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*EU 6TH INTERNATIONAL CONFERENCE ON HUMANITY AND SOCIAL
SCIENCES*

OCTOBER 17 - 20, 2024

BELGRADE

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- 3- Academy Global Far East Asia 2nd International Conference on Applied Sciences, October 13-15, 2023, Manila, Philippines. (Member of Organizing Committee and Member of the Scientific Committee).
- 4- AICSR 10th International Conference on Health, Engineering and Applied Sciences, 29 October 2023, Ankara, Türkiye. (Member of Organizing Committee and Member of the Science and Advisory Board).

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- 5- Akdeniz 10th International Conference on Applied Sciences, November 2-5, 2023, Girnea, Turkish Republic of Northern Cyprus. (Member of Organizing Committee and Member of the Science and Advisory Board).
- 6- International Congress of Health, Engineering and Applied Sciences, 10-12 november 2023, Muş, Türkiye.
- 7- 6th International Eurasian Conference on Biological and Chemical Sciences (EurasianBioChem 2023), 11-13 October 2023, Ankara, Turkey. (Member of the Scientific Committee).
- 8- ICAFPV 3rd International Conference on Agriculture, Food, Veterinary and Pharmacy Sciences, November 10-12, 2023, Beirut, Lebanon. (Head of Conference and Member of the Science and Advisory Board).
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Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
HALL / SALON 1	Sashka Jovanovska	1	TRANSFORMATION OF ISLAMIC BOARDING SCHOOL MANAGEMENT IN THE ERA OF INDUSTRIAL REVOLUTION 4.0	Agus Darwanto Rully Charitas Indra Prahmana Ani Susanti
		2	GLOBAL RESEARCH TRENDS OF TRANSFORMATIONAL LEADERSHIP IN ICT DEVELOPMENT IN FAITH-BASED SCHOOLS AND BIBLIOMETRIC ENGINEERING CULTURE	Nuniek Rahmatika Suyatno Dody Hartanto
		3	THE CONTRIBUTION OF TRANSFORMATIONAL LEADERSHIP IN SHAPING STUDENT CHARACTER IN THE DIGITAL ERA	Ummu Qurrota A'yun Dwi Sulisworo Ika Maryani
		4	GLOBAL RESEARCH TRENDS ON TEACHER PROFESSIONALISM IN EDUCATION USING BIBLIOMETRIC ANALYSIS	Hindun Yafa Chotijah Suparman Dian Arta Kusumaningtyas
		5	CLASS ACTION RESEARCH IN TRANSFORMATIONAL LEARNING TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT	Sriyanto Muchlas Ishafit
		6	THE BENEFIT OF ARTISTIC MUSICAL ACTIVITIES FOR THE DEVELOPMENT OF SOCIAL SKILLS IN PRESCHOOL CHILDREN	Ignè Elena Bulbenko
		7	A BIBLIOMETRIC ANALYSIS : STRATEGY FOR DEVELOPING A TRANSFORMATIVE- BASED ENTREPRENEURSHIP LEARNING MODEL IN THE HIGHER EDUCATION ENVIRONMENT	Nur Hidayah Dwi Sulisworo Hendro Widodo
		8	TYPICAL ENGLISH SENTENCE PATTERNS	Sashka Jovanovska Marija Talevska Marija Tashkoska
		9	Divine Guidance in Education: Unveiling the Power of Transformational Leadership in Faith-Based Schools Through Systematic Literature Review	Nuniek Rahmatika Dwi Sulisworo Ahmad Dahlan
		10	GLOBAL RESEARCH TRENDS ON SCHOOL CLIMATE IN EDUCATION: BIBLIOMETRICS ANALYSIS	Aghniawati Ahmad Ijah Bahijah



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HALL / SALON 2	Doçent, Fevzi YİĞİT	1	TRANSHUMANISM AS A NEW VERSION OF SOCIAL DARWINISM: FROM THE DISCOVERY OF HUMAN BIOLOGY TO THE RE-CREATION OF MAN	Dr. Öğr. Üyesi Ragıp ERGÜN
		2	ARTIFICIAL INTELLIGENCE AND CENSORSHIP: DEMOCRATIZATION OR AUTHORITARIANIZATION?	Dr. Öğr. Üyesi Ragıp ERGÜN
		3	TANINMA UĞRUNA MÜCADELEDE AXEL HONNETH ETKİSİ	Yüksek Lisans Öğrencisi, Ebru ARSLAN
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		6	İSLAM İNANCININ ÇEVRE DUYARLILIĞININ GELİŞİMİNE KATKISI: BİR CUMA HUTBESİ ÖRNEĞİ	Dr. Öğr. Gör. Mustafa DEMİRCİ
		7	SOSYAL HİZMETİN UYGULAMA ALANLARINDAN HUZUREVLERİ: TÜRKİYE'NİN YAŞLANAN NÜFUSUNA HAZIR MI?	Öğr. Gör. Dr., AYKUT CAN DEMİREL Doç. Dr., HÜSEYİN BATMAN
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TYPICAL ENGLISH SENTENCE PATTERNS

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Abstract:

According to the book of Marjolijn Verspoor and Kim Sauter, 2000, in English, there are five basic, prototypical sentence patterns. Most sentences you will come across, no matter how complex, will be somewhat similar to one of these. However, they are usually much more complex because often the constituents are very complex and long. Because the pattern that can be used is very much dependent on the meaning of the verb in the predicator, the patterns are named after very typical verbs for that pattern. The first three patterns are most common in everyday language; the last two occur much less frequently. This paper shows that the precise lexicon information on basic verbs and constructional constraints sensitive to the presence of the verb can play important roles in predicting various related properties.

Key words: English sentence, copulas, transitive, verb phrase

INTRODUCTION

According to the book (Verspoor and Sauter, 2000, p. 23), in English, there are five basic, prototypical sentence patterns. Most sentences you will come across, no matter how complex, will be somewhat similar to one of these. However, they are usually much more complex because often the constituents are very complex and long.

Because the pattern that can be used is very much dependent on the meaning of the verb in the predicator, the patterns are named after very typical verbs for that pattern. The first three patterns are most common in everyday language; the last two occur much less frequently.

1) THE RUNNING PATTERN (INTRANSITIVE VERBS)

S P (A)

Tim is talking fast.

Here, the parentheses indicate that the constituent is optional. In other words, this constituent may be left off.

Sentences with the running pattern consist of a subject and predicator, often (but by no means always) followed by an adverbial. For this pattern you need a verb that expresses an action involving only one main participant. There are many verbs like run that express a pure action, for example, *swimming, running, cycling, listening*, and so on. This sentence pattern may have one or more adverbials, but no direct object nor subject attribute. Also, verbs like running are called intransitive verbs.

2) THE BEING PATTERN (COPULA VERBS)

Sentences with the being pattern consist of a subject and predicator followed by a subject attribute. The subject attribute gives information about the subject only, not about the predicator. For the being pattern, you need a verb that does not have much meaning, but expresses the sense of the mathematical equal sign (=). The meaning of such a verb is merely to point out a link between the first participant and an attribute or a category. In the example below, *fast* expresses an attribute of John, and the runner indicates to what category John belongs.

S	P	SA	(A)
		Maria	is fast (in the game).
Maria	is	the runner	(as usual).

By far the most common verb for this pattern is the lexical verb *be*, called a copula verb, but Table 2 shows a few more verbs that may be used with this pattern.

appear	grow	seem	look	be	make
smell	sound	become	prove	taste	feel
remain	turn				

Table 1 Copula verbs (Verspoor and Sauter, 2000, p. 21).

Remember, though, that words may have different senses in different contexts. So, for example, in a sentence like *She appeared suddenly*, the verb *appear* expresses an action, and this sentence has the running pattern.

But in *She appeared sad* the verb *appear* has a sense somewhat similar to be and this sentence has the being pattern. Also, the verb be when followed by an adverbial expressing a place as in *He is in the room* is not used in the being pattern but the running pattern.

3) THE DOING/SEEING PATTERN (MONOTRANSITIVE VERBS)

Sentences with the doing/seeing pattern consist of a subject and predicator followed by a direct object. For this pattern, you need a verb that expresses an action or a (mental) experience such as perception involving two participants, one who does the acting or experiencing and one who is acted upon or perceived. There are many verbs like doing, for example, *holding, counting, building, kicking*, and many verbs like seeing that express (mental) experience like *feeling, hearing, believing, thinking* and so on. As you will see the verbs used in this pattern are called monotransitive verbs.

S	P	DO	(A)
Bill	kicked	the ball	(when it was thrown by Peter).
Bill	saw	the ball.	

4) THE GIVING/BUYING PATTERN (DITRANSITIVE VERBS)

Sentences with the giving/buying pattern consist of a subject, predicator, indirect or benefactive object, and direct object. Therefore, for this pattern to occur, there must be an event involving at least three participants, a person who gives something to someone or does something for someone (the subject), then the thing that is given or done (the direct object), and the receiver (the indirect or benefactive object). Very few verbs can be used in such patterns. The most common ones are *give, pass, send, tell, make, buy, and offer*.

S	P	IO	DO	(A)
Nela	gave	Noa	the ball	(for his birthday).
Nela	bought	Noa	the ball	(for his birthday).

The difference between an indirect object and a benefactive object is that an indirect object has the thing given in hand after the transfer, whereas the benefactive object does not.

(In many books, the distinction between indirect and benefactive object is not made. Both can be called indirect object.)

Nela gave Noa the ball. This sentence implies that Noa now has the ball in his possession.

Nela bought Noa the ball. This sentence does not necessarily imply that Noa now has the ball in his possession.

One easy way to keep these two apart is by changing the sentence word order and see which preposition must be used. The preposition *to* indicates an indirect object, and the preposition *for*, a benefactive one.

I O		I O
We / give / <u>you</u> / the ball.	⇒	We / give / the ball / <u>to you</u> .
B O		B O
We / bought / <u>you</u> / the ball.	⇒	We / bought / the ball / <u>for you</u> .

5) THE MAKING/CONSIDERING PATTERN (COMPLEX-TRANSITIVE VERBS)

Sentences with the making/considering pattern, which can occur with only a very limited number of verbs, consist of a subject and predicator followed by a direct object. This direct object, in turn, is followed by an object attribute describing only the direct object.

S	P	DO	OA	(A)
They	made	John	the umpire	
John	considered	the ball	out	(as it went past the line).

When used with this pattern, a verb like *make* has a sense of ‘doing something’ and thus causing the ‘direct object’ to belong to a new category. For example, a sentence like *We made him king* expresses something like ‘we did something to him and this caused him to be king’.

Other verbs like *make* are *wipe, drive, call, crown, name, or elect*.

A verb like *consider*, when used with this pattern, expresses that in the subject’s mind the ‘direct object’ belongs to a certain category. For example, a sentence like *We consider him king* expresses that in the subject’s mind ‘*he is king*’. Other verbs like *consider* are *assume, prove, declare, certify, regard, or deem*. The following are some more examples of this pattern.

Examples:

The judge **declared** him guilty. *The judge thought something: he was guilty.*

We **crowned** her queen. *We did something and she became queen.*

We **elected** him president. *We did something and he became president.*

We **named** her Tracy. *We did something and she became Tracy.*

➤ Same verb, different patterns

Although there are typical verbs for typical sentence patterns, many verbs may be used in several patterns. Especially, the verb make has several distinct senses.

S P SA

He **makes** a good coach. *make used in being pattern*

S P DO

He **made** a goal. *make used in doing/seeing pattern*

S P BO DO

We **made** him a cake. *make used in giving/buying pattern*

S P DO OA

We **made** him president. *make used in making/considering pattern*

The following table shows the possible sentence patterns and gives an overview of these terms. English word order is quite rigid: it is usually a subject followed by a predicator and a complement. The only constituent that is moved around rather freely is the adverbial.

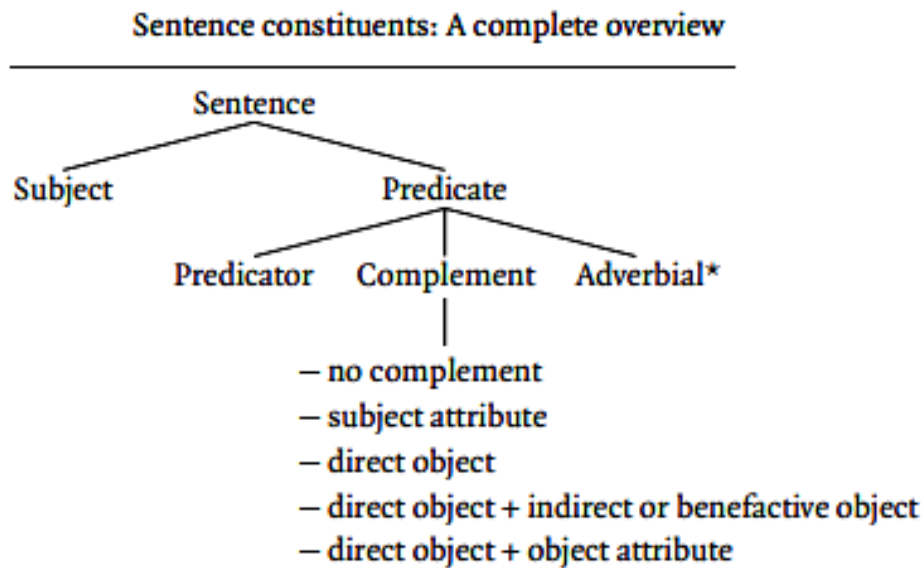


Figure 1.2 Sentence constituents: A complete overview (Verspoor and Sauter, 2000, p.32)

Summary

In conclusion, English sentence patterns form the foundation of how ideas are structured and conveyed. While sentences can be complex, most are variations of a few basic patterns. These patterns depend heavily on the type of verb used, which determines the need for objects, complements, or additional elements to complete the meaning.

The five core sentence patterns, as outlined by Marjolijn Verspoor and Kim Sauter (2000), highlight this relationship between the verb and the rest of the sentence:

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THE BENEFIT OF ARTISTIC MUSICAL ACTIVITIES FOR THE DEVELOPMENT OF SOCIAL SKILLS IN PRESCHOOL CHILDREN

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Abstract

Research on the effects of music has revealed that musical activities have a plethora of positive benefits on various skills in preschool children, including their social skills. Such findings show that artistic musical activities have an impact on a child's development as well as their social skills. This paper reviews the impact that musical activities have on the social skills of preschool-aged children. A variety of scientific sources were analysed and their studies were compared. A review was conducted which supports the assumption that artistic musical activities have a positive effect on the social skills of preschool-aged children.

Keywords: musical activities, social skills, children, education, music, musical education, preschool, musical games.

As society and technologies evolve, so does the approach towards children, their education, and additionally their development in preschool educational institutions. The needs and experiences of today's children are vastly different to the needs and experiences of today's adults in their childhood. Moreover, all children are different: some grow up in the city while others in the countryside, some speak only one language at home whilst others speak several and some grow up with plenty of resources whilst others grow up on the brink of poverty. Simply put, there are no two children who have the exact same experience.

Furthermore, the expectations of families for their preschool-aged children's education have also changed. Some parents believe that it is important for their child to receive a good quality education that expands on their talents and skills, while other parents want educational institutions to focus more on their child's feelings and to do so with love for their child whilst others hope for the preschool institution to focus on the development of communication and collaboration skills. Clearly, one of the most pertinent goals for a preschool music educator is to understand children, recognize their need, and personalise their education e.g by creating educational conditions and environments that meet the individuality of each child.

All parents and guardians expect that their child will not only acquire knowledge in preschool but also social skills that are crucial in today's society. Social skills are a set of learned abilities that enable an individual to interact competently and appropriately in any given social context. The most general definition of socialisation is presented by A. Juodaitytė (2004), who states that socialisation is the process of children's interactions with the social environment (both near and distant), giving children the opportunity to participate in social life as well as understand the economic, political, cultural structures of society, allowing them to take on