Sentence Patterns in English

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Abstract

This group of grammarians is randomly selected for the study. For the purposes of this study, works in collaboration are taken to stand for one grammarian. The order in which the group of grammarians appears in this study is determined by alphabetical rather than by chronological or any other consideration so that the first in the group, is taken to be the basis for any comparison. This paper starts with an exposition of each one of the grammarians' views in regard to English sentence patterns that he believes to be exclusive furnished with examples that appear in his work. Certain syntactic abbreviations are used which are either present in the original work or made by the researcher for research purposes and these are referred to in the exposition process. Structuralism, through its long history, makes various accounts of English sentence patterns. The group of grammarians selected for this study belongs to this heritage of structural linguistics. Below is an account of nine structuralists of the English sentence patterns.

Keywords: Types of patterns, Sentence, Syntax

Chapter one: Introduction
1. Background of the study

We do not speak English by merely stringing words together in some random fashion. Instead, we arrange our words, for the most part unconsciously, into patterns. In English we use nine basic sentence patterns. It will now be our purpose to examine these basic sentence patterns of English. Any sentence you speak will probably be based on one of them (Kolln,1999, p.41). Structuralism as a type of linguistic study developed, very largely in America under the influence of Bloomfield and others. It considers the structure of the sentence to be vital to any adequate grammar (Betti,1996, p.25). The statement problems in this study sentence patterns problems covers the problems typically associated with incorrect sentence structure. Lessons cover comma rules, run-on sentences, parallel structure, sentence fragment, comparatives and superlatives, sentence types and comma splices. This study aims at investigating English sentence patterns. These patterns are viewed by nine structuralists and throughout their representative works in syntax.

This Study research questions

1. What are types of the basic sentence patterns?
2. Does any sentence that you make appear to be a list of nonsense words?

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consideration so the first in the group, is taken to be the basis for any comparison. Significant in the research Through qualitative research we could explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our

research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. Qualitative research is descriptive because the result of the analyse data was phenomena description, not numerals about variable correlations. The qualitative researcher was said to look through a wide lens, searching for patterns of inter-relationship between a previously unspecified set of concepts.

Limits in this study a literary translation should be artistic and has no limited right. Language is the system of human expression by means of words while literature. Moreover, as connotative, literary text should be translated to know its latent meaning, to look the allegory in the story, the moral in the action, etc. He said that the interpretation of text is able to clear up and even increase by way of translation. It is to give some perception and understanding of culture. The relationship of linguistics to translation can be twofold, one can apply the findings of linguistics to the practice of translation, and one can have a linguistic theory of translation, as opposed, say, to a literary, economic or psychological theory of translation.

1.2.1, participants

Having analysed the data of the 50 participants, the researcher found that there are very basic differences and similarities between the native English participants and non-native English participants (Iraqi EFL students). Through qualitative research we could explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate, not numerals about variable correlations. The qualitative researcher was said to look through a wide lens, searching for patterns of inter-relationship between a previously unspecified set of concepts.

1.2.2. Research material

The procedure of analysing the data start by analysing about basic sentence patterns types based on Nichols's theory in his book English Syntax.

Chapter Two: Literature Review

According to Greenbaum and Nelson (2002, p. 13), is concerned with the principles for joining words into bigger units, as described in grammar as phrase. That statement, according to Fabb (2005, p. 60), describes an action, an event, or a condition of affairs. A phrase, according to Longknife and Sullivan (2002, p. 1), represents a full thought and has at least one subject- verb combination. The subject-verb combination is made up of words that may be classified according to their class and are capable of producing more complex ideas. According to Johnson (2007, p.191), there are several significant aspects of a sentence that can be investigated, including the part of speech, phrase structure, clause structure, sentence kinds, and sentence pattern. As a result, a sentence is a collection of words that work together to build a full notion. A subject and predicate are required for a basic phrase to function effectively. A sentence is a collection of words that form a larger group known as a phrase or a collection of phrases known as a clause. In English Syntax, proposed the FSP idea. The form of the predicate, which adopts five principles forms, is used to categorize English sentences in this grammar book. The five forms are listed below, along with an example sentence that lists the components of speech that make up the sentences:

1. The first form (Day dawns (subject+verb)
2. The second form (Croesus was rich) subject+predicate Adjective or predicate noun or predicate pronoun
3. The third form (Cat catches mice) subject+verb+object

4. The fourth form (we taught the dog tricks) subject+verb +2object
5. The fifth form (Nothing makes a Stoic angry) subject+verb+object+predicate Adjective or predicate noun.

There are five basic sentence patterns, according to Close (1978), in which all elements are required. Each pattern follows the same basic formula: NP+VP. The subject comes first in each case, followed by the verb: The only thing that changes is the form of the VP, which can contain V, or V, (Be or any other copula), Adj, adv, C, do, and I0. (Al-Seady, 1998b: 62; Al-Seady, 1998a: 62) The following are the five patterns, each of which has numerous variations.

SP (1): N+V1 (adv) The sun disappeared. SP(2):N+Be+C :He was my friends.

SP(3): N+Vt+D0+(adv.):l put the key in the lock. SP(4):N+Vt+lo+Do :l gave him an answer.

SP(5):N+Vt+DO+C : I found him dull .

(Al-Hamash and Abdulla, 2002, p.2) Gleason (1961) creates patterns based on the number of words in each sentence, such as a two-word level (sentence), a three-word level (sentence), a four-word level (sentence), and so on (Al-Seady, 1998c: 75). The number of four-word sentences on the list would be in the hundreds, whereas the number of five-word sentences would be in the thousands. He is responsible for a lot of sentences, which are divided into six patterns in this study.

SP(1)N1+TV+N2:John saw him. SP(2)N+IV+(adv.): The boy came. SP(3)N1+TV+N2+(adv.):John,go home. SP(4)N+Be+(adv.): He is good.

SP (5) (N1)+TV+N2+(N3)+(adv.):Take him home. SP (6)N1+Be+N1: He is John.

(Close, 1978, p. 4) Onions (1980:4-8) describes five different types of predicates: This is an example of five different English sentence patterns.

SP (1) :S+Vinter: He died.

SP(2):S+V+P adj.+(PN)+(P pro):lam he. SP(3):S+V+do:Rats desert a sinking ship. SP(4):S+V+io+do:We taught the dogs tricks. SP(5):S+V+do+(P adj.)+(PH):Nothing makes stoic angry. (Betti and Mahdi,2020:89).

SP(1):N+be+Aj:Food is good. SP(2):N+be+Av:The girl in here. SP(3):N1+be+N1:My brother is a doctor.

SP(4):N+LV+Aj:The a crobat seems young.

SP(5):N1+LV+N1:My sister remained an outstanding student.

SP(6):N+Inv:Girls smile. SP(7):N1+Tr+N2:The girl bought a dress.

SP(8):N1+TrV+N2+N3:The mother bought the girl a dress.

SP(9):N1+TrV+N2+(N2)+(Aj)+(Pro)+(Avplace)+(Pres par)+(Ppar)+(Pre ph)+(l ph):The basket ball team chose charlotte captain.(Betti, 2021, p. 5(

Quirk and Greenbaum (1983: 16) diagrammatically present eight essential sentence building rules. Each line represents a pattern that is demonstrated by a correspondingly numbered example, with only the following mandatory and optional (parenthetical) parts stated in the formula (Al-Seady, 2002a: 45)

SP(1):S+Vintr+Aplace+A:She is in London now.

SP(2):S+Vtrans+Cs:He is a student (in London)(now).

SP(3):S+Vtrans+Od+(Aplace)+(Atime): John heard the explosion)(from his office)(when he was looking the door).

SP(4):S+Vintr+Cs+(Aplace)+(Atime): Universities (gradually became famous) (in London)(during the middle ages).

SP(5):S+Vtrans +(Ot)+(0d)+(Aprocess)+(Aplace)+(Atime): They ate the food (hungrily)(in their hut)(that night).

SP(6):S+Vtrans+(01)+0d+(Aprocess)+(Aplace)+(Atime):He offered him some chocolates (politely) (outside the hall)(before the concert).

SP(7):S+Vtrans+0d+Co+A(process)+(Aplace)+(Atime):They elected him chairman (without argument)(in Washington (this evening).

SP(8):S+V intr+(Aprocess)+(Aplace)+(Atime):The train had arrived (quietly) (at the station)(before we noticed it).(Quirk, 1985, p.67).

Quirk, Greenbaum, Leech, and Svartvik (1985) utilize the term clause instead of the term sentence. They present seven "clause" kinds, noting that "this set of patterns is the must general classification that can be meaningfully applied to the entire range of English clauses, whether main or subordinate" (p.53). The following is a list of clauses:

Type (SV) Someone (subject)was laughing(verb).

Type (SVO) John (subject)eats (verb) an apple (object).

Type (SVC) He (subject) is (verb) a doctor(component).

Type (SVA) She(subject) runs(verb) quickly (Adverbal).

Type (SVOO) She (subject)gave(verb) her friend (indirect object) a present (direct object)

Type (SVOC) Most people (subject) consider (verb)these books (object)rather expensive (component).

Type (SVOA) You(subject)must put (verb)all the Toys (object) upstairs (Adverbal). Parts of speech are put together to create sentence patterns in English Quickly, the eight parts of speech are as follows: Noun, pronoun, adjective, verb, adverb, conjunction, preposition and interjection. We are all familiar with the basic sentence patterns of English. We know how to use them in their simplest forms. But sometimes when we concentrate very hard on what we want to say, or when we try to complicate one these patterns, you omit a basic sentence part, or try to combine sentence parts that cannot be fitted together. When this happens, our sentence collapses just as building would collapse if the engineers and builders omitted part of the foundation or tried to fasten two important steel girders together in the wrong places. In this research, we will choose the material for analysis within the curriculum found in Ronald Quirk.

Chapter Three: Methodology

This study aims to investigate the Sentence patterns in English. The researcher followed the descriptive and analytic statistic method in this study. This study is conducted in Iraq, Mosul University, Students Academic year 2023/2024.

3.1. Participants

5copies of English language questionnaires were distributed to students from Mosul University in Mosul, which served to verify the hypotheses and achieve the objective of the study. The questionnaire was handed out by the researcher to the participants. Then gathered and analysed.

3.2. Research material

In this research, we use the questionnaires method to collect data related to the subject of the research, and it is in the form of a set of questions or sentences that the researcher asks to answer in a manner determined by the researcher, according to the purposes of the research, which is done either by paper or e-mail.

3.3. Data Analysis

After relying on the descriptive qualitative approach and collecting data in a questionnaire, then the researcher takes a subject discourse analysis it, analyses, collects. In English, our sentences usually operate using a similar pattern: subject, verb, then object. The nice part about this type of structure is that it lets your reader easily know who is doing the action and what the outcome of the action is. We do not speak

English by merely stringing words together in some random fashion. Instead, we arrange our words, for the most part unconsciously, into patterns. In English we use nine basic sentence patterns. It will now be our purpose to examine these basic sentence patterns of English. Any sentence you speak will probably be based on one of them. The comprehensive accounts of verbs that are used in the patterns are only valid statement since it is the use of the verb in concrete contexts that makes it suitable for this rather than that pattern.

Chapter Four: Conclusion

4.Conclusion

In the following pages, we review these basic sentence patterns, primarily to review both sentence structure and the elemental word forms that help build sentences. This paper starts with an exposition of each one of the grammarians ' views in regard to English sentence patterns that he believes to be exclusive furnished with examples that appear in his work. Certain syntactic abbreviations are used which are either present in the original work or made by the researcher for research purposes and these are referred to in the exposition process. Some of the patterns must be extremely rare, probably rare enough that many speakers of English never hear them in their life time. What about a sentence. like: ' Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. This sentence is accepted and understood as normal and familiar English.

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