

Complex transitive and ditransitive patterns

MA Grammar · Week 13
Quirk et al., Chapter 16

Two following NPs: one pattern?

Constructed contrast

The committee made Rana the coordinator.

The committee gave Rana the timetable.

Today's goals

Distinguish predication and transfer.

Interpret nonfinite patterns.

Defend multiple analyses with tests.

Object complements predicate of the object

Adjective phrase

We found the explanation convincing.

The explanation was convincing.

Noun phrase

They elected Rana coordinator.

Rana became coordinator.

A location can complete an object pattern

Constructed example

The tutor put the handouts on the desk.

Quirk's SVOA pattern

The handouts: direct object.
On the desk: required locative adjunct.

The handouts end up on the desk.

Nonfinite patterns can predicate of an object

We expected Rana to present the findings.

We heard Rana present the findings.

We saw Rana presenting the findings.

We had the findings checked.

Ditransitive patterns have two object roles

NP objects

The tutor gave Rana the notes.
The tutor gave the notes to Rana.

Clausal direct object

The tutor told Rana that the deadline had changed.

Rana is the addressee.

Indirect directives have an addressee

Constructed example

The tutor asked Rana to revise the draft.

Quirk's ditransitive account

Rana: indirect object / addressee.
To revise the draft: clausal direct object.
Rana is the understood reviser.

Theory check · Three similar surfaces

We prefer Rana to lead the discussion.

We expect Rana to lead the discussion.

We ask Rana to lead the discussion.

Use meaning, substitution and passive evidence; do not classify by word order alone.

Workshop 1 · Test the object relations

1. We considered the revision an improvement.
2. The tutor sent Rana a reference.
3. We saw the students annotating the passage.
4. The tutor told Rana to check the source.

Identify the relations and explain one passive or paraphrase.

Drill key · Interpret the roles

Items 1–2

1: object + NP object complement; revision is judged an improvement.

2: recipient indirect object + direct object.

Items 3–4

3: complex transitive, object + -ing clause.

4: indirect directive, addressee + infinitival direct object.

Workshop 2 · Encouraging student projects

“Encouraging students to start their own private projects.”

Authentic extract · University of Mosul, College of Fine Arts
Qualification and Employment webpage, tasks list

Identify the form of the whole item.
Who is understood to start the projects?

A list item can contain complementation

The item is an -ing construction, with no finite matrix verb.

Students is object of encouraging and understood subject of start.

Their refers back to students; own reinforces that relation.

Quirk lists encourage within the object + to-infinitive pattern.

Text laboratory · A feedback meeting

Constructed teaching data

- 1 Tutor: I consider the coding scheme workable.
- 2 Rana: We put the revised categories in the appendix.
- 3 Tutor: I expected Noor to check the examples.
- 4 Noor: You gave me the old version.
- 5 Tutor: I asked you to use the revised one.
- 6 Rana: I had the reference list checked yesterday.

Defend roles and compare diagnostics

Classify each verb's complementation in Quirk's terms.

Compare the role of Noor in line 3 with you in line 5.

Identify one object predicative and one required locative.

Explain why the matrix passive is less useful for line 6.

Suggested analysis of the feedback meeting

Predication and location

- 1: scheme + workable, SVOC.
- 2: categories + location, SVOA.
- 3: expected + raised object + infinitive, C4.

Transfer and direction

- 4: me + old version, ditransitive.
- 5: you + indirect directive, D6.
- 6: causative have + object + -ed clause, C7.

Challenge · Can every to-PP alternate?

The tutor explained the rule to Rana.

Test: *The tutor explained Rana the rule.

What does the failed version show about lexical restrictions?

Exit response · Two interpretations of an NP

We prefer Noor to chair the meeting.

We asked Noor to chair the meeting.

Explain Noor's role in each of Quirk's analyses.

Give one diagnostic and one limit.

Peer-audit five investigation tokens

Exchange five tokens and the coding guide with a peer.

Code independently before comparing decisions.

Record initial codes, agreement and reasons for revision.

Next week: Quirk et al., §§16.68–85.