

**UNIVERSITY OF DIALA**

**THE EFFECT OF THE APPROACH TO TEACHING SENTENCE  
PATTERNS ON THE ACHIEVEMENT OF THE UNIVERSITY STUDENTS**

**A THESIS  
SUBMITTED TO THE COUNCIL  
OF THE COLLEGE OF EDUCATION / UNIVERSITY  
OF DIALA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS**

**IN**

**METHODS OF TEACHING ENGLISH AS  
A FOREIGN LANGUAGE**

BY

*ASHWAQ ABDUL MAHDI HUSSEIN AL\_TEMIMI*

SUPERVISED BY

*Asst. Prof.*

*ABDUL LATIF ALWAN JAWAD AL- JUMAILY, Ph.D.*

*Asst. Prof.*

*ILHAM NAMIQ KHURSHEED AL- KHALIDI , Ph.D.*

**2004**

**1425 H.**

# *Chapter One*

## **Introduction :**

### **1.1 : The problem and Its Significance :**

The primary purpose of instruction in English grammar is to help students use English correctly and appropriately . It is of vital importance to devote some classroom time to teaching grammar and having students practise grammatical patterns so as to help them gain competence and confidence in the language . In this regard , Rutherford ( 1987 : 1 ) affirms “ that through grammar the learner can make words effective and become master of his own grammatical environment ” .

Huebener ( 1969 : 98 ) defines grammar as “ the syntactical structure of a language ” , while Palmer ( 1974 : 9 ) views that it is a complex set of relations . It is a device that specifies the infinite set of well – formed sentences and assigns to each of them one or more structural descriptions . That is to say it tells us just what are all the possible sentences of a language and provides a description of them . This is no small task , but one that is well worthy of human study .

The grammar of a language generates the sentences of that language : it assigns to each sentence a set of representations which provide the formal characterization of some of the properties ( semantic , syntactic , morphological , etc. ) of the sentence . ( *Haegeman & Gueron , 1999 : 582* ) .

Each grammatical category has its own features , linguistic complexities , and difficulties . So the quality and quantity of learners’ mistakes differ from one

grammatical category to another . English sentence patterns ( henceforth , ESPs ) constitute a very difficult learning area – university teachers have always complained that Iraqi university students do not normally recognize these patterns .

According to a widely – accepted modern analysis of a sentence , there are five possible elements of structure , namely Subject , Verb , Object , Complement and Adverbial ( abbreviated to S , V , O , C , and A respectively ) . In systemic grammar , however , the analysis is slightly different . Predicator replaces Verb, Object is included within Complement, Adjunct replaces Adverbial . ( Chalker, 1994 : 130 ) .

A sentence is the largest unit of language structure in traditional grammar , usually having a subject and predicate , and ( when written ) beginning with a capital letter and ending with a full stop . ( Ibid )

There are numerous approaches adopted by a number of specialists in deciding the number and type of sentence patterns , such as 4 adopted by Roberts ( 1956 ) , 24 in Eckersley & Eckersley ( 1960 ) , 9 in Stageberg ( 1971 ) , 7 in Quirk & Greenbaum ( 1973 ) , 8 in Alego (1974) , 5 in Nichols ( 1980 ) , 5 in Littell, et al, ( 1981 ) , 7 in Crystal ( 1988 ) , 10 in Kharma & Hajjaj 1989 ) , and 5 in Strunk & White ( 2003 ) .

The present study is concerned itself with the two sets of sentence patterns as proposed by Quirk & Greenbaum chapter 7 , and Stageberg's chapter 15 , since these chapters are taught to the third year students at University of Diala ( College of Education ) and University of Baghdad ( College of Arts ) respectively .

To the best knowledge of the researcher , no study has been so far carried out to investigate the effectiveness of the approaches to sentence patterns .

## 1.2: Aims of the Study :

The study aims at :

1. Assessing the effectiveness of two sets to sentence patterns , i.e, whether any of the two approaches, namely, Quirk and Greenbaum's (1973) or Stageberg's (1971) yields better results than the other .
2. Identifying difficulties in sentence patterns faced by university learners of English .

## 1.3: Hypothesis :

It is hypothesized that there is no statistically significant difference between students who are taught sentence patterns according to Quirk and Greenbaum's set of patterns and those who are taught according to Stageberg's set .

## 1.4 : Limits of the Study :

- 1 . The study is limited to the third year students in the University of Diala ( College of Education ) and University of Baghdad ( College of Arts ) for the academic year 2002 – 2003 .
- 2 . The content of the test is limited to sentence patterns included in :
  1. Quirk and Greenbaum ( 1973 ) “ A University Grammar of English ” Chapter 7 .
  2. Stageberg ( 1971 ) “ An Introductory English Grammar ” Chapter 14 .

### **1.5 : Procedures :**

In carrying out this study , the following procedures are to be followed :

1. Reviewing previous studies related in one way or another to the problem of this study .
2. Choosing a number of University students from the two colleges ( at random ) to represent the sample .
3. Preparing an elicitation tool composed of sentence patterns selected according to the aims and hypothesis posed in this study .
4. Interpreting the results in the light of the hypothesis by using the proper statistical means that suit the study .

### **1.6 : Value of the study :**

The study will be of value to all those involved in the teaching – learning processes especially teachers of English , who teach English grammar for the third year students at the University level as it is going to highlight the difficulties that college students face in learning this important aspect of language ( sentence patterns ) . EFL teachers are expected to benefit from the study since it identifies loopholes in the teaching methods they adopt and helps them develop their teaching practices .

Policy makers are also hoped to benefit from this research since it will identify the better approach to sentence pattern , if any , which will hopefully leads to its adoption in the relevent department .

## **1.7 : Definition of Basic Terms :**

### **Effect :**

The treatment effect or the effect of an experimental factor on a given level or value of a control variable , the effect of an experimental factor under controlled condition , that is , with other factors held constant . ( *Good , 1959 : 195* )

The operational definition of “ Effect ” is the change of competence whether positively or negatively .

### **Approach :**

It is a commitment to particular , specified points of view , to an ideology about language teaching . ( *Stevens , 1977 : 23* )

According to Richards and Rogers ( 1982 : 115 ) the term “ approach ” is defined as the “ assumptions , beliefs , and theories about the nature of language teaching which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom ” .

The working definition of “ approach ” here is that it is an ideology about language teaching which provides theoretical reference points for what language teachers do with the learners inside the classroom .

### **Sentence Patterns :**

A sentence pattern is a special arrangement of words that form a sentence . It can be found in the positive , negative , or interrogative .

( *Hamash , et al . , 2000 : 65* )

**Achievement :**

The amount of learning that takes place during a definable course of instruction .  
( *Dwyer , 1982 : 12* )

It is defined by Good ( 1973 : 7 ) as “ the accomplishment or proficiency of performance in a given skill or body of knowledge ” .

“ Achievement in learning a language refers to how much of a language someone has learned with reference to a particular course of programme of instruction ” .  
( *Richard , et al . , 1985 : 2* )

**University Student :**

Is a student who is undergraduate , i.e , a university or college student who has not yet taken his / her first degree .  
( \_\_\_\_\_ , 1999 : 806 )

## *Chapter Two*

### **Theoretical Background**

#### **2.1 : Introductory Remarks :**

Sentences are not a random juxtaposition of words one after another ; instead , words are carefully arranged in to patterns . Any sentence spoken or written is probably based on one of them . Within each sentence patterns specific positions are included . Each position in each pattern is occupied by a particular part of speech as illustrated in the following sentence :

##### **1. 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 ” .

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

##### **2. Dick broke a branch.**

It is the grammatical motor of the sentence and when attention is focused on the grammatical meaning , the verb is called predicator . Generally , the grammatical meaning is a meaning that is added to the sentence by virtue of a particular position in a particular pattern . Grammatical meanings are also carried by morphological forms , for example , the italicized morphemes that follow have grammatical meaning : *boys* , *dreamed* , *sweetness* , ... etc.



The grammatical meaning is a convenient one even though a sharp line between grammatical and lexical or dictionary meaning can not always be drawn .

( *Stageberg , 1971 : 197 – 198* )

Sentences are made up of words that are arranged in order . However , not just any order will do . To make sense , words must be put together in an order according to certain patterns .

*e , g* : 1 . Rain falls heavily . 7

2 . \*Fells heavily rain .

So the first sentence makes sense because the words are in the right order for one of the patterns of an English sentence . The second one does not have sense because the words are not in the right order .

Sometimes there is more than one correct order for the words in a sentence . Each order makes sense and expresses an idea . However , when the order is changed , the idea expressed may change too :

*e . g* : 3 . Kathy held the baby .

4 . The baby held Kathy .

The words are the same in each sentence but the word order is not . Thus the difference in the word order makes a difference in meaning .

( *Littell et al. , 1981 : 546* )

A student generally learns to use a language that he wants to acquire, not by the abstractions of grammar but mainly by practice in the patterns which are the living substance of the language . The most important of these are Verb patterns , i.e, the combinations that the verb can make with complements , objects , gerunds , clauses ....etc.

( *Eckersley and Eckersley , 1960 : 385* )

In studying sentence patterns , we usually do not need to distinguish pronouns from nouns . Sometimes , however , it is useful to distinguish linking verbs ( henceforth Lv. ) from non – linking verbs .

( *Roberts , 1956 : 56* )

## **2.2 : Sentence Elements :**

A sentence may alternatively be seen as comprising five units called elements of a sentence :

- Subject ( S )
- Verb ( V )
- Object ( O )
  - direct object ( Od )
  - indirect object ( Oi )
- Complement ( C )
  - Subject Complement ( Cs )
  - Object Complement ( Co )
- Adverbial ( A )
  - Subjected – related ( As )
  - Object – related ( Ao )

***Examples :***

1 . John carefully searched the room .

( S ) ( A ) ( V ) ( O )

2 . His brother grew happier gradually .

( S ) ( V ) ( C ) ( A )

3 . It rained steadily all day .

( S ) ( V ) ( A ) ( A ) .....etc.

Indeed , S , O , and A can themselves readily have the internal constituents of sentences .

*e . g* : She saw that [ it (S) rained (V) all day (A) ]

( S ) ( V ) ( O )

( *Quirk and Greenbaum , 1973 : 12* )

**2 . 3 : Definitions of the Sentence Elements :**

**2.3.1 : Subject :**

It is the first element in the sentence and it identifies the theme or topic of the clause . ( *Crystal , 1988 : 20* )

The subject is the most important in that ( except for the verb ) it is the element that is most often present . It is also the element for which we can find the greatest number of characteristic features . The form of the subject is normally a word, a noun phrase or a nominal clause . The subject normally occurs before the verb in declarative clauses , and after the operator in yes – no interrogative clauses .

*e.g.* 1 . Everybody has left for the day .

( S ) ( V )

2 . Has everybody left for the day ?

(Op) (S)

In *wh* - interrogative clauses , subject – operator inversion also occur expect where the wh – element is itself the subject :

*e.g.* 3 . What have ( Op ) you ( S ) seen today ?

4 . What ( S ) has ( Op ) kept you so long ?

A subject is obligatory in finite clauses except in imperative clauses, where it is normally absent but implied . The subject determines the number and where relevant , the person and gender of the reflexive pronoun as direct object , indirect object , subject complement , or prepositional complement . The same concord relation generally applies when the emphatic genitive my own , etc. is used :

*e.g.* 5 . I (S) shaved (V) myself (O) with my own razor .

6 . He (S) shaved (V) himself (O) with his own razor .

The subject is repeated in a tag question by a pronoun form :

7 . The milk is sour , isn't it ?

The implied subject of a subjectless non finite or verb less clause is normally identical with the subject of the super-ordinate clause :

*e.g.* 8 . Susan telephoned before coming over. [...before Susan come over].

A subject typically refers to information that is regarded by the speaker and in a clause that is not passive , the subject is a genitive .

( *Quirk et al. , 1987 : 724 – 726* )

Quirk and Greenbaum ( 1973 : 11 ) state that the subject has the following general characteristics not a defining features :

1 . It is patently absurd in relation to a sentence .

*e.g.* 9 . It rained steadily all day .

2 . It determines concord , i.e , with those part of the verb that permit a distinction between singular and plural , the form selected depends on whether the subject is singular as in :

*e.g.* 10 . The girl is now a student at a large university .

or plural as in :

*e.g.* 11 . They make him the chairman every year .

3 . It is the part of the sentence that changes its position as we go from statement to question.

*e.g.* 12 . He had given the girl an apple .

*e.g.* 13 . Had he given the girl an apple ?

### **2.3.2: Verb :**

It is the second element in the sentence and it expresses a wide range of meanings such as actions , sensations , or states of being . It is the most obligatory of all clause element . It is a predicatable , dependable element of the clause structure .

*e.g.* 1 . That old farmer drinks beer by the bucketful .

( *Crystal , 1988 : 30* )

Strunk and White ( 2000 : 95 ) state that a verb is a word or group of words that expresses the action or the state of being of the subject . Hornby ( 1976 : 1 ) indicates that there is no useful or adequate definition of the term verb . It is useful , however , to distinguish between finite and non – finite forms of verbs . The non – finites are the infinitives ( present and perfect , with or with out to ) , the present , past participles , and the gerund ( or verbal noun ) . The finites are those forms other than the non – finites . Thus the non – finites of be are : (to) be, (to) have

been, being and been and the finites are : am , is , are , was , were ,is seeing , was seen , have seen , have been seen .

The non-finites of see are : ( to ) see , ( to ) have seen , seeing and seen , and the finites are see , sees and saw , when an infinitive is used with to ( as in I want to go ( it is called the to- infinitive . When used with out to as in ( I must go ) it is called the bare infinitive . The present participle and the gerund are identical in form .

*e.g.* 2 . The boys like swimming , there is gerund .

Verbs in English can be recognized by the fact that they have up to five distinct forms : they have an uninflected base form , and may take as many as four different inflections ( they tense – s , past tense – d , participle – n , and gerund – ing inflections ) , as illustrated in the table of Verb forms :

<b>Base</b>	<b>participle</b>	<b>past</b>	<b>present</b>	<b>Gerund</b>
hew	hewn	hewed	hews	hewing
sew	sewn	sewed	sews	sewing
strew	strewn	strewed	strews	strewing...etc

Like most morphological criteria , however this one is complicated by the irregularity of English inflectional morphology : For example , many verbs have irregular past or participle forms , and in some cases either or both of these forms may not in fact be distinct from the base form , so that a single form may serve two or three functions , as illustrated in the table of irregular verbs :

<b>Base</b>	<b>participle</b>	<b>past</b>	<b>present</b>	<b>Gerund</b>
go	gone	went	goes	going
meet	met	met	meets	meeting
cut	cut	cut	cut	Cutting...etc.

This morphological property of having five ( potentially distinct ) forms differentiates verb , form so-called Modals (or Modal Auxiliaries) , which have no participle ( - n ) or gerund ( - ing ) forms ( and may also lack other forms ) :

can – could - \*cans - \*cannen - \*canning .

shall – should - \*shalls - \*shallen - \*shalling .

must - \*musted – musts - \*musten - \*musting, etc. (*Radford, 1989:58-59*)

Verb phrases can consist of just the main verb .

*e.g.* 3 . She writes several letters every day .

Verb phrases can also contain one or more auxiliary verbs before the main verb . Auxiliary verbs such as be , have , might are ‘ helping verbs ’ and help the main verb to make up verb phrases :

*e.g.* 4 . She is writing along letter home .

5 . She has been writing letters all morning .

6 . These letters might never have been written , if you hadn’t reminded her .

There are two types of auxiliaries : primary verbs and modal auxiliary verbs. . There are three primary auxiliary verbs : do , have , and be . These verbs act also as main verbs . The modal auxiliary verbs help to express a variety of meaning , for example , intention , future time and ability as in :

*e.g.* 7 . I was teaching classics and then thought I will cease to teach classics .

I will go abroad and teach English .

*e.g.* 8 . If we can catch that train across there we’ll save three minutes .

( *Leech and Svartvik , 1994 : 396 – 397* )

There are two kinds of verb phrases : finite and non – finite .

Finite verb phrases may consist of just one word :

*e.g.* 9 . He worked very hard indeed .

In finite verb phrases consisting of more than one verb , the finite verb is the first one ( was and had in these examples ) :

*e.g.* 10 . He was working for a computer company at the time .

11 . The enemy's attack had been planned for fifteen years .

The finite verb is the element of the verb phrase which has present or past tense . With most finite main verbs , there is no concord contrast except between the 3<sup>rd</sup> person singular present and all other presents :

*e.g.* 12 . She reads .

13 . They read .

Modal auxiliaries count as finite verbs , although they have no concord with the subject :

*e.g.* 14 . I / you / he / they can do it . ( Ibid : 398 ) .

A non – finite clause is a clause with non – finite ( tenseless ) . So non – finite clauses can only be subordinate . Not only do non finite clauses lack tense in the Vgrp , they may also overtly lack one or more major constituents . Non – finite clauses frequently may lack an overt subject.

When a non – finite clause lacks an overt constituent , this indicates either :

- (i) The reference of that constituent is general in a higher ( super ordinate ) clause .
- (ii) Its reference is identical to a constituent in a higher ( super ordinate ) clause .

*e.g.* 1 . [ Chatting with the construction workers ] is a good way of [ wasting time ] .

2 . Hedda enjoys [ chatting with the construction workers ] .

3 . Hedda doesn't tolerate [ Anna chatting with the construction workers ] .

So there is a clear difference between the non – finite clauses in [1] and those in [2] and [3] . Although not overt , the subject of the non – finite clause in [2] is just as specific as that as in [3] ( with the overt subject ) . This is because it is understood as identical with the subject of the main clause , Hedda . What Hedda enjoys is Hedda chatting with construction workers ( Anna , it seems , it another matter ) .

The subjects of non – finite clauses in [1] , by contrast , are not specific . [1] mentions chatting with construction workers ( and wasting time ) in general , regardless of who dose it . ( *Roberts,1998 : 250-251* ) .

### 2.3.3 : Object :

It is a noun or pronoun that normally comes after the verb in an active clause . The direct object refers to a person or thing affected by the action of the verb .

*e.g.* 1 . Take the dog for walk .

The indirect object , on the other hand , usually refers to a person who receives the object .

*e.g.* 2 . Ann gave me a watch .

(Oi) (Od) ( *Swan , 2000 : xxv* )

Strunk and White ( 2000 : 93 ) define object as a noun or pronoun that completes a prepositional phrase or the meaning of a transitive verb .

Direct object is a noun or pronoun that receives the action of a transitive verb.

*e.g.* 3 . Pearson publishes books .

An indirect object is a noun or pronoun that indicates to whom or for whom , to what or for what the action of a transitive verb is performed .

*e.g.* 4 . I asked her a question . , Ed gave the door a kick .

Brown and Miller ( 1980 : 340 ) indicate that the grammatical object , like the subject , is realized by an Np . In active declarative sentences with unmarked word order , the object is characterized by certain grammatical features :

- (1) It directly follows the verb .
- (2) It is not in construction with a preposition .
- (3) It can become the subject of the corresponding passive sentence .
- (4) It is an obligatory constituent with transitive verbs .

### 2.3.4 : Complement :



It is apart of a sentence that gives more information about the subject ( after be, seem , and some intensive verbs ) , or in about the object in complex transitive verbs .

*e.g.* 1 .Your're the right person to help .

2 . She looks very kind .....etc.

(*Swan,2000:xxi , see also Shephard ,1990:3*)

It refers also to structure or words needed after a noun , adjective , verb .

*e.g.* The intention to invest , full of water , try phoning , ..etc (Ibid)

Complement is a word or phrase ( especially a noun or adjective ) that completes the predicate . Subject complements complete linking verbs and rename or describe the subject :

*e.g.* 3 . Martha is my neighbour .

4 . She seems shy .

Object complements complete transitive verbs by describing or renaming the direct object :

*e.g.* 5 . They found the play exciting .

6 . Robert considers Mary a wonderful wife .

( *Strunk and White , 2000 : 90* )

Crystal ( 1988 : 40 – 41 ) states that the complement expresses a meaning which adds to that of another clause element – either the subject ( subject complement ) or the object ( object complement ) .

### **A subject complement ( Cs ) :**

It usually follows the subject and the verb and the verb is most often a form of be ( is , was , ...etc. ) and a certain kind of verbs that are able to link complement meaning with the subject meaning , i.e, these verb are called copular or ( linking ) verbs .

*e.g.* He is a doctor .

The bull became angry . ( i.e , it was angry )

That tune sounds marvellous . ( i.e, it is marvellous ) .

Eckersley and Eckersley ( 1960 : 11 ) indicate that subjective complements may be :

- (1) a noun :  
*e.g.* Mr. Smith is a dentist .
- (2) a pronoun :  
*e.g.* It was you .
- (3) an adjective :  
*e.g.* This milk tastes sour .
- (4) an adverb :  
*e.g.* The baby is awake .
- (5) a gerund :  
*e.g.* The soldier , though wounded , continued fighting .
- (6) a verb ( infinitive ) :  
*e.g.* He seemed to fall .  
He fought to help me .
- (7) a phrase :  
*e.g.* The book is in two parts .
- (8) a clause :  
*e.g.* That is what I wanted to know .
- (9) a participle :  
*e.g.* It is annoying to be interrupted .

### **An object complement ( Co ) :**

On the other hand , it usually follows the direct object and its meaning relates to that element . The basic identity between them is in parenthesis:

*e.g.* They elected him president . ( i.e, He was president )

She made me angry . ( i.e, I was angry )

Objective complements occur with verbs that take an object which still need some other word or words to complete the predicate and may be also one of the following :

1. a noun :

*e.g.* They made him king .

They named the baby George .

2. an adjective :

*e.g.* The jury found the prisoner guilty .

3. verb ( infinitive ) :

*e.g.* His words prove him to be a fool .

4. an adverb :

*e.g.* The boy set the bird free .

5. a phrase :

*e.g.* His threats filled her with terror .

6. a clause :

*e.g.* You have made me what I am . ( *Ibid* : 12 )

Strunk and White (2000:90) point out that object complements complete transitive verbs by describing or renaming the direct object .

*e.g.* They found the play exciting .

### **2.3.5 : Adverbial :**

Radford ( 1981 : 37 ) states that adverbials tell us something extra about an action , happening , or state as described by the rest of the sentence , for example :

i. The time when it happened ( time adverbial ) .

*e.g.* 1 . We got together after dinner late in the evening .

ii. The place where it happened ( place adverbial ) .

*e.g.* 2 . Will you be staying in a hotel ?

iii. The manner in which it happened ( manner adverbial ) .

*e.g.* 3 . Before reaching a decision we have study this plan very carefully .

Swan ( 2000 : xxi ) refers to adverbials as a group of words that does the same job as an adverb .

The position adverbials can occupy depends very much on their form and they have a number of different forms such adverb phrases , i.e, consists of a degree adverb and adverb as in very slowly , prepositional phrase , i.e, consists of a preposition followed by a prepositional complement as in :

*e.g.* 4. I found several people waiting outside the doctor's door .

Or it can be a noun phrases as in :

*e.g.* 5 . What are you doing this afternoon ?

Most adverbials are mobile , so that they can occur in different places in the sentence such as in front – position before the subject as in fortunately I had plenty of food with me , in the mid – position immediately before the main verb as in she never protests and she always agrees with me , and in the end – position after verb if there is no object or complement as in I went to some second – year seminars .

So the place of an adverbial depends partly on its structure ( whether it is an adverb , a prepositional phrase , a clause , etc. ) , partly on its meaning ( whether it denotes time , place , manner , degree , etc.) .

( *Leech and Svartvik , 1994 : 225 – 226* )

## 2.4 : Models of sentence patterns :

Praninskas ( 1972 : 2 ) indicates that the basic unit of any language is the sentence . To speak and write correctly we must know how to put words together in the proper order to make statements and question and if you follow the patterns carefully , your sentence will be correct .

### 2.4.1: Robert's (1956:134)

The symbols that are used to give a formula are :

D → For determiners .

1 → For the nouns .

2 → For the verbs .

2L → For the linking verbs .

3 → For the adjectives .

4 → For the adverbs .

So the patterns are :

Pattern One 1 ↔ 2

*e.g.* Canaries sing .

Pattern Two 1 ↔ 23

↔

*e.g.* Canaries are beautiful .

Pattern Three 1            2L1

*e.g.* Canaries are birds .

Pattern Four 1            2 1

*e.g.* Canaries eat worms .

It has been found out from the above mentioned patterns the difference is verb clusters . The noun is the same in all , but the verb clusters are different . In pattern one it is just a verb ; in two it is a linking verb patterning with an adjective ; in three it is a link verb patterning with a complement ; in four it is a non – linking verb patterning with an object .

#### **2.4.2 : Eckersley & Eckersley's (1960 : 385 – 401)**

Pattern 1 : Subject + Verb

*e.g.* Time flies .

Pattern 2 : Subject + Verb + Complement

*e.g.* He is rich .

Pattern 3 : Subject + Verb + Adverb Complement

*e.g.* They are here .

Pattern 4 : Subject & Verb + Direct Object

*e.g.* He did the work .

Pattern 5 : Subject & Verb + Preposition + Prepositional Object

*e.g.* I will wait for you .

Pattern 6 : Subject & Verb + Direct Object + Adverb Complement

*e.g.* I put the shoes in your cupboard .

Pattern 7 : Subject & Verb + Direct Object + Adjective

*e.g.* I will get the dinner ready .

Pattern 8 : Subject & Verb + Direct Object + to be + Adjective

(or Complement)

*e.g.* They told him to be careful .

Pattern 9 : Subject & Verb + Direct Object + Object Complement

*e.g.* He called his cat Sally .

Pattern 10 : Subject & Verb + Direct Object + Preposition + Prepositional Object .

*e.g.* I gave it to him .

Pattern 11 : Subject & Verb + Indirect Object + Direct Object .

*e.g.* I gave him a lesson .

Pattern 12 : Subject & Verb + ( for )<sup>1</sup> + Complement .

*e.g.* He walked for ten miles .

Pattern 13 : Subject & Verb + Infinitive ( bare ) .

*e.g.* He can sing .

Pattern 14 : Subject & Verb + Direct Object + Bare Infinitive .

*e.g.* I made him come .

Pattern 15 : Subject & verb + to – Infinitive

*e.g.* I want to go away .

Pattern 16 : Subject & Verb + Interrogative word + to Infinitive .

*e.g.* I will remember how to do this in future .

Pattern 17 : Subject & Verb + Direct Object + to – Infinitive .

*e.g.* I'll ask him to help us .

Pattern 18 : Subject & Verb + Direct Object + Interrogative word + to – infinitive .

*e.g.* I had to tell him how to make a telephone call .

Pattern 19 : Subject & Verb + Gerund .

*e.g.* He loves skating .

Pattern 20 : Subject & Verb + Direct Object + Present Participle .

*e.g.* He kept me waiting .

Pattern 21 : Subject & Verb + Direct Object + Past Participle .

*e.g.* We saw big trees torn up by their roots .

Pattern 22 : Subject & Verb + ( that ) + Noun Clause

---

<sup>1</sup> For is used only in sentences expressing duration .

*e.g.* He said ( that ) they would come and see us .

Pattern 23 : (A) Subject & Verb + Direct Object + ( that ) + Noun Clause

*e.g.* I told him ( that ) he must work harder .

(B) Subject & Verb + Direct Object + Interrogative word + Noun Clause .

*e.g.* He told James why he must work harder .

Pattern 24 : (A) Subject & Verb + So .

*e.g.* I think so .

(B) Subject & Verb + not .

*e.g.* I hope not .

He is afraid not , etc.

### 2.4.3 : Stageberg's (1971 : 170 – 191)

Stageberg identifies nine basic sentence patterns and a multitude of subpatterns in English .

A . Pattern 1 : N be Adj .

*e.g.* Food is good .

B . Pattern 2 : N be Uw ( = uninflected word )

*e.g.* The girl is here .

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

*e.g.* My brother is a doctor .

D . Pattern 4 : N In V ( = intransitive verb ) .

*e.g.* Girls giggle .

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

*e.g.* The girl bought a dress .

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

*e.g.* The mother bought the girl a dress .

G . Pattern 7 : N<sup>1</sup> Tr V N<sup>2</sup>

{
   
     a. N<sup>2</sup>
  
     b. Adj
   
     c. Pronoun .
   
     d. Adv. ( of place ) , uninflected )

e. Verb , present participle .

f. Verb , past participle .

Pattern No. 7 contains a choice of six different forms in the final position these are illustrates as follows :

- a. The players chose Harry captain .
- b. He considered her beautiful .
- c. I thought the caller you .
- d. We supposed him upstairs .
- e. I imagined him eating .
- f. I believed him seated .

H . Pattern 8 : N L<sub>v</sub> Adj .

*e.g.* The acrobat seems young .

I . Pattern 9 : N L<sub>v</sub> N<sup>1</sup> .

*e.g.* My brother remained an outstanding student .

#### 2.4.4 : Quirk & Greenbaum's ( 1973 : 166 – 167 )

Quirk and Greenbaum ( 1973 ) and Greenbaum and Quirk ( 1990 ) suggest seven similar sentence patterns albeit with different orders .

1 . SVA  $\Longrightarrow$  S V intens . A place .

*e.g.* She is in the house .

2 . SVC  $\Longrightarrow$  S V intens . Cs .

*e.g.* Mary is { kind .  
a nurse .

3 . SVO  $\Longrightarrow$  S V monotrans . Od .

*e.g.* Somebody caught the ball .

4 . SVOA  $\Longrightarrow$  S V complextrans . Od A place .

*e.g.* I put the plate on the table .

5 . SVOC  $\Longrightarrow$  S V complextrans . Od Co .

*e.g.* We have proved him { wrong .  
a fool .



6 . SVOO  $\Longrightarrow$  S V ditrans. Oi Od .

*e.g.* She give me expensive presents .

7 . SV  $\Longrightarrow$  S V intrans.

*e.g.* The child laughed .

### 2.4.5 : Alego's (1974 : 24)

Alego ( 1974 : 24 ) introduces eight basic sentence types each with some optional adverbial .

1 . SV-stat. A place .

*e.g.* She is in London ( now ) .

2 . SV-stat. Cs .

*e.g.* She is a student ( in London ) ( now ) .

3 . SV-stat. Od .

*e.g.* John heard the explosion ( from his office ) ( as he locked the door ) .

4 . SV-dyn. Cs .

*e.g.* Universities ( gradually ) became famous ( in Europe ) (during Middle Ages ) .

5 . SV-dyn. Od .

*e.g.* They ate the meat ( hungrily ) ( in their hut ) ( that night ) .

6 . SV-dyn. Oi Od .

*e.g.* He ( politely ) offered her an apple ( outside the hall ) ( before the concert ) .

7 . SV-dyn. Od Co .

*e.g.* They elected him a chairman ( without arguement ) ( in the Washington ) ( this morning ) .

8 . SV-dyn .

*e.g.* The train arrived ( quietly ) ( at the station ) ( before we noticed it ) .

It is evident here that Alego adopts a semantic classification of the verb and not a strictly syntactic one .

### 2.4.6 : Nichols' (1980 : 54 – 55) :

Nichols states the most commonly basic sentence patterns . These sentence patterns seem a little strange partly because they are so simple . Only the basic elements are present . One should notice that sentence patterns have not been changed . The basic sentence elements are only a little more complex : noun phrases replace single nouns , verb phrases replace single verbs , adverbs modify verbs , intensifiers modify adjectives .....etc.

So the most commonly used basic sentence patterns are :

1 . NV

*e.g.* Bread spoils .

2 . NVN

*e.g.* Children like bread .

3 . Nx Lv Nx

*e.g.* Bread is food .

4 . NLv Adj

*e.g.* Bread is nutritious .

5 . N<sub>1</sub> VN<sub>2</sub> N<sub>3</sub>

*e.g.* Bread provides mankind nutrition .

### 2.4.7 : Littell et al. , 's (1981 : 547 – 551)

1 . The N V pattern :

*e.g.* The crowd applauded .

2 . The N V N pattern :

*e.g.* Elizabeth heard a crash .

3 . The N V N N pattern :

*e.g.* The waiter brought us the menu .

4 . The N Lv N pattern :

*e.g.* The cold lemonade was a treat .

5 . The N Lv Adj pattern :

*e.g.* My voice is clear .

**2.4.8 : Crystal's (1988 : 22)**

1 . S + V

*e.g.* Hilarly yawned . Hilary yawned .

2 . S + V + O

*e.g.* Hilarly opened the door . Hilary opened the door .

3 . S + V + C

*e.g.* Hilarly is ready .

4 . S + V + A

*e.g.* Hilarly lives in London .

5 . S + V + O + O

*e.g.* Hilarly give me a pen .

6 . S + V + O + C

*e.g.* Hilarly got a shoe wet .

7 . S + V + O + A

*e.g.* Hilarly put the box on the table .**2.4.9 : Kharma & Hajjaj's (1989 : 98)**

1 . S be Adv

*e.g.* John is there / in the graden .

2 . S be C

*e.g.* John is kind . (Adj)*e.g.* John is a doctor . (n)

3 . S Lv C

*e.g.* John looks Sad .

4 . S InV

*e.g.* The boy laughs .5 . S <sub>Tr</sub>V O<sub>1</sub>*e.g.* The boy reads a lesson .

6 . S<sub>TrV</sub> O<sub>1</sub> Adv

*e.g.* The boy puts the book in the desk .

7 . S<sub>TrV</sub> O<sub>1</sub> C

*e.g.* They made him a leader .

8 . S<sub>TrV</sub> O<sub>2</sub> O<sub>1</sub>

*e.g.* She gave me a present .

9 . There be S Adv

*e.g.* There is a man at the door .

10 . It be Adj that .....

*e.g.* It is important that you come in time .

*Where :*

S means Subject

InV means intransitive verb

TrV means transitive verb

Lv means linking verb

Adj means adjective

Adv means adverb or adverbial

C means Complement

O means Object

O<sub>1</sub> means direct Object

O<sub>2</sub> means indirect Object

#### **2.4.10 : Strunk & White's ( 2003 : Article )**

Strunk and White( 2003 : 1 ) present five basic sentence patterns consisting of necessary elements which are S ( subject ) , V ( verb ) , O ( object ) and C ( complement ) .

These patterns are :

1 . S + V

*e.g.* Bells rang .

2 . S + V + C

*e.g.* Love is blind .

3 . S + V + O

*e.g.* The cat scratched Sally .

4 . S + V + O + C

*e.g.* The teacher considered him a good student .

5 . S + V + O + O

*e.g.* John gave his mother flowers .

The models that are going to be referred to in this piece of research are Quirk and Greenbaum's ( 1973 ) and Stager's ( 1971 ) only because they are the models that are taught to our subjects at College of Education / University of Diyala and College of Arts / University of Baghdad respectively .

## **2.5 : The Semantic Roles of the Clause Elements :**

### **2.5.1 : Subject Roles :**

Quirk et al. , ( 1987 : 750 ) denote that the subject of a clause may have various roles :

1. agentive : It means that the animate being instigating or causing the happening denoted by the verb.

*e.g.* John opened the door with the key . ( *Quirk & Greenbaum , 1973 : 171* )

2. instrumental : ,i.e, the entity ( generally inanimate ) which an agent uses to perform an action or instigate a process .

( *Quirk et al. , 1987 : 743* )

*e.g.* The key opened the door .

3. affected : The term ' affected ' has been extended generally to subjects of copular verbs and with intransitive verbs . ( *Ibid* )

*e.g.* The pencil was on the table .

*e.g.* The door opened .

4 .locative : It may have the locative role of designating the place of the state or action .

*e.g.* The path is swarming with ants .

5 . temporal : It may have the temporal role of designating its time . ( *Ibid:747* )

*e.g.* Last winter was mild .

- 6 . eventive : It may have the eventiv role ( with abstract noun heads designated arrangements and activities ) differ form others in permitting intensive complementation with a time adverbial .

*e.g.* The concert is on Thursday .

( *Quirk & Greenbaum , 1973:173* )

- 7 . empty : It may lack semantic content altogether, and consist only of the meaning less ‘ prop ’ word it , used especially . ( *Ibid* )

*e.g.* It is raining .

### **2.5.2 : Object Roles and Subject Priorities :**

The direct and indirect objects of a clause may have various roles :

- 1 . effect Od : It refers to something which exists only by virtue of the activity indicated by the verb .

*e.g.* She sang a song .

( *Alego : 1974 : 99* )

- 2 . affected Od : The most typical role of the direct object is that affected participant ( animate or inanimate ) which does not cause the happening denoted by verb , but is directly involved in some other way :

*e.g.* James sold his digital watch yesterday .

( *Quirk etal 1987 : 741* )

- 3 . recipient Oi : The most typical role of indirect object is that of the recipient participant i.e, of the animate being that is passively implicated by the happening or state .

*e.g.* I’ve found you a place .

( *Ibid* )

- 4 . Locative object : ( Locative Od )

The direct object may have locative role with such verbs as walk , swim , pass , jump , leave , surround , cross , climb .

*e.g.* We walked the street . [ We walked through the street ] .

She swam the river . [ She swam across the river ] . ( *Ibid : 749* )

- 5 . Resulting object : It is an object whose referent exists only by virtue of the activity indicated by the verb .

*e.g.* Baird invented television .

I'm writing a letter .

( *Ibid* : 749 – 750 )

6 . eventive object : A frequent type of object generally takes the form of adverbial noun preceded by common verb of general meaning , such as do , give have make , take .

This eventive object is semantically an extension of the verb and bears the major part of meaning .

*e.g.* They are arguing . [ verb only ]

They are having an argument . [ verb + eventive object ]

( *Ibid* )

7 . affective Oi : It refers to person or thing directly involved in the event other than as a causer .

*e.g.* He gave the door a kick .

( *Alego* : 1974 : 99 )

Table ( 1 ) presents The Semantic Roles of the Clause Elements :

Types	S	Oi	Od	Cs	Co	A	Example
1.SVC	aff.			attrib			She's happy .
	agent			attrib			He turned traitor .
	loc			attrib			The Sahara is hot .
	temp			=			Last night was warm .
	event			=			The show was interesting .
	it			=			It's windy .
2.SVA	aff.					loc.	He was at school .
	agent					=	She got into the car .
	pos.					=	He is lying on the floor .
	event					temp	The meeting is at night .
3. SV	agent						He was working .
	pos						She is standing .
	affect						The curtains disappeared .
	ext						The wind is blowing .

	it						It's raining .
4. SVO	agent		aff				He threw the ball .
	ext		=				Lightning struck the house .
	pos		=				He is holding a knife .
	instr		=				The stone broke the windows.
	recip		=				She has a car .
	agent		recip				We paid the bus driver .
	instr		=				The will benefits us all .
	agent		loc.				They climbed the mountain .
	loc		aff.				The bus seats thirty .
	agent		cog				They frught a clean fight .
	agent		result				I wrote a letter .
	agent		event				They had an argument .
	agent		instr				He nodded his head .
5.SVOC	agent		aff		attrib		He declared her the winner .
	ext		aff		attrib		The sun turned it yellow .
	instr		aff		attrib		The revolver mad him afraid .
	recip.		aff		attrib		I found it strange .
6.SVOA	agent		aff			loc	He placed it on the shelf .
	ext		aff			loc	The storm drove the ship ashore
	instr		aff			loc	A car knocked it down .
	recip		aff			loc	I prefer them on toast .
7.SVOO	agent	recip	aff				I bought her a gift .
	=	aff	event				She gave the door a kick .
	=	recip	result				She knitted me a sweater .

aff ( ected )

ext ( ernal causer )

pos ( itioner )

agen ( tive )

instr ( ument )

recip ( ient )

attrib ( ute )

( prop ) it

result ( ant )



cog ( nate )            loca ( tive )            temp ( oral )  
 even ( tive )

( *Quirk et al, 1987 : 754* )

## **2.6 : The Teaching of the Patterns in Iraqi Universities :**

Sine the introduction of the Control Examinations by the Ministry of Higher Education and Scientific Research in Iraq in 1997-1998 , Syllabuses and text – books have been unified in all similar colleges at all universities in Iraq . Consequently , students of the colleges of Education all around the country read the same text – books in all subjects . The same is true for the students of the Colleges of Arts and Languages .

As far as sentence patterns are concerned , the textbooks used are Quirk and Greenbaum's ( 1973 ) A University Grammar of English for the pedagogical material and Close's ( 1974 ) Workbook for exercises \*<sup>1</sup>.

As for the students of the colleges of Arts the text – book is Stageberg's ( 1971 ) An Introductory English Grammar which also provides exercises \*<sup>2</sup> .

The subject is taught during the third year of study in both colleges . Needless to say , and as the material adopted indicates , grammar is not taught communicatively , i.e, to be used , which is an essential requirement for successful language learning . ( *Hutchinson , 1989 : 1* )

---

\*<sup>1</sup> The writers adopt an eclectic approach to grammar which makes use of the different methods of teaching grammar .

\*<sup>2</sup> The approach adopted is a strictly structural one .