

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.

cannot be expanded to

\*My outside mother is very outside.

So this sentence does not belong to the Pattern 1 type. The adjective in Pattern 1 is, in grammatical meaning, a modifier of the subject.

Sometimes a prepositional phrase will, as a modifier of the N, occupy the Adj position, as in

The teacher was in a bad mood. (= irritable)  
His explanation was over my head. (= incomprehensible)

EXERCISE 182

Apply the expansion test to see which of these sentences belong to Pattern 1. Write 1 after such sentences.

1. The box is large. \_\_\_\_\_
2. The box is here. \_\_\_\_\_
3. My mother is kind. \_\_\_\_\_
4. My mother is out. \_\_\_\_\_
5. The boys were busy. \_\_\_\_\_
6. The boys were below. \_\_\_\_\_
7. The dahlias have been lovely. \_\_\_\_\_
8. The party must have been enjoyable. \_\_\_\_\_
9. The party was afterward. \_\_\_\_\_
10. Her brother was hungry. \_\_\_\_\_

The foregoing test for Pattern 1 does not work in all cases. Nor, for that matter, does any grammatical rule or test, unless it is accompanied by exceptions and qualifications. There is a limited number of adjectives that can occur in either the first or the second slot, but not in both, in a Pattern 1 sentence like

The \_\_\_\_\_ food (= any noun) is very \_\_\_\_\_

For example, many adjectives like *afraid*, *ready*, *faint*, and *content* are used only or mainly in the second slot, and some of these do not go with *very*.

B. Pattern 2: N be Adv

The girl is here.

Pattern 2 differs from Pattern 1 in these respects:

1. The verb *be* in this pattern usually has the meaning of "be located" or "occur."
2. Pattern 2 is not capable of taking the Pattern 1 expansion.
3. The third position is occupied by a type of uninflected word that you

will later learn is called an "adverbial." Words of this type include *here*, *there*, *up*, *down*, *in*, *out*, *inside*, *outside*, *upstairs*, *downstairs*, *on*, *off*, *now*, *then*, *tomorrow*, *yesterday*, *over*, *through*, *above*, *below*, *before*, *after*. *Up*, *in*, and *out* are partially and/or irregularly inflected with the forms *upper*, *uppermost*, *inner*, *innermost*, *outer*, *outermost*, *utmost*. *outmost*. For most words in the third position one can substitute *there* or *then*.

Examples: The pingpong table is downstairs.  
The game was yesterday.  
The balls are outdoors.

Often a prepositional phrase with a *there* or *then* meaning will occupy the third position.

Examples: The wolf is at the door.  
The game will be at three o'clock.

The grammatical meaning of the subject (N position) in Pattern 2 is "that about which an assertion is made," and that of the Adv is "modifier of the verb."

EXERCISE 183

After each sentence place a number 1 or 2 to identify the pattern it conforms to.

1. The picnic was outside. \_\_\_\_\_
2. The picnickers were happy. \_\_\_\_\_
3. The batter is tall. \_\_\_\_\_
4. The batter is inside. \_\_\_\_\_
5. They are on the lawn. \_\_\_\_\_
6. Our appointment is now. \_\_\_\_\_
7. The meeting will be in an hour. \_\_\_\_\_
8. The dean is in. \_\_\_\_\_
9. The dean is benevolent. \_\_\_\_\_
10. The bunks are below. \_\_\_\_\_

C. Pattern 3: N<sup>1</sup> be N<sup>1</sup>

My brother is a doctor.

The superscript after the second N (noun) means that this noun has the same referent as N<sup>1</sup>; that is, both *brother* and *doctor* refer to the same person. The meaning of *be* in Pattern 3 is 'be identified or classified as.' The first N<sup>1</sup> (subject) has the grammatical meaning of "that which is identified." The second N<sup>1</sup> means grammatically "that which identifies the subject" and is called the subjective complement. Personal pronouns also

occupy this position. Such pronouns in the subjective complement position take primary stress, e.g.,

This is *shé*.  
It's *mé*.  
It was *théy*.  
That is *mine*.

The following sentences are examples of Pattern 3:

Those coeds must be roommates.  
They are my friends.  
He had never been an honor student.  
Harry is my favorite uncle.<sup>3</sup>

EXERCISE 184

Indicate the pattern of each sentence by the numbers 1, 2, or 3.

1. Sandy must have been the culprit. \_\_\_\_\_
2. The dinner was over. \_\_\_\_\_
3. The dinner was tasty. \_\_\_\_\_
4. The dinner was a feast. \_\_\_\_\_
5. The Indians were the winners. \_\_\_\_\_
6. My cousin is a fool. \_\_\_\_\_
7. My cousin is proud. \_\_\_\_\_
8. The policeman may be wise. \_\_\_\_\_
9. The policeman may be there. \_\_\_\_\_
10. Policemen are the guardians of the law. \_\_\_\_\_

D. Pattern 4: N InV (= intransitive verb)

Girls smile.

The verb in Pattern 4 is of the kind called intransitive. An intransitive verb is self-sufficient; it can stand alone with its subject.

1. The sportsman *fished*.
2. The sportsmen *were fishing*.

It can be modified by words and word groups known as adverbs and adverbials.

Examples: The sportsmen *fished early*.  
The sportsmen were *fishing in the stream*.  
The sportsmen were *fishing when we drove up*.

<sup>3</sup> Do not be deceived by a sentence like "These shoes are the wrong size." The grammatical meanings of its parts are those of Pattern 1, to which it belongs. "The wrong size" is an adjectival phrase modifying *shoes*.

But an intransitive verb is usually not completed by a noun or pronoun. For example, in

They finished late

*finished* is intransitive, but in

They finished the game

and

They finished it

*finished* is not intransitive because it is completed by a noun or pronoun. If you are in doubt whether a word following the verb is a modifier that goes with an intransitive verb or a completer of a transitive verb, a substitution can settle the matter. If you can substitute *him*, *her*, *it*, or *them*, the word is a completer and the verb is not intransitive.

Examples: 1. He hammered fast.  
2. He hammered the nail.

In the first sentence you cannot substitute *it* without spoiling the structural meaning. But in the second *He hammered it* is a suitable equivalent for *He hammered the nail*. Therefore the first *hammered* is intransitive and the second one transitive.

The subject of the verb in Pattern 4, and also in Patterns 5, 6, and 7 to follow, has the grammatical meaning of "performer of the action."

EXERCISE 185

Write InV after each sentence that contains an intransitive verb. All such InV sentences will be examples of Pattern 4.

1. The audience clapped. \_\_\_\_\_
2. The audience clapped loudly. \_\_\_\_\_
3. The audience clapped loudly after the main act. \_\_\_\_\_
4. The audience clapped their hands. \_\_\_\_\_
5. They were drinking quietly at the table. \_\_\_\_\_
6. They were drinking their morning coffee. \_\_\_\_\_
7. She always paid promptly. \_\_\_\_\_
8. He paid his bills on the first of the month. \_\_\_\_\_
9. Jack left early. \_\_\_\_\_
10. Jack left his clothes in the closet. \_\_\_\_\_

E. Pattern 5: N<sup>1</sup> TrV (= transitive verb) N<sup>2</sup>

The girl bought a dress.

In Pattern 5 the verb is completed by a noun (or pronoun), for which one can substitute *him*, *her*, *it*, or *them*. This noun, as shown by the superscript 2, does not have the same referent as the subject. It is called the direct ob-

ject of the verb and has the grammatical meaning of "the receiver of the action."<sup>4</sup>

With two kinds of pronouns, however, the direct object does have the same referent as the subject. One is the set of *-self/-selves* pronouns, generally known as the reflexive pronouns. These occur as direct object in sentences like

She saw *herself*.  
The lifeguards splashed *themselves*.

The other set consists of the reciprocal pronouns *each other* and *one another*, which function as direct objects in such sentences as

They found *each other*.  
They fought *one another*.

EXERCISE 186

After each sentence write the pronoun that you can substitute for the italicized direct object.

1. The salesman sold *the car*. \_\_\_\_\_
2. Both soldiers saluted *the colonel*. \_\_\_\_\_
3. Mrs. Grundy grew *roses* every year. \_\_\_\_\_
4. At the desk we met *the nurse*. \_\_\_\_\_
5. The chauffeur repaired *the tire*. \_\_\_\_\_
6. Mrs. Hooper injured *her ankle*. \_\_\_\_\_
7. The collision broke *the wheel*. \_\_\_\_\_
8. I met *your sister*. \_\_\_\_\_
9. The veterinarian carried *the dog*. \_\_\_\_\_
10. We trimmed *the bushes*. \_\_\_\_\_

<sup>4</sup>The terms *performer* and *receiver* of the action seem roughly adequate to describe the grammatical meaning in many cases, as in

The waitress covered the table.

However, compare this with

A beautiful linen cloth covered the table.

Here *cloth* is really not a performer nor *table* a receiver, in terms of any action. In fact, the semantic and logical relations between verb and object are so many and various that no general statement of grammatical meaning suffices to cover them all. For details on this problem see Otto Jespersen, *A Modern English Grammar on Historical Principles*, Part III, "Object," pp. 229-252. Jespersen does offer a useful rule of thumb for finding the subject and the object: "After we have found the subject by asking the question Who, or What, with the form of the verb actually used in the sentence, we may proceed by asking Whom, or What with the subject and the verb of the sentence." For an example take "The car struck the bicycle." What struck? The car. Hence *the car* is the subject. The car struck what? The bicycle. So *the bicycle* is the object.

For a recent treatment of this problem see D. Terence Langendoen, *Essentials of English Grammar* (New York: Holt, Rinehart and Winston, 1970), pp. 59 ff.

A verb like those above that is completed by a direct object is called a transitive verb. A transitive verb contrasts with the intransitive verb of Pattern 4, which does not take a direct object.

Examples: InV She sang beautifully.  
TrV She sang a beautiful folk song.

As shown in the pair of examples above, most English verbs are both transitive and intransitive, and relatively few are transitive only or intransitive only.

Examples: InV only: The ship had vanished.  
TrV only: We enjoyed the party.

EXERCISE 187

In this exercise you are to distinguish between transitive verbs, intransitive verbs, and the verb *be*. After each sentence place a TrV, InV, or *be* to label the verb. In the second blank write the number of the sentence pattern.

- |   |       |       |
|---|-------|-------|
| 1. The center <i>passed</i> the ball to the quarterback.    | _____ | _____ |
| 2. I'll <i>pass</i> .                                       | _____ | _____ |
| 3. The sheriff <i>was</i> the leader of the posse.          | _____ | _____ |
| 4. The sheriff <i>was leading</i> the posse.                | _____ | _____ |
| 5. Who is <i>leading</i> now?                               | _____ | _____ |
| 6. The dean <i>made</i> an important announcement.          | _____ | _____ |
| 7. The announcement may <i>be</i> helpful to you.           | _____ | _____ |
| 8. The firm <i>sent</i> a form letter to all its customers. | _____ | _____ |
| 9. The driver <i>turned</i> sharply.                        | _____ | _____ |
| 10. The driver <i>turned</i> the car around.                | _____ | _____ |

A transitive verb has two forms, which we call active and passive. The active form is the one that is followed by the direct object, which we have seen in Pattern 5. From this active form we can make the passive form. Here is an illustration:

Active: The waiter *poured* the coffee.  
Passive: The coffee *was poured* (by the waiter).

In this process there are four things to notice:

1. The object of the active form becomes the subject of the passive form. This is shown above in the shift of *coffee*.
2. The passive is made up of a form of the verb *be* plus a past participle, as in *was poured*.
3. The subject of the active verb may be made the object of the preposition *by*, or it may be suppressed.
4. In the passive, two grammatical meanings are shifted around. The performer of the action, *waiter*, is now the object of the preposition, and the receiver, *coffee*, is the subject

EXERCISE 188

These sentences contain transitive verbs in the active form. Change the sentences to the passive form.

1. The servant opened the window. \_\_\_\_\_
2. He rolled the dice. \_\_\_\_\_
3. Most adolescents like dancing. \_\_\_\_\_
4. We chose the mountains for our vacation. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. The shepherd counted his sheep. \_\_\_\_\_
8. We began the game at four o'clock. \_\_\_\_\_
9. The Smiths built a new house on the river. \_\_\_\_\_
10. The nature club spotted a pileated woodpecker. \_\_\_\_\_

EXERCISE 189

These sentences contain transitive verbs in the passive form. For each verb underline the *be* auxiliary once and the past participle twice. Then change the sentences to the active form. In cases where there is no *by* phrase, you will have to supply a subject.

1. The rat was killed by the terrier. \_\_\_\_\_
2. The pancakes were turned by the cook. \_\_\_\_\_
3. Much corn is raised in Iowa. \_\_\_\_\_
4. An early folk tune was heard. \_\_\_\_\_
5. The dishes have been washed. \_\_\_\_\_
6. A good time was had by all. \_\_\_\_\_
7. Jane was teased by her boy friend. \_\_\_\_\_
8. The flag had been lowered. \_\_\_\_\_
9. The motorcycles were stopped by the traffic officer. \_\_\_\_\_
10. A carillon concert is played at 7:45 in the morning. \_\_\_\_\_

English also has a passive in which *be* is replaced by *get*, e.g.,

Active: The teacher excused Bill.  
Passive: Bill got excused by the teacher.  
Active: Helen rewarded him.  
Passive: He got rewarded.

This *get* passive is useful in avoiding the occasional ambiguity of the *be* passive, as in

The gate was closed at ten o'clock.

This can mean either "Someone closed the gate at ten" or "The gate was not open at ten." With *got* only the first meaning is possible:

The gate got closed at ten.

Not all verbs accept the *get* passive, e.g.,

\*The fiesta got enjoyed by the guests.

There is in English a tiny group of transitive verbs called middle verbs that do not form the passive. These are illustrated in the sentences below. Try turning each sentence into the passive and see if the result sounds English to your ears.

The box contains a pair of shoes.  
She lacks the necessary money.  
A wondrous adventure befell our hero.  
Your humor eludes me.  
He can afford a new car.  
My mother has a new car.

Verbs with reflexive pronouns are not made passive, e.g.,

He scratched himself.

F. Pattern 6: N<sup>1</sup> TrV N<sup>2</sup> N<sup>3</sup>

The mother bought the girl a dress.

In Pattern 6 there are seven matters to be observed:

1. The superscripts 1, 2, and 3 indicate that each noun has a different referent; *mother*, *girl*, and *dress* are three separate entities.
2. We see two grammatical objects after the verb *bought*. These two objects are called, in order, the indirect and the direct object. If we omit the first one, the pattern becomes number 5 and *dress* is seen to be the direct object.
3. The indirect object may often be replaced by a prepositional phrase beginning with *to* or *for*, or occasionally with a different preposition.

Examples: He sold *the student* a ticket.  
He sold a ticket *to the student*.

He built *them* a playpen.  
 He built a playpen *for them*.  
 He played *me* a game of chess.  
 He played a game of chess *with me*.  
 He asked *her* a question.  
 He asked a question *of her*.

4. The verbs that can be used in Pattern 6 are in a restricted group. Some of the common ones are *give, make, find, tell, buy, write, send, ask, play, build, teach, assign, feed, offer, throw, hand, pass, sell, pay*.

5. A Pattern 6 sentence may be transformed into the passive by making either the direct or the indirect object the subject of the passive verb:

A dress was bought the girl by her mother.  
 The girl was bought a dress by her mother.

In some cases, however, the passive transform does not sound fully natural and seems to demand a preposition, as in

The sergeant found the recruit a rifle.  
 A rifle was found *(for)* the recruit.

6. The grammatical meaning of the indirect object is "beneficiary of the action of the verb-plus-direct-object."

7. If a pronoun is used in the position of the direct object (N<sup>3</sup>), it must be the first of the two objects:

The mother bought *it* for the girl.  
 Not \*The mother bought the girl *it*.

Similarly, if N<sup>2</sup> and N<sup>3</sup> are both pronouns, again the direct object must occur first:

The mother bought *it* for her.  
 Not \*The mother bought her *it*.

**EXERCISE 190**

The following sentences follow Pattern 6. Replace the indirect object by a prepositional phrase. Put the latter where it sounds most natural.

1. The librarian found me the pamphlet. \_\_\_\_\_
2. He assigned Jack the toughest job. \_\_\_\_\_
3. The spaniel brought his master the stick. \_\_\_\_\_
4. Susie fed the baby robins some juicy worms. \_\_\_\_\_
5. Her mother sent her a new sweater. \_\_\_\_\_

**EXERCISE 191**

These sentences also follow Pattern 6. Transform each one into two sentences by making first the indirect and second the direct object the subject of a passive verb.<sup>5</sup>

1. She gave him a dirty look. \_\_\_\_\_
2. The company made the manager a fine offer. \_\_\_\_\_
3. The dealer dealt me a bad hand. \_\_\_\_\_
4. He offered his roommate the car. \_\_\_\_\_
5. The instructor asked her a question. \_\_\_\_\_

- a. N<sup>2</sup>
- b. Adj
- c. Pronoun
- d. Adv (of place), uninflected
- e. Verb, present participle
- f. Verb, past participle
- g. Prep phrase
- h. Inf phrase with *to be*

**G. Pattern 7: N<sup>1</sup> TrV N<sup>2</sup>**

Pattern 7 contains a choice of eight different forms in the final position. These are illustrated as follows:

- a. The basketball team chose Charlotte *captain*.
- b. He considered her *brilliant*.
- c. I thought the caller *you*.
- d. We supposed him *upstairs*.
- e. I imagined her *eating*.
- f. I believed him *seated*.
- g. We considered her in the way. (= bothersome)
- h. We thought Chico to be a fine player.

<sup>5</sup> When a Pattern 6 sentence is made passive, one object becomes the subject and the other is retained after the verb. The latter is called a retained object. Examples:

Bill gave George a tennis racket.  
 RO  
 George was given a tennis racket.  
 RO  
 A tennis racket was given George.

In this pattern the words in the last two positions imply an underlying sentence with *be* as its verb or auxiliary. This is suggested by the way the illustrative sentences above can be changed in form while preserving the same meaning:

- a. The basketball team chose Charlotte to be captain.<sup>6</sup>
- b. He considered her to be brilliant.  
 He considered that she was brilliant.
- c. I thought the caller to be you.  
 I thought that the caller was you.
- d. We supposed him to be upstairs.  
 We supposed that he was upstairs.
- e. I imagined her to be eating.  
 I imagined that she was eating.
- f. I believed him to be seated.  
 I believed that he was seated.
- g. We considered her to be in the way.  
 We considered that she was in the way.
- h. We thought Chico to be a fine player.  
 We thought that Chico was a fine player.

**EXERCISE 192**

Translate each Pattern 7 sentence into one of the two forms shown directly above.

1. The committee declared Isabelle the winner.
2. She believed George honest.
3. I imagined them outside.
4. We thought her overworked.
5. I supposed him working.
6. We thought her above reproach.

As Pattern 7 is most commonly exemplified by N<sup>2</sup> in the final position, we shall restrict our attention to this form of the pattern. Pattern 7, like its predecessor Pattern 6, has two objects following the verb. But it differs from Pattern 6 in three respects:

1. In the order of objects the direct object comes first. In some sentences, if we eliminate the second object, we are left with Pattern 5, which contains only the direct object after the verb:

The basketball team chose Charlotte.

The second object is called the objective complement, because it completes the direct object. This is understandable when one considers the underlying sentence.

<sup>6</sup> The underlying sentence is "Charlotte is captain."

2. In Pattern 7 both objects have the same referent; that is, both *Charlotte* and *captain* refer to the same person.

3. In Pattern 7, only the first object, the direct object, can be made the subject of a passive verb. We can transform the pattern sentence into

Charlotte was chosen captain

but we cannot make the objective complement such a subject, for

\*Captain was chosen Charlotte

makes no sense.

In the passive of Pattern 7 the subject comes from the direct object of the active.

DO OC

Example: Active: He appointed Ruth secretary.

Subj. SC

Passive: Ruth was appointed secretary

DO OC

Since the sentence underlying "Ruth secretary" is "Ruth is secretary," we should retain the same relationship in the passive by calling *secretary* the subjective complement.

Only a very small group of verbs can be used for Pattern 7. Among them are *name, choose, elect, appoint, designate, select, vote, make, declare, nominate, call, fancy, consider, imagine, think, believe, feel, keep, suppose, find, prove, label, judge*. A different but overlapping set of these verbs is used for each of the eight forms in the final position.

The grammatical meaning of the objective complement is "completer of the direct object."

**EXERCISE 193**

In each sentence strike out the indirect object or the objective complement. Then write the pattern number, 6 or 7, after the sentence.

1. She played him a trick. \_\_\_\_\_
2. We appointed Evelyn the committee chairman. \_\_\_\_\_
3. You threw us a curve. \_\_\_\_\_
4. The student body selected Arabella their representative. \_\_\_\_\_
5. The faculty chose Sieverson the head counselor. \_\_\_\_\_
6. We found her a sandwich. \_\_\_\_\_
7. The dealer sold me an air mattress. \_\_\_\_\_
8. She fed him the baby food. \_\_\_\_\_
9. The city elected Mouchy mayor. \_\_\_\_\_
10. He named his new boat Belle. \_\_\_\_\_

H. Pattern 8: N LV Adj

The acrobat seems young

In Pattern 8 the verb is called a linking verb (LV), as it links the adjective with the subject. Any verb except be that may be substituted for seems in this frame is a linking verb.

Examples: The cyclist appears weary.
The physicist grew sleepy.

Some of the common linking verbs are seem, appear, become, grow, remain, taste, look, feel, smell, sound, get. If verbs like these, however, are followed by an adverb or adverbial, then the pattern is not number 8 but number 4; e.g.,

The cyclist appeared quickly on the scene.
The physicist grew rapidly in knowledge.

Here, as in Pattern 1, the adjective is in grammatical meaning a modifier of the subject.

EXERCISE 194

Write the pattern number 8 or 4 after each sentence.

- 1. The milk remained sweet for a week.
2. The newcomer remained quietly in her room.
3. The dog smelled hungrily at the package.
4. The dog smells bad.
5. You look sharp today.
6. He looked sharply to the right.
7. The detective felt cautiously in the box.
8. He feels cautious about taking the risk.
9. That apprentice looks careful.
10. The apprentice looked carefully at the new machine.

Linking verbs may of course be preceded by auxiliaries.

Examples: The party may become lively.
Your sister must have seemed friendly.

In addition to the limited number of common linking verbs, other verbs not usually thought of as linking may on occasion be followed by an adjective and therefore conform to Pattern 8.

Examples: The screw worked loose.
The defendant stood firm.
His face went pale.

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The well ran dry.
He proved true to his cause.

For verbs like these one can substitute be, become, or remain with no substantial change of meaning.

EXERCISE 195

Write the pattern number 8 or 4 after each sentence.

- 1. The table stood near the desk.
2. Jameson stood loyal to his firm.
3. The students in the back row look sleepy.
4. The investigator looked outside.
5. Penelope turned red at the thought.
6. She lay motionless on the hospital bed.
7. Jim fell sick during the night.
8. The wind blew strongly through the tall pines.
9. The beer may stay cold until evening.
10. You will never keep slender that way.

I. Pattern 9: N1 LV N2

My sister remained an outstanding student.

The two superscripts show that both nouns have the same referent. The verb, which links student and sister, is a linking verb. The number of linking verbs that may occupy the verbal position in this pattern is very small. Among them are remain, become, appear, seem, continue, stay.

Sentences that follow Pattern 9 should not be confused with those of Pattern 5, in which the noun after the verb does not have the same referent as the first noun.

Examples: 9 Donald continued my friend, despite our differences.
5 Donald met my friend in the barber shop.
9 My brother became a doctor.
5 My brother was seeking a doctor.

In Pattern 9, as in Pattern 3, the second noun means "that which identifies the subject," and is called the subjective complement.

EXERCISE 196

Write the pattern number 9 or 5 after each sentence.

- 1. Alma became the class president.
2. After two years of faithful service the corporal became a sergeant.
3. The military police restrained the sergeant from entering the hall.

- 4. The chief seemed a good fellow.
5. We saw the fellow.
6. We stayed boon companions for years.
7. The governor stayed the execution.
8. They appeared friends to all of us.
9. We shall continue the discussion tomorrow.
10. Johannes had remained a bachelor for reasons of his own.

With Pattern 9 we complete the list of the nine basic sentence patterns in English.

EXERCISE 197

After each sentence write the number of the pattern it represents.

- 1. Your recital was wonderful.
2. Mabel was here a moment ago.
3. The rancher told his guests a tall tale.
4. The archers were not successful hunters.
5. The frogs croaked in the marsh.
6. Jerry thought the proposal a mistake.
7. She had been secretary a long time.
8. The Romans won the first battle.
9. The judges believed Lightning the best horse in the show.
10. The director found him a new costume.
11. My uncle remains the worst bridge player in town.
12. The coach designated Jan the new manager of the team.
13. Migrant workers pick the strawberries in early June.
14. The pickles are near the wieners.
15. We considered his offer a fine gesture.
16. Your cigar smells so aromatic!
17. He has always seemed a serious boy.
18. Who is at the cottage this week?
19. They stayed roommates for three years.
20. The board elected Mr. Stoopnagel the president.

EXERCISE 198

Unless we recognize the pattern of a sentence, we do not know what the sentence means. The following sentences illustrate this thought. Each one is ambiguous because we do not know which of two patterns it represents. After each sentence write the numbers of the patterns that it represents.

- 1. He found her a pig.
2. The bouncer turned out a drunkard.
3. The girl in the back seat looked forward.
4. They are discouraging transfers.
5. I'm getting her socks.
6. The man gave the library books.

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- 7. It was a little dainty.
8. He accepted Wednesday.
9. Thorne taught himself during his young manhood.
10. The doctor made them well.
11. She taught the group singing.
12. He found the mechanic a helper.
13. Our spaniel made a good friend.
14. The judges designated the girl winner.
15. The detective looked hard.
16. Mary called her mother.

Functions

It is tremendously important that you understand what is to follow here, for upon your understanding of this will depend your weal or woe in the chapter ahead.

Each of the positions in the pattern sentences has a dual role.

1. Each position is the habitat of a particular part of speech—noun, verb, adjective, or adverb—as was shown by the abbreviations N, V, Adj, and Adv. For example, consider Pattern 5:

N1 Tr.V N2
The boy gobbled the hamburger.

Here the N1 and N2 positions are characteristically inhabited by nouns. You could replace boy and hamburger by hundreds of other nouns. And the TrV position is characteristically inhabited by verbs of the kind that are followed by noun-objects. In short, each position is a part-of-speech hang-out.

2. The second role of each position is to signal the grammatical meaning of its occupant. This grammatical meaning is known as FUNCTION. In the sentence above, for example, the occupant of the N1 position has the FUNCTION of performer of the action of the verb. It is the boy who gobbled the hamburger. This FUNCTION, that of performer, is labeled SV, subject of the verb.

In the same sentence N2 is another home for nouns, but the occupant here has a different FUNCTION, that of receiver of the action of the verb. It is the hamburger that was the receiver of the gobbling. This FUNCTION, that of receiving, is labeled DO, direct object of the verb.

As another example let us look at Pattern 1:

N be Adj
The candy is sweet.

The first role of the Adj position is to house adjectives, such as good, hard, soft, chewy, nutty, and so on. The second role of this Adj position is to signal the FUNCTION of its occupant. This FUNCTION is to modify. Sweet

modifies *candy*. And any adjective in this third position will modify any noun in the first position.

Function, then, is the grammatical job that any word (or word group) does in its particular position. It is the grammatical meaning. Here now are the labels for all the functions you will meet in this book, together with a condensed, rough-and-ready note on the job of each. This is a reference list only, so don't try to master it here and now.

| Label of Function          | Grammatical Meaning  |
|----------------------------|--|
| 1. Subject of verb         | That which performs action of verb (Patterns 4, 5, 6, 7)<br>That which is described (Patterns 1, 8)<br>That which is identified (Patterns 3, 9)<br>That about which an assertion is made (Pattern 2) |
| 2. Verb                    | That which asserts an action or state (Patterns 2, 4, 5, 6, 7)<br>"May be described as" (Patterns 1, 8)<br>"May be identified as" (Patterns 3, 9)  |
| 3. Subjective complement   | That which follows <i>be</i> or a verb like <i>become</i> and describes or identifies the subject.   |
| 4. Direct object           | That which receives the action of the verb. (See note on page 201.)  |
| 5. Indirect object         | That person or thing to or for whom an action is performed.  |
| 6. Objective complement    | That which completes the direct object and describes or identifies it.   |
| 7. Object of preposition   | That which is related to another word by a preposition.  |
| 8. Complement of noun      | A word group that behaves like a direct object of the verb corresponding to the noun. <b>Example:</b> His hope <i>that she would win</i> was strong.   |
| 9. Complement of adjective | A word group that directly follows and completes an adjective.   |
| 10. Modifier               | That which modifies, limits, or adds to the meaning of a word or word group. A modifier can be a word or word group.   |
| 11. Connector              | That which connects words and/or word groups. The connectors (by function) are the coordinating conjunctions, subordinating conjunctions, prepositions, and relatives.                               |

In the chapter to follow we shall distinguish the different noun positions by using the FUNCTION label of the occupant of each position. Thus we shall refer to these noun positions by the labels of SV, SC, DO, IO, and OC. And to these will be added one that you have not yet had, OP, object of the preposition.

### Three Modes of Classification

As a preliminary to the next chapter it will be useful to examine briefly the three major modes of classification that you must keep clearly in mind.

**1. Classification by Function.** In classification by function, you will recall, specific positions in specific patterns signal grammatical meanings. In

The boy gobbled the hamburger

the position of *hamburger* signals that its grammatical meaning, or FUNCTION, is that of receiver of the action, and this FUNCTION is labeled direct object of the verb.

**2. Classification by Form.** In Chapter 11, "Parts of Speech: Form-Classes," you classified words by word-form alone, using inflectional and derivational suffixes to determine the individual classes. The result was five form-classes: nouns, verbs, adjectives, adverbs, and uninflected words. But this was not satisfactory as a complete part-of-speech catalog because an embarrassingly large number of words were unclassifiable as noun, verb, adjective, or adverb and had to be put in a miscellaneous file called uninflected words. This unsatisfactory situation will be remedied in Chapter 15, where you will encounter parts of speech as distinguished by position.

**3. Classification by Position.** In classification by position it is the part of speech, not the function, that is associated with positions. Certain groups of positions are normally occupied by particular parts of speech. For instance, the positions that bear the functions of SV, SC, DO, IO, OC, and OP (object of preposition) are frequently occupied by nouns. Thus we think of these six positions as noun positions, and any word or word group occupying them, whether a noun or not, we label a *nominal* by position, regardless of its function or form-class. A few cases will make this clear. In the illustrative sentences that follow, the items in brackets are all **nominals**. The function of each is given in parentheses.

1. [The prettiest] sat in the center. (Subject)
2. [Whoever desired] sat in the center. (Subject)
3. [Now] is the time to study. (Subject)
4. [Under the pines] is the place to study. (Subject)
5. That is [she]. (Subjective complement)
6. That is [whom I saw]. (Subjective complement)
7. He chose [the prettiest]. (Direct object)
8. He chose [whatever he wanted]. (Direct object)
9. She gave [whomever she met] a cheery smile. (Indirect object)
10. Hard practice made Evelyn [a good swimmer]. (Objective complement)
11. Hard practice made me [what I am]. (Objective complement)
12. Can you see from [where you sit]? (Object of preposition)

Note that you can readily put a noun in each of these positions because each is the customary abode of a noun.

Similarly, any word or word group occupying slots normally filled by a verb, adjective, or adverb is by POSITIONAL classification a verbal, adjectival, or adverbial. The *-al* is the suffixal signal that tells you that you are dealing with a major positional class.

In addition the small closed parts of speech—like determiner and auxiliary—are positional classes, for it is by position, not by form, that we can identify them. These small positional classes are known as structure classes. You will meet two more of them at the end of Chapter 15, and still more in later chapters.

Here are three examples to illustrate this threefold classification, although they will become fully meaningful to you only after you have completed the next chapter. Take the sentence

The shouting boys will play tennis.

1. *Shouting* is a modifier by function, a verb by form, and an adjectival by position.
2. *Boys* is the subject of the verb by function, a noun by form, and a nominal by position.
3. *Tennis* is the object of the verb by function, an uninflected word by form, and a nominal by position.