

- To differentiate between redundant and nonredundant conjunctive pronoun uses:  
Yo lo vi a [ +*pro*, -*emph* . . . ] ayer  
→ Yo lo vi ayer
- To provide the underlying structure for nominalizations of determiners and other noun modifiers:  
este otro [ +*pro* ] → este otro

All other uses of [ +*pro* ] matrices result in the traditionally labelled pronouns (yo, usted, alguien, etc.)

PRACTICE ON DETERMINERS AND NOMINALIZATIONS

- Using the *det* rules on p. 94, and the *NP* rules of p. 62, construct a tree for each of the following noun phrases:

esos tres perros  
mi tercer marido  
un poco de vino  
algo de tu explicación  
unos tres kilos de esa otra materia

- Follow the same procedure for these nominalized phrases:

muchos  
el tercero  
mucho de esto  
tres de éste  
cualquier otro

rising, sustained, or fading. There will be considerable variation among different speakers at these points, so do not be disturbed if your answers do not accord with the key.

R

**Example:** In fact, he knew how to swim.

- Apparently, the iron lung had been malfunctioning.
- The iron lung, apparently, had been malfunctioning.
- The iron lung had been malfunctioning, apparently.
- Before frying the trout, the Indian guide greased the pan with raw bacon.
- He spends his money, most of the time, on repairs for his car.
- To be sure, the orchestra is not the best in the world.
- The orchestra, to be sure, is not the best in the world.
- The orchestra is not the best in the world, to be sure.
- Unfortunately, he did not keep up his grades.
- He did not keep up his grades, unfortunately.

It is not always possible to distinguish a sentence modifier from one which modifies a part of the sentence. But often there is a difference between the meaning of a sentence modifier and that of an identical expression which does not seem to be a sentence modifier. The next exercise will illustrate.

EXERCISE 236

Underline the sentence modifiers.

- Oliver did not die happily.
- Happily, Oliver did not die.
- He was anxious to tell the truth.
- He was anxious, to tell the truth.
- Hopefully, we are going to London.
- We are going to London hopefully.
- Honestly, he is going to sell his car.
- He is going to sell his car honestly.
- Frankly, I do not wish to speak.
- I do not wish to speak frankly.

B. The Noun Phrase: Prenominal Modifiers

The noun phrase, you will recall, consists of a noun head together with all the modifiers that accompany it, before and after.

NH

**Example:** All my many old school friends of other days who have passed away

We shall take up first those modifiers that precede the head. These are known as prenominal modifiers and constitute subclasses of the adjectival. Let us begin with the simple modification structure of determiner plus noun head, e.g.,

D NH  
the fence

In case your memory has misted over here are the determiners again:

Article	Poss. Adj.	Poss. of Names	Demonstrative
the	her	John's	this
a/an	his		that
	its		these
	my		those
	our		
	their		
	your		

Between the determiner and the noun is the position for adjectives:

D	ADJ	NH
that	low	fence
your	sturdy	fence

The same position is also occupied by nouns that modify the noun head, e.g.,

D	N	NH
our	garden	fence
their	wire	fence

When an adjective and a noun both precede the noun head, the adjective precedes the modifying noun, thus:

D	ADJ	N	NH
our	sturdy	garden	fence
that	low	wire	fence

EXERCISE 237

Make each list of words into a noun phrase following the pattern of *D Adj N NH*.

- a, street, village, narrow \_\_\_\_\_
- large, dormitory, college, this \_\_\_\_\_
- players, tall, those, sophomore \_\_\_\_\_
- photogenic, swimmer, that, girl \_\_\_\_\_
- this, counselor, enthusiastic, senior \_\_\_\_\_
- wool, blue, necktie, George's \_\_\_\_\_



7. leather, her, shoes, old \_\_\_\_\_
8. desk, hardwood, large, his \_\_\_\_\_
9. cheap, ballpoint, these, pens \_\_\_\_\_
10. typewriter, student, my, portable \_\_\_\_\_

This pattern of *D Adj N NH* is often ambiguous, as the adjective may modify either the first noun or the second noun. Consider

a decent college graduate.

This phrase may mean either "graduate of a decent college" or "decent graduate of a college." The overlapping of stress patterns may play a part in such ambiguities, as in

Those *hôt càr* *dèals*.

Here the modifier-plus-noun stress pattern of *hôt càr* overlaps with that of the compound-noun *càr dèals*. Thus the meaning can be either "hot car-deals" (car deals that are hot) or "hot-car deals" (deals in hot cars).

EXERCISE 238

Give two meanings for each of these ambiguous noun phrases.

1. A smàll árms fáctory a. \_\_\_\_\_  
b. \_\_\_\_\_
2. That gréasy kíd stùff a. \_\_\_\_\_  
b. \_\_\_\_\_
3. The básic bóok sèrvíce a. \_\_\_\_\_  
b. \_\_\_\_\_
4. A fòreign lánquage tèacher a. \_\_\_\_\_  
b. \_\_\_\_\_
5. An óld càr enthùsiast a. \_\_\_\_\_  
b. \_\_\_\_\_

We can now add to the pronominal modifiers another group, one that precedes the determiners and whose members are called predeterminers. This group consists of *all, both, half, double*, and a few others, as in

PRE/D	D	ADJ	N	NH
all	my	old	school	friends

EXERCISE 239

Make each list into a noun phrase, beginning with a predeterminer.

1. blocks, your, cement, half, new \_\_\_\_\_
2. long, copper, wires, all, the \_\_\_\_\_

3. engagement, both, lovely, her, rings \_\_\_\_\_
4. fresh, those, flowers, prairie, all \_\_\_\_\_
5. recalcitrant, both, coons, baby, my \_\_\_\_\_

The possessive of common nouns (not personal or geographical) appears between the determiner and the noun head. Let us examine its possible positions, using the pattern

D	ADJ	N	NH
the	red	garden	roses

We will use the noun possessive *summer's* and see where it fits.

D	ADJ	N	NH	
the	summer's	red	roses	
D	ADJ	NH		
the	red	summer's	roses	
D		N	NH	
the	summer's	garden	roses	
D		ADJ	N	NH
the	summer's	red	garden	roses

All these sound like normal English. But we would not say

D	N	NH
the	garden	summer's roses

So it appears that the possessive of common nouns occurs anywhere between the determiner and the noun head, except between N and NH. Yet what about

D	N	NH
a	cotton	man's shirt?

This too sounds English. It is likely that different subclasses of the noun or the noun possessive permit different positioning patterns. This is a matter that requires investigation. With this limitation in mind we can say here that the possessive of common nouns can occur anywhere between the determiner and the noun head.

These noun possessives at times make for ambiguity in the noun phrase. For example, we can interpret *the late summer's roses* as "the roses of late summer" or "the late roses of summer." Such ambiguities in the written words sometimes disappear in the spoken form because of the ability of the suprasegmentals to distinguish meanings. The noun phrase *her new doll's house* is ambiguous to the eye, but the ear will distinguish between *hèr nêw dól's hóuse* and *hèr nêw dól's hòuse*.

EXERCISE 240

Give two meanings for each of these noun phrases in their written form.

1. An old girl's bicycle a. \_\_\_\_\_  
b. \_\_\_\_\_

2. The world women's congress a. \_\_\_\_\_  
b. \_\_\_\_\_
3. A nice woman's fur coat a. \_\_\_\_\_  
b. \_\_\_\_\_
4. A large woman's garment a. \_\_\_\_\_  
b. \_\_\_\_\_
5. An advanced learner's dictionary a. \_\_\_\_\_  
b. \_\_\_\_\_

The next step is to enlarge the class of determiners. The fourteen determiners you have learned can all be preceded by the predeterminers *all, both, and half*. But besides these fourteen there is a second set of determiners, and these are not preceded by predeterminers. There are twelve of the latter:

another	either	neither	what (a)
any	enough	no	which
each	much	some	whose

These belong in the determiner class because they precede adjectives and are mutually exclusive both with one another and with the members of the first set.<sup>2</sup> The first set we shall label the *the* determiners, subset A; the others are the *another* determiners, subset B.

The order of the pronominal modifiers we have examined so far may be shown thus:

V	IV	III	II	I	NH
Pre D	Det	(Class yet	Adj	Noun	
	A. <i>the</i>	to come.)			
	B. <i>another</i>				

EXERCISE 241

Place above each modifier the number of the class to which it belongs. In this and the following exercises be careful about two successive nouns. They may be either a noun modifying a following noun, as in *collège déan*, or a single compound noun, as in *class pin*.

IVB II I NH  
Example: any small cloth rag

1. Another huge glass ornament
2. Each happy farm duck
3. Some long winter vacations
4. All our friendly neighborhood dogs

<sup>2</sup> Don't be misled by cases like *this much cider*. Here *this* is not a pronominal modifier. It does not modify *much cider* or *cider*; it is a qualifier like *very* and merely modifies *much*.

5. Either short cotton dress
6. Enough college friends
7. Both my studious roommates
8. No cold cheese sandwich
9. Much evening enjoyment
10. Neither tired economics student

Above you noticed a blank Class III. This contains words that follow determiners and precede adjectives and are called postdeterminers. The list is as follows:

ordinal numbers: first, second . . . last	
cardinal numbers: one, two, three . . .	
every	most
few	other
less	same
little (quantity)	several
many (a)	single
more	such (a)

This is an untidy class. Not all postdeterminers can follow all determiners, but each one can follow at least one determiner. And within the group there are complicated orders of precedence. For example, *other* usually follows, not precedes, another postdeterminer, as in *many other boys, several other boys, most other boys, few other boys*; but when *other* is combined with a cardinal number, either order is allowed: *the three other boys, the other three boys*. If you try to plot the precedences of these postdeterminers, you will end with about six columns. This whole jungle of determiners and postdeterminers is a *terra incognita* that has not yet been mapped out with complete success. For our purpose it will suffice to recognize the class as a whole without exploring its internal complications.

EXERCISE 242

Place the class number—V, IV, III, II, or I—above each modifier.

1. The last three pickles
2. His every wish
3. Many fine university seniors
4. Some other bad newspaper reports
5. Much more white sand
6. Those same hungry ants
7. Both those two aimless fellows



8. Any such childish pranks
9. Harry's few acquaintances
10. What other foolish ideas

**EXERCISE 243**

Make each list of words into a noun phrase. Above each modifier write the number of the class to which it belongs.

1. summer, several, flowers, pink \_\_\_\_\_
2. garden, both, old, his, hoes \_\_\_\_\_
3. junctures, three, these, all, terminal \_\_\_\_\_
4. bad, schedule, another, examination \_\_\_\_\_
5. two, silk, my, dresses, pretty \_\_\_\_\_

**EXERCISE 244**

Make each list into two noun phrases, and write above each modifier the number of the class to which it belongs.

1. truck, delivery, any, large \_\_\_\_\_
2. that, steel, heavy, construction \_\_\_\_\_
3. excellent, some, factory, parts \_\_\_\_\_
4. vacation, summer, long, student's, the \_\_\_\_\_
5. dog, first, good, her, house \_\_\_\_\_

One final class of prenominals remains, the restricters. This is a very small set of words like *just*, *only*, *even*, *especially*, *merely*. Like the other prenominals these can modify the noun head alone—

just girls  
even water  
especially candy

or the noun head with its modifiers—

just college girls  
just romantic college girls  
just another romantic college girl.

These precede the predeterminers and are therefore in Column VI (see page 259) to the left of the noun head.

**EXERCISE 245**

Make a noun phrase of each list and write above each modifier its class number.

1. guests, all, our, especially \_\_\_\_\_
2. kitten, spotted, particularly, her \_\_\_\_\_
3. the, empty, even, box \_\_\_\_\_
4. white, socks, athletic, some, just \_\_\_\_\_
5. only, ten, minutes, short \_\_\_\_\_

A summary of the prenominal modifiers is given in the chart on page 259.

This brief look at the six subclasses of prenominal adjectivals is perhaps enough to give you an inkling of the complexity of the modifications that we practice in our daily speech. We have left numerous questions of prenominal order unexplored, and we might take just a quick look to see what they are like. Here are a few:

1. What is the position of these classes?

- a. uninflected adjectivals: *an inside look*
- b. {-ING vb} verbs: *an approaching stranger*
- c. {-D pp} verbs: *the fallen snow*

2. In Class I which nouns precede which other nouns? For example, you would probably say "an iron garden gate" but not "a garden iron gate." What principle of precedence is operative here?

3. In Class II which adjectives precede which other adjectives? Would you say "a pink Chinese flower" or "a Chinese pink flower"? "A wonderful little book" or "a little wonderful book"? There are subclasses of adjectives in terms of precedence, e.g., those of color, nationality, and shape—size—and those inflected with *-er* and *-est* as opposed to those taking *more* and *most*. What orders of precedence do we as native speakers follow in using these different subclasses?

**C. The Noun Phrase: Postnominal Modifiers**

Modifiers of the noun headword may be placed after the headword as well as before it.

- Examples:**
1. The apartment, spotlessly *clean*
  2. The apartment, *large* and *empty*
  3. The apartment *downstairs*
  4. The freshmen *especially*
  5. The weather *this morning*
  6. The apartment *in front*
  7. The apartment *standing empty*

PRENOMINAL MODIFIERS					
VI	V	IV	III	II	I
Restrictor	Predeterminer	Determiner	Postdeterminer	Adjective	Noun
<p>EXAMPLES:</p> <ul style="list-style-type: none"> <li>especially</li> <li>even</li> <li>just</li> <li>merely</li> <li>only</li> <li>particularly</li> <li>almost</li> <li>nearly</li> </ul>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> <li>all</li> <li>both</li> <li>half</li> <li>double</li> </ul>	<p>A. ARTICLES</p> <ul style="list-style-type: none"> <li>a/an</li> <li>the</li> </ul> <p>POSSESSIVE ADJS.</p> <ul style="list-style-type: none"> <li>her</li> <li>his</li> <li>its</li> <li>my</li> <li>our</li> <li>their</li> <li>your</li> </ul> <p>POSS. OF NAMES</p> <ul style="list-style-type: none"> <li>John's</li> </ul> <p>DEMONSTRATIVES:</p> <ul style="list-style-type: none"> <li>this</li> <li>that</li> <li>these</li> <li>those</li> <li>another</li> </ul> <p>B.</p> <ul style="list-style-type: none"> <li>each</li> <li>either</li> <li>enough</li> <li>much</li> <li>neither</li> <li>no</li> <li>some</li> <li>what (a)</li> <li>which</li> <li>whose</li> </ul>	<p>CARDINAL NUMBERS:</p> <ul style="list-style-type: none"> <li>1, 2, 3, ...</li> </ul> <p>ORDINAL NUMBERS:</p> <ul style="list-style-type: none"> <li>first, second</li> <li>... last</li> </ul> <p>every</p> <p>few</p> <p>less</p> <p>little (quantity)</p> <p>many (a)</p> <p>more</p> <p>most</p> <p>other</p> <p>same</p> <p>several</p> <p>single</p> <p>such (a)</p> <p>POSS. OF COMMON NOUN</p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> <li>red</li> <li>blue</li> <li>green</li> <li>old</li> <li>new</li> <li>young</li> <li>big</li> <li>little (size)</li> <li>large</li> <li>small</li> <li>high</li> <li>low</li> <li>tall</li> <li>short</li> <li>thick</li> <li>thin</li> <li>intellectual</li> <li>dogmatic</li> <li>thoughtful</li> <li>commendable</li> <li>excellent</li> <li>prevalent</li> <li>Japanese</li> <li>Chinese</li> <li>American</li> <li>silken</li> <li>woolen</li> <li>wooden</li> </ul> <p>POSS. OF COMMON NOUN</p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> <li>school</li> <li>college</li> <li>dormitory</li> <li>house</li> <li>garden</li> <li>fence</li> <li>garage</li> <li>gate</li> <li>summer</li> <li>rock</li> <li>wool</li> <li>silk</li> <li>steel</li> <li>iron</li> <li>clay</li> <li>plastic</li> <li>cloth</li> <li>brass</li> <li>copper</li> <li>leather</li> <li>nylon</li> <li>brick</li> <li>cement</li> <li>paper</li> <li>shoe</li> <li>coat</li> <li>skirt</li> </ul>

8. The apartment *located in the rear*
9. The apartment *to rent*
10. The apartment *which is empty*
11. The apartment, *the home of the Snopeses*

After the next exercise these postnominal modifiers will be described in the order of the examples above.

**EXERCISE 246**

Each of the italicized expressions above has the function of modifying the headword, but each is different in form. In the following sentence similar noun modifiers are italicized. After each sentence place the number of the modifier above to which it corresponds.

1. We watched the brown river, *swollen with rain*. \_\_\_\_\_
2. I want to rent the bicycle *outside*. \_\_\_\_\_
3. It was a large outdoor swing, *the property of our neighbor*. \_\_\_\_\_
4. The fireworks were a sight *to behold*. \_\_\_\_\_
5. The hoe *leaning against the house* is dull. \_\_\_\_\_
6. The mountaintop, *high and craggy*, was hidden in a cloud. \_\_\_\_\_
7. The building *which is near the library* is new. \_\_\_\_\_
8. The fan *in the corner* has only one speed. \_\_\_\_\_
9. I'll see you the day *before you go*. \_\_\_\_\_
10. The skiing *last winter* was good. \_\_\_\_\_
11. That car *in front* is mine. \_\_\_\_\_
12. There stood Jane, *miserably tired*. \_\_\_\_\_
13. The seniors *especially* arrived early. \_\_\_\_\_

**FORMS OF POSTNOMINAL MODIFIERS**

1. **Modified Adjective.** A bare adjective modifying a noun often occurs in the prenominal position. But an adjective in the postnominal position is modified by a qualifier.

The mailman, *exuberantly happy*, whistled merrily.  
He had never seen a woman *more lovely*.

2. **Compounded Adjectives.** When two or more adjectives modify a noun, they can occur after the noun.

The mailman, *weary and wet*, trudged along in the rain.  
A woman *old and gaunt* stood at the door.

**EXERCISE 247**

Underline the postnominal adjectivals.

1. A new blossom, *scarlet and exotic*, excited his attention.
2. The emerald ring, *inordinately expensive*, was beyond his means.
3. There stood the quivering horse, *stalwart and proud*.







The key is in the word that precedes the relative—in these examples, the word *boy*. If this preceding word is lengthened (i.e., if it is followed by a terminal juncture), the relative clause is nonrestrictive, as in the first example above. But if no terminal juncture is present at this point, the relative clause is restrictive, as in the second example. Here are two more examples:

**Nonrestrictive:** Billie whistled to Rags, ↓ who thumped his tail on the floor. ("Rags" is lengthened, i.e., is followed by a terminal.)

**Restrictive:** They didn't like the hedge that I planted. ("Hedge" is not lengthened, i.e., is not followed by a terminal.)

EXERCISE 253

Read each sentence aloud in a natural manner, using the punctuation as a guide. If you lengthen the word preceding the relative, insert the appropriate terminal juncture after the word.

At the end of the sentence place an R or NR to indicate whether the relative clause is restrictive or nonrestrictive.

**Examples:** 1. The daughter who was eighteen won the pretzel-baking contest.<sup>5</sup>

R

2. Chris married the youngest daughter, ↓ who was a winsome lass of eighteen.

NR

1. The blouse that she preferred was made of sea island cotton.
2. She wore an old blue blouse, which had always been her favorite.
3. The house, which he had long admired, was built of bricks.
4. The house that he built was of steel.
5. Jane, who is fond of dictionaries, bought the new *Webster's Third*.
6. The man whom I marry must have curly hair.
7. I'll take a man who respects me.
8. The car I want is an MG.
9. The student whose purse he returned offered Dick a generous reward.
10. Thomas bought a silk, red-and-gray-striped necktie, which his roommate admired.

<sup>5</sup> Here you may lengthen *eighteen*, producing a juncture, but this has nothing to do with the R/NR distinction, for in speaking we normally place a juncture between the complete subject and the verb, when the subject is long. It is what happens at *daughter who* that counts. Here nothing happens, so the clause is restrictive. But in 2, you have... *daughter ↓ who*; hence the clause is non-restrictive.

By this time you have probably noticed the relation between the type of relative clause and its punctuation: a nonrestrictive clause is set off. And now you should have no trouble in punctuating them. But as a *lagniappe* here are a few practical hints:

1. A *that* clause is always restrictive.
2. A clause with a zero relative is restrictive.
3. If you can substitute *that* for *who*, *whom*, or *which*, the clause is restrictive.
5. After a personal or geographical name, like Elmer Perkins or Brandy Branch, the clause is usually nonrestrictive.

Relative clauses may also begin with *when*, *where*, *why*, *after*, *before*, and similar words, e.g.,

The hour *when we leave* has not been decided.

These relatives function as adverbials within the relative clause.

EXERCISE 254

Underline the relative clause and write the relative in the blank at the right.

1. Do you know the reason why she deserted him? \_\_\_\_\_
2. The woods where we camp are filled with mushrooms. \_\_\_\_\_
3. The year after he enlisted was a momentous one. \_\_\_\_\_
4. Let me know the minute when he comes in. \_\_\_\_\_
5. I cannot find the place where I lost it. \_\_\_\_\_

We are now finished with relative clauses, except for a postscriptal caution. The relative *that* should not be confused with the subordinating conjunction *that*. The latter stands outside the sentence pattern of its clause and performs no function in it.

**Example:** I know *that* he is sick.

EXERCISE 255

Encircle each relative and indicate its function. Underline each subordinating conjunction.

1. The lawyer said that the will must be filed. \_\_\_\_\_
2. The lawyer that he chose was a shyster. \_\_\_\_\_
3. It cannot be doubted that he is competent. \_\_\_\_\_
4. Are you sure that you returned the book? \_\_\_\_\_
5. The book that cost me a fine was *The Castle*. \_\_\_\_\_

**11. Appositive Adjectival.** The final postnominal modifier that we shall study is the appositive. The two examples following show what an appositive is.

The *Bailey Bugle* → a college newspaper → appears weekly ↓  
The top awards were won by two sisters ↓ horsewomen in the riding set ↓

In these sentences the expressions *a college newspaper* and *horsewomen in the riding set* are the appositives. From these sentences we observe that:

1. An appositive is a noun phrase (frequently a noun):

a college newspaper  
horsewomen in the riding set

2. An appositive follows a noun phrase or noun:

The *Bailey Bugle*, a college newspaper  
two sisters, horsewomen in the riding set

Occasionally an appositive occurs in a position other than after a noun or noun phrase, e.g.,

That was what he wanted, a riding horse.

A promising lad of eighteen, Harry was soon a favorite among his classmates.

3. An appositive and the noun phrase or noun it follows have the same referent—that is, they refer to the same entity. In our examples the *Bugle* and *a college newspaper* are the same thing, the *sisters* and *horsewomen* are the same persons.

EXERCISE 256

Underline each appositive.

1. His heart was set on Alpha Gamma Beta, the debating club.
2. Mary Evans, a graduate in journalism, became a feature writer for *The Saturday Review*.
3. The three puppies, offspring of registered parents, were taken to the veterinarian's office.
4. A Republican from Vodka Valley, Ivanovitch sat at the speaker's table.
5. We pushed off with the boat into the river, a sluggish, slowly winding stream.

Appositives may be divided into two kinds, restrictive and nonrestrictive, distinguished by the suprasegmentals that accompany them. Here they are:

**Restrictive:** Richard visited his friend the doctor. ↓

**Nonrestrictive:** Richard visited the doctor, ↓ a friend from college days. ↓

With the restrictive appositive there is no juncture between the noun phrase and its following appositive—in the first example above, between *friend* and *the doctor*. But with the nonrestrictive appositive there is a terminal juncture at this point, shown in writing by a comma. This terminal is usually a sustained → or a rising ↑ juncture. However, it is likely to be the fading juncture ↓ if at this point the sentence pattern may be considered complete. For example,

The motorcycle, → a secondhand contraption, → was in good shape ↓  
They stopped before the house, ↓ a decorated Victorian mansion ↓

EXERCISE 257

Underline each appositive. Supply the marks of stress, pitch, and juncture on the word before each nonrestrictive appositive. In each blank indicate, by R and NR, whether the appositive is restrictive or nonrestrictive.

1. We saw *Hamlet*, a play by Shakespeare. \_\_\_\_\_
2. Next week they will present the play *Hamlet*. \_\_\_\_\_
3. My brother Keith is a good tennis player. \_\_\_\_\_
4. Keith, my oldest brother, is a good tennis player. \_\_\_\_\_
5. The poet Shelley wrote "Adonais." \_\_\_\_\_
6. The river Severn is wide at the mouth. \_\_\_\_\_
7. William the Conqueror crossed the English Channel. \_\_\_\_\_
8. The class was studying Byron, a fiery, Romantic poet. \_\_\_\_\_

In writing, two postnominal modifiers are often placed in succession after the noun head. This practice causes structural ambiguity when it is not clear what the second modifier refers to. For example:

Many institutions are now offering plans other than straight savings accounts that offer premium interest.

Here the second modifiers, *that offer premium interest*, can modify either *plans* or *accounts*. The next case contains an ambiguity that had to be settled by the courts:

The law requires that the applicant be "conscientiously opposed to participation in war in any form."

The question was whether *in any form* modifies *war* or *participation*.

ORAL EXERCISE

Point out the ambiguities caused by two successive postnominal modifiers. These modifiers are set off by brackets.



1. The poem was about the land [next to the poet's own] [which Mr. Edwards uses in the summer].
2. There were two stairways [leading to each floor] [which could accommodate all the people in case of emergency].
3. Prominent people who have been robbed include Lord Peel, [a descendant of Sir Robert Peel,] [who lost \$19,200 worth of antiques].
4. Few couples [with children] [that are not rich] can afford to live in Manhattan.
5. We enjoyed the party [after the game] [yesterday].

**D. The Verb Phrase: One-Word Adverbials**

A verb phrase, as you have already seen, consists of a verb and all the modifiers and complements that cluster around it. The one-word modifiers are the adverbials, which you have already studied in some of their characteristic positions. All adverbials in these positions are part of the verb phrase, except those that serve the function of sentence modifiers. We classified the three common kinds of adverbials as expressing time, place, and manner. Then we subdivided the time adverbials into three subclasses—adverbials of definite time, frequency, and duration. Although these five categories account for the majority of one-word adverbials, there are also others that are outside these classes, e.g.,

- ... will *perhaps* drive.
- ... should do it *anyway*.
- ... may dance *instead*.

Here a short review exercise may be salutary.

**EXERCISE 258**

Underline the one-word adverbials in these verb phrases. After each sentence classify them as P (place), M (manner), DT (definite time), F (frequency), D (duration), and O (other).

1. ... shouted angrily. \_\_\_\_\_
2. ... often drove without her license. \_\_\_\_\_
3. ... rarely drove carelessly. \_\_\_\_\_
4. ... felt fearfully in the drawer. \_\_\_\_\_
5. ... never work long. \_\_\_\_\_
6. ... was walking ahead. \_\_\_\_\_
7. ... could even smell him. \_\_\_\_\_
8. ... had always lived there. \_\_\_\_\_
9. ... was sewing inside. \_\_\_\_\_
10. ... may still snow. \_\_\_\_\_
11. ... were happily chatting in the patio. \_\_\_\_\_
12. ... put it anywhere. \_\_\_\_\_
13. ... cautiously looked sidewise. \_\_\_\_\_
14. ... read the story aloud. \_\_\_\_\_



**Basic Sentence Patterns**

We do not speak English by merely stringing words together in some random fashion. Instead, we carefully arrange our words, for the most part unconsciously, into patterns. In English we use nine basic sentence patterns and a multitude of subpatterns. It will now be our purpose to examine these basic sentence patterns of English. Any sentence you speak will probably be based on one of them.

Included in these nine basic sentence patterns are specific positions. Each position in each pattern is the home-slot of a particular grammatical meaning. Let us pause here to see what is meant by grammatical meaning. One pattern you will soon meet is illustrated by this sentence:

The *girl* bought a dress.

The noun *girl*, in isolation, would mean simply "young female human being." But by dint of occupying the first position in this pattern it acquires the additional meaning of the performer of the action, in this case, *bought*. In another pattern, as shown by

The *girl* is happy,

*girl* is not the performer of any action but, in this position in this pattern, has an added grammatical meaning of "that which is described."

Similarly, the verb, which occupies the second slot in each pattern, has the grammatical meaning of predication, assertion. It predicates or asserts the occurrence of an action or the existence of a condition, as in

Dick *broke* a branch.  
She *seemed* alarmed.

It is the grammatical motor of the sentence. When attention is focused on the grammatical meaning, the verb is called predicator. In general practice, however, the term *verb* is commonly used for both aspects of the verb, its form as part of speech and its meaning as predicator.

Thus grammatical meaning is a meaning that is added to the sentence by virtue of a particular position in a particular pattern.<sup>1</sup> Now let us look at the patterns.

The first three patterns have only *be* as their verb. It is necessary to give *be* this special treatment because it behaves somewhat differently from other verbs. And it is to be remembered that *be* has eight different forms: *am, is, are, was, were, be, being, been*.

**A. Pattern 1: N be Adj<sup>2</sup>**

Food is good.

In the nine basic patterns the subject always occurs in the first N position. In Pattern 1 the grammatical meaning of the subject is "that which is described."

In each of the first three patterns the verb *be* has a different meaning. Here the meaning is "may be described as."

In Pattern 1 the third term must be an adjective or adjectival:

That food is *poisonous*.

You can test for Pattern 1 in a simple way. It is capable of this expansion:

That food is good > That good food is very good.  
That food is poisonous > That poisonous food is very poisonous.

If a sentence will not undergo this expansion, it belongs to some pattern other than Pattern 1. For example, the sentence

My mother is outside

<sup>1</sup> Grammatical meanings are also carried by morphological forms. For example, the italicized morphemes that follow have grammatical meanings: boys, dreamed, sweetness. The concept of grammatical meaning is a convenient one even though a sharp line between grammatical and lexical or dictionary meanings cannot always be drawn.

<sup>2</sup> The symbol N often means more than a bare noun like *food*. It can also mean a noun phrase, as in "that food," "the food in the cafeteria," or "the delicious food in the cafeteria which we have every day at noon." Or it can mean a phrase or clause in the N position, as in "studying for exams," "on the riverbank," or "what you brought." Similarly, the symbols Adj, Adv, and V may have a broader meaning than adjective, adverb, and verb. All this will be taken up in the next chapter. Until then you can get along satisfactorily on your present knowledge of these parts of speech.