase).

19. Something called a lock is used.

S vt Clause

This sentence uses verb pattern 9 [S + vt + Clause], it is because the object of the verb is a *that*-clause but *that* is omitted.

20. The boat floats into the tank,andthe doors behind it are closedSviadverbial adjunctCoord.Svi

to lockThe boat in there.To-infinitiveNoun (Phrase)

The sentence has two verb patterns. For the first independent clause of compound uses the verb pattern 2C [S + vi + adverbial adjunct], it is because the verb used with adverbial adjunct; and for the second independent clause uses the verb pattern 4B [S + vi + to-infinitive (phrase)], it is because the infinitive adjunct is equivalent to a clause.

21. When the tank is full of water, the tank door in front of the boat is opened and Sub-clause
S vi

The sentence has two verb patterns. They are two independent clauses of this compound sentences uses the verb pattern 2A [S + vi], it is because there are no adjunct in the sentence.

22. To go down the hill on the other side, the boat enters a lock that is full of

Adverb clause S vt Noun *that*-clause water.

This sentence uses verb pattern 11 [S + vt + Noun + *that*-clause], it is because the verb is followed by a noun and a *that*-clause.

23. Solocks make it possible forboats or ships to move from one water levelCoord. SvtNounprep.Noun (Phrase)

to another.

This sentence uses verb pattern 14 (VP14) in pattern 1 [S + vt + Noun +

preposition + Noun (Phrase)], it is because the verb is followed by a noun and prepositional phrase.

The Second Datum:

 1. Maura, who liked to be thought of as the most beautiful and powerful queen of

 S

 Sub-clause

arabia had many suitors.

vt Noun (Phrase)

2. One by one she discarded them, until her list was reduced to just three sheiks,Adv.SvtPronounSub-clause

all equally young and handsome, rich and strong.

3. <u>The first gave her some leftover food; the second gave her some unappetizing</u>

 S
 vt
 Noun (Phrase)
 S
 vt
 Noun (Phrase)______

 camel's tail; the third sheik, who was called hakim, offered her some of the
 S
 Sub-clause
 vt
 Noun (Phrase)______

most tender and tasty meat.

4. <u>After dinner, the disguised queen left the sheiks' camp</u>. Sub-clause S vt Noun (Phrase)

The independent clause of complex sentence in the sentence no.1, 2, 3 and 4 uses the verb pattern 6A [S + vt + Noun/Pronoun], it is because the object of the independent clause is a noun or pronoun.

5. <u>It was very hard to decide who would be the best of them</u>.S BE Adjective to-infinitive (Phrase)

This sentence uses verb pattern 1 (VP1) in pattern 7 [it + BE + adjective + toinfinitive (Phrase)], it is because subject is an infinitive introductory it is preferred and the subject complement is an adjective.

6. <u>One evening, Maura disguised herself and went to the camp of the three</u> Adv. S vt Pronoun Coord. vi Prep. Noun (Phrase) <u>sheiks, as they were about to have dinner, and asked them</u> for Sub-clause Coord. vt Pronoun Prep.

something to eat.

Noun (Phrase)

The sentences above have more than one verb patterns. For the independent clause of compound-complex sentence uses the verb pattern 6A [S + vt + pronoun], it is because the object of the independent clause is a pronoun; For the independent clause of compound uses the verb pattern 14 (VP14) in pattern 1 [vt + pronoun + preposition + noun (phrase)], it is because the verb is followed by a noun and a prepositional phrase; and for independent clause of complex the verb pattern 3A

[vi + preposition + Noun], it is because the preposition is followed by a noun.

7. <u>The following day the queen invited the three sheiks to dinner</u> at her palace. S vt Noun (Phrase) to-infinitive Adv.
8. <u>She ordered her servants</u> to give each one exactly what they had given her the S vt Noun to-infinitive (Phrase) Sub-clause evening before.

The sentences above uses verb pattern 16A [S + vt + Noun (Phrase) + to-infinitive (phrasse)], it is because the adverbial adjunct is a*to*-infinitive phrase and an adjunct of intended result.

 9. Hakim, who received a plate of delicious meat, refused to eat it

 S
 Sub-clause
 vt
 to-infinitive (phrase)

 If the other two could not share it with him, and this act finally convinced

 Sub-clause
 Coord.
 S
 vt

Queen Maura that he was the man for her.

Noun *that*-clause

The sentence has two patterns. For the independent clause of complex uses the verb pattern 7A [S + vt + to-infinitive (phrase)], it is because the verb indicate order; and for the independent clause of compound uses the verb pattern 11 [S + vt + Noun + *that*-clause], it is because the verb is followed by a noun.

10. "Without question, Hakim is the most generous of you," she announced her

Clause

vt

S

choice to the sheiks.

Noun (Phrase)

This sentence uses the verb pattern 11 [S + vt + Noun (phrase) + clause], it is because the verb is followed by a noun and a *that*-clause but *that* is ommitted.

11. "<u>So it is Hakim I</u> will marry." Clause S anomalous finite infinitive

This sentence uses verb pattern 5 [S + Anomalous finite + infinitive], it is because the finite verbs are the anomalous finites *will* and it used for the emphatic affirmative in the sentence.

The Third Datum:

1. We, a mining consultant company, are looking for a senior secretary.S (Phrase)vtNoun (Phrase)

2. <u>Please submit your complete application, resume& recent photograph not more</u> S + vt Noun (Phrase)

than 10 days after this.

Adverbial (Phrase)

The sentences above use the verb pattern 6A [S + vt + Noun (Phrase)], it is because the object of this sentence is a noun and this pattern conversion to the passive voice is possible. And in the sentence no.2 have adverbial of time's duration.

3. Famale, graduated from a reputable university.

S vi Prep. Noun (Phrase)

This sentence use verb pattern 3A (VP3A) in pattern 1 [S + vi + Preposition +

Noun (Phrase)], it is because the preposition is followed by a noun.

The Fourth Datum:

1. <u>Petroleum products, such as gasoline, kerosene, home heating oil, residual fuel</u> S (Phrase)

oil and lubricating oils, come from one source.

Vi Prep. Noun (Phrase)

2. Their chemical compositions are made upofonly two elements: carbon andS (Phrase)viPrep.Noun (Phrase)

which form compunds called hydrocarbons.

Sub-clause____

3. The various petroleum products are refined from the crude oil by heating and
S (Phrase)S (Phrase)viPrep.Noun (Phrase)

considensing the vapors of crude oil.

The sentences above uses verb pattern 3A (VP3A) in pattern 1 [S + vi +

Preposition + Noun (Phrase)], it is because the preposition is followed by a noun and this pattern conversion to passive voice is possible.

4. <u>Crude oil is found below the earth surface, as well as under large bodies of</u> S vi Adverbial adjunct

water, from a few hundred feet below the surface to as deep as 25.000 feet into the earth interior.

- 5. Crude oil wells flow at varying rates, from ten to thousands of barrels per hour.S (Phrase)viAdverbial adjunct
- 6. Petroleum products vary greatly in physical appearance: thin, transparent, orSviAdjective (Phrase)

<u>opaque.</u>

The sentences above uses verb pattern 2 (VP2). For the sentence no.4 and 5 uses the verb pattern 2C [S + vi + Adverbial adjunct], it is because the infinitive verb used with an adverb of place and adverbial clause. Whereas, the sentence no.6 is verb pattern 2D (VP2D) in pattern 1 [S + vi + Adjective (Phrase)], it is because the verb is used with an adjective as complement or predicative result.

7. Pressure at the source, or pumping, forces the crude oil to the surface.
S vt Noun (DO) Prep. Noun
This sentence uses verb pattern 14 (VP14) in pattern 1 [S + vt + noun (DO) +
Preposition + Noun], it is because the verb is followed by a noun (direct object) and prepositional phrase.

8. <u>Crude oil is obtained by drilling a hole through the earth</u>, <u>but sometimes</u> S vi Prep. Noun (Phrase) Coord. S <u>more dry holes are drilled than those producing oil.</u> vi Adverbial adjunct_

The sentences above have two verb patterns. For the first independent clause use the verb pattern 3A (VP3A) in pattern 1[S + vi + preposition + Noun (Phrase)], it is because preposition follows a gerund and for the second independent clause use the verb pattern 2C [S + vi + Adverbial adjunct], it is because the verb used with an adverb.

9. Other chemical elements found in the union with the hydrocarbons are few and
S viAdverbial adjunctCoord.

are classified <u>as impurities</u>. vi adverbial adjunct

The sentence has two verb patterns. For the two independent clause of compound uses the verb pattern 2C [S + vi + adverbial adjunct], it is because the verb used with adverbial adjunct.

10. Trace elements are also found, but these are of such minute quantities thatSviCoord.SBEprepositional group

they are disregarded.

The sentence has two verb patterns. For the first independent clause uses the verb pattern 2A (VP2A) in pattern 1 [S + vi], it is because there are no adjunct and for the second independent clause uses the verb pattern 1 (VP1) in pattern 3 [S + BE + prepositional group], it is because there are prepositional groups which equivalent to adjective

11. <u>These products are called light oils as gasoline, kerosene and distillate oil.</u>
S vt Noun (phrase)
This sentence use verb pattern 6A [S + vt + Noun], it is because the verb is
followed by a noun (phrase) and this pattern conversation to the passive voice is possible.

The Fifth Datum:

- 1. <u>A mangrove is a tropical marine tree or shrub of the genus rhizhopora.</u>
 - S BE Noun (Phrase)
- 2. There are three types of mangrove roots that play an important role for it.There BESubjectSub-clause

The sentence above use verb pattern 1 for the sentence no.1 is verb pattern 1

(VP1) in pattern 1 [S + BE + noun], it is because the nominal part of the predicate

(subject complement) is a noun, and the sentence no.2 is verb pattern 1 (VP1) in

pattern 5 [There + BE + subject], it is because the verb be with introductory there.

- 3. <u>Mangroves have special aerial roots and salt-filtering tap roots that enable them</u> S vt Noun (Phrase) *that*-clause to thrive brackish water (brackish water is salty, but not as salty as sea water). source (such as a river).
- 4. Some prefer areas that are sheltered from waves.
 - S vt Noun *that*-clause
- <u>As the soil begins to build up, these roots produce additional roots that become</u> Sub-clause <u>S vt</u> Noun (Phrase) *that*-clause <u>embedded in the soil.</u>

The sentences above use verb pattern 11 [S + vt + noun + *that*-clause], it is because the verb is followed a noun and *that*-clause.

6. There are several species of mangrove trees found all over the world.

S (Phrase) vi Adverbial adjunct

This sentence use verb pattern 2C [S + vi + adverbial adjunct], it is because intransitive verb used with adverb place.

7. <u>Some species have their roots covered with sea water everyday during high</u>

S vt Noun (DO) Past participle (Phrase) tide.

This sentence use verb pattern 24B [S + vt + noun (DO) + past participle (phrase)], it is because *have* is used to indicate what the subject of the sentence possessed.

8. Other species grow on dry land, but are still part of the ecosystem.
S vi Adverbial adjunct Coord. BE Noun (Phrase)
The sentences have two verb patterns. For the first independent clause use the verb pattern 2C [S + vi + adverbial adjunct], it is because the intransitive verb used with adverbial preposition, and for the second independent clause of compound use the verb pattern 1 (VP1) in pattern 1 [S + BE + noun], it is because the nominal part of predicate is a noun.

9. <u>Mangroves need to keep their trunk</u> and <u>leaves above the surface of the</u> S vt *to*-infinitive (phrase) Coord. vi adverbial adjunct

water.

The sentence has two verb patterns. For the first independent clause use the verb pattern 7A [S + vt + *to*-infinitive (phrase)], it is because the verb is followed by a *to*-infinitive, and the second independent clause use the verb pattern 2C [S + vi + adverbial adjunct], it is because the intransitive verb used with adverbial adjunct.

10. <u>Yet they also need to be firmly attached to the ground so they</u> Coord. S vt Noun Prep. Noun Coord. S

are not moved by waves. vi Prep. Noun

The sentence has two verb patterns. For the first independent clause use the verb pattern 14 in pattern1 [S + vt + noun + preposition + noun], it is because the verb is followed a noun (direct object), and the second independent clause use the verb pattern 3A [S + vi + preposition + noun], it is because the preposition is followed by a noun.

- 11. Some prefer more salinity, while others like to be very close to a large fresh.

 S
 vt

 Noun
 Sub-clause

 water.
- 12. Support roots which directly pierce the soil.

vt Noun Sub-clause

This sentence use verb pattern 6A [vt + noun], it is because the object is noun and this pattern conversion to the passive voice is possible.

13. <u>Level-growing roots which twist upwards and downwards</u>, with the upward S + Sub-clause

twists emerging on the water surface.

vi Prep. Noun (Phrase)

14. Level-growing roots whose downward twist (sub-roots) appear on the waterS + Sub-clauseviViPrep.Noun

surface.

The sentences above uses verb pattern 3A [S + vi + preposition + noun (phrase)],

it is because the preposition is followed by noun.

15. Any part of a root that appears above the water flows oxygen <u>to</u> S + Sub-clausenoun (DO) vt Prep.

the plant under surface.

Noun (Phrase)

This sentence use verb pattern 14 in pattern 1 [S + vt + noun (DO) + preposition + noun (phrase)]. It is because the verb is followed by a noun (direct object) and prepositional phrase.

The Sixth Datum:

1. Pay attention! vt Noun

2. Our school will have a debate competition. S

vt

Noun (Phrase)

3. Please join us!

Pronoun vt

The sentences above use verb pattern 6 (VP6). For the sentence no.1 and 3 are verb pattern 6B [vt + noun/pronoun], it is because this pattern conversion to the passive voice is not possible. Whereas, the sentence no.2 is verb pattern 6A [S + vt + Noun (Phrase)], it is because the object is a noun.

4. It will be held from 10-12 august 2008.

S vi adverbial adjunct

This sentence use verb pattern 2C[S + vi + adverbial adjunct], it is because the

intransitive verb used with adverbial adjunct.

The Seventh Datum:

1. Is it importantto knowwhat your kids are watching? Of course yes.BESto-infinitiveSub-clause

This sentence use verb pattern 4F [S + BE + to-infinitive], it because the finites of *to be* are used with a *to*-infinitive.

 2. Television can expose things you tried to protect them from, especially

 S
 vt

 Noun
 (that) clause

violence, pornography, consumerism, etc.

3. <u>Review the rating of tv shows that your children watch.</u>

vt Noun (Phrase) that-clause

The sentence above uses the verb pattern 11 [S + vt + noun (phrase) + that-

clause], it is because the verb is followed by a noun and *that*-clause.

4. <u>A study demonstrated that spending too much time on watching TV during the</u> S vt *that*-clause

day or at bedtime often causes bedtime disruption, stress, and short of sleep duration.

- 5. <u>Another research found that there is a significant relationship between the</u> S vt *that*-clause
 - amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

The sentence above uses the verb pattern 9 [S + vt + *that*-clause], it is because the object of the verb is a *that*-clause.

6. Meanwhile, many studies have identified a relationship between kids who

Conj. S vt Noun (Phrase)_

watch tv a lot and being inactive and overweight.

This sentence uses the verb pattern 6A [S + vt + Noun (Phrase)], it is because the object of this sentence is a noun.

7. <u>Considering some facts mentioned above, protect your children with</u> S (Phrase) vt Noun Prep.

the following tips.

Noun

Vt

This sentence use the verb pattern 14 (VP14) in pattern 1 [S + vt + Noun + preposition + noun (Phrase), it is because the verb is followed by a noun (direct object) and a prepositional phrase.

8. <u>Limit television viewing to 1-2 hours each day 90.</u>

vt Noun (phrase) adverb (Phrase)

This sentence use the verb pattern 15A [S + vt + Noun + adverb (Phrase)], it is because this pattern, adverbials are prepositional phrase.

9. <u>Do not allow your children</u> to have a TV set in their bedrooms.

Noun to-infinitive (Phrase)

This sentence uses the verb pattern 17A [S + vt + Noun + to-infinitive (Phrase)], it

is because the verb is followed by a noun and a to-infinitive, and this pattern

illustrated by the passive conversion possible.

10. Watch television with your children and discuss what is happening in the

vt noun Prep. Pronoun Coord. vt dependent clause show.

This sentence has two verb patterns. For the first independent clause use the verb pattern 14 (VP14) in pattern 1 [S + vt + noun + preposition + pronoun], it is because the verb is followed by a noun (DO) and the second independent clause use the verb pattern 10 [vt + dependent clause], it is because the object of the verb is a dependent clause.

The Eight Datum:

 1. Nuclear power is generated by using uranium, which is a metal mined in

 S
 vi

 Prep.
 Gerund

 Sub-clause

 various parts of the world.

2. <u>People are increasingly concerned about this</u>. S vi Prep. Noun

The sentences above use the verb pattern 3A (VP3A) in pattern 1 [S + vi + preposition + noun/gerund], it is because the preposition is followed by a noun or a gerund.

 3. The first large-scale nuclear power station was opened at Calder hall in

 S
 vi

 Adverbial adjunct

Cumbria, England, in 1956.

This sentence use the verb pattern 2C [S + vi + adverbial adjunct], it is because the intransitive verb used with adverbial adjunct. 4. <u>Some military ships and submarines have nuclear power plant</u> for engines. S vt Noun (Phrase) Prep. Noun
5. <u>It produces huge amounts of energy from small amount of uranium.</u> S vt Noun (Phrase) Prep. Noun (Phrase)
The sentence above use the verb pattern 14 (VP14) in pattern 1 [S + vt + noun
(Phrase) + preposition + noun (Phrase)], it is because the verb is followed by a noun and a prepositional phrase.

5. <u>Nuclear power produces around 11% of the world's energy needed</u>, and S vt Adverbial particle + Noun Coord. <u>Produces huge amounts of energy.</u> vt Noun (Phrase)

The sentences have two verb patterns. For the first independent clause use the verb pattern 15B [S + vt + Adverbial particle + Noun], it is because the adverbial particle precede the direct object and this object is a noun, and for the second independent clause use the verb pattern 6A [S + vt + Noun (Phrase)] because the object is a noun (Phrase);

6. It causes no pollution as you'd get burning fossil fuels.

S vt Noun (DO) as + clause

This sentence use the verb pattern 16B [S + vt + noun (DO) + as + Clause], it is because noun (the direct object) is followed by as and a clause.

7. The advantages of nuclear is as follows.

8. <u>It is reliable</u>. S BE adjective

9. On the other hand, <u>nuclear power</u> is <u>very, very dangerous</u>.

BE

S BE Adjective

Noun (Phrase)

10. In the 1900's nuclear power was the fastest growing source of power in may

parts of the world.

11. In 2005, it was the 2 slowest-growing.

S

Adv.time S BE Noun (Phrase)

The sentences above uses the verb pattern 1 (VP1). For the sentence no.7 use the verb pattern 1 (VP1) in pattern 4 [S + BE + adverbial adjunct], it is because adverbial adjunct is a phrase; the sentence no.8 and 9 use the verb pattern 1 (VP1) in pattern 2 [S +BE + adjective], it is because the subject complement is an adjective; and the sentences no.10 and 11 use the verb pattern 1 (VP1) in pattern 1 [S + BE + noun], it is because the nominal part of the predicate is a noun.

12. <u>It costs about the same as coal</u>, <u>so</u> <u>it's</u> <u>not expensive to make</u>. S vi Prep. + Noun (Phrase) Coord. S + BE adjective (Phrase)

The sentence has two the verb pattern. For the first independent clause use the verb pattern 3A [S + vi + preposition + noun (Phrase)], it is because the preposition is followed by a noun (Phrase) and for the second independent clause use the verb pattern 1 (VP1) in pattern 2 [S + BE + adjective], it is because the adjective in the predicate used with a *to*-infiitive.

S

13. It doesn't produce smoke or carbon dioxide,soit doesn't contributeSvtNoun (Phrase)Coord. Svt

to the greenhouse effect.

Adv.particle Noun (Phrase)

The sentence has two the verb pattern. For the first independent clause use the verb pattern 6A [S + vt + Noun (Phrase)], it is because the object is a noun (Phrase) and for the second independent clause use the verb pattern 15B in pattern 2 [S + vt + adverbial particle + Noun (Phrase)] because the adverbial particle is followed by a noun (direct object).

14. <u>It produces small amounts of waste.</u> S vt Noun (Phrase)

This sentence use the verb pattern 6A [S + vt + Noun (Phrase)], it is because the object is a noun and this pattern conversion to passive voice is possible.

15. <u>It must be sealed up and buried for many years to allow the radioactivity to</u>
S vi adverb to-infinitive (Phrase)
<u>die away.</u>

This sentence use the verb pattern 4A [S + vi + to-infinitive (Phrase)], it is because the infinitive of this sentence is a purpose.

16. Furthermore, although it is reliable, a lot of money has to be spent on safetySub-clauseSviPrep. nounbecause if it does go wrong, a nuclear accident can be a major disaster.Sub-clauseSvtSub-clauseSvtNoun (Phrase)

The sentence has more of one verb pattern. For the independent clause of complex

sentence use the verb pattern 3A (VP3A) in pattern 1 [S + vi + noun (Phrase), it is because the preposition is followed by a noun and for the independent clause of compound use the verb pattern 6A [S + vt + Noun (Phrase)], it is because the object is a noun (Phrase).

The Ninth Datum:

- 1. Breaking and entering isan unusual film.SBENoun (Phrase)
- 2. Will and Sandy are two architects working on major urban renewal project in

 S
 BE

 Noun (Phrase)

the king's cross section in London.

- 3. The area is unsafe and ready for such a project.SBEAdjective (Phrase)
- 4. <u>This is not a bad thing although in the film we are exposed to a story or action</u> S BE Noun Sub-clause driven.
- 5. It is almost painful to watch them on their journey.

S BE Adverb to-infinitive (Phrase)

The sentences above use the verb pattern 1 (VP1). For the sentence no.1, 2, and 4 use the verb pattern 1 (VP1) in pattern 1 [S + BE + Noun (Phrase)] because this pattern illustrate the verb *be* and the nominal part of the predicate is a noun (Phrase). The sentence no.3 use the verb pattern 1 (VP1) in pattern 2 [S + BE + adjective (Phrase)] because the subject complement is an adjective (Phrase). And the sentence no.5 use the verb pattern 1 (VP1) in pattern 12 [S + BE + to-infinitive] because the verb *be* is followed by a to-infinitive (Phrase).

6. <u>Will and Sandy move their offices</u> into a nearby vacant warehouse. S vt Noun (Phrase) Adverb
This sentence use the verb pattern 15A [S +vt + Noun (Phrase) + adverb (Phrase)]
because the adverbial of this sentence is the prepositional phrase.

7. Will hasto deal with constant bulglaries at his new office.S have/hasto-infinitive (Phrase)

This sentence use the verb pattern 7B [S +have/has+ to-infinitive (Phrase)] because the verb *have/has* is used to indicate obligation.

8. One night, he saw Miro trying to break into the building. Adv. S vt Pronoun Present participle (Phrase)
The sentence use the verb pattern 19A [S + vt + pronoun + present participle (Phrase)] because the *ing*-form is a present participle (Phrase) and verb is used indicate physical perceptions.

 9. He chased Miro
 to
 his down apartment block
 and
 watched him return

 S
 vt
 Pronoun Prep.
 Noun (Phrase)
 Coord.
 vt
 Noun (Phrase)

 home to
 his mother, amira, a bosnian immigrant who makes a living tailoring.
 Prep.
 Pronoun (Phrase)
 Sub-clause_

 clothes.

The sentence has two verb patterns. For two independent clauses of this compound-complex sentences uses the verb pattern 14 (VP14) in pattern 1 [S + vt + noun/pronoun + Preposition + noun/pronoun (Phrase)], it is because the verb of two independent clause is followed by a noun and direct object.

10. Soon, Will meet Amira and they begin an affair.

S vt Pronoun Coord. S vt Noun The sentence has two the verb patterns, for two independent clauses of these compound sentences uses the verb pattern 6A [S + vt + Noun/pronoun (Phrase)], it is because the object of two independent clause is a noun and this pattern conversion to the passive voice is not possible.

And <u>Amira learns that will holds the key of her son's future.</u>
 S vt that-clause

This sentence use the verb pattern 9 [\mathbf{S} + vt + *that*-clause] because the object of the verb is a that-clause.

12. <u>How far will this mother go to protect her son? *breaking and entering* is S (Phrase) BE</u>

very interesting film, but it is almost enterily character driven. Adjective (Phrase) Coord. S BE Noun (Phrase)

The sentence has two the verb patterns, for the independent clauses of complex sentence use the verb pattern 1 (VP1) in pattern 2 [S +BE + Adjective], it is because the nominal part of predicate is an adjective (phrase). And the independent of compound include pattern 1 [S + BE + Noun], it is because the nominal part of predicate is a noun.

13. Anthony Minghella, the director, creates some of the most believable,

S (Phrase) vt Noun (Phrase)

interesting characters these actors have ever played.

Sub-clause

The sentence use the verb pattern 6A [S + vt + noun (phrase), it is because the verb is followed by a noun (phrase).

14. Each of the characters makes decisions affecting how their lives will play out, S (Phrase) vt Noun (Phrase) Dependent-clause
or change and these decision and actions affect the story.
Coord. S (Phrase) vt Noun

The sentence has two sentences, for the complex sentence in this sentence use the verb pattern 21 [S + vt + noun (phrase) + dependent clause/question], it is because the infinitive phrase introduces a dependent clause or question; and the independent of compound-complex use the verb pattern 6A [S + vt + noun], it is because the object is a noun and this pattern conversion to the passive voice is possible.

15. The characters aren't reactingtothe story.SviPrep.Noun

This sentence use the verb pattern 3A (VP3A) in pattern 1 [S + vi + Preposition + Noun] because the preposition is followed by a noun.

16. They are changing it.

S vt Noun

The sentences use the verb pattern 6A [S + vt + Noun] because the object is a

noun and this sentence conversion to passive voice is possible.

The Tenth Datum:

1. Philippines: at least nine people were killedanddozens were injuredS (Phrase)viCoord.Svi

when the philippines security forces clased with dozens of slums dweller who Sub-clause

resisted the tearing down of their homes in the northern province, a police commander said Tuesday.

The sentence has two verb patterns, for two independent of this sentence use the verb pattern 2A (VP2A) in pattern 1 [S + vi], it is because there are no adjunct in this sentence.

2. <u>Raul gonzales, the police chief in the northern cordillera area, said,</u> S (Phrase) vt

that the soldiers and police officers traded gunfire with dozens of people who that-clause

are illegally occupying the private land in Kalinga province.

3. <u>"Our team was ambushed on their way to the community to be demolished,</u>" Clause

said Gonzales.

vt S

The sentences above use the verb pattern 9 [S + vt + that-clause], it is because the object of the verb is a that-clause.

4. He added that the security only defended themselves after the residents dug

S vt *that*-clause

foxholesandopenedfirewithautomatic rifles.Coord.vtNoun (DO)Prep.Noun (Phrase)

The sentence has two the verb pattern, for the independent clause of complex sentence use the verb pattern 9 [S + vt + *that*-clause], it is because the object of the verb is a that-clause; and the independent clause of compound use the verb pattern 14 (VP14) in pattern 1 [vt + Noun (DO) + preposition + Noun (Phrase)], it is because the verb is followed by a noun (direct object).

5. <u>"Nine people were killed and dozens were wounded, including 10 police</u> S vi Coord. S vi Adverbial adjunct officers during almost 10 hours of fighting.

The sentence has two the verb pattern, for the first independent use the verb pattern 2A (VP2A) in pattern 1 [S + vi], it is because there are no adjunct in this independent; and the second independent use the verb pattern 2C [S + vi + adverbial adjunct], it is because the verb is used with an adverbial of time.

6. We even had to evacuate some of our officers who needed surgery to get
S have/had to-infinitive Noun (Phrase) dependent clause
the bullet from their bodies,"-reuters
This sentence use the verb pattern 7B [S + have/had + to-infinitive + Noun

(Phrase)], it is because the verb had is used to indicate obligation.

The Eleventh Datum:

1. Last week I took my five year old son, Willy, to a musical instrument store in

Adv. S vt Pronoun (phrase) Prep. Noun (Phrase)

my hometwon.

This sentence use the verb pattern 14 (VP14) in pattern 1 [S + vt + Pronoun + Preposition + Noun (Phrase)], it is because the verb is followed by a noun (direct object) and prepositional phrase.

2. I wanted to buy him a set of junior drum because his drum teacher advised meSvtto-infinitive (Phrase)Sub-clause

everything he wants to know.

This sentence use the verb pattern 7A [S + vt + to-infinitive (Phrase)], it is because the verb used indicate the asking.

- 3. <u>Willy likes listening to music very much.</u> S vt Gerund (Phrase)
- 4. He also likes asking me everything he wants to know.
 - S vt Gerund (Phrase)
- 5. He blew his whistle now and then.
 - S vt Noun (Phrase)

6. <u>Seeing the policeman blowing his whistle</u>, <u>Willy asked</u> <u>me</u> Sub-clause S vt Pronoun (DO)

at once, "Dad why is the policeman using a whistle, not a drum?"adverbSub-clause

The sentences above use the verb pattern 6 (VP6). For the sentence no.3 and 4 use the verb pattern 6C [S + vt + gerund (phrase)], it is because the object of the sentences is a gerund; and the sentence no.5 and 6 use the verb pattern 6A [S + vt

+ noun/pronoun (phrase), it is because the object of this sentence is a noun and this pattern conversion to the passive voice is possible.

7. Even his questions sometimes seem precocious of a boy of his age.S (Phrase)seemAdjective (Phrase)

This sentence use the verb pattern 4D (VP4D) in pattern 1 [S + *seem* + Adjective], it is because the verb of this sentence is *seem*.

8. He is very inquisitive.

S BE Adjective

The sentences above use the verb pattern 1 (VP1) in pattern 2 [S + BE +

adjective], it is because the subject complement of this sentence is an adjective (phrase).

9. We went there by car.

S vi Adverbial adjunct

 10. Hearing his unexpected question I answered reluctantly,
 "Because he is

 Sub-clause
 S
 vi
 Adverbial adjunct
 Sub-clause_

not Phil Collins!"

This sentences uses the verb pattern 2C [S + vi + adverbial adjunct], it is because the intransitive verb used with adverbial adjunct.

11. On the way, we saw a policeman standing near a traffic light regulating the

Adv.SvtNounPresent participle (Phrase)

passing cars and other vehicles.

This sentence use the verb pattern 19A [S + vt + noun + present participle (phrase)], it is because the verb is followed by a noun and the*ing*-form is a present participle (Phrase).

4.1.2 Tabulation of Data

To answer the second problems of the study about verb patterns are mostly found in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school, this study tries to answer the problem by analyzing and describing the data by using table of data tabulation which can be seen in appendix 2.

The results of this study show that reading texts in English national examination in the 2008 academic year at senior high school use verb patterns which include 17 verb patterns from all of verb patterns based on Hornby's theory. They are verb pattern 1 found in 23 sentences, verb pattern 2 found in 27 sentences, verb pattern 3 found in 18 sentences, verb pattern 4 found in 4 sentences, verb pattern 5 found in 1 sentence, verb pattern 9 found in 7 sentences, verb pattern 10 found in 1 sentence , verb pattern 11 found in 8 sentences, verb pattern 14 found in 14 sentences, verb pattern 15 found in 4 sentences, verb pattern 16 found in 3 sentences, verb pattern 17 found in 1 sentence, verb pattern 17 found in 8 sentences, verb pattern 19 found in 14 sentences, verb pattern 15 found in 1 sentences, verb pattern 17 found in 1 sentences, verb pattern 12 found in 1 sentences, verb pattern 21 found in 1 sentences, verb pattern 21 found in 1 sentence, werb pattern 21 found in 1 sentence. The data are taken from the table of data tabulation, which show count of verb patterns in each of pattern.

The number of sentences using verb patterns are 17 verb patterns which are found in 127 sentences. Then, from all of 17 verb patterns, the most predominant of verb pattern is verb pattern 6 (VP6) found 36 sentences. Then, it is followed by verb pattern 2 (VP2), verb pattern 1 (VP1), verb pattern 3 (VP3), verb pattern 14 (VP14), verb pattern 11 (VP11), verb pattern 9 (VP9), verb pattern 7 (VP7), verb pattern 4 (VP14) and 15 (VP15), verb pattern 16 (VP16), verb pattern 19 (VP19), and verb pattern 5, 10, 17, 21, and 24.

4.2 Discussion

The data description and result of analysis above show clearly that all of the reading texts in English national examination in the 2008 academic year at senior high school use the verb patterns. But, from 25 main verb patterns based on Hornsby's theory, there are 17 verb patterns found in reading texts in English national examination in the 2008 year at senior high school. They are the verb pattern 1 (VP1) found in 23 sentences, the verb pattern 2 (VP2) found in 27 sentences, the verb pattern 3 (VP3) found in 18 sentences, the verb pattern 4 (VP4) found in 4 sentence, the verb pattern 5 (VP5) found in 1 sentences, the verb pattern 6 (VP6) found in 36 sentences, the verb pattern 7 (VP7) found in 5 sentences, the verb pattern 9 (VP9) found in 7 sentences, the verb pattern 10 (VP10) found in 1 sentence, the verb pattern 11 (VP11) found in 8 sentences, the verb pattern 14 (VP14) found in 14 sentences, the verb pattern 15 (VP15) found in 4 sentences, the verb pattern 16 (VP16) found in 3 sentences, the verb pattern 17 (VP17) found in 1 sentence, the verb pattern 19 (VP19) found in 2 sentences, the verb pattern 21(VP21) found in 1 sentence, and the verb pattern 24 (VP24) found in 1 sentence. This data showed that the verb patterns 6 (VP6) are the highest among the others.

Within the verb pattern 6 (VP6), it is found three patterns. They are the verb pattern 6A, 6B and 6C. And the most predominat pattern is the verb pattern 6A [S + vt + noun/pronoun] that exist in 33 sentences. The verb pattern 6B existed in 1 sentence and the verb pattern 6C existed in 2 sentences. Furthermore, the second mostly verb pattern is the verb pattern 2 (VP2). In the verb pattern 2 (VP2), it is found the verb pattern 2A, VP2C, and VP2D; and among the third verb pattern 2 (VP2), the most predominant verb pattern 2C [S + vi + adverbia] adjunct] are in 18 sentences. The verb pattern 2 others are verb pattern 2A existed in 6 sentences and verb pattern 2D existed in 3 sentences. Whereas, the verb pattern 1 (VP1) is the third mostly verb pattern appeared. It can be categorized into 7 patterns are pattern 1, 2, 3, 4, 5, 7, and 12; and the most predominant verb pattern 1 is pattern 1 [S + BE + noun/pronoun] are in 9 sentences. For the verb pattern 3 (VP3), it is fourth mostly verb pattern appeared. The verb pattern 3 involve the verb patterns VP3A and VP3B, and the most predominant verb pattern 3A [S + vi + preposition + noun/pronoun/gerund] are in 17 sentences. While verb pattern 3B is 18 sentences.

On the other hand, the fifth mostly verb pattern is the verb pattern 14 in patern 1 [S + vt + noun/pronoun (DO) + preposition + noun/pronoun (phrase)] which appeared in 14 sentences in reading texts in English national examination. In the verb pattern 11 [S + vt + noun/pronoun + *that*-clause], it is the sixth mostly predominant verb pattern which appeared 8 sentences. Then, in the verb pattern 9 [S + vt + *that*-clause], it is the mostly predominant verb pattern after the verb pattern 11 (VP11), which appeared 8 sentences. Besides that, the verb pattern 7 which include the verb pattern 7A and 7B, the most predominant verb pattern is VP7A [S + vt + (not) + *to*-infinitive (phrase)] is shown in 4 sentences. And the verb pattern 7B is only shown in 1 sentence.

The verb pattern 4 and 15 is also used in reading texts in English national examination. Number sentences found in this verb pattern are same. They are 4 sentences. For the most predominant verb pattern 15 is verb pattern 15A [S + vt + noun/pronoun (DO) + adverb (phrase)] that is shown in 4 sentences. Likewise, the verb pattern 4 which include the verb pattern 4A, 4B, 4D, and 4F. Each of them only found in 1 sentence. For the verb pattern 16 which consist of VP16A and VP16B, the most Predominant verb pattern is VP16A [S + vt + noun/pronoun](DO) + to-infinitive (phrase)] is shown in 3 sentences. The verb pattern 19 which only found VP19A [S + vt + noun/pronoun + present participle (phrase)] is shown in 2 sentences. On the contrary, the verb pattern 5 [S + anomalous finite + infinitive (phrase), the verb pattern 10 [S + vt + dependent caluse/question], the verb pattern 17A [S + vt + noun/pronoun + (not) + to-infinitive (phrase), the verb pattern 21 [S + vt + noun/pronoun + dependent clause/question], and the verb pattern 24B [S + vt + noun/pronoun (DO) + past participle (phrase)] is not many used in reading texts in English national examination in the academic year 2008. Each of them is shown in 1 sentence.

Since this present study limits on the verb patterns to any deviations of tense rules as the verb patterns, it can be considered that those verb patterns as the grammatical rules of the verb are the important knowledge of a sentence meaning. One reason that might contribute to the presence of those verb pattern is that there are many patterns in English reading texts which are made by Indonesian people as indicated by Hornby's theory. It is also indentical with those used in the third edition of the Oxford Advanced Learner's Dictionary of Current English (Oxford University Press, 1974) even though, there are some of the verb patterns which are not used. But, the students or the teachers can learn and practice those verb patterns in their English knowledge, particularly in reading capability. For example, the verb pattern 6 [S + vt + noun/pronoun] which can be appropriate with the present tense which is usually used in their daily lives.

Based on the discussion above, this finding proves that the use of the verb patterns refering to Hornby's theory are considered appropriate to be used and learned by the students, especially at senior high school level. Although, it has been known and learned generaly by the students and the teachers, for example, the form of tenses.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of conclusion and suggestions which are related to the research findings.

5.1 Conclusion

The objective of this study is to analyze the verb patterns in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school. Studying the verb patterns existing in reading texts in English national examination reflects the grammatical form of verb that must be existed to be used, principally in English reading texts form. As Hornby (1975: vi) said that the formal verbs are easier to be understood by the beginner. Because of that, the reading texts use more verb patterns than no pattern or not grammatical. Therefore, the answer to the questions concerning to the verb patterns, their descriptions and classification of the frequency of occurrences have been provided by the result of this study.

In the twenty five of the verb patterns based on Hornby's theory, there are 17 verb patterns that are found in reading texts in English national examination in Indonesia in the 2008 academic year at senior high school. Among 17 verb patterns, there are 127 sentences. The most predominant verb patterns are the verb pattern 6A [S + vt + noun/pronoun] found in 36 sentences, followed by the verb pattern 2A [S + vi] found in 27 sentences. Then, the verb pattern 1[S + BE + subject complement] found in 23 sentences , the verb pattern 3A [S + vi + noun/pronoun/gerund] found in 18 sentences, the verb pattern 14 [S + vt + noun/pronoun (DO) + preposition + noun/pronoun (phrase)] found in 14 sentences, the verb pattern 11 [S + vt + noun/pronoun + *that*-clause] found in 8 sentences, the verb pattern 9 [S + vt + *that*-clause] found in 7 sentences, the verb pattern 7 [S + vt + (not) + *to*-infinitive (phrase)] found in 5 sentences, each of the verb pattern 4 and 15 found in 4 sentences, the verb pattern 16 found in 3 sentences, verb pattern 19 found in 2 sentences, and each of the verb pattern 5, 10, 17, 21, and 24 only found in 1 sentence.

In all of the reading texts, the most frequently verb pattern used is the verb pattern 6A [S + vt + noun]. The verb pattern 6A seems simple pattern and easier to comprehend than the other verb patterns. Usually, this pattern is dominant in the reading texts in English national examination. Variances of the verb pattern 6 are also found. They are verb pattern 6A, 6B, 6C, 6D, and 6E. From all of the subverb patterns 6, verb pattern 6A [S + vt + noun/pronoun] is often used. Therefore, the frequency of using other verb patterns in the reading texts in English national examination in the 2008 academic year at senior high school is not as many as the verb pattern 6 (VP6).

5.2 Suggestion

Derived from the significane of the study, this study aims to give a beneficial contribution for the English teachers, English students, and the next researchers who are interested in analyzing the same field of research. Therefore, here the writer has some suggestions for all of them.

For the English teacher, they are expected to explain about the various verb patterns which are 17 verb patterns found in this study, especially verb pattern 6 (VP6). So the students can understand more on various verb patterns and know the implicit meaning of reading texts through the verb patterns.

For the English students, they are expected to understand more about verb patterns which are 17 verb patterns, especially verb pattern 6 in English reading texts and apply them in their English lesson. By having knowledge about verb patterns, consequently, they are easier to get knowledge from English reading texts.

For the government as the maker of English national examination, they are expected to use more 17 verb patterns which are found in reading texts in English national examination. So, the students do not learn only from a certain verb pattern but also from the other 17 verb patterns through reading texts of English national examination.

The last, the writer recognizes that there are still many weaknesses of this study because studying about verb patterns needs deep attention. According to the writer, study about verb pattern is interesting. Therefore, the writer suggests to the next researcher to investigate verb patterns more deeply and intensively. They can find the same discussion with different issues. Such as, they can study verb patterns in reading texts in English national examination not only at senior high school but also junior high school or elementary school, and etc.

BIBLIOGRAPHY

- Aijmer, Karin and Sterstrom, Anna-Brita. 2004. *Discourse Patterns in Spoken and Written Corpora*. Amsterdam/Philadelphia: John Benjamis Publishing Company.
- Azar, Betty Schrampfer. 1999. Understanding and Using English Grammar. Third Editon. New Jersey: Prentice Hall Regent.
- Bornstein, Diane D. 1977. *An Introduction to Transformational Grammar*. Massachusetts: Cambridge Winthrop Publisher, Inc.
- Brown, Gillian and Yule, George. 1983. *Discourse Analysis*. New York: Cambridge University Press.
- Chomsky, Noam. 1966. *Syntactic Structure*. Paris: Massacussets Institute of Technology, Mounton and Co.
- Crystal, David. 1987. *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Curme, George O. 1931. Syntax. Cambridge: D.C. Hearth and Company.
- Eiskarina, Adina Intsia. 2004. Analyzing Verb Patterns Used in TOEFL Based on Hornby's Theory. Unpublished Thesis. Malang: STIBA Malang.
- Frank, Marcella. 1972. Modern English. New York: Prentice-Hall, Inc.
- Frank, Marcella. 1972. *Modern English; Exercises for Non- Native Speakers*. New York: Prentice-Hall, Inc.
- Hornby, A.S.1957. *A Guide to Patterns and Usage in English*. London: Oxford University Press.
- Hornby, A.S.1995. Oxford Advanced Learner's Dictionary. London: Oxford University Press.
- Mawarti, Nila. 2006. Analyzing Verb Pattern Found in Charlotte Bronte's "Jane Eyre" Using Hornby's Theory. Unpublished Thesis. Malang: STIBA Malang.
- Mattews, P.H. 1981. Syntax. London: Cambridge University Press.
- Miles, Mattew.B and Huberman, Michael. 1994. *Qualitative Data Analysis*. London: SAGE Publications.
- Sobur, Alex. 2004. Analisis Texts Media. Bandung: PT Remaja Rosdakarya.
- Susanti, Dwi. 2005. A Study on the Verb Patterns of Sentences Used in The Elementary School English Books. Unpublished Thesis. Malang: STIBA

Malang.

- Yuliani, et.al. 2007. *Detik-detik Ujian Nasional Bahasa Inggris*. Klaten: Intan Pariwara.
- Warriner, John E.1958. *English Grammar and Composition*. New York: Harcourt, Brace, and World, Inc.



APPENDICES

No	Date	Matter	Signature
1.	March 31, 2008	Pengajuan proposal	
2.	April 03, 2008	ACC proposal	
3.	April 10, 2008	Seminar	
4.	April 22, 2008	Konsultasi Bab 1, 2, 3	
5.	May 15, 2008	Revisi Bab 1, 2, 3	
6.	June 12, 2008	ACC Bab 1, 2, 3	
10.	September 04, 2008	Konsultasi Bab 1, 2, 3, 4, dan, 5	
11.	September 09, 2008	Revisi Bab 4 dan 5	
12.	September 10, 2008	ACC Bab 1, 2, 3, 4, dan 5	

Acknowledged by

The Head of Humanities and Culture faculty

Advisor

Dr. H. Dimjati Achmadin, M.Pd NIP 150 035 072

<u>Rina Sari, M.Pd</u> NIP 150 377 937

CURRICULUM VITAE

Name	:	Wahibatul Mas'ulah
NIM	:	04320021
Faculty	:	Humanities and Culture
Department	:	English Letters and Language
Place and date of birth	:	Pasuruan, 12 Januari 1986
Address	:	Jl. Urip Sumoharjo III/13 no.16 Rt.06 Rw.01
		Pasuruan 67119
Email	:	ulla_maniez@yahoo.com
		ulla 86@plasa.com

Background of Education:

1.	SD Nurul Huda Pasuruan	Jl. Urip Sumoharjo III/13 Pasuruan	1998
2.	Mts. Nurul Huda Pasuruan	Jl. Urip Sumoharjo III/13 Pasuruan	2001
3.	MAN Pasuruan	Jl. Dr. Wahidin Utara no.59 Pasuruan	2004
4.	UIN Malang	Jl. Gaja Yana no.50 Malang, East Java	2008

Organization Experience:

- II. HMI Bahasa Commissariat Sumber Sari UIN Malang
- III. JQH (Jamiyah Quro' wal Hufad) UIN Malang

Malang, 15 September 2008

Wahibatul Mas'ulah

Appendix 1

Text	Datum No.	Sentences	Types sentence			
No.	110.		Circuita	Commonwed	Complay	Compound
			Simple	Compound	Complex	Compound- complex
1.	1.	Some of the world's finest roads make use				•
		of bodies of water.	IK Y			
	2.	They are called canals.	1 AS			
	3.	Canals are man made waterways.	V			
	4.	They are usually straight and narrow.	\checkmark	Em		
	5.	But they are filled with water.	V	ZD		
	6.	They connect rivers and lakes, oceans and				
		lakes, rivers and rivers, and oceans and	1	\bigcirc		
		oceans so that boats and ship can go from				
		one the other.				
	7.	Most canals are used for transportation.	V	$ \geq $		
	8.	Barges, boats, and ships carry goods over		8		
		canals.	V			
	9.	Some are used to irrigate land or to carry	USIT	N		
		sewage from large cities.				
	10.	Canals also reduce the cost of shipping		\checkmark		
		goods and offer travel short cuts.				

11.	Canals even go over hills and mountains. $$	
12.	But you know that water can't flow up a	\checkmark
	hill; so how can the water and boats in a	
	canal go up a hill?	
13.	Something called a lock is used. \checkmark	
14.	It is a giants tank.	
15.	The tank is big enough to hold a long boat. $$	
16.	The boat floats into the tank, and the doors $$	
	behind it are closed to lock the boat in there.	
17.	Then more water is let into the tank. $$	
18.	When the tank is full of water, the tank door	\checkmark
	in front of the boat is opened and the boat	
	floats out.	
19.	The boat floats higher and higher as the \checkmark	
	water rises.	
20.	It floats either out into a higher part of the	\checkmark
	canal or into another tank or lock, which	
	will lift it still higher.	
21.	To go down the hill on the other side, the $$	
	boat enters a lock that is full of water.	

	22.	As the water is let out of the lock, the boat $$	
		will float lower and lower.	
	23.	So locks make it possible for boats or ships $$	
		to move from one water level to another.	
2.	24.	Maura, who liked to be thought of as the $$	
		most beautiful and powerful queen of	
		Arabia, had many suitors.	
	25.	One by one she discarded them, until her $$	
		list was reduced to just three sheiks, all	
		equally young and handsome, rich and	
		strong.	
	26.	It was very hard to decide who would be the $$	
		best of them.	
	27.	One evening, Maura disguised herself and	\checkmark
		went to the camp of the three sheiks, as they	
		were about to have dinner, and asked them	
		for something to eat.	
	28.	The first gave her some leftover food; the	\checkmark
		second gave her some unappetizing camel's	
		tail; the third sheik, who was called hakim,	

		offered her some of the most tender and
		tasty meat.
	29.	After dinner, the disguised queen left the $$
		sheiks' camp.
	30.	The following day the queen invited the $$
		three sheiks to dinner at her palace.
	31.	She ordered her servants to give each one $$
		exactly what they had given her the evening
		before.
	32.	Hakim, who received a plate of delicious $$
		meat, refused to eat it if the other two could
		not share it with him, and this act finally
		convinced queen Maura that he was the man
		for her.
	33.	"Without question, hakim is the most $$
		generous of you," she announced her choice
		to the sheiks.
	34.	"So it is hakim I will marry."
3.	35.	We, a mining consultant company, are $$
		looking for a senior secretary.

	36.	Famale, graduated from a reputable $$
		university.
	37.	Please submit your complete application, $$
		resume& recent photograph not more than
		10 days after this.
4.	38.	Petroleum products, such as gasoline, $$
		kerosene, home heating oil, residual fuel oil
		and lubricating oils, come from one source.
	39.	Crude oil is found below the surface, as $\sqrt{\sqrt{24}}$
		well as under large bodies of water, from a
		few hundred feet below the surface to as
		deep as 25.000 feet into the earth interior.
	40.	Crude oil is obtained by drilling a hole $$
		through the earth, but sometimes more dry
		holes are drilled than those producing oil.
	41.	Pressure at the source, or pumping, forces $$
		the crude oil to the surface.
	42.	Crude oil wells flow at varying rates, from $$
		ten to thousands of barrels per hour.
	43.	Petroleum products vary greatly in physical $$

	1		1			
		appearance: thin, transparent, or opaque.				
	44.	Their chemical compositions are made up			\checkmark	
		of only two elements: carbon and hydrogen,				
		which form compounds called	SLAN			
		hydrocarbons,	IK M			
	45.	Other chemical elements found in the union		V		
		with the hydrocarbons are few and are	7			
		classified as impurities.	9	L'M		
	46.	Trace elements are also found, but these are		ZD		\checkmark
		of such minute quantities that they are				
		disregarded.				
	47.	The various petroleum products are refined	\checkmark			
		from the crude oil by heating and				
		considensing the vapors of crude oil.		2		
	48.	These products are called light oils as	V	5		
		gasoline, kerosene and distillate oil.	TAK			
5.	49.	A mangrove is a tropical marine tree or	US V	N		
		shrub of the genus Rhizhopora.				
	50.	Mangroves have special aerial roots and			\checkmark	
		salt-filtering tap roots that enable them to				

	thrive brackish water (brackish water is
	salty, but not as salty as sea water).
51.	There are several species of mangrove trees
	found all over the world.
52.	Some prefer more salinity, while others like
	to be very close to a large fresh water
	source (such as a river).
53.	Some prefer areas that are sheltered from
	waves.
54.	Some species have their roots covered with
	sea water everyday during high tide.
55.	Other species grow on dry land, but are still
	part of the ecosystem.
56.	Mangroves need to keep their trunk and
	leaves above the surface of the water.
57.	Yet they also need to be firmly attached to
	the ground so they are not moved by waves.
58.	There are three types of mangrove roots that
	play an important role for it:
59.	Support roots which directly pierce the

		soil;
	60.	Level-growing roots which twist upwards $$
		and downwards, with the upward twists
		emerging on the water surface;
	61.	Level-growing roots whose downward $$
		twist (sub-roots) appear on the water
		surface.
	62.	Any part of a root that appears above the $$
		water flows oxygen to the plant under water
		surface.
	63.	As the soil begins to build up, these roots $$
		produce additional roots that become
		embedded in the soil.
6.	64.	Pay attention!
	65.	Our school will have a debate competition. \checkmark
	66.	It will be held from 10-12 august 2008. \checkmark
	67.	Please join us!
7.	68.	Is it important to know what your kids are $$
		watching? Of course yes.
	69.	Television can expose things you tried to $$

	protect them from, especially violence,	
	pornography, consumerism, etc.	
70.	A study demonstrated that spending too $$	
	much time on watching TV during the day	
	or at bedtime often causes bedtime	
	disruption, stress, and short of sleep	
	duration.	
71.	Another research found that there is a $$	
	significant relationship between the amount	
	of time spent for watching television during	
	adolescence and early adulthood, and the	
	possibility of being aggressive.	
72.	Meanwhile, many studies have identified a $$	
	relationship between kids who watch TV a	
	lot and being inactive and overweight.	
73.	Considering some facts mentioned above, $$	
	protect your children with the following	
	tips.	
74.	Limit television viewing to 1-2 hours each $$	
	day;	

	75.	Do not allow your children to have a TV set $$
		in their bedrooms;
	76.	Reviewing the rating of TV shows that your \checkmark
		children watch;
	77.	Watch television with your children and $$
		discuss what is happening in the show.
8.	78.	Nuclear power is generated by using $$
		uranium, which is a metal mined in various
		parts of the world.
	79.	The first large-scale nuclear power station $$
		was opened at Calder hall in Cumbria,
		England, in 1956.
	80.	Some military ships and submarines have $$
		nuclear power plant for engines.
	81.	Nuclear power produces around 11% of the \checkmark
		world's energy needed, and produces huge
		amounts of energy.
	82.	It causes no pollution as you'd get burning $$
		fossil fuels.
	83.	The advantages of nuclear are as follows. $$

84.	It costs about the same as coal, so it's not	\checkmark
	expensive to make;	
85.	It doesn't produce smoke or carbon dioxide,	\checkmark
	so it doesn't contribute to the greenhouse	SLAN
	effect;	IK III
86.	It produces huge amounts of energy from	
	small amount of uranium;	
87.	It produces small amounts of waste;	
88.	It is reliable.	Ver Z D
89.	On the other hand, nuclear power is very,	
	very dangerous.	
90.	It must be sealed up and buried for many	\sim
	years to allow the radioactivity to die away.	
91.	Furthermore, although it is reliable, a lot of	
	money has t o be spent on safety because if	
	it does go wrong, a nuclear accident can be	INTAK
	a major disaster.	05"
92.	People are increasingly concerned about	\checkmark
	this.	
93.	In the 1900's nuclear power was the fastest	

		growing source of power in may parts of the	
		world.	
	94.	In 2005, it was the 2 slowest-growing. \checkmark	
9.	95.	Breaking and entering is an unusual film. \checkmark	
	96.	Will and Sandy are two architects working $$	
		on major urban renewel project in the	
		king's cross section in London.	
	97.	The area is unsafe and ready for such a $$	
		project. $\mathbf{S} = \mathbf{A} \mathbf{B} \mathbf{B} \mathbf{B} \mathbf{B} \mathbf{B} \mathbf{B} \mathbf{B} B$	
	98.	Will and Sandy move their offices into a $$	
		nearby vacant warehouse.	
	99.	Will has to deal with constant Bulglaries at $$	
		his new office.	
	100.	One night, he saw Miro trying to break into $$	
		the building.	
	101.	He chased Miro to his down apartment	\checkmark
		block and watched him return home to his	
		mother, Amira, a Bosnian immigrant who	
		makes living tailoring clothes.	
	102.	Soon, Will meet Amira and they begin an $$	

	affair.	
103.	And Amira learns that will holds the key of $$	
	her son's future.	
104.	How far will this mother go to protect her	\checkmark
	son? breaking and entering is very	
	interesting film, but it is almost enterily	
	character driven.	
105.	This is not a bad thing although in the film $$	
	we are exposed to a story or action driven.	
106.	Anthony Minghella, the director, creates $$	
	some of the most believable, interesting	
	journey.	
107.	It is almost painful to watch them on their $$	
	journey.	
108.	Each of the characters makes decisions	\checkmark
	affecting how their lives will play out, or	
	change and these decision and actions affect	
	the story.	
109.	The characters aren't reacting to the story. \checkmark	
110.	They are changing it. $$	

10.	111.	Philippines: at least nine people were killed		\checkmark	
		and dozens were injured when the			
		Philippines security forces clased with			
		dozens of slums dweller who resisted the			
		tearing down of their homes in the northern			
		province, a police commander said			
		Tuesday.			
	112.	Raul Gonzales, the police chief in the	1 m	\checkmark	
		northern cordillera area, said, that the	ZD		
		soldiers and police officers traded gunfire			
		with dozens of people who are illegally			
		occupying the private land in Kalinga			
		province.			
	113.	"Our team was ambushed on their way to	\geq	\checkmark	
		the community to be demolished," said	5		
		Gonzales.			
	114.	He added that the security only defended		\checkmark	
		themselves after the residents dug foxholes			
		and opened fire with automatic rifles.			
	115.	"Nine people were killed and dozens were	\checkmark		

		wounded, including 10 police officers
		during almost 10 hours of fighting.
	116.	We even had to evacuate some of our \checkmark
		officers who needed surgery to get the
		bullets from their bodies,"-Reuters
11.	117.	Last week I took my five-year old son, √
		Willy, to a musical instrument store in my
		hometwon.
	118.	I wanted to buy him a set of junior drum $$
		because his drum teacher advised me
		everything he wants to know.
	119.	Willy likes listening to music very much. √
	120.	He also likes asking me everything he wants $\sqrt{2}$
		to know.
	121.	Even his questions sometimes seem $$
		precocious for a boy of his age.
	122.	He is very inquisitive. \sim RPUS $$
	123.	We went there by car. \checkmark
	124.	On the way, we saw a policeman standing $$
		near a traffic light regulating the passing

	cars and other vehicles.
125.	He blew his whistle now and then. \checkmark
126.	Seeing the policeman blowing his whistle, $$
	Willy asked me at once, "dad why is the
	policeman using a whistle, not a drum?"
127.	Hearing his unexpected question I answered \checkmark
	reluctantly, "because he is not Phil Collins!
	Total 57 17 42 11



Appendix 2. DATA TABULATION

Tant	Determ	Appendix 2.												V	ul Da	44 0 000												
Text No.	Datum No.	Sentence												V	erb Pa	uern												Pattern
INU.	INU.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	1	Some of the world's finest						V		7	12	51	S															[S+vt+ noun]
		roads make use of bodies of water.							S		R	ΛA	LI	K	5	1												
	2	They are called canals.						V							7													[S+vt+ noun
	3	Canals are man made waterways.	V				N/I	11			P					H	10	11										[S+BE +noun]
	4	They are usually straight and narrow.	V				Þ					6			8			2										[S+BE +noun]
	5	But they are filled with water.									7			2														[S+vi+ noun]
	6	They connect rivers and akes, oceans and lakes, rivers and rivers, and						V					9															[S+Vt +Noun]
		oceans and oceans, so that boats and ship can go from one the other.						2	Ś						N	A												[S+Vi +Prep. + noun]
	7	Most canals are used for transportation.			V						PE	RF	PU	SI														[S+Vi +Prep. + noun]
	8	Barges, boats, and ships carry goods over canals.																										[S+vt+ noun]

9	Some are used to irrigate land or to carry sewage									-	V				[S+vt+ noun]
	from largecities.														
10	Canals also reduce the cost of shipping goods and offer travel short cuts.					V	S	TAI	MALIK	11	1				[S+vt+ noun]
11	Canals even go over hills and mountains.		V			X	5			2 P	G				[S+vi+ noun]
12	But you know that water can't flow up a hill; So how can the water and boats in a canal go up a hill?		V	V	-				6 - 1			CR			[S+vi + <i>That</i> - clause] [S+vi+ Noun
13	Something called a lock is used.							V	N/P						[S+vt+ clause]
14	It is a giant's tank.	V							097						[S+BE +noun]
15	The tank is big enough to hold a long boat.	V				po	0				N/W				S+BE +adjec tive]
16	The boat floats into the tank, And the doors behind it are closed to lock the boat in there.		V		V			TPE	RPUST	AKO					[S+vi+ adverb .adjuc nt] [S+vi+ <i>to</i> - infiniti

																				ve]
17	Then more water is let into the tank.	V				G	7	7.5		S		N								[S+vi+ adverb .adjun ct]
18	When the tank is full of water, the tank door in front of the boat is opened and the boat floats out.			11		173	Z				K /	84	1 R	5.5						[S+vi]
19	The boat floats higher and higher as the water rises.	V		ND	M			9	L	Y		ç	INI		R					S+vi+ adverb .adjun ct]
20	It floats either out into a higher part of the canal or into another tank or lock, which will lift it still higher.	V					•						6							[S+vi+ adverb .adjun ct]
21	To go down the hill on the other side, the boat enters a lock that is full of water.				2		C				6		24.	An						[S+vt+ noun+ that- clause
22	As the water is let out of the lock, the boat will float lower and lower.	V				4	7,	PE	RF	ÞU	57	P/4								[S+vi+ adverb .adjun ct]
23	So locks make it possible for boats or ships to move from one water level to another.												V							[S+Vt +Noun + Prep.+

2 24	Maura, who liked to be though of as the most beautiful and powerful queen of Arabia, had many suitors.			N				0								noun] [S+vt+ noun]
25	One by one she discarded them, Until her list was reduced to just three sheiks, all equally young and handsome, rich and strong.			N	5	TA ANA			AN		6.6					[S+vt+ Prono un]
26	It was very hard to decide who would be the best of them.	1		 ND	YIM1		L			ALLA L		R				[S+BE +adjec tive+t o- infinit ve]
27	One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat.		V	V		C C T PE	0	Q		N	<u></u>					[S+Vt + Noun] [vi+ Prep.+ Noun]

28	The first gave her some leftover food; The second gave her some unappetizing camel's tail; The third sheik, who was called hakim, offered her some of the most tender and tasty meat.		N N	STA	S IS	K K	NR	1				[S+vt+ noun]
29	After dinner, the disguised queen left the sheiks' camp.			5 5			2	20				[S+vt+ Noun]
30	The following day the queen invited the three sheiks to dinner at her palace.	UN UN	M		6		2		N			[S+vt+ noun+ to- infiniti ve]
31	She ordered her servants to give each one exactly what they had given her the evening before.								V			[S+vt+ noun+ to- infiniti ve]
32	Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him and this act finally convinced queen Maura that he was the man for her.		PC 1	SAT PE	RPL	JST	AK	MA				[[S+vt +to- infiniti ve] [S+vt+ noun+ that- clause]
33	"Without question, hakim is the most				\checkmark							[S+vt+ noun]

		generous of you," she announced her choice to the sheiks.															
	34	"So it is hakim I will marry".			V	0	T		, I	SI	XX	N					S+ano malou s finite+ infiniti ve]
3	35	We, a mining consultant company, are looking for a senior secretary.					A					3					[S+vt+ noun]
	36	Famale, graduated from a reputable university.		N	1 N/	MA		5					FR				[S+Vi +Prep. + noun]
	37	Please submit your complete application, resume& recent photograph not more than 10 days after this.				V							6				[S+vt+ noun]
4	38	Petroleum products, such as gasoline, kerosene, home heating oil, residual fuel oil and lubricating oils, come from one source.		V		Pus	0			R	0	2	24M				[S+Vi +Prep. + noun]
	39	Crude oil is found below the surface, as well as under large bodies of water, from a few hundred feet below the surface to as deep as 25.000 feet into the	V					PE	RP	PU?	51	Ar					[S+vi+ adverb .adjun ct]

40	earth interior. Crude oil is obtained by drilling a hole through the earth but sometimes more dry holes are drilled than those producing oil.	√	√		G				S								[S+vi+ Prep.+ noun] [S+vi+ adverb .adjun ct]
41	Pressure at the source, or pumping, forces the crude oil to the surface.					N		NA A		7/	32	X					[S+vt+ Noun+ Prep.+ noun]
42	Crude oil wells flow at varying rates, from ten to thousands of barrels per hour.	V		////			5					HIM	10				[S+vi+ adverb .adjun ct]]
43	Petroleum products vary greatly in physical appearance: thin, transparent, or opaque.	V										6					[S+vi+ adjecti ve]
44	Their chemical compositions are made up of only two elements: carbon and hydrogen, which form compunds called hydrocarbons.		V	Pe		Ċ						W					[S+vi+ Prep.+ noun]
45	Other chemical elements found in the union with the hydrocarbons are few and are classified as impurities.	√ √			0X	TF	PE	RF	PU	ST	AX	57					[S+vi+ adverb .adjun ct]

	46	Trace elements are also found but these are of such minute quantities that they are disregarded.	√	√											[S+vi] [S+BE +Prep. group]
	47	The various petroleum products are refined from the crude oil by heating and considensing the vapors of crude oil.			V	33	K Z	XS A N		SI	-AN KIBS	1			[S+Vi +Prep. + noun]
	48	These products are called light oils as gasoline, kerosene and distillate oil.										N H	GEE		[S+vt+ noun]
5	49	A mangrove is a tropical marine tree or shrub of the genus Rhizhopora.	\checkmark						0				2		[S+BE +noun]
	50	Mangroves have special aerial roots And salt- filtering tap roots that enable them to thrive brackish water (brackish water is salty, but not as salty as sea water).				P									[S+vt+ noun+ that- clause]
	51	There are several species of mangrove trees found all over the world.		V		CC C	7,				STAX	R			[S+Vi +Adve rb.adju nct]
	52	Some prefer more salinity, while others like to be very close to a large fresh water source (such as a river).								0					[S+vt+ Noun]

53	Some prefer areas that are sheltered from waves.									1										[S+vt+ noun+ <i>that</i> - clause]
54	Some species have their roots covered with sea water everyday during high tide.				0	S	T		5 I ЛА	S		1	1						-	[S+vt+ noun+ Past partici ple]
55	Other species grow on dry land but are still part of the ecosystem.	V		NIL	MA, CX	5		2				000	ALL ALLAN	107	n n R					[S+Vi +Adve rb.adju nct] [S+BE +noun]
56	Mangroves need to keep their trunk and leaves above the surface of the water.	V			P	V				P P			6	<u> </u>						[S+Vt + To- Infiniti ve] [Vi+ Adver b.adju nct]
57	Yet they also need to be firmly attached to the ground so they are not moved by waves.					ŚĄ	71	ÞE	RF	PU	ST	AK	V							[S+Vt + Noun+ Ptep.+ Noun] [S+Vi +Prep. + noun]

	58	There are three types of mangrove roots that play an important role for it.	\checkmark																	[<i>There</i> +BE+ S]
	59	Support roots which directly pierce the soil.					V				C									[vt+ Noun]
	60	Level-growing roots which twist upwards and downwards, with the upward twists emerging on the water surface.			V		25	K Z	75	ΛA		-4	1	1						[S+Vi +Prep. + noun]
	61	Level-growing roots whose downward twist (sub-roots) appear on the water surface.			V	N/I/	140							NT II	5	n				[S+vi+ Prep.+ Noun
	62	Any part of a root that appears above the water flow oxygen to the plant under water surface.				 D		2		U			8	V						[S+Vt +Noun (DO)+ Prep.+ noun]
	63	As the soil begins to build up, these roots produce additional roots that become embedded in the soil.					P				V				Λ					[S+vt+ noun+ that- clause]
6	64	Pay attention!					VCS.							A P						[vt+ noun]
	65	Our school will have a debate competition.					1		PE	RF	PU	ST	Þ.							[S+vt+ noun]
	66	It will be held from 10- 12 august 2008.		√																[S+vi+ Adver b.adju nct]

	67	Please join us!			√											[vt+Pr onoun]
7	68	Is it important to know what your kids are watching? Of course yes.	V				72	5	SLA							[S+BE + <i>to</i> - infiniti ve]
	69	Television can expose things you tried to protect them from, especially violence, pornography, consumerism, etc.				SA		AA	LIK,	84 84	1	C C				[S+vt+ noun+ that- clause]
	70	A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short of sleep duration.		ND	M		V	U		44	ANN C	ER				[S+vt+ that- clause]
	71	Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.			P	SAT A	1 (PE	RF	PUST		AN,					[S+vt+ that- clause]
	72	Meanwhile, many studies have identified a relationship between kids who watch TV a lot			V											[S+vt+ noun]

		and being inactive and overweight.													
	73	Considering some facts mentioned above, protect your children with the following tips.				TAS	5 1	SLA	1						[S+Vt +Noun + Prep.+ noun]
	74	Limit television viewing to 1-2 hours each day.			S, S	ANA I	ΛA	LIKIS		V					[vt+ noun+ adverb]
	75	Do not allow your children to have a TV set in their bedrooms.		1/// ////		95				G	- CR	V			[vt+ noun+ <i>to</i> - infiniti ve]
	76	Review the rating of TV shows that your children watch.						N							[vt+ noun+ that- clause]
	77	Watch television with your children and discuss what is happening in the show.		Pe	SA SA	T PE	RF	PUSTA	XA	M					[Vt+ noun+ Prep.+ Prono un] [vt+de - pende nt clause]
8	78	Nuclear power is generated by using uranium, which is a metal mined in various													[S+vi+ Prep.+ Gerun d]

	parts of the world.													 		
79	The first large-scale nuclear power station was opened at Calder hall in Cumbria, England, in 1956.	V							S							[S+vi Adve b.adji nct]
80	Some military ships and submarines have nuclear power plant for engines.					S	NA	MA	LIK	134	V					[S+V +No +Pre +nou]
81	Nuclear power produces around 11% of the world's energy needed and produces huge amounts of energy.			-			200			6	HIM		RR			[S+v Adv b.pa cle+ un] [vt+ nour
82	It causes no pollution as you'd get burning fossil fuels.									9			V			Industry [S+v noum (DC as+c use]
83	The advantages of nuclear are as follows.	V			2		6		K		24.	11				[S+I +Ad rbial
84	It costs about the same as coal so it's not expensive to make.	N	V			5A	TPE	RF	DUS	TAY	P					[S+v Prep nour [S+I +adj tive]

85	It doesn't produce smoke or carbon dioxide so it doesn't contribute to the greenhouse effect.				V	GTA	S IS			√			[S+Vt + Noun] [S+Vt +Adv. particl e+ noun]
86	It produces huge amounts of energy from small amount of uranium.						MAL	IK B	X] 1 1	[S+vt+ Noun+ Prep.+ noun]
87	It produces small amounts of waste.								H				[S+vt+ noun]
88	It is reliable. $$		-	Б			01			21			[S+BE +adjec tive]
89	On the other hand, $$ nuclear power is very, very dangerous.							2					[S+BE +adjec tive]
90	It must be sealed up and buried for many years to allow the radioactivity to die away.		\checkmark		D								[S+vi+ to- infiniti ve]
91	Furthermore, although it is reliable, a lot of money has to be spent on safety because if it does go wrong, a nuclear accident can be a major disaster.	V			V	SAT PE	RPL	ISTA	KAP			- - [1	[S+Vi +Prep. +noun] [S+vt+ noun]
92	People are increasingly concerned about this.	\checkmark											[S+Vi +Prep.

															+ noun]
	93	In the 1900's nuclear power was the fastest growing source of power in may parts of the world.	V				19	5	SLAN						[S+BE +adjec tive]
	94	In 2005, it was the 2 slowest-growing.	V		2	1	ZV	٨A	LIK	1					[S+BE +Noun]
9	95	Breaking and entering is an unusual film.	V	1	×3		,		1. 1	K	G				[S+BE +noun]
	96	Will and Sandy are two architects working on major urban renewal project in the king's cross section in London.	V	ND	M		8	L		IIIII U		R			[S+BE +Noun]
	97	The area is unsafe and ready for such a project.	V			•									[S+BE +adjec tive]
	98	Will and Sandy move their offices into a nearby vacant warehouse.			P.	C			Re	24	V				[S+vt+ noun+ adverb
	99	Will has to deal with constant Bulglaries at his new office.			N	17,	PE	RF	USTAX	R					[S+has +to- infiniti ve]
	100	One night, he saw Miro trying to break into the building.											V		[S+vt+ Prono un+pr esent

101	He chased Miro to his down apartment block and watched him return home to his mother, Amira, a Bosnian immigrant who makes a living tailoring clothes.					5	71			SI		N	1						partici ple] [S+Vt +Pron oun+P rep.+n oun]
102	Soon, Will meet Amira and they begin an affair.				V		N					9		<u> </u>					[S+vt+ pronou n]
103	And Amira learns that Will hold the key of her son's future.			N	MA,	-							Y IN	1					[S+vt+ that- clause]
104	How far will this mother go to protect her son? breaking and entering is an unusual film but it is almost entirely character driven.	N N											6						[S+BE +adjec tive]
105	This is not a bad thing although in the film we are exposed to a story or action driven.	V			2		Ũ		9	Z	U		41.	///					[S+BE +noun]
106	Anthony Minghella, the director, creates some of the most believable, interesting journey.				V	24	TF	PE	RF	D'	51	AX	R						[S+vt+ noun]
107	It is almost painful to watch them on their journey.	V																	[S+BE + <i>to</i> - infiniti ve]

	108	Each of the characters makes decisions affecting how their lives will play out or change and these decision and actions affect the story.				V		15		SL							√		[S+vt+ noun+ depen dent clause] [S+vt+ noun]
	109	The characters aren't reacting to the story.		V		S.	N	AN	AA	LIP	5	1							[S+Vi +Prep. + noun]
	110	They are changing it.				12	-					T	10						[S+vt+ noun]
10	111	Philippines: at least nine people were killed and dozens were injured when the Philippines security forces Clased with dozens of slums dweller who resisted the tearing down of their homes in the northern province, a police commander said Tuesday.	√ √		ND.	M				t, ox				R					[S+vi]
	112	Raul Gonzales, the police chief in the northern cordillera area, said, that the soldiers and police officers traded gunfire with dozens of people who are illegally occupying					77	7 PEF	RP	U	STA	KA			7				[S+vt+ that- clause]

	the private land in									1	I		I	
	Kalinga province													
113	"Our team was ambushed on their way to the community to be demolished," said Gonzales.				V	S I	SLA							[S+vt+ that- clause]
114	He added that the security only defended themselves after the residents dug foxholes and opened fire with automatic rifles.		N/I	S SAM		MA	LIK,	82	1 N	CGE				[S+Vt + <i>That</i> - Clause] [vt+no un+Pr ep.+no un]
115	"Nine people were killed and dozens were wounded, including 10 police officers during almost 10 hours of fighting.	1	D					2	U					[S+vi]
116				P	Ĵ (9	26	2	An.	^				[S+ha d+to- infiniti ve+no un]
11 117	Last week I took my five-year old son, Willy, to a musical instrument store in my hometwon.			- SA	TPE	ERF	UST	N/	J.					[S+vt+ to- infiniti ve]
118	I wanted to buy him a set of junior drum because his drum teacher advised me to			V										[S+vt+ to- infiniti ve]

	buy him one.																
119	Willy likes listening to music very much.				V												[S+vt+ Gerun d]
120	He also likes asking me everything he wants to know.				N		TAS	5	SLA	1							[S+vt+ Gerun d]
121	Even his questions sometimes seem precocious for a boy of his age.			V		S	ANA I	MA	LIK	84	1						[S+Se em+ad jective
122	He is very inquisitive.	\checkmark				5	2		1 91		8 T	G					[S+BE +Adje ctive]
123	We went there by car.							6		2	Z		P				[S+Vi +Adve rb.adju nct]
124	On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles.								9	9				~			[S+vt+ noun+ Presen t partici ple]
125	He blew his whistle now and then.				V	0					R						[S+vt+ noun]
126	Seeing the policeman blowing his whistle, Willy asked me at once, "dad why is the policeman using a whistle, not a drum?"				V		TPE	RF	PUST	AY	3						[S+vt+ Prono un]
127	Hearing his unexpected																[S+vi+

question I answered reluctantly, "because he is not Phil Collins!".																				dver .adju ct]
Total	23	27	18	4	1	36	5	7	1	8		14	4	3	1	2	1		1	

