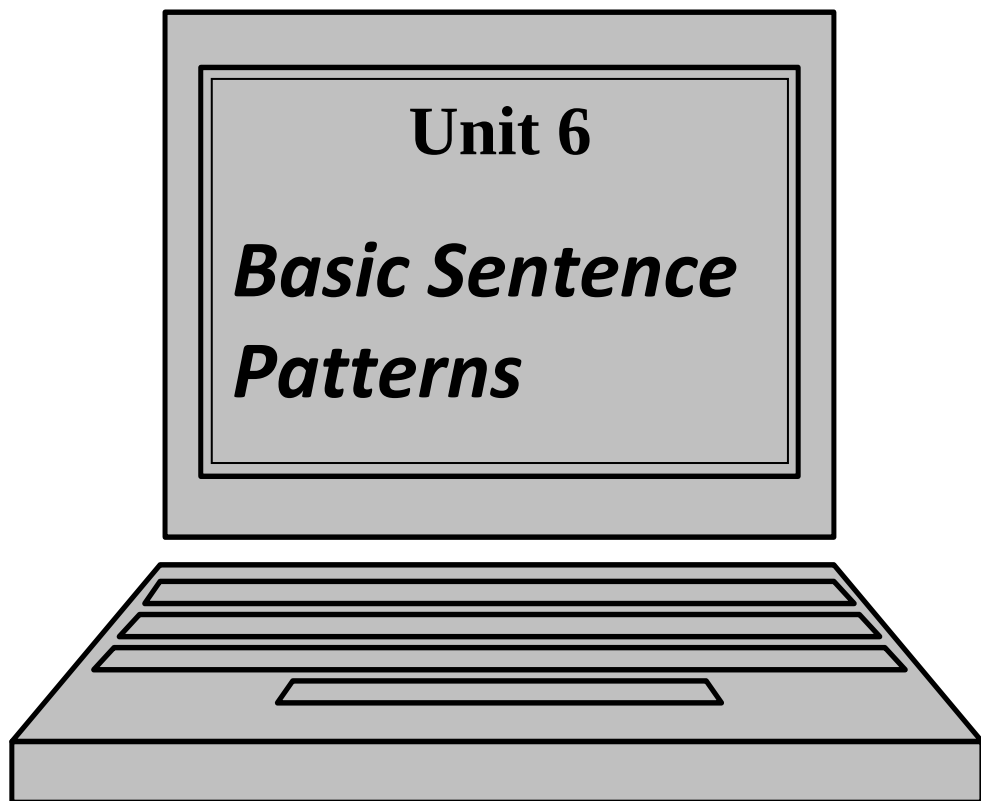




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INTRODUCTION

PREVIEW

Dear learner,

Welcome to the **sixth unit** in this course, ' **Grammar1**'.

In this unit you are going to study the Basic Sentence Patterns.

Please, note that there are nine patterns in this unit. Each pattern represents a section.

5. pattern 1: N-V (S+V)
6. Pattern2: NLV Adj
7. Pattern3: N be Adj.
8. pattern4: N be Adv
9. pattern5: N be N
10. Pattern6: NLVN
11. Pattern7: SV DO (=N Tr. VN)
12. Pattern 8: N Tr. V N N (S V IO DO)
13. Pattern 9: S V DO O C (= N Tr. V N + OC)

Also, there are some exercises and their model answers, and self assessment questions. At the end of this unit there is a list of references that the author has used and others for further reading.

Unit Objectives



Dear learner by the end of this unit you should be able to:

- ✓ **define** the Basic Sentence Patterns
- ✓ **distinguish** Basic Sentence Patterns.
- ✓ **use** the Basic Sentence Patterns properly.
- ✓ **Differentiate between** the nine Basic Sentence

Sentence Patterns

Dear learner, since no one can speak or write any language by merely arranging words in some random way, the construction of any intelligible discourse requires the language user to arrange, in the most part, unconsciously, his /her words according to a special word ordering which we may call ‘pattern’. In English, speakers use nine basic sentence patterns, and a large number of sub-patterns which include sentence positions, each with a particular grammatical meaning. However, since most English sentences follow these nine patterns, we shall examine them in the following paragraphs.

1. Pattern 1: N – V (S+V)

This is the simplest sentence pattern in English.

Examples:

S	V
1. Joanne	came.
2. He	arrived.
3. They	left.
4. This	works.

Notice that the verb in the above sentences is ‘Intransitive’. An intransitive verb does not need an object to fulfill the meaning of the sentence. In other words, an intransitive verb can stand by itself with the subject and make a complete sentence. Nevertheless, few English sentences are as brief as the above, because we normally extend the subject and the verb by modifiers for more meaning, clarity and explanation. Thus, we may need to expand the above sentences within the same pattern, e.g.

1. Joanne will be coming ‘soon’. (Temporal Adv. added)
2. He arrived ‘with his family’. (Prepositional Phrase added)

3. They left ‘yesterday’. (Temporal Adv. added)

4. This will work fine. (Adv. of Manner added)

The process by which we modify or extend the subject and verb is called ‘Modification’. A sentence may be extended by compound subjects or predicates, but still retains the same basic pattern:

S S V
Julie and Clara laughed.

S S V
Lucy and her brother slept.

 V V
He woke and yawned.

 V V
Catherine drew and painted.

The above basic patterns can be further expanded:

S S V
Julie and Clara laughed heartily.

S S V
Lucy and her brother slept deeply in the hut.

S V V
He work lazily and yawned with a smile.

S V V
Cathy draws fine and paints in a professional way.

The verb in pattern 1 can also be modified by an adverb or an adverbial group:

The workers got up ‘early’.

The workers were digging ‘beneath the earth’.

The workers were digging ‘when we arrived’.

As in the above examples, the intransitive verb is never completed by a noun or a pronoun. If it is completed by a noun or pronoun it will not be 'intransitive', e.g.

The workers finished 'the job'.
The workers finished 'it'.

The nominal group 'the job' and the pronoun 'it', are objects of the verb 'finished'. Therefore, the verb 'finished' is a transitive verb in these two sentences, because it takes objects. Now, examine the verb 'finished' in these two sentences:

The workers finished 'early'.
The workers finished 'happily'.

You can see that the verb finished is completed by an adverb of time in the first sentence and an adverb of manner in the second. So, certain verbs can be 'transitive' or intransitive depending on the context and meaning. Therefore, if a verb is completed by a Noun or a Pronoun, it is a 'Transitive' verb, and if it is completed by an adverb group, it is then an 'Intransitive'. You can always know if the verb is 'transitive' by substituting one of the pronouns: 'him, her, it, them', e.g.

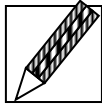
- a) i. They finished 'the job'.
- ii. They finished 'it'.
- iii. They dug the tunnel.
- iv. They dug it.

- b) i. They finished late. (Temporal Adv.)
- ii. They dug fast. (Adv. of Manner)
- iii. They dug deep. (Adv. of Place)

All the verbs in (a) are 'transitive', because they accept the pronoun 'it' as a completer of the verb. Conversely, all the verbs in (b) are

‘Intransitive’ because the words following the verbs ‘finished’ and ‘dug’ are modifiers (adverbs) and not ‘completers’ (i.e. not Nouns or Pronouns).

Exercise 1



Say whether the verb in each of these sentences is transitive or intransitive. Make the test by substituting one of the pronouns ‘it’ or ‘them’.

1. My father is painting happily.
2. My father is painting the wall.
3. The kids are eating quietly in the kitchen.
4. The kids are eating their lunch in the kitchen.
5. Some students read slowly.
6. Some students read stories.
7. Some books read well.
8. She pays regularly.
9. She pays her bills regularly.
10. She always pays for him.

SAQs



1. Single out the Intransitive verbs in these sentences:

1. The spectators shouted loudly.
2. Jack left.
3. Lady Suzan got married.
4. The pianist will be playing.
5. We had lunch.
6. They were sitting.
8. This article reads well.
9. The audience clapped their hands.
10. Princess Diana died in a car accident.

SAQs



2. Pick out the subject and verb, then underline the Noun and Verb modifiers.

1. The hero and the heroine will show up in the programme.
2. The advancement of the soldiers was stopped by the enemy.
3. The alarm will beep and flash in case of emergency.
4. Malessa plays tennis in summer.
5. There in the horizon the sun is fading.
6. The editor-in-chief and the rest of the journalists stood in line and spoke to the president.
7. A beautiful blackbird was singing by my window.
8. To come and visit me is a pleasure.
9. The very pretty little girls have been dancing for hours.
10. I am leaving now.

2. Pattern 2: N L V Adj.

Pattern 2 may be written as Noun + Linking V (L V) + Adj. In this pattern, the verb links the Adjective with the subject, the reason why it is called LV. Examples:

The soup ‘tastes’ delicious.

The cheese ‘smells’ bad.

The song ‘sounds’ awful.

Any verb, except ‘be’, that we can substitute for the verb ‘tastes, smells, sounds’ in the above sentences is a LV. Consider these examples:

The soup smells bad.

The story sounds disgusting.
The cheese becomes rotten.

The common Linking verbs are: ‘seem, grow, appear, remain, look, feel, sound, get, go, continue, smell, taste’. If any of these verbs is followed by an adverb or adverb group, the pattern will be different; it will be pattern 1 and not pattern 2. See these examples:

The president grew weary of the conference.
The team continued patiently in playing.
The soldiers appeared immediately after their leader.

However, the grammatical meaning of the adjective in pattern 2 is a ‘Subject Modifier’.

3. Pattern 3: N be Adj.

This is a simple pattern where a noun is followed by a verb to ‘be’, then an adjective. Examples:

Dinner is ready.
She is fine.
The park is very large.
My father is Sudanese.
The baby was hungry.

In all of the above sentences the noun or pronoun is the subject, and its meaning is: ‘that who / which is described’. Of course, the verb ‘be’ may have different meanings in different patterns. In pattern three, for instance, it means: ‘may be described’. Also, in this pattern the verb must be followed by an adjective or an adjectival group, e.g.

This plant is thorny, or very thorny.
This shirt is large, or too large.

We can use a test for 3 as:

This plant is thorny. —→ This is a very thorny plant.
This shirt is large. —→ This is an extra large shirt.

If a sentence does not accept this test, then it must belong to some other pattern. For example, the sentence below cannot be extended as we did for the sentences in pattern 3.

Their team is behind.
*** Their is a very behind team.**

But, we can extend sentences of pattern 3 by a prepositional phrase, which will function as a modifier of the noun and take the place of the adjective:

The captain was 'irritable'.
The captain was 'in a very irritable mood' (= in a very sad mood)
His words are 'beyond my scope'. (= are unintelligible to me)
His words are unintelligible.

Summary of Verb 'Be' in Pattern 3

The functions of verb 'Be' in pattern 3 are:

1. Affirmative Statement: Helen is sad.
2. Yes / No Question (i.e. inversion of subj. and verb): Is Helen sad?
3. Tag Question (repetition of 'is' in tag):

-Jane is sad, isn't she?
=Yes, she is. No she isn't.

4. Negative Statement: Jane is not (or isn't) sad.

4. Pattern 4: N be Adv.

This is also a very simple pattern, where the third position is occupied by an adverb or an adverbial group. Examples:

The players are 'there'.

The guests are 'upstairs'.

The tournament is 'tomorrow'.

The carnival was 'yesterday evening'.

The activities are 'there in the stadium'.

Also, a prepositional phrase indicating time or place can occupy the third position:

The milkman is 'at the door'.

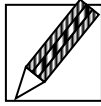
The meeting will be 'in the stadium'.

The farm is 'down the hill'.

The valley is 'outside the skirts of the village'.

Dinner will be 'after the meeting'.

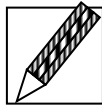
Exercise 2 (Patterns 2, 3, 4)



1. Pick out the LV and the subject modifiers:

- 1- These roses smell nice.
- 2- The horse's tail looks very long.
- 3- Vegetables remain fresh in the fridge.
- 4- The room smells bad.
- 5- The policeman felt good after he had caught the thief.
- 6- Our teacher looks sad today.
- 7- She seems discontented.
- 8- The boys got tired.
- 9- She grew older.
- 10- Our officer became ugly.

Exercise 3



Which of the following sentences belong to pattern 3, and which belong to pattern 4. You may apply the expansion test for pattern 3.

- 1- The car is small.
- 2- The car is here.
- 3- The baby was thirsty.
- 4- The baby is beautiful.
- 5- The meeting will be afterward.
- 6- His father is kind.
- 7- His father is away.
- 8- The ladies were cheerful.
- 9- The ladies were downstairs.
- 10- The ladies are here.

SAQs



1. Use prepositional phrases to occupy the third position and construct pattern 4 sentences.

Example: The meeting will be 'in an hour'.
The game is at the big hall.

2. Write number 3 or 4 beside each sentence to identify the correct pattern.

- 1- The chairs are in the kitchen.
- 2- Our coach is excellent.
- 3- The journey was fine.
- 4- The rejoicings are marvellous.
- 5- The meetings were yesterday.
- 6- The nets are inside the storeroom.
- 7- The party has been lovely.
- 8- The game must have been interesting.
- 9- The manager is busy.
- 10- The secretary is at home.
- 11- The carnival will be tomorrow.
- 12- Isn't she marvellous?
- 13- Joanne is not clever.
- 14- Joanne is late.
- 15- Are the kids late?
- 16- Are they at home?
- 17- They were there, weren't they?
- 18- Helen is inside the gym.
- 19- Is Helen inside?
- 20- You are not hungry, aren't you?

5. Pattern 5: N be N

In this pattern, both nouns have the same referent. It is only that the first noun is the subject, and the second is a complement and is called a 'subjective complement'. Examples:

His son is a pilot.

You and me are champions.

Lucy and Jane are roommates.

The man is a hero.

You should not confuse between this pattern and pattern 3. Examine these sentences:

Harry is my 'favourite player'.

This shirt is 'the right size'

The phrase 'favourite player' is a 'subject complement' and 'the right size' is an adjectival as it modifies the subject 'this shirt'. As such, the grammatical meaning of the second sentence relates to pattern 3 and not 5.

Personal Pronouns can also occupy the position of the subject complement:

This is Mary. —————> This is 'she'.

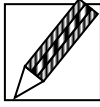
It's John. —————> It is 'him'.

It was Tom and Jim————> It was 'they'.

That's my house —————> That's 'mine'.

Notice that all the above pronouns (she, him, they, mine) are in the subjective position and they all take primary stress.

Exercise 4



Complete the following sentences with ‘subjective complements’.

- 1- Her sister in law is -----.
- 2- You are the -----.
- 3- Tom is -----.
- 4- His father is -----.
- 5- Their friends are -----.
- 6- That dinner was -----.

SAQs



1. Complete the following sentences in pattern 5. Use both Nouns and Pronouns for the third position.

Examples:

John is a coach.

That’s him.

2. Provide subjects to the following structures:

- 1- ----- is a fool.
- 2- -----are pilots.
- 3- ----- were soldiers.
- 4- ----- is a guardian.
- 5- ----- is my favourite actress.
- 6- ----- are my friends.
- 7- ----- are doctors.
- 8- ----- were electronic engineers.
- 9- ----- will be president.
- 10- ----- have been the guards.

6. Pattern 6: N LV N

The only difference between this pattern and pattern 5 is that the verb, which joins the two nouns, is a 'linking verb':

My brother became a president.

The captain seems a good person.

She remained a widow for reasons of her own.

Ronald continued a friend for years.

Lenn stayed the group leader.

The number of linking verbs that occupy the second position in pattern 6 is very small. Such verbs are: make, stay, remain, appear, become, seem, continue.

One should not confuse pattern 6 with other patterns where the verb is 'be', or the third position where it is an adjective, e.g.

(a) 1- Paul makes 'the group leader'.

2- Rock became 'chief'.

3- Johannes remained 'a widower'.

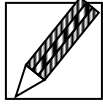
(b) 1- Paul became fine. (Pattern 2)

2- Rock is good. (Pattern 3)

3- Johannes seems younger. (Pattern 2)

The (a) sentences belong to pattern 6, the (b) sentences to other patterns.

Exercise 5



Which of the following sentences conform to pattern 6?

- 1- Mr. Jackson became the union president.
- 2- Our group leader remained captain after the elections.
- 3- Our basketball team played well.
- 4- She looks younger than her real age.
- 5- Mr. Nicklson remained our milkman.
- 6- You seem to be tired.
- 7- We shall continue the debate next week.
- 8- My daughter sings professionally.
- 9- Have you seen him soon?
- 10- The officer stayed the leader.
- 11- The officer stayed in command.
- 12- This watch makes a fine present.
- 13- Hazelnut remained her governess for years.
- 14- His elder brother became our team coach.
- 15- His elder brother became ill.

SAQ



Which of the following sentences does not conform to pattern 6?

- 1- Paullene stayed our group leader.
- 2- Paullene stayed in the room.
- 3- Paullene stayed younger.
- 4- I have become captain an hour ago.
- 5- I have become satisfied.
- 6- She remained our French teacher.
- 7- She remained till the end of the party.
- 8- Mr. Daiches continued my supervisor.
- 9- Mr. Daiches continued his work.
- 10- Our younger sister became a nurse.
- 11- Our younger sister became very glad.
- 12- My son remained a fast runner for years.
- 13- My son remained in his office for some time.
- 14- Doris seems an honest friend.
- 15- Doris seems younger than her real age.

7. Pattern 7: S V DO (= N Tr. V N)

This is a more frequent pattern where we meet another kind of complement, i.e. the Direct Object (DO), which usually completes the statement already begun by the subject and verb. **Thus, a DO is a word or a word group that appears in the predicate and receives the action of the verb.** Examples:

The cat chased the rat.

The gardener is cutting the branch.

The farmer ploughed the land.

Mr. Gordon writes plays.

Cathy saw him/her/them.

The butcher chops the meat.

The mechanic tested it. (i.e. tested the machine).

Each of the above verbs is an action verb and each DO is a noun (or a pronoun), which answers the question what? or whom ?

What did the cat catch?

What does Mr. Gordon write?

A DO can also be a pronoun:

I visited 'him' yesterday.

I will see 'her' today.

We have never met 'them' again.

Whom did you visit yesterday?

Whom will you see today?

Like the rest of complements, Direct Objects can be extended and modified, e.g.

The policeman caught the criminal 'with the scar on his cheek'.

I have seen the film 'about Julius Caesar'.

The gardener cut the grass 'with the grass machine'.

The prepositional phrases modify the Direct Objects: criminal, the film, and the grass.

Remember that action verbs that take Direct Objects are called 'Transitive Verbs', because they transmit the action to the Direct Objects. Also, note that in this pattern, it is the verb, which is completed by a Noun or a Pronoun (i.e. DO) and not the subject, because the DO does not have the same referent as the subject. The DO is affected by the verb, because the action falls on it. In other words, if the subject is the doer of the action, the DO is the one who / that is acted upon.

A Noun or Pronoun functioning as a DO can be substituted by the pronouns: him, her, it, them, e.g.

I met him yesterday.
The doctor examined her.
The referee warned them.
You may do it now.

However, the DO can have the same referent as the subject with two types of pronouns (a) Reflexive Pronouns (i.e. the set of ‘-self’ & ‘-selves’, and (b) Reciprocal Pronouns (i.e. ‘each other’ and ‘one another’). Examples:

- (a) 1- **Helen saw herself on the TV.**
2- **George hit himself unintentionally.**
3- **The soldiers washed themselves in the sea.**
4- **The actors amused themselves.**
- (b) 1- **They met ‘each other’.**
2- **The boxers knocked ‘one another’.**
3- **Helen and Carol see ‘each other’ often.**
4- **The boys kicked ‘one another’.**

Like other parts of a sentence, Direct Objects can be compounded, i.e. a verb may take more than one DO:

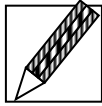
Rabbits like grass and vegetables.
Cats eat liver and kidneys.
Children prefer milk and candy.

Of course, the different varieties of this pattern can be expanded by modifiers:

- 1- The very hungry kids gobbled the cakes.
2- The young girls have sung a marvellous song.

- 3- Our school team have faithfully played the final match last night.
- 4- Do not move the table from this place.
- 5- You should not write your argument in this critical manner.
- 6- You need to put it over there.

Exercise 6



Substitute a suitable pronoun for each of the Direct Objects in these sentences:

- 1- The worker painted the room white.
- 2- Both men greeted the manager.
- 3- The gardener waters the roses each other day.
- 4- The cook prepared a French dish.
- 5- The crash punctured the tire.
- 6- My little daughter injured her younger brother.
- 7- The school children cheerfully saluted the minister.
- 8- You will meet the guards at the entrance.
- 9- We visited our grandmother yesterday.
- 10- Repair the tire before you drive.

SAQs



1. Mark the different elements of the following sentences.

Examples:

S V V DO
The teacher corrected and marked the papers.
S V DO DO

My mother tells no jokes or tales.

- 1- Diana Ross sings jazz, lyricals and blues.
- 2- The Red Indians of America enriched the English Dictionary with many words.
- 3- My doctor advised me to take rest.
- 4- She wrote a letter to the manager.
- 5- The committee nominated several names.
- 6- The Arabs introduced plenty of words to English.
- 7- Pamela plays tennis and ping pong.
- 8- The Arabs gave the Arabic Numerals to the West.
- 9- The rich give donations to the poor.
- 10- The Chinese engineers constructed the White Nile Bridge.

2. Expand the following sentences by adding modifiers.

Example: Monkeys like peanuts.

Hungry monkeys always like peanuts in the shells.

- 1- We like swimming.
- 2- She plays tennis.
- 3- The doctor wrote a prescription.
- 4- A student won the race.
- 5- The guard opened the gate.
- 6- They fought the battle.
- 7- She plays the guitar.
- 8- They attacked the enemy.
- 9- Leave the books.
- 10- The farmer cut the grass.

3. Write five expanded sentences conforming to pattern 7.

Underline each subject, verb, verb phrase and DO.

8. Pattern 8: N Tr. V N N (S V IO DO)

The third position in pattern 8 is usually taken by an Indirect Object (IO), which is a noun, or a pronoun, that comes before the DO and indicates the message 'for whom' or 'to whom'.
Examples:

The teacher told the pupils a story.
My brother sent me a letter.
Charlie sang us a beautiful song.
Maria fixed the children lunch.
Mom baked the kids some cookies.

Dear learner, examine these sentences:

Maria fixed the children ----- (what?)
The teacher told the pupils ----- (told them what?)
My brother sent me ----- (sent me what?)

Notice that the meaning is incomplete, because if a sentence is to have an IO, there must be also a DO. It is true that we can always have complete sentences without Direct or Indirect Objects, but they relate to other patterns, e.g.

Charlie sang for the group.
Mom baked.
John has just left.

The IO can be shifted to final positions in sentences by changing it into a Prepositional Phrase starting with 'to' or 'for':

Jackllene wrote 'the manager' a letter.
Jackllene wrote a letter 'to the manager'.
Adam presented 'me' a prize.
Adam presented a prize 'to me'.

Like other nouns and pronouns, Indirect Objects can be extended by modifiers, most commonly Adjectives and Prepositional Phrases, e.g.

S	V	IO	DO
The teacher told <i>the fresh 'pupils' in school</i> a story.			
S	V	IO	DO
Sherlie offered <i>her new 'colleague' in the office</i> some help.			

Also, the same verb may have two or more Indirect Objects:

S	V	IO	IO	DO
Our French teacher gave <i>me and my friend</i> presents.				
S	V	IO	IO	DO
Lisa sent <i>her sister and brother</i> cards.				

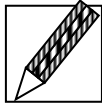
A Pattern 8 sentence can be transformed into a Pattern 7 sentence if we omit the IO, e.g.

My friend told me the truth.
My friend told the truth.
They sold us the tickets.
They sold the tickets.

The number of verbs used in pattern 8 is so limited and restricted. Some of these are:

send, ask, write, tell, pass, sell, pay, play, build, give, make, find, mail, e-mail, bake, sing, present, show.

Exercise 7



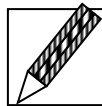
Mark the key words (i.e. S V IO DO) in each of the following sentences.

Example:

S V IO DO
She showed the children nice pictures.

- 1- The keen policeman gave the thief a harsh shout.
- 2- Madellene sang them an old lyric.
- 3- Our neighbour asked my father some help.
- 4- The university mailed every student the result.
- 5- The carpenter made a piece of wood an ash tray.
- 6- She feeds her chicks corn.
- 7- Our teacher handed the papers to us.
- 8- She sent a card to her grandmother.
- 9- Dad built a cat house for us.
- 10- He kindly passed the news to me.

Exercise 8



Change the IO into a Prepositional Phrase.

- 1- My friend sent me a card.
- 2- Cathy feeds her children popcorn and milk.
- 3- His boss assigned him a very hard job.
- 4- George found his friend a very rare article.
- 5- The old lady gave the policeman a cheerful smile.
- 6- The car dealer made the client a fine offer.
- 7- Tom played me a classical piece of music.
- 8- I brought the children a new TV set.
- 9- My friend offered me his car.
- 10- She prepared them dinner.

SAQs



1. Add modifiers to expand the following sentences within the same sentence pattern.

- 1- The company sent us the bill.
- 2- She presented her the prize.
- 3- The leader gave us the instructions.
- 4- Lisa fixed them lunch.
- 5- Did you e-mail them a notice?
- 6- You can buy the boys jackets.
- 7- He showed the boys and girls the painting.
- 8- She gave them a smile.
- 9- They asked him permission.
- 10- I offered the kids help.

2. Construct 5 expanded sentences conforming to pattern 8.

9. Pattern 9: S V DO O C (= N Tr. V N + OC)

The characteristic feature of this pattern is the Object Complement (OC). **An OC is a noun or an adjective in the predicate that identifies or explains the DO. Thus, the grammatical meaning of the OC is ‘completer of the DO’.**
Examples:

S	V	DO	OC
We	named	Charles	‘captain’.
The team	chose	Shoan	‘coach’.
The parliament	considered	him	a ‘puppet’.
They	thought	James	‘brilliant’.
I	imagine	her	‘beautiful’.

All the nouns and adjectives in the final positions in the above examples are Objective Complements, because they complete the meaning of the DO in each sentence.

In fact, pattern 9 has the choice of eight different forms, each of which is an OC. Examples:

1. The tennis committee selected Fijona group 'leader'. (N)
2. The committee considered her 'strong'. (Adj.)
3. They imagined the visitor 'you'. (Pro)
4. We thought him 'downstairs' (Adv. of place)
5. We assumed the children 'eating'. (V, Present Participle)
6. We found her 'seated'. (V, Past Participle)
7. They felt the witness 'in the way'. (Prep. Phrase = the witness is an obstacle)
8. We believed Diana 'to be a fine singer'. (Infinitive phrase with verb 'be')

All the sentences exemplified above can be changed in form, by adding the verb 'be', but the meaning remains the same. Examples:

- 1- The tennis committee selected Fijona to be captain.
- 2- The committee considered her to be strong.
The committee considered that she was strong.
- 3- They imagined the visitor to be you.
They imagined that the visitor was you.
- 4- We thought him to be downstairs.
We thought that he was downstairs.
- 5- We assumed the children to be eating.
We assumed that the children were eating.
- 6- We found her seated.
We found that she was seated.
- 7- They felt the witness to be in the way.
They felt that the witness was in the way.
- 8- We believed Diana to be a fine singer.
We believed that Diana was a fine singer.

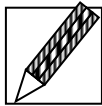
The underlying meanings of the sentences above are:

Jane is captain.
Jane is strong.
The visitor is you.
He was downstairs.
The children were eating.
She was seated.
The witness is in the way.
Diana is a fine singer.

The above sentences have the same pattern:

S V be + OC

Exercise 9

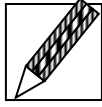


Change each of the following sentences in form while preserving the meaning. Number 1 is done for you.

- (i) The party declared Julie to be president.
- (ii) The party declared that Julie was president.

1. The party declared Julie president.
2. We believed Mr. Johnson an honest man.
3. We thought the kids outside.
4. I imagined her charming.
5. The boss appointed her administrative secretary.
6. The judge found the man guilty.
7. We found him beaten.
8. She felt her son a fine piano player.
9. They appointed Jimmy editor-in-chief.
10. They labelled the product 'sweety'.

Exercise 10



Underline each key element in the following sentences:

Example:

S V DO OC

We thought the meal terrible.

1. They found the match boring.
2. We elected him group leader.
3. She found the kitchen very dirty.
4. The doctor pronounced her healthy.
5. The family considered the accident forgotten.
6. The teacher announced the answer right.
7. The cabinet appointed Mr. McCarthy ambassador to Egypt.
8. The headmaster called us champions.
9. The captain declared the kick foul.
10. The doctor declared her completely cured.

SAQs



1- Write the pattern number each sentence conforms to.

1. Her reading is excellent.
2. She was there a few minutes ago.
3. The sailor told the officer a long story.
4. The Bushmen are skilled hunters.
5. The horses are grazing in the field.
6. The boss believed his word a mess.
7. He had been minister a long time.
8. The Arab League designated Khartoum the capital of Arabic culture.
9. We thought his reception a fine gesture.
10. The coaches believed Jimmy the best player of the season.

2- Which of the following sentences is pattern 8 and which is pattern 9?

1. Nancy cooked us an Irish dinner.
2. She fed her cats pets food.
3. The parliament nominated him minister of defence.
4. He named the winning horse 'Lucky'.
5. Our teacher played us a classical note.
6. They threw our team the ball.
7. The car dealer offered me a discount.
8. They considered the child a miracle.
9. She imagined him sleeping.
10. I thought she is already placed.

OVERVIEW

Dear learner, in this unit, you have discovered the Basic Sentence Patterns in English. Please, try to practice using them as much as possible.

PREVIEW

In unit seven, you will study a new area; that is Word Formation.

ANSWER KEY

Exercise 1

Say whether the verb in each of these sentences is transitive or intransitive. Make the test by substituting one of the pronouns 'it or them'.

1. My father is painting happily. (intransitive)
2. My father is painting the wall. (transitive)
My father is painting **it**.
3. The kids are eating quietly in the kitchen. (intransitive)
4. The kids are eating their lunch in the kitchen. (transitive)
The kids are eating **it** in the kitchen.
5. Some students read slowly. (intransitive)
6. Some students read stories. (transitive)
Some students read **them**.
7. Some books read well. (intransitive)
8. She pays regularly. (intransitive)
9. She pays her bills regularly. (transitive)
She pays **them** regularly.
10. She always pays for him. (intransitive)

Exercise 2

1. Pick out the LV and the subject modifiers:

- 1- smell -nice.
- 2- looks -very long.
- 3- remains fresh.

- 4- smells -bad.
- 5- felt-good.
- 6- looks-sad.
- 7- seems -discontented.
- 8- got- tired.
- 9- grew -older.
- 10- became -ugly.

Exercise 3

Which of the following sentences belong to pattern 3, and which belong to pattern 4. You may apply the expansion test for pattern 3.

- 1-The car is small. *Pattern 3*
- 2- The car is here. *Pattern 4*
- 3- The baby was thirsty. *Pattern 3*
- 4- The baby is beautiful. *Pattern 3*
- 5- The meeting will be afterward. *Pattern 4*
- 6- His father is kind. *Pattern 3*
- 7- His father is away. *Pattern 4*
- 8- The ladies were cheerful. *Pattern 3*
- 9- The ladies were downstairs. *Pattern 4*
- 10- The ladies are here. *Pattern 4*

Exercise 4

1. Complete the following sentences with ‘subjective complements’.

- 1- Her sister in law is a *teacher*.
- 2- You are the *hero*.
- 3- Tom is a *soldier*.
- 4- His father is an *engineer*.
- 5- Their friends are *students*.
- 6- That dinner was *potato*.

Exercise 5

The following sentences conform to pattern 6:

1. Mr. Jackson became the union president.
2. Our group leader remained captain after the elections.
3. Mr. Nicklson remained our milkman.
4. 10- The officer stayed the leader.
5. 12- This watch makes a fine present.
6. 13- Hazelnut remained her governess for years.
7. 14- His elder brother became our team coach.

Exercise 6

Substitute a suitable pronoun for each of the Direct Objects in these sentences:

- 1- The worker painted **it** white.
- 2- Both men greeted **him**.
- 3- The gardener waters **them** each other day.
- 4- The cook prepared **it**.
- 5- The crash punctured **it**.
- 6- My little daughter injured **him**.
- 7- The school children cheerfully saluted **him**.
- 8- You will meet **them** at the entrance.
- 9- We visited **her** yesterday.
- 10- Repair **it** before you drive.

Exercise 7

1. Mark the key words (i.e. S V IO DO) in each of the following sentences.

S V IO DO

1- The keen policeman gave the thief a harsh shout.

S V IO DO

2- Madellene sang them an old lyric.

S V DO

3- Our neighbour asked my father some help.

S V IO DO

4- The university mailed every student the result.

S V IO DO

5- The carpenter made a piece of wood an ash tray.

S V IO DO

6- She feeds her chicks corn.

S V DO

7- Our teacher handed the papers to us.

S V IO DO

8- She sent a card to her grandmother.

S V DO

9- Dad built a cat house for us.

S V DO

10- He kindly passed the news to me.

Exercise 8

Change the **IO** into a Prepositional Phrase.

- 1- My friend sent a card *to me*.
- 2- Cathlene feeds popcorn and milk *to her children*.
- 3- His boss assigned a very hard job *to him*.
- 4- George found a very rare article *for his friend*.
- 5- The old lady gave a cheerful smile *to the policeman*.
- 6- The car dealer made a fine offer *for the client*.
- 7- Tom played a classical piece of music *for me*.
- 8- I brought a new TV set *for the children*.
- 9- My friend offered his car *to me*.
- 10- She prepared dinner *for them*.

Exercise 9

Change each of the following sentences in form while preserving the meaning.

1. The party declared that Julie was president.
2. We believed that Mr. Johnson was an honest man.
3. We thought that the kids were outside.
4. I imagined that she was charming.
5. The boss appointed her to be an administrative secretary.
6. The judge found that the man was guilty.
7. We found that he was beaten.
8. She felt that her son was a fine piano player.
9. They appointed Jimmy to be editor-in-chief.
10. They labelled the product to be 'sweety'.

Exercise 10

Underline each key element in the following sentences:

- S V DO OC
1. They found the match boring.
- S V DO OC
2. We elected him group leader.
- S V DO OC
3. She found the kitchen very dirty.
- S V DO OC
4. The doctor pronounced her healthy.
- S V DO OC
5. The family considered the accident forgotten.
- S V DO OC
6. The teacher announced the answer right.
- S V DO OC
7. The cabinet appointed Mr. McCarthy ambassador to Egypt.
- S V DO OC
8. The head-master called us champions.
- S V DO OC
9. The captain declared the kick foul.
- S V DO OC
10. The doctor declared her completely cured.

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