

BASIC SENTENCE PATTERNS 2

Sentences may be viewed abstractly as grammatical patterns consisting of a sequence of SLOTS, each of which is a place in the pattern at which substitutions of various appropriate lexical units can be made. The term "lexical unit" refers not only to words, but to parts of words, such as *-s*, *-ed*, *-ing*, and so on, which in appropriate circumstances may be substituted for other parts. Viewed in this way, a sentence pattern is rather like a dress pattern, which can be made up in a large variety of materials, colors, and so on. Just as we may change the materials without changing the dress pattern, so we may change the lexical units in the slots without changing the sentence pattern. Also like dress patterns, sentence patterns can be specified at several different levels of precision—that is, with different degrees of generality. The dress pattern may allow variation within a range of sizes, for example, or a range of lengths, or a range of collar types—or it may be specified to a specific design and fit. So with sentence patterns. We may, if we like, consider that these three sentences belong to the same pattern:

- (a) The train runs fast.
- (b) The train never runs.
- (c) The train runs occasionally.

If we do so, our specification of the pattern must ignore the complicated restrictions on the position of different kinds of adverbs, since although we can say,

- (d) The train occasionally runs.

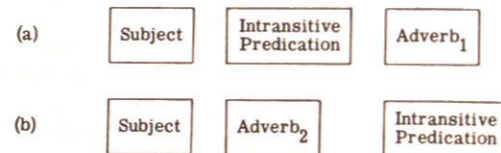
we cannot say,

- (e) The train runs never
- or
- (f) The train fast runs.

But if we specify the pattern of (a), (b), and (c) in the following way:



then we cannot, except by our own knowledge of what is and what is not a possible sentence, avoid asserting that not only (d) but also (e) and (f) occur. We can avoid this consequence by specifying two different patterns for sentences (a) and (b):



We then assign *fast* membership only in Adverb₁, *never* only in Adverb₂, and *occasionally* membership in both (since, of the three adverbs, it alone occurs in both positions). We have multiplied the number of classes and the number of patterns: we now have both Adverb₁ and Adverb₂, and pattern (a) and pattern (b).

The level of specification that we choose for sentence patterns, like that which we choose for dress patterns, is necessarily arbitrary. We can make them general, so that we will have fewer patterns, and long lists of words will be assigned membership in each class that fills a slot. But if the patterns are general, we will have to rely heavily on intuition to select the possible choices in each class—for example, if *never* and *fast* are assigned to the same class, then only our knowledge of the differences in their behavior allows us to select the right one in a particular pattern or to insert it at the right place within pattern (abc) above. That is, if our dress pattern is rather general, then we must rely more heavily on the seamstress's native ingenuity and familiarity with dressmaking. If we were to make the patterns less general, then we would need many more patterns and a larger number of classes with more highly restricted membership; we could then rely less on intuition to select the possible choices in each class, because class membership alone would determine what items could fill the slots [as in patterns (a) and (b) above]. But a dress pattern that is specified in great detail may be successfully followed only by a seamstress experienced in reading and following technical specifications; with a seamstress whose experience has been confined to making dresses from patterns of the general type, there are real advantages to be had in relying on ingenuity and inventiveness to fill out gaps in specifications.

To begin our discussion of sentence patterns, then, we have chosen patterns of the more general type, relying on the reader's familiarity with English and Spanish to fill the gaps, because we wish to avoid the extreme technicality needed to symbolize patterns of a more specific type. We will break the patterns down in considerable detail in subsequent chapters. In order to symbolize even these rather general patterns economically, we must introduce a set of abbreviations for grammatical units. Many of these will be familiar, but some will not. Each symbol is identified, as it is introduced, with a few examples. English patterns are presented first, in order to develop a sense of familiarity with the notion of patterns before examining Spanish. Adverbs are in general omitted from patterns unless they are obligatory. Where they are omitted, they are considered to float freely into various possible positions.

I. a.

(1)	(2)	(3)
NP:Subj	VP-be	NP:Pred
He	is	the new consul
They	are	schoolmates

b.

(1)	(2)	(3)
NP:Subj	VP-be	ADJ:Pred
You	are	very kind
The milk	was	cold

c.

(1)	(2)	(3)
NP:Subj	VP-be	ADV
She	is	in the living room
The party	will be	at five o'clock

Constituents

- NP:Subj : Noun Phrase as subject, including pronouns (*I, you, he, she, they, boys, girls, the apple, some men, a noise, a problem, an old argument, a familiar idea, . . .*).
- VP-be : Verb Phrase with *be* as its main element (*is, am, are, might be, could have been, . . .*).
- NP:Pred : Noun Phrase as predicate. Predicate is the material after the linking verb.
- ADJ:Pred : Adjective as predicate (*good, bad, indifferent, alive, tired, . . .*).
- ADV : Adverb, either a single word or a phrase (*here, there, in Washington, at home, at ten, . . .*).

II. a.

(1)	(2)
NP:Subj	VP _i
They	never run to school
She	cooked for a living
The doors	close at nine

Constituents

- NP:Subj : As in Pattern I.
- VP_i : Verb Phrase Intransitive, one which has no object in the phrase (*run, compete, sell for a living, swim, is hurting right now, . . .*).

III. a.

(1)	(2)	(3)
NP:Subj	VP _t (PRT)	NP:DO
I	don't speak	Spanish
They	spanked	the child
He	looked up	the answer
We	called	Mary Ellen

b.

(1)	(2)	(3)	(4)
NP:Subj	VP _t	NP:DO	PRT
He	looked	the answer	up
He	looked	it	up

Constituents

- NP:Subj : As in Pattern I.
- VP_t : Verb Phrase Transitive, one which has an object (*kill the snake, eat the bread, look up the answer, examine the student, . . .*).
- PRT : Particle, which attaches itself closely to certain verbs so that the verb and particle together function as a unit (*up, in, out, away, down, . . .*).
- VP_t + PRT : *Look up, throw away, take in, leave out, . . .*
- NP:DO : Noun Phrase as direct object. In Pattern III-a, NP:DO cannot be a pronoun if PRT is present.

IV. a.

(1)	(2)	(3)	(4)
NP:Subj	VP _{io}	NP:IO	NP:DO
They	gave	me	the ball
I	threw	him	a rope
We	built	him	a house
They	did	me	a favor
I	asked	her	a question

b.

(1)	(2)	(3)	(4)
NP:Subj	VP _{io}	NP:DO	to + NP:IO
They	gave	the ball	to me
I	threw	a rope	to him

c.

(1)	(2)	(3)	(4)
NP:Subj	VP _{io}	NP:DO	for + NP:IO
We	built	a house	for him
They	did	a favor	for me

Constituents

- NP:Subj : As in Pattern I.
- VP_{IO} : Verb Phrase with indirect object, one which may take two objects, indirect and direct (give me a ball, throw me a rope, ask him a question, build them a house, . . .).
- NP:IO : The first NP after VP_{IO} in Pattern IV-a, the indirect object, but second if a preposition is present (IV-b, IV-c).
- NP:DO : The second NP after VP_{IO} in Pattern IV-a, the direct object, but first if a preposition is present (IV-b, IV-c). NP:DO cannot be a pronoun unless the preposition is present (we cannot say, "We gave them it"—only "We gave it to them" or "We gave them something").

v. a.

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	NP:DO	to + VP _{nf} :Comp
They	asked	him	to go
They	wanted	him	to go
They	expected	him	to go

b.

(1)	(2)	(3)
NP:Subj	VP _{tc}	to + VP _{nf} :Comp
They	asked	to go
They	wanted	to go
They	tried	to go

c.

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	NP:DO	ing + VP _{nf} :Comp
They	saw	him	going
They	imagined	him	going
They	heard	him	going

d.

(1)	(2)	(3)
NP:Subj	VP _{tc}	ing + VP _{nf} :Comp
They	imagined	going
They	anticipated	going
They	avoided	going

e.

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	NP:DO	VP _{nf} :Comp
They	watched	him	go
They	saw	him	go
They	let	him	go

f.

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	NP:DO	(to be) NP:Comp
They	considered	him	(to be) a nice boy
They	electd	him	(to be) president
They	believed	him	(to be) a man

g.

(1)	(2)	(3)	(4)
Subj	VP _{tc}	NP:DO	(to be) ADJ:Comp
They	considered	him	(to be) nice
They	thought	him	(to be) intelligent
They	believed	him	(to be) qualified

h.

(1)	(2)	(3)
NP:Subj	VP _i	to + VP _{nf} :Comp
They	are going	to leave
They	are coming	to eat
They	ought	to go

i.

(1)	(2)	(3)	(4)
NP:Subj	VP-be + Adj VP-say	(for + NP)	to + VP _{nf} :Comp
It	is safe	(for us)	to go home
The boy	is too tired	(for him)	to do anything
The professor	said	(for us)	to do it

Constituents

- NP:Subj : As in Pattern I.
- VP_{tc} : Verb Phrase Transitive with complement. In the four-slot patterns, Complement is (4). In the three-slot patterns, Complement is (3)
- Comp : Complement, a nominalized verb phrase.
- VP_i : As in Pattern II, but extremely limited in membership.
- VP_t : As in Pattern III.

- VP-be : As in Pattern I.
- VP-say : Verb Phrase which requires for to introduce a complement (say, shout, cry out, . . .).
- VP_{nf} : Verb Phrase Non-finite, a Verb Phrase which is unmarked for TENSE (go home, eat dinner at three o'clock, be president, . . .).
- NP:DO : NP functioning as direct object of the finite verb and at the same time as subject of the complement (non-finite) verb.
- ADJ:Pred : As in Pattern I.

VI. a.

(1)	(2)	(3)	(4)
There	VP-be	NP _{indef}	(ADV)
There	was	a ghost	in the house
There	will be	a party	tomorrow

b.

(1)	(2)	(3)	(4)
There	VP-be	NP _{indef}	to + VP _{nf} :Comp
There	is	a lot	to do
There	are	many things	to do

Constituents

- There : The "anticipatory" there, not the adverb meaning "in that place."
- VP-be : As in Pattern I.
- NP_{indef} : Noun Phrase Indefinite (i.e., without definite article)¹ (a boy, some milk, a lot, two things, . . .).
- VP_{nf}:Comp : As in Pattern V.

The six basic English patterns displayed above allow the framing of an almost endless number of sentences each containing only a single finite verb. It is important to note, however, that they are all ACTIVE DECLARATIVE SENTENCES in normal word order: passives, negatives, interrogatives, exclamations, inversions, ellipses, and so on are constructed from them transformationally by shifting the order of constituents, adding elements here and there, and the like. We may now briefly review these patterns, to see what "sentence types" they include:

- I. NP:Subj + VP-be + $\left\{ \begin{array}{l} \text{NP:Pred} \\ \text{ADJ:Pred} \\ \text{ADV} \end{array} \right.$

1. In a highly restricted context, where the NP refers to a specific identifiable person or thing, definite noun phrases may occur in this pattern: Who's going with us? Well, there's the vicar, the priest . . . Also, occasionally this pattern allows verbs other than be: There came tidings of great joy . . .

This is the EQUATIONAL ASSERTION pattern, in which SUBJECT and PREDICATE (the material after be) are linked equationally.

II. NP:Subj + VP_i
This is the INTRANSITIVE ASSERTION pattern, in which the predication (the VP_i) includes no object.

III. NP:Subj + VP_t (Prt) + NP:DO
This is the TRANSITIVE ASSERTION pattern, in which the predication includes an object.

IV. NP:Subj + VP_{IO} + NP:IO + NP:DO
This is the TRANSITIVE RECEIVER ASSERTION pattern, in which the predication includes both an object and a receiver (indirect object).

V. NP:Subj + VP_{tc} + (NP:DO) + Comp
This is the COMPLEMENT ASSERTION pattern. The symbol Comp, for COMPLEMENT, represents various kinds of nominalized verb phrases, such as VP_{nf}, (to be +) NP, or (to be +) Adj, completing the predication.

VI. There + VP-be + NP_{indef} + (ADV)
This is the INDEFINITE EQUATIONAL pattern, by which an indefinite subject is moved to the right of the copula, where it can be more freely modified (A man is in the other room → There's a man in the other room).

PATTERNS OF SPANISH

The patterns of Spanish sentences below are grouped and numbered so as to match them as closely as possible with the English patterns above. This should not be interpreted to mean, however, that these patterns are the most likely translation equivalents of the English patterns to which they bear closest resemblance. The problems of translation equivalence will be discussed subsequently in this chapter. The present problem is merely to see whether there are any patterns with only one finite verb that are relatively similar in the two languages, and if there are, to what extent they are different even on this abstract level.

I. a.

(1)	(2)	(3)
NP:Subj	VP-ser	NP:Pred
El	es	el nuevo cónsul
Ellas	son	compañeras de escuela

(1)	(2)	(3)
NP:Subj	VP-ser	ADJ:Pred
Usted	es	muy amable
El hielo	es	frío
Ella	es	de Argentina
Los cohetes	fuleron	para mi hija

(1)	(2)	(3)
NP:Subj	VP-ser	ADV
La fiesta	es	en casa de Juan
La fiesta	será	a las cinco

(1)	(2)	(3)
NP:Subj	VP-estar	ADJ:Pred
Ella	está	bonita
El agua	está	fría

Constituents

NP:Subj : Noun Phrase, including pronouns, as subject. The subject need be marked only in the verb form (*estoy, estás, . . .*) (*yo, él, ella, el hombre, la muchacha, la silla, . . .*).

VP-ser : Verb Phrase containing *ser* as the main element.

VP-estar : Verb Phrase containing *estar* as the main element.

NP:Pred : Noun Phrase as predicate (*el hombre, la muchacha, la silla, . . .*).

ADJ:Pred : Adjective as predicate (*amable, frío, bonita, de Argentina, . . .*).

ADV : Adverb (*aquí, mañana, a las cinco, en casa, . . .*).

(1)	(2)
NP:Subj	VP _i
Ellos	corren bien
Ella	está aquí

Constituents

NP:Subj : As in Pattern I.

VP_i : Verb Phrase Intransitive, one which has no object (*corren, nado bien, vienen mañana, . . .*).

(1)	(2)	(3)
NP:Subj	VP _t	(a) + NP:DO
Ellos	quieren	el agua
Los soldados	mataron	a los desertores

(1)	(2)	(3)
Subj	Pron ₁	VP _t
Ellos	la	quieren
Los soldados	los	mataron
El	se	levantó
Esa	se	perdió

Constituents

NP:Subj : As in Pattern I.

VP_t : Verb Phrase transitive, one which has an object (*lo mata, come el arroz, traigo la maleta, . . .*).

NP:DO : Noun Phrase as direct object, including *a* inserted before personal nouns

Pron₁ : Pronoun in direct object form. Numbering, rather than functional labeling like DO or IO, is used with the pronoun objects because of certain sentence restrictions discussed in Chapter 7 (*me, nos, te, os, lo, los, la, las*).

(1)	(2)	(3)	(4)
NP:Subj	VP _t	NP:DO	{ para a } + NP
El	dio	el libro	a Juan
El	hizo	un traje	para mí

(1)	(2)	(3)	(4)	(5)
NP:Subj	Pron ₂	VP _t	NP:DO	(a) + NP
El	le	dio	el libro	(a Juan)
El	me	hizo	un traje	(a mí)

(1)	(2)	(3)	(4)	(5)
NP:Subj	Pron ₃ Pron ₂	Pron ₁	VP _t	(a) + NP
El	se	lo	dio	(a Juan)
El	me	lo	hizo	(a mí)

(1)	(2)	(3)	(4)	(5)
NP:Subj	Pron ₃	Pron ₂	VP _t	(a) + NP
El libro	se	le	perdió	(a Juan)
Su nombre	se	me	olvidó	(a mí)

Constituents

NP:Subj : As in Pattern I.

VP_t : As in Pattern III.

NP:DO : The direct object, the first NP after VP_t.

a + NP : Adverb of interest, traditionally called an indirect object in this construction.

Pron₁ : Pronoun form which replaces NP:DO (*me, nos, te, os, lo, los, la, las*).

Pron₂ : Pronoun form which replaces the adverb of interest (*me, nos, te, os, le, les*).

Pron₃ : Only one form—*se*, which may replace either Pron₁ or Pron₂ under specifiable conditions.

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	NP:Comp	(a) + NP
Ellos	eligieron	presidente	a Juan
Su padre	consideraba	un hombre	a Juan

(1)	(2)	(3)	(4)
NP:Subj	Pron ₁	VP _{tc}	NP:Comp
Ellos	lo	eligieron	presidente
Su padre	lo	consideraba	un hombre

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	ADJ:Comp	(a) + NP:DO
Ellos	consideraban	capacitado	a Juan
Ellos	creían	bonita	a María

(1)	(2)	(3)	(4)
NP:Subj	Pron ₁	VP _{tc}	ADJ:Comp
Ellos	lo	consideraban	capacitado
Ellos	la	creían	bonita

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	(a) + NP:DO	VP _{i-inf} :Comp
Yo	vi	a los hombres	correr
Yo	observé	a los huéspedes	salir a los dos

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	VP _{i-inf} :Comp	(a) + NP:DO
Yo	vi	correr	a los hombres
Yo	observé	salir	a los huéspedes
Yo	oí	tronar	(P ₃ + 0)

(1)	(2)	(3)	(4)
NP:Subj	Pron ₁	VP _{tc}	VP _{i-inf} :Comp
Yo	los	vi	correr
Yo	los	observé	salir

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	(a) + NP:DO	VP _{t-inf} :Comp
Yo	escuché	al hombre	leer el libro
Yo	oí	a la señorita	leerlo
Yo	vi	al niño	leérselo

(1)	(2)	(3)	(4)
NP:Subj	Pron ₁	VP _{tc}	VP _{t-inf} :Comp
Yo	lo	escuché	leer ² cantar
Yo	los	vi	fusilar ²
Yo	los	vi	fusilarla

(1)	(2)	(3)	(4)
NP:Subj	VP _{tc}	(a) + NP:DO	VP _{inf} :Comp
Yo	mandé	al hombre	salir
Yo	permití	al niño	leerlo

2. When there is only one pronoun with two transitive verbs, it may be taken as object of the complement verb: I heard (someone) read it, ordinarily translated as a passive, I heard it read. Similarly, I saw (someone) shoot them, I saw them shot. Or it may be taken as subject of the complement verb, I saw them shoot.

dddd.	(1)	(2)	(3)	(4)
	NP:Subj	Pron ₂	VP _{tc}	VP _{inf} :Comp
	Yo	le	mandé	salir
	Yo	le	permiti	leerlo

e.	(1)	(2)	(3)	(4)
	NP:Subj	VP _{tc}	(a) + NP:DO	VP-ndo:Comp
	Yo	vi	a los hombres	corriendo
	Yo	vi	a los huéspedes	saliendo ✓
	Yo	escuché	al hombre	leyendo el libro ✓
	Yo	escuché	al hombre	leyéndolo ✓

ee.	(1)	(2)	(3)	(4)
	NP:Subj	Pron ₁	VP _{tc}	VP-ndo:Comp
	Yo	lo	escuché	corriendo ✓
	Yo	los	vi	saliendo ✓
	Yo	los	vi	fusilándola ✓

f.	(1)	(2)	(3)
	NP:Subj	VP _{tc}	VP _{inf} :Comp
	El	quiere	ir
	El	dijo	estar en casa ✓
	El	debe	tomar cerveza

g.	(1)	(2)	(3)	(4)
	NP:Subj	VP _{t/i}	Rel	VP _{inf} :Comp
	El	tiene	que	ir a casa
	El	acaba	de	salir

h.	(1)	(2)	(3)	(4)
	NP:Subj	VP _i	Rel	VP _{inf} :Comp
	Yo	voy	a	salir
	El	va	a	comprarlo

hh.	(1)	(2)	(3)
	NP:Subj	VP _i	VP-ndo:Comp
	La gente	anda	corriendo
	El	viene	llorando

Constituents

- NP:Subj : As in Pattern I.
- P3 + Ø : Third person nominal, an entity necessary in rules to assure verb agreement where no nominal form is actually present.
- VP_{tc} : Transitive verb phrase capable of being followed by a nominalized verbal as a complement.
- VP_{t/i} : Verb phrase transitive if object is NP; verb phrase intransitive if followed by relator plus infinitive.
- Pron₁ } : As in Pattern IV.
- Pron₂ }
- Pron₃ }
- VP-ser : As in Pattern I.
- NP:Comp : Noun phrase as complement with its verbal element (ser) deleted.
- NP:DO : Noun phrase as direct object (normally with a if personal noun).
- VP_i-inf : Intransitive verb phrase, the verb in the infinitive form.
- VP_t-inf : Transitive verb phrase, the verb in the infinitive form (the phrase may include an object, or the object may appear in front of the VP_{tc}).
- VP-ndo : Verb phrase in the -ndo form (hablando, corriendo, ...). If transitive, the object may appear in the phrase, or in front of the VP_{tc}.
- Rel : Relator—preposition or que.
- Comp : Complement, a nominalized verb phrase.

VI. a.

(1)	(2)	(3)
Hay	NP _{indef}	(ADV)
Hay	un señor	afuera
Hay	amigos	en las montañas

b.

(1)	(2)	(3)
Hay	NP _{indef}	que + VP _{inf}
Hay	mucho	que hacer
Hay	unos hombres	que venir

(1)	(2)	(3)
Hay	que	VP _{inf}
Hay	que	hacer eso
Hay	que	salir

Constituents

- NP_{indef} : Noun phrase indefinite (un señor, mucha gente, ...).
- VP_{inf} : As in Pattern V.
- ADV : As in Pattern I.

Like the six basic English patterns, these six Spanish patterns allow the framing of an almost endless number of sentences each containing only a single finite verb. Also like the English patterns, these all represent ACTIVE DECLARATIVE SENTENCES in normal word order: passives, negatives, interrogatives, exclamations, inversions, ellipses, and the like are constructed from them transformationally (Chapters 8 and 9). The "sentence types" they include are the following:

- I. NP:Subj + VP-ser +
- | |
|----------|
| NP-Pred |
| ADJ-Pred |
| ADV |

NP:Subj + VP-estar + ADJ

These are the EQUATIONAL ASSERTION patterns like English Pattern I, in which subject and predicate are linked equationally (note that with NP or ADJ the linkage is regularly marked by AGREEMENT).

- II. NP:Subj + VP_i

This is the INTRANSITIVE ASSERTION pattern, like English Pattern II, in which the predication requires no object. Note that VP-estar + ADV is an instance of Pattern II, not of Pattern I.

- III. NP:Subj + VP_t + Object

This is the TRANSITIVE ASSERTION pattern, like English Pattern III except that it requires the object after the VP if the object is a noun phrase but before the VP if it is a pronoun.

- IV. NP:Subj + VP_t + NP:DO +
- | |
|------|
| para |
| a |
- + NP

This is the TRANSITIVE RECEIVER ASSERTION pattern, like English Pattern IV only on the surface. The differences are elaborated below under the "Comparison of Patterns."

- V. NP:Subj + VP_{tc} + Comp + (NP:DO)

This is the COMPLEMENT ASSERTION pattern, like English Pattern V, but more complex and different in many significant details, to be examined below under the comparison.

- VI. Hay + NP_{indef} + (ADV)

This is the INDEFINITE EQUATIONAL pattern, like English Pattern VI except in its third variant (c), which is unmatched by any English counterpart.

This completes our inventory of the basic patterns in English and Spanish that contain only one finite verb. The observant reader will have noted that certain kinds of sentences have been omitted which he might have expected to be included. Before comparing the English and Spanish inventories, therefore, we pause to justify some of the unexpected omissions.

One pattern of high frequency omitted from both the English and Spanish lists is the one that includes a non-finite verb functioning as an ADVERB OF PURPOSE or CAUSE. Typical examples from English are these:

- He did it to get away from home.
- He built it to live in.
- He demanded help to write the book.
- He considered working to make a living.

Typical examples from Spanish are these.

- Le escribo para felicitarla.
- Llegaron a ver el patio.
- Sus compañeros fueron a ponerle flores a su tumba.
- Salieron a comer.

A second class of omissions is that in which a non-finite verb form serves (as part of a prepositional phrase) in an ADJECTIVE PHRASE. English examples:

- Have a little more caution about speaking your mind so freely.
- The test to be administered is not difficult.
- The tendency to do nothing at all is a strong one.

Spanish examples:

- Tenga la bondad de sentarse.
- No tengo ganas de ver a nadie.

A third class of omissions is that in which a non-finite verb form is nominalized as subject of the verb. English examples:

- Flying planes is not a hobby of mine.
- To work for a boss like that is the same as slavery.
- To behave decently is quite a challenge to that child.

Spanish examples:

- El hacer tales cosas no me gusta.
- No me gusta hacer tales cosas.
- El hacerse bonita es un cosa a la cual le da mucha atención esa mujer.
- El estar en tal lugar me parece muy aburrido.
- Es necesario hacer eso.
- Fue importante comer algo.

All these three classes of omissions are clearly instances of NOMINALIZATION of a verb phrase—instances in which it functions as a noun: as object of a preposi-

tion in an adverbial or adjectival phrase, or as subject of a finite verb. The other possible instance of nominalization—in the function OBJECT OF FINITE VERB—is treated in the patterns under complements (Pattern V). It is included, whereas the others are omitted, because the complement function is severely restricted to specific subclasses of verbs, and because the differences in pattern have particularly interesting consequences in the transfer of English habits to Spanish.

There is a fourth class of omissions which are in fact instances in which forms derived from the verb are totally converted into adjectives; and adjective patterns have been excluded except after de. English examples:

It arrived all covered with dust.
He came back home wrapped in a sheet.
Look at the mountains surrounded by clouds.

Spanish examples:

Llegó todo cubierto de polvo.
Volvió a casa envuelto en una sábana.
Mire las montañas envueltas en nubes.

Besides having omitted the four types listed above, we have (as already noted) omitted all rearrangements of the basic patterns that can be accomplished by transformations—the interrogatives, imperatives, emphasis inversions, and so on. Indeed, certain patterns—like IV-b—are more frequently found inverted than in the order assigned in the pattern. For instance, a sentence like

El libro se le perdió

is much more likely to be heard as

Se le perdió el libro

although both are obviously quite grammatical and acceptable.

COMPARISON OF PATTERNS

Pattern I

English	Spanish
(1) <u>Subj</u> must be specified.	(1) <u>Subj</u> may be specified, or may be explicit only in verb suffixes.
(2) <u>VP</u> has <u>be</u> as main element.	(2) <u>VP</u> has <u>ser</u> or <u>estar</u> as main element. The distinction between <u>ser</u> and <u>estar</u> is elaborated in Chapter 7.
(3) Predicate <u>NP</u> agrees with <u>Subj NP</u> in number except in a small class of nouns (<u>Oranges</u>	(3) Predicate <u>NP</u> and <u>ADJ</u> agree in number with <u>Subj</u> , and <u>ADJ</u> agrees also in gender.

also in gender if Subj is a 3rd person pronoun (He is a boy; but She is a girl). Predicate ADJ requires no agreement.

Learning problems: The chief problem is the distinction between ser and estar, although the fact that Subj need not be specified in Spanish if implicit in the context (whereas English always requires it) needs emphasis and practice also. The concord between Subj and Pređ is a general problem of number (gender) agreement not limited to this pattern.

Pattern II

English	Spanish
(1) <u>Subj</u> as in Pattern I.	(1) <u>Subj</u> as in Pattern I.
(2) The class of verbs that permits intransitive use in English is much larger than the comparable class in Spanish.	(2) Many verbs that permit intransitivity in English require an "empty" object in Spanish. Note "Las puertas se cierran a las nueve" vs. <u>The doors close at nine, in which <u>se</u> is an empty object.</u>

Learning problems: The chief problem is membership in the class V_i. Many (basically transitive) verbs of English allow use as intransitives which in Spanish maintain their transitivity through an empty object se. Such English sentences as the following all normally require objects in Spanish: That wall paints very easily. This medicine swallows painlessly. A problem like that solves with no difficulty. And, with deleted object, He got up at nine. He didn't wash this morning. He sells for a living.

Pattern III

English	Spanish
(1) <u>Subj</u> as in Pattern I.	(1) <u>Subj</u> as in Pattern I.
(2) Within the class <u>V_i</u> in English there are two large subclasses: those that include particles, and those that do not. The former class does not exist in Spanish, or at any rate not in corresponding examples.	(2) Although lacking the English class with <u>PRT</u> , Spanish transitive verbs tend to remain consistently transitive, as indicated in the summary of Pattern II.
(3) Object is normally after the verb, whether the object is a noun or a pronoun.	(3) Object is after the verb if a noun before the verb if a pronoun. If the noun is a personal noun, it

normally requires a to mark it (this a may occur under certain other circumstances also; see Chapter 7).

Learning problems: The two chief differences are in the membership of the class V_t and the position of pronoun objects—the latter especially requires extensive drill.

Pattern IV

English	Spanish
(1) <u>Subj</u> as in Pattern I.	(1) <u>Subj</u> as in Pattern I.
(2) The <u>V_{io}</u> class in English is a small one, limited to verbs of the type that occur in IV-a, with two objects in sequence after the verb. The direct object and indirect object cannot both be pronouns unless the order is inverted and <u>to</u> or <u>for</u> is added (we cannot say, <u>He gave them it</u>).	(2) There is no <u>V_{io}</u> class in Spanish, since almost any <u>V_t</u> allows an adverb of interest (<u>para el, a ella, . . .</u>); all constructions that appear to resemble the English indirect object are simply direct object plus adverb of interest; the double noun object sequence cannot occur in Spanish.
(3) Indirect object can be replaced by a <u>to</u> or <u>for</u> phrase, with a shift to position after the direct object.	(3) The adverb of interest phrase can be replaced by a <u>Pron₂</u> in front of the verb.

Learning problems: Although the sentences Te dio el libro and He gave you the book appear, except for word order, to be similar, they are in fact quite different. The Spanish sentence can become Te lo dio, the English cannot become He gave you it—but this is the least of the differences. Much more important is the fact that the so-called Spanish indirect object is not in any way different in behavior or derivation from an unlimited number of adverbs of interest; Me compró un libro is either He bought me a book or He bought a book from me (i.e., with respect to me); Me vendió un reloj is either He sold me a watch or He sold a watch for me. Finally, it should be noted that a sentence like He gave John a book, with two noun objects, does not exist in Spanish: one noun must go into a prepositional phrase that functions as an adverb of interest. The adverb of interest is frequent and productive in Spanish: Me lavaron las manos is formally identical with Le compraron un libro or Le dieron un libro. But because English allows two objects in sequence, They gave him the book is different from They bought a book from him, since the latter cannot be They bought him a book. A final test of the difference is to be found in the changes these sentences undergo in the passive transformation. Either object can become the subject in English:

They gave John a book. ⇒ { He was given a book (by them).
A book was given him (by them).

But only the direct object (there being, in fact, no indirect object) can become subject in Spanish:

Dieron un libro a Juan. ⇒ Un libro fue dado a Juan (por ellos).

but not:

*Juan fue dado un libro (por ellos).

Rather, we get:

A Juan le fue dado un libro (por ellos).

This difference requires, therefore, that the familiar category of indirect object be replaced by the unfamiliar category of adverb of interest, which is sometimes semantically similar to the English indirect object (le dieron un libro) and sometimes semantically very different (Le compraron un libro, Le lavaron las manos).

Pattern V

English	Spanish
(1) <u>Subj</u> as in Pattern I.	(1) <u>Subj</u> as in Pattern I.
(2) <u>V_{tc}</u> in English is divided into two principal subclasses: those which take a verbal complement with <u>to</u> , and those which take it with <u>-ing</u> . The few members of <u>V_i</u> that do allow a non-finite verb form after them always take <u>to</u> , as do the adjectives (Patterns V-h and V-i). The <u>to</u> and <u>-ing</u> classes are in general mutually exclusive; certain verbs of observation which do not require <u>to</u> also allow <u>ing</u> (<u>I saw him go. I saw him going</u>).	(2) <u>V_{tc}</u> in Spanish regularly requires the infinitive as verbal complement; only verbs of observation allow the <u>-ndo</u> complement, and they all allow infinitives also. As compared with English <u>to</u> and <u>-ing</u> classes, therefore, there is only a single large class <u>V_{tc}</u> , with a small subclass which also allows <u>-ndo</u> . There is, however, a division between verbs of suasion (V-dddd) which take <u>Pron₂</u> as <u>DO</u> with <u>Comp</u> , and all other <u>V_{tc}</u> , which take <u>Pron₁</u> .
(3) The only relator allowed with English verbal complements is <u>to</u> . <u>To</u> and the suffix <u>-ing</u> have the function of nominalizing English verbs.	(3) Spanish has a subclass of transitive verbs that take lexically specified relators with their complement (<u>tener que, acabar de, etc.</u>). The infinitive is itself the nominal form of the Spanish verb, marked by final <u>-r</u> .
(4) The object of <u>V_{tc}</u> is positionally just as it would be in a <u>VP_t</u> construction.	(4) The object of <u>V_{tc}</u> can be delayed until after the verbal complement, unless the verb in the complement

- (5) The object of V_{tc} is always interpreted as Subj of the verbal complement.

is transitive, in which instance the order is like that of English.

- (5) The object of V_{tc} may be interpreted as object of the verbal complement rather than subject if—and only if—the complement is a transitive verb without an object separately expressed. In this instance, the verbal is taken as having an unexpressed subject (V-dd).

Learning problems: The patterns of verbal complementation are the most complex of the one-finite-verb patterns in either language. The significant differences between them are (1) that English allows the complement construction with a set of verbs that Spanish does not allow:

He told us to go
He expected us to go
He asked us to go
He wanted us to go
He said to go

V_t + que clause in Spanish

(2) that Spanish allows the complement construction in a range of meanings that English does not allow:

Dijo estar seguro (He said he was certain)
Vi matarlos (I saw them shot)

and (3) that Spanish distinguishes between various kinds of verbs of suasion, so that most take Pron₂ (Les rogó no salir—He begged them not to leave) but two of them (hacer, dejar) take Pron₁ (Los hizo salir—He made them leave).

Pattern VI

English	Spanish
(1) The anticipatory NP replacive <u>there</u> allows displacement of <u>Subj</u> to post-verbal position.	(1) Spanish has no equivalent of the anticipatory <u>there</u> . It does not require that some class of NP occur as <u>Subj</u> .
(2) Relator <u>to</u> required before verbal complement (<u>There's a lot to do</u>).	(2) Relator <u>que</u> required before infinitive complement (<u>Hay mucho que hacer</u>).
(3) Verbal complement cannot precede object.	(3) Verbal complement can precede object. (<u>Hay que hacer mucho</u>).

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Learning problems: These patterns are closely similar except in (3) above (Spanish Pattern VI-c), which has no English pattern equivalent (English Pattern V-i is used instead).

TRANSLATION EQUIVALENTS

It is not profitable to examine the translation equivalents of the above patterns one by one. A few general observations will suffice, instead, to point out the areas in which the pattern similarities are not consistently matched by semantic similarities or similarities in typical usage.

The area most fruitful of structural disparities between translation equivalents is that of verbal complementation. Examine the following instances of English complement structures:

- I wanted him to come.
- I asked him to come.
- I beg you not to talk anymore about politics.
- I saw them attacking him.
- I saw them fighting with the police.
- I said to be sure.

In (a) and (b) the only possible translations are with two clauses, each with its own finite verb (this is always true where the will of one person is imposed on that of another by means of any verb, including those of communication like ask, tell, except the verbs of suasion like order, beg). In (c), with a verb of suasion other than hacer or dejar, either a complement construction (with Pron₂) or a clausal one is possible in either language, but general usage probably favors the clause in Spanish and certainly favors the complement in English:

- Quería que él viniera.
- Le pedí que viniera.
- Les ruego que no discutan más de política.
or
Les ruego no discutir más de política.

In (d) and (e), three translations are possible for each:

- Vi que lo atacaban.
Los vi atacarlo.
Los vi atacándolo.
- Vi que peleaban con la policía.
Los vi pelear con la policía.
Los vi peleando con la policía.

In English, the complement structure is certainly the more common with this meaning; in Spanish, the clause. Finally, in (f) we have a pattern which, in meaning, is the direct opposite of the matching English pattern:

Dije estar seguro (I said I was sure) not (I said to be sure).

Only with the two verbs hacer and dejar do we have a close structural equivalence:

Lo hice salir (I made him leave)
Los dejé comer (I let them eat)

Pattern V-i is only partly matched in Spanish and English. Whenever the adjective is followed by an infinitive form in Spanish, or to plus VP_{inf} in English, they seem to match closely:

It is important to do that.
Es importante hacer eso.

But whenever the optional for + NP is present in English, the match breaks down, since Spanish normally uses a clause with its own finite verb:

It is necessary for you to wait a moment.
Es necesario que esperes un momento.

It is possible to say, Le es necesario esperar un momento. But if the verb say is chosen instead of be + Adj, then, as in (f) above, the match breaks down completely: He said to be sure cannot be translated, Dijo estar seguro (He said he was sure), but must be Dijo que estuviera seguro. He said for us to go must be Dijo que saliéramos.

In general, then, similar patterns have similar semantic potentials, but usage in any particular instance any time, and in certain instances always, may require a different pattern in translation equivalence.

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English

Spanish

descriptive: a camera like apprehension of situations and events, even of mental reflexes by showing sequences of movements and natural contours

affective: How do things affect the observer? Use of appreciative forms (diminutives, augmentatives)

concrete view: reflected by the use of image words

abstract and subjective reflection: use of symbol words

tendency to logical order and rationalism

tendency to philosophical speculation

capacity of synthesizing

subjective analysis of insight aspects

tendency to a realistic, clear, straight-forward exposition

"anarchical" arrangement - arbitrariness when facing reality - leaving disambiguating to the listener/hearer

economic, concise: a utilitarian, pragmatic language

wordy - taking turns - using less indicators and differentiators - less marked intensity

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Some (morpho-)syntactic features

juxtaposition and parataxis

parataxis and hypotaxis

factive (passive) view

active view

direct discourse

indirect discourse

nominal structures predominant

verbal structures: predominant

profusion of possessives

higher use of articles

4-5 verbal inflections

46 verbal inflections

external modality

subjunctive - aspect markers (past)

para encontrar el camino más fácil hacia la equivalencia más acertada que nos aleja de la traducción literal.

El ámbito de comparación y selección no es, por cierto, tan limitado y sencillo como el que hemos descrito en las páginas anteriores para facilitar la asimilación del sistema, iniciando gradual y paulatinamente al estudiante en la aplicación de los principios lingüísticos, conforme al propósito de la presente obra. Eso es apenas la parte visible del 'iceberg'. El inventario de potencialidades de la lengua se incrementaría enormemente si pudiésemos emprender la interminable obra de presentar también el análisis contrastivo mediante 'transformaciones binarias', con las que se obtienen resultados más complejos que con las 'elementales' que hemos visto hasta ahora (que se realizan en una sola cadena, 2.3.2). Sería posible entonces comparar la sintaxis de cada lengua, en una especie de 'gramática bilingüe', que esperamos se perfeccione en el futuro cercano. Pero además de las equivalencias sintácticas, esa gramática debería contener todos los elementos de la estructura subyacente, de la estructura patente y de los niveles estructurales intermedios, con la indicación del nivel en que comienzan las diferencias entre las lenguas (reglas de selección específica) y de los niveles en que esas diferencias se acentúan, a medida que se aproximan a la superficie (reglas de ordenamiento específico). Todos esos elementos deberán, naturalmente, indicarse también por orden de componentes gramaticales, es decir, los que corresponden al componente semántico, al sintáctico, los elementos intercomponenciales (que pertenecen a los dos componentes), y, por fin, con la indicación de su pertenencia a

VÁZQUEZ-AYORA, GERARDO. INTRODUCCIÓN A LA TRADUCTOLOGÍA. WASHINGTON, D.C.: GEORGETOWN UNIVERSITY PRESS, 1977, pp. 81-86.

3.2 Representación lingüística del castellano y del inglés.

3.2.0 Introducción. A Alfred Malblanc debe la estilística diferencial uno de sus más importantes postulados de comparación en cuanto a la representación de las lenguas. Aunque aplicó su teoría de los PLANOS DE REPRESENTACION LINGÜÍSTICA al francés y al alemán, Vinay y Darbelnet la aplicaron al contraste entre el francés y el inglés. El alemán y el inglés son lenguas germánicas, vale decir, están íntimamente relacionadas, de manera que lo que aplicó Malblanc al alemán, pudo aplicarse en su generalidad al inglés, como nos enseña el círculo de Praga (Roman Jakobson, Vladimir Procházka), pese a que no se las puede considerar lenguas completamente análogas. En la misma perspectiva, no obstante sus grandes diferencias, el francés y el castellano son lenguas romances.

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Diferencias marcadas existen entre ellas, tales como el avance rápido del francés a la sustantivación y a la lexicalización (7.3.1 y sig.), el racionalismo francés frente al marcado subjetivismo español, y otras diferencias más que veremos más adelante. Sin embargo, como lenguas romances tienen muchos rasgos en común, y en base a ello, con las debidas salvedades, trataremos de aplicar el postulado de los 'planos de representación lingüística' al contraste del castellano y del inglés.

3.2.1 Planos de representación lingüística. Según la teoría de Malblanc, son dos los planos de representación lingüística. El uno se orienta hacia lo 'genérico' y 'abstracto', que denominaremos el PLANO INTELECTIVO. El otro se ejerce en el mundo de las 'imágenes sensibles', de los aspectos particulares y perceptibles, y es el PLANO DE LA REALIDAD. Para tener una idea inicial de lo que se va a explicar, citemos este breve ejemplo:

As he felt his way along the hall to push open the bedroom door . . .

Así que le faltaba atravesarla a tientas, empujar la puerta del dormitorio . . .

El ejemplo carece de macrocontexto, es verdad, pero no es difícil darse cuenta de que la persona trataba de entrar al dormitorio en la oscuridad. Ahora bien, está claro que en español sobra el aspecto particular, pues con empujar la puerta se basta el mensaje, ya que se sobreentiende que así se la abriría. No se quiere decir con ello que un detalle real y perceptible de una expresión sea siempre una redundancia. Al contrario, muchas veces es una ganancia semántica. En el ejemplo visto realmente el detalle está de más, pero no en el siguiente:

And the chairman gavelled the assembly into session

Y el presidente declaró abierta la sesión de la asamblea.

Un examen breve demuestra que el inglés conlleva un matiz que agrega vigor a la expresión y que pasa inadvertido en español. No podría tampoco el español pretender equipararse en esos casos al inglés con un despliegue de explicación que robe la prioridad que le pertenece a la idea central si se esforzase por decir: Y el presidente, con un golpe de mallette, declaró abierta la sesión (véanse las cuestiones de relieve y prioridad en las secciones 7.6.1 a 7.6.4). Tendremos oportunidad de discutir después el manejo de esos matices, por ahora nos interesa la distinción de los planos mencionados.

La representación en el plano intelectual se realiza por medio de 'palabras signos'; en el de la realidad, a través de 'palabras