

**Univerzita Karlova v Praze**

Filozofická fakulta

Ústav anglického jazyka a didaktiky

filologie – anglický jazyk



Gabriela Brůhová

**Syntactic, Semantic and FSP aspects of ditransitive complementation:  
a study of *give, lend, send, offer* and *show*.**

**Syntaktické, sémantické a aktuálněčlenské aspekty ditranzitivní  
komplementace: analýza sloves *give, lend, send, offer* a *show***

Disertační práce

**Vedoucí práce:** Prof. PhDr. Libuše Dušková, DrSc.

2010

“Prohlašuji, že jsem disertační práci vykonala samostatně s využitím uvedených pramenů a literatury.”

V Praze, dne 12. října 2010

.....

Děkuji Prof. PhDr. Libuši Duškové, DrSc. za cenné rady a podnětné připomínky, které mi při vypracování mé disertační práce poskytla.

## Abbreviations

Adv	adverbial
BD of CD	basic distribution of communicative dynamism
CamGr	Cambridge Grammar of the English Language
CCED	Collins COBUILD English Dictionary
CD	communicative dynamism
CGEL	A Comprehensive Grammar of the English Language
dep	context-dependent
DTh	diatheme
ex	example
exx	examples
indep	context-independent
LGSWE	Longman Grammar of Spoken and Written English
MED	Macmillan English Dictionary
NP	noun phrase
O	object
O <sub>d</sub>	direct object
O <sub>i</sub>	indirect object
O <sub>prep</sub>	prepositional object
OALD	Oxford Advanced Learner's Dictionary
PP	prepositional phrase
PRON	pronoun
Rh	rheme
Rh <sub>comp</sub>	component of the rheme
Rh <sub>proper</sub>	rheme proper
S	subject
Th	theme
Th <sub>proper</sub>	theme proper
V	verb
VD	výpovědní dynamičnost
ZRVD	základní rozložení výpovědní dynamičnosti

## Tables

1: Classification of ditransitive verbs according to the number of possible constructions.....	10
2: Ditransitive/monotransitive contrasts.....	17
3: Ditransitive/monotransitive contrasts – Type I.....	18
4: Length of direct object and other object phrase in two word-order patterns, for the verbs <i>give</i> , <i>offer</i> and <i>sell</i> .....	43
5: Distribution of pronoun sequences as direct and indirect object across register` occurrence per million words.....	46
6: Frequency of occurrence of ditransitive constructions.....	57
7: The overall frequency of <i>GIVE</i> -patterns .....	67
8: Realization of the two objects ( <i>give</i> ) .....	68
9: The position of both $O_i/O_{prep}$ and $O_d$ realized by nouns and the context-dependence / independence of the information conveyed by the objects ( <i>give</i> ) .....	69
10: The position of pronominal $O_i/O_{prep}$ and substantival $O_d$ and the context dependence / independence of the information conveyed by the objects ( <i>give</i> ) .....	74
11: The overall frequency of <i>LEND</i> –patterns .....	80
12: Realization of the two objects ( <i>lend</i> ) .....	80
13: The position of $O_i/O_{prep}$ and $O_d$ realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>lend</i> ) .....	81
14: The position of both $O_i/O_{prep}$ and $O_d$ realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>lend</i> ) .....	85
15: The position of substantival $O_i/O_{prep}$ and pronominal $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>lend</i> ) .....	86
16: The position of pronominal $O_i/O_{prep}$ and substantival $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>lend</i> ) .....	87
17: The overall frequency of <i>SEND</i> -patterns.....	92
18: Realization of the two objects ( <i>send</i> ) .....	93
19: The position of $O_i/O_{prep}$ and $O_d$ realized by nouns; the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>send</i> ) .....	93
20: The position of $O_i/O_{prep}$ and $O_d$ realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>send</i> ) .....	96
21: The position of substantival $O_i/O_{prep}$ and pronominal $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>send</i> ) .....	98
22: The position of pronominal $O_i/O_{prep}$ and substantival $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>send</i> ) .....	100
23: The overall frequency of <i>OFFER</i> -patterns.....	103
24: Realization of the two objects ( <i>offer</i> ) .....	103
25: The position of $O_i/O_{prep}$ and $O_d$ realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>offer</i> ) .....	104

26: The position of $O_i/O_{prep}$ and $O_d$ realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>offer</i> ) .....	108
27: The position of pronominal $O_i/O_{prep}$ and substantival $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>offer</i> ) .....	110
28: The overall frequency of <i>SHOW</i> -patterns .....	114
29: Realization of the two objects ( <i>show</i> ) .....	115
30: The position of $O_i/O_{prep}$ and $O_d$ realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>show</i> ) .....	115
31: The position of $O_i/O_{prep}$ and $O_d$ realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>show</i> ) .....	117
32: The position of substantival $O_i/O_{prep}$ and pronominal $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>show</i> ) .....	118
33: The position of pronominal $O_i/O_{prep}$ and substantival $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function ( <i>show</i> ) .....	119
34: The overall frequency of ditransitive patterns .....	124
35: The overall realization of the two objects .....	126
36: The position of $O_i/O_{prep}$ and $O_d$ realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs) .....	126
37: The correlation between the object ordering and basic distribution of CD (when both objects are realized by nouns).....	131
38: The position of $O_i/O_{prep}$ and $O_d$ realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs) .....	131
39: The correlation between the object ordering and basic distribution of CD (when both objects are realized by pronouns).....	135
40: The position of substantival $O_i/O_{prep}$ and pronominal $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs) .....	136
41: The correlation between the object ordering and basic distribution of CD (when $O_i/O_{prep}$ is realized by a noun and $O_d$ by a pronoun) .....	137
42: The position of pronominal $O_i/O_{prep}$ and substantival $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs) .....	137
43: The correlation between the object ordering and basic distribution of CD (when $O_i/O_{prep}$ is realized by a pronoun and $O_d$ by a noun) .....	140
44: The overall correlation between the object ordering and basic distribution of CD .....	141
45: The overall frequency of ditransitive patterns.....	145

## Figures

Figure 1: The frequency of ditransitive pattern with both realized participants vs. ditransitive pattern with one/both participants omitted ..... 124

Figure 2: The detailed overall frequency of ditransitive patterns ..... 124

# CONTENTS

Abbreviations .....	i
Tables .....	ii
Figures .....	iv
<b>1. INTRODUCTION .....</b>	<b>1</b>
<b>2. THEORETICAL BACKGROUND .....</b>	<b>2</b>
<b>2.1. The concept of ditransitive verbs in major grammar books .....</b>	<b>2</b>
2.1.1 Jespersen's grammar (1909-1949).....	2
2.1.2 Kruisinga's grammar (1909-1949).....	4
2.1.3 Curme's grammar (1931; 1935) .....	5
2.1.4 Quirk et al's <i>Comprehensive Grammar of the English language</i> (1985).....	6
2.1.4 Quirk et al. (1985) <i>Comprehensive Grammar of the English language</i> .....	6
2.1.5 Biber et al's (1999) <i>Longman Grammar of Spoken and Written English</i> :.....	15
2.1.6 Huddleston & Pullum (2002) <i>Cambridge Grammar of the English Language</i> :.....	16
<b>2.2. Semantic structure of ditransitive complementation .....</b>	<b>20</b>
2.2.1 Semantic roles of the two objects.....	20
2.2.1.1 Semantic roles of O <sub>d</sub> .....	20
2.2.1.2 Semantic roles of O <sub>i</sub> .....	20
2.2.2 The dative alternation.....	24
2.2.2.1 Semantic roles of <i>to-</i> and <i>for-</i> phrases .....	24
2.2.2.1.1 Allerton .....	24
2.2.2.1.2 Huddleston & Pullum.....	28
2.2.2.1.3 Poldauf and Dušková .....	29
2.2.2.2 Semantic classes of ditransitive verbs .....	31
<b>2.3. Omissibility of object.....</b>	<b>36</b>
2.3.1 Types of omission (depending on the recoverability of object).....	36
2.3.2 Types of omission (depending on the kind of omitted object).....	38
<b>2.4 The position of the objects.....</b>	<b>41</b>
2.4.1 The position of both O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by nouns .....	41
2.4.1.1 Principle of end-weight and end-focus .....	41
2.4.1.2 Other possible explanations of object ordering .....	44
2.4.2 The position of both O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by pronouns .....	45
2.4.3 The position of substantival O <sub>i</sub> /O <sub>prep</sub> and pronominal O <sub>d</sub> .....	47
2.4.4 The position of pronominal O <sub>i</sub> /O <sub>prep</sub> and substantival O <sub>d</sub> .....	48
<b>2.5 The concept of the functional sentence perspective .....</b>	<b>50</b>
2.5.1 The FSP function of the two objects as a potential factor determining their position.....	52
<b>3. MATERIAL AND METHOD .....</b>	<b>55</b>
<b>3.1 Material.....</b>	<b>55</b>
<b>3.2 Frequency of occurrence of ditransitive constructions.....</b>	<b>57</b>
<b>3.3 Method .....</b>	<b>58</b>
<b>4. ANALYSIS.....</b>	<b>62</b>
<b>4.1 GIVE.....</b>	<b>62</b>



4.1.1	Eventive object construction with ‘light’ <i>give</i> .....	63
4.1.2	Frequency of <i>GIVE</i> -patterns .....	67
4.1.3	Ditransitive pattern with both realized participants.....	68
4.1.3.1	The position of both O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by nouns.....	69
4.1.3.2	The position of both O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by pronouns.....	73
4.1.3.3	The position of substantival O <sub>i</sub> /O <sub>prep</sub> and pronominal O <sub>d</sub> .....	73
4.1.3.4	The position of pronominal O <sub>i</sub> /O <sub>prep</sub> and substantival O <sub>d</sub> .....	74
4.1.4	Ditransitive pattern with one participant omitted .....	75
4.2	<i>LEND</i> .....	78
4.2.1	Eventive object construction with ‘light’ <i>lend</i> .....	79
4.2.2	Frequency of <i>LEND</i> -patterns .....	80
4.2.3	Ditransitive pattern with both realized participants.....	80
4.2.3.1	The position of O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by nouns.....	81
4.2.3.2	The position of both O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by pronouns.....	85
4.2.3.3	The position of substantival O <sub>i</sub> /O <sub>prep</sub> and pronominal O <sub>d</sub> .....	86
4.2.3.4	The position of pronominal O <sub>i</sub> /O <sub>prep</sub> and substantival O <sub>d</sub> .....	87
4.2.4	Ditransitive pattern with one participant omitted .....	89
4.2.5	Ditransitive pattern with both participants omitted .....	90
4.3	<i>SEND</i> .....	91
4.3.1	Frequency of <i>SEND</i> -patterns.....	92
4.3.2	Ditransitive pattern with both realized participants.....	93
4.3.2.1	The position of O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by nouns.....	93
4.3.2.2	The position of O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by pronouns.....	96
4.3.2.3	The position of substantival O <sub>i</sub> /O <sub>prep</sub> and pronominal O <sub>d</sub> .....	98
4.3.2.4	The position of pronominal O <sub>i</sub> /O <sub>prep</sub> and substantival O <sub>d</sub> .....	100
4.3.3	Ditransitive pattern with one participant omitted .....	101
4.4	<i>OFFER</i> .....	103
4.4.1	Frequency of <i>OFFER</i> -patterns.....	103
4.4.2	Ditransitive pattern with both realized participants.....	103
4.4.2.1	The position of O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by nouns.....	104
4.4.2.2	The position of O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by pronouns.....	108
4.4.2.3	The position of substantival O <sub>i</sub> /O <sub>prep</sub> and pronominal O <sub>d</sub> .....	109
4.4.2.4	The position of pronominal O <sub>i</sub> /O <sub>prep</sub> and substantival O <sub>d</sub> .....	110
4.4.3	Ditransitive pattern with one participant omitted (SVO <sub>d</sub> ).....	111
4.5	<i>SHOW</i> .....	113
4.5.1	Frequency of <i>SHOW</i> -patterns.....	114
4.5.2	Ditransitive pattern with both realized participants.....	115
4.5.2.1	The position of O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by nouns.....	115
4.5.2.2	The position of O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by pronouns.....	117
4.5.2.3	The position of substantival O <sub>i</sub> /O <sub>prep</sub> and pronominal O <sub>d</sub> .....	118
4.5.2.4	The position of pronominal O <sub>i</sub> /O <sub>prep</sub> and substantival O <sub>d</sub> .....	119
4.5.3	Ditransitive pattern with one participant omitted (SVO <sub>d</sub> ).....	121
4.6	The overall analysis of the five selected verbs: <i>give, lend, send, offer</i> and <i>show</i> .....	123
4.6.1	Frequency of ditransitive patterns of all five verbs.....	123
4.6.2	Ditransitive pattern with both realized participants.....	126
4.6.2.1	The position of both O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by nouns.....	126
4.6.2.2	The position of both O <sub>i</sub> /O <sub>prep</sub> and O <sub>d</sub> realized by pronouns.....	131
4.6.2.3	The position of substantival O <sub>i</sub> /O <sub>prep</sub> and pronominal O <sub>d</sub> .....	135
4.6.2.4	The position of pronominal O <sub>i</sub> /O <sub>prep</sub> and substantival O <sub>d</sub> .....	137
4.6.3	Ditransitive pattern with one participant omitted .....	143
4.6.4	Ditransitive pattern with both participants omitted .....	145
5.	CONCLUSIONS.....	146

<b>REFERENCES</b> .....	<b>155</b>
<b>SOURCES</b> .....	<b>159</b>
<b>RESUMÉ</b> .....	<b>160</b>
<b>APPENDIX</b> .....	<b>168</b>
<i>GIVE</i> .....	169
<i>LEND</i> .....	178
<i>SEND</i> .....	188
<i>OFFER</i> .....	197
<i>SHOW</i> .....	206
<b>ABSTRACT</b> .....	<b>217</b>

## 1. INTRODUCTION

The subject of the present study is an analysis of ditransitive verbs, i.e. verbs complemented by two objects. The study focuses on the position of the two objects and on the factors that have an impact on the object ordering. Of the two types of ditransitive complementation,  $O_i - O_d$  (e.g. *to give sb sth*), and  $O_d - O_{prep}$  (e.g. *to remind sb of sth*), the first type is dealt with, the point under analysis being the alternation between  $O_i$  and  $O_{prep}$  (e.g. *to give sb sth* vs. *to give sth to sb*). Ditransitive verbs then occur in two clause patterns:  $SVO_iO_d$  and  $SVO_dO_{prep}$ , respectively. Since the problem of the object ordering is not treated systematically in any contemporary literature, an attempt is here made to provide a systematic overview of the position of the two objects with respect to non-clausal realization (i.e. substantival or pronominal). The object realization by a clause and non-finite verb forms are left aside in the present analysis, as their position does not vary. In the case of non-clausal realization of the two objects, four types need to be distinguished: i. both  $O_i/O_{prep}$  and  $O_d$  realized by nouns; ii. both  $O_i/O_{prep}$  and  $O_d$  realized by pronouns; iii.  $O_i/O_{prep}$  realized by a noun and  $O_d$  by a pronoun; iv.  $O_i/O_{prep}$  realized by a pronoun and  $O_d$  by a noun. The position of the objects is assumed to be associated with the distribution of communicative dynamism or in other words with the principle of end-focus, i.e. that given information tends to precede new information. The second principle that operates in the ordering the two objects is the principle of end-weight. Thus, the object that is longer and heavier is more likely to be placed finally. The present study will hopefully demonstrate whether the position of the two objects is in accordance with these principles and whether there are other potential factors that might play a role in object ordering.

The theoretical part presents the concept of ditransitive verbs from different aspects, starting with a general description of ditransitive verbs as they are treated in representative English grammars. Next, we examine the semantic structure of ditransitive construction and omissibility of one of the two objects. The last two subsections of the theoretical part pay attention to the position of objects and functional sentence perspective. The empirical part of the present treatise provides a corpus-based analysis of five ditransitive verbs in actual language use: *give*, *lend*, *send*, *offer* and *show*. The analysis is carried out on the basis of 1000 examples of ditransitive constructions, i.e. 200 examples of ditransitive complementation of each verb. The data used for our analysis have been extracted from the British National Corpus.

## 2. THEORETICAL BACKGROUND

### 2.1. The concept of ditransitive verbs in major grammar books

The traditional grammars of the early 20<sup>th</sup> century, in particular Poutsma (1904-1926), Kruisinga (1909-1932), Jespersen (1909-1949) and Curme (1931; 1935) represent “the beginning of a structurally-oriented, descriptive English grammar, replacing the then prevailing prescriptive tradition” (Mukherjee 2005: 3). The more recent grammars by Quirk et al. (1972; 1985) seem to found their grammatical theory on these classic grammars; therefore their approach to ditransitive verbs deserves special attention. Let us start our description of ditransitive verbs by examining the approach of Jespersen, Kruisinga and Curme.

#### 2.1.1 Jespersen’s grammar (1909-1949)

Although Jespersen (1927) does not yet use the term ‘ditransitive’, he describes the corresponding verb class in the following way: “Some verbs frequently or even regularly have two objects; we shall first mention the type: *he gave the boy a shilling*. Here it is customary to speak of *the boy* as the indirect, and *a shilling* as the direct object” (Jespersen, 1927: 278). Regarding ditransitive complementation, Mukherjee (2005: 4) points out two interesting phenomena that Jespersen deals with. First, Jespersen’s discussion of the suitability of the term ‘dative’ for present day English and second, his description of the *to*-phrase which alternates with the indirect object.

Regarding the term ‘dative’, Jespersen (1927: 278) argues that the term should no longer be used in the grammar of present day English. Since the formal distinction is lost in modern English (i.e. few inflectional endings indicate case in noun phrases), “there is not the slightest ground for speaking of a dative as separate from the accusative in MnE (*sic*): it is just as unhistorical as it would be to speak of Normandy and New England as parts of the British Empire.” However, Jespersen insists that one should distinguish between  $O_d$  and  $O_i$  in present day English, one important sign of the distinction being the possibility of substituting a *to*-phrase for an  $O_i$ <sup>1</sup>. By means of the alternative prepositional paraphrase we move the indirect object from the verb, which proves that “direct object is more essential to the verb and more closely connected with it than the indirect object” (Jespersen 1927: 279) although  $O_i$  is more commonly placed close to the verb. Jespersen also mentions the slightly different meaning

---

<sup>1</sup> Jespersen (1927) pays attention only to *to*-phrases, he makes no mention of the alternative construction with a *for*-phrase. The only remark regarding the preposition *for* is where he discusses the paraphrase of *I buy me clothes* = ‘buy to (for) myself’ (p. 284) where both prepositions seem to be possible.

that the prepositional phrase conveys: *To* has a local meaning, i.e. it indicates a movement in the direction of someone and is more emphatic than the construction with  $O_i$ . Another distinctive feature of  $O_i$  pointed out by Jespersen (1927: 279) is that it is possible to leave out  $O_i$  rather than  $O_d$  in *They offered the man a reward. They offered a reward. X \*They offered the man.*

Regarding the *to*-phrase, Jespersen points out the growing tendency of the prepositional construction: “While the use of the indirect object, [...], goes back to the earliest times accessible, the concurrent use of a prepositional phrase has been steadily growing since the first feeble beginnings in OE” (1927: 290).

Furthermore, Jespersen attempts to establish a clear boundary between syntax and semantics when stating that the indirect object is defined by its position before the direct object and therefore, if the indirect object is realized by the preposition *to* we should no longer speak of dative. However, the meaning of the two constructions is identical:

“In spite of the fact that ‘I gave the boy an apple’ and ‘I gave an apple to the boy’ are practically equivalent, it would be wrong to say, as is often said, that *the boy* and *to the boy* are the same ‘case’ (dative) or that *to the boy* is a dative-equivalent. Two constructions may mean the same, or nearly the same thing, and yet be grammatically different.”

(Jespersen 1927: 291)

Mukherjee (2005) makes an interesting remark on this rigid separation of syntax and semantics of Jespersen’s, which can only be agreed with in the present paper:

“Jespersen is certainly right in calling into question the appropriateness of the term ‘dative’ for present-day English. However, the *to*-phrase can still be seen as an ‘object’, which represents a predominantly semantically-defined functional category. I would contend that any definition of ditransitive verbs that is based on functional categories should not restrict the term ‘object’ to a specific formal realisation of objects (without a preposition, that is). It seems to be doubtful whether one should really insist on a rigid separation of syntactic relations from their implicit semantic values, as envisaged by Jespersen.”

(Mukherjee 2005: 5)

The syntactic definition of the indirect object leads Jespersen (1927: 295) to establish a separate type of ditransitive complementation with two direct objects. Verbs pertaining to this class are all verbs which do not allow the alternative prepositional construction with a *to*-phrase and where each of the two objects can occur without the other: e.g. *ask John a few questions; ask John; ask a few questions*. Thus, surprisingly, the two objects *John* and *a few*

*questions* are both regarded by Jespersen as direct objects, although semantically John would be regarded as “dative”.<sup>2</sup>

### 2.1.2 Kruisinga’s grammar (1909-1949)

Let us now proceed to Kruisinga’s description of ditransitive verbs. Again, **Kruisinga** does not yet use the term ‘ditransitive’, but he describes verbs that “are used with two objects” (1932: 188). According to Kruisinga (1925: 188ff.), the first, indirect object nearly always denotes a person (*I have sent your brother the book he had asked for.*), occasionally a thing (*You ought to give the house a new coat of paint.*). The second, direct object is usually non-personal, but it may denote a person (*And she almost envied Grace Crawley her lover.*) Kruisinga regards the syntactic relationship between the verb and the indirect object in a slightly different way from that found in the more recent grammars. In his view, the indirect object denotes the person who is affected not only by the action expressed by the verb, but it is affected by the whole verb-group, i.e. by the verb with its ‘direct’ object (Kruisinga 1925: 189): e.g. in *I gave John the money* - *John* is the object of the whole verb-group *gave the money*. Kruisinga’s point of view corresponds to Jespersen’s. In the sentence *They offered the man a reward*: *a reward* is the direct object of *offered*, while *the man* is the indirect object of the verb-group *offered a reward*. (Jespersen 1927: 279).

Kruisinga (1925: 189) also states that with verbs that take an indirect and direct object, it is possible to use an alternative construction with a *to*-phrase. However, he does not label the *to*-phrase as a prepositional object, but as an adjunct, an adjunct with *to*. Thus Kruisinga does not regard the two sentences *I gave John the money* and *I gave the money to John* equivalent, since he argues that in the first sentence the object of the verb-group *gave the money* is *John*, while in the second sentence the object is *money* and *to John* is an adjunct.

Unlike Jespersen, who does not mention the *for*-phrase at all, Kruisinga distinguishes two different types of indirect object in prepositionless constructions, depending on its relation to the verb. The indirect object may denote either the person affected by the action or the person benefited from the action and this distinction is related in meaning to the different possible paraphrase of the indirect object: *to*-phrase and *for*-phrase, respectively. (for further discussion of *for*-phrases and free dative, see section 2.2.2.1).

---

<sup>2</sup> We will see later (see section 2.3.1) that according to more recent grammars such omission of object is regarded as contextual or indefinite deletion (see also Allerton 1982: 134; Huddleston Pullum 2002: 312).

When observing that the constituent mentioned for the first time comes in the end, Kruisinga (1925: 335) indirectly anticipates the principle of end-focus, although he does not mention it directly. Kruisinga makes the following remark when examining the alternative construction with a prepositional phrase: “Some verbs that can be construed with two objects can also take a direct object and an adjunct with *to*, others take *for* and *of* (1937ff). This construction is chiefly used when the word in the adjunct is more important owing to its being mentioned for the first time; hence the word is often strong-stressed (a). When the objects are not both personal pronouns, the adjunct with *to* occasionally precedes the direct object, if the latter has the greater importance (b)” (ibid.).<sup>3</sup>

a. *My father gave the books to us.*

b. *Henry II. gave to England a good administration of the law.*

### 2.1.3 Curme’s grammar (1931; 1935)

The last traditional grammar that we discuss here is *A Grammar of the English Language* by Curme. Neither Curme explicitly mentions the term ‘ditransitive’ verbs, however he already speaks of transitive verbs (i.e. verbs that require to be complemented by an object). In accordance with the former case system, Curme refers to the direct and indirect object as accusative and dative object, respectively. He distinguishes between simple dative (e.g. *This woman is making her little son a new coat*) and prepositional dative (e.g. *The mother is making a new coat for her boy John*), both having the same function (Curme 1935: 132). He argues that since “the older dative has lost the distinctive endings that it had in older English the newer form is often preferred as a clearer dative form”. Besides, it is noted that the dative form with *to* is used “to mark the dative relation clearly in cases where doubt might arise”<sup>4</sup>. Next, Curme (1931: 108) discusses the meaning of the dative, stating that the dative seems originally to have denoted ‘direction toward’: *He sent me a book; He was kind to me.*

Three basic types of dative are distinguished (Curme 1931: 106ff, 1935: 132):

a. **Dative of Reference:** This dative denotes the person to whom the statement seems true: e.g. *To me the old house doesn’t seem like home any more.*

*The dress I too long for her.*

b. **Dative of Interest:** This type of dative object indicates that an action or feeling is directed toward a person or thing to his or its advantage/disadvantage. It is noted

---

<sup>3</sup> In the first two (b) examples, the word order could be explained by the principle of end-weight, i. e. the more complex noun phrase is placed finally.

<sup>4</sup> *To*-phrase as a clearer marker of syntactic relationship is stressed by Biber et al. (1999). See later.

that there is a tendency to employ the prepositions *to* and *for* for advantage (e.g. *I want you to run an errand for me*) and *on* for disadvantage (e.g. *She hung up [the receiver] on him. They raised the rent on us*).

- c. **Ethical Dative:** Ethical dative denotes “the person who has or is expected to have an emotional or sympathetic interest in the statement” e.g.

*Why, he would slip you out of this chocolate-house, just when you had been talking to him – as soon as your back was turned – whip he was gone!*

*That was you a joy!*

Curme (1931: 108) points out that ethical dative in the non-prepositional form that used to be a common construction in old English is nowadays no longer frequent. Today we would have to employ the prepositional construction or other lexical means. (For further discussion see section 2.2.2.1.3)

Since the dative in the above mentioned examples modifies the sentence as a whole, Curme (131: 106) points out that these three types of dative belong to “the sentence dative”, as opposed to other instances of dative where it modifies only one particular element (e.g. the verb in *He thanks his friend. He apologized to me* or the noun in *a help to beginners*).

#### 2.1.4 Quirk et al. (1985) *Comprehensive Grammar of the English language*

Let us now turn to one of the major grammar in the second half of the twentieth century, namely *A Comprehensive Grammar of the English language* (*CGEL* henceforth) by Quirk et al. (1985).<sup>5</sup> As Huddleston & Pullum point out *CGEL* is “the fullest and most influential grammar published in the second half of the twentieth century [...], the culmination of a series of grammars published from the early 1970s onward.” (2002: 1766).

Quirk et al. define ditransitive verbs mainly from the syntactic point of view, i.e. by means of the clause pattern in which they are used: “DITRANSITIVE VERBS occur in type *SVOO*”. (Quirk et al. 1985: 54). Ditransitive verbs are typically followed by two objects, one of which is labelled “direct object” and the other “indirect object”. Leaving the semantic aspect aside, Quirk et al. (1985: 54) “give priority here to the distributional fact that whenever there are two objects (in type *SVOO*), the former is normally the indirect object and the latter the direct object.” They also point out that although the position of the indirect object is more central (i.e. it is closer to the verb), in other respects the status of the indirect object is more

---

<sup>5</sup> Note the various terms that authors use when referring to the grammars of Quirk et al.: „Great Tradition“ (Aarts 1975: 98) or „Quirk fleet“ (Görlach 2000:260)



peripheral: e.g. it is more likely to be omitted and it can generally be paraphrased by an alternative prepositional construction functioning as adverbial. Quirk et al. (1985: 56) provide the following example:

Type <i>SVOO</i>	S	V (ditransitive)	O <sub>i</sub>	O <sub>d</sub>
	We all	wish	you	a happy birthday.

It is the clause pattern in which, apart from a subject, both a direct and an indirect object are obligatorily required by the verb. Thus, Quirk et al. make a clear distinction between ditransitive verbs of the clause pattern *SVOO* and the other trivalent verbs of clause pattern *SVOC* in which the complement is co-referential with the (only) object. This distinction is apparent already in an earlier grammar (Quirk et al. 1972: 843), where the definition of ditransitive verbs clearly demonstrates the basic difference between the two clause patterns *SVOO* and *SVOC*: “Ditransitive complementation involves two objects that are not in a coreferential, intensive relation”.

In *CGEL* we can trace a consistent distinction of formal structures and functional categories. This distinction allows Quirk et al. to cover a whole range of possible formal realisations of the functional category of (direct) object, e.g. noun phrase, *wh*-clause, *that*-clause. Thus, Quirk et al. (1985: 1212) regard also verbs like *inform* ditransitive, although these verbs require an indirect object and a *that*-clause functioning as a direct object. It is this broad and merely clause-pattern-related definition of ditransitive verbs and objects that is occasionally criticized by some authors (Standop 2000; Mukherjee 2005):

[...] the notion of object in the *Comprehensive Grammar* is defined extremely broadly and refers to a wide range of formal realisations (from noun phrases to clauses) and even to prepositional objects. The solely clause-pattern-related definition of ditransitive verbs together with the broad understanding of the category of object automatically leads Quirk et al. (1985: 1211) to consider many verbs ditransitive which, in fact, cannot be complemented with two noun phrases (e.g. *convince*, *inform*) or which do not occur in the clause pattern  $SVO_iO_d$  at all, e.g. *address to* and *communicate to*.

(Mukherjee 2005: 8)

In the present paper, we partly agree with Mukherjee’s critical remarks. However, even Quirk et al. argue that the clause pattern  $SVO_iO_d$  with both objects realized as noun phrases represents the basic form of ditransitive complementation: “Ditransitive complementation in its basic form involves two object noun phrases...” (Quirk et al. 1985: 1208); the other types of realizations (e.g. verb +  $O_i$  + *that*-clause object) are considered to be “variants of ditransitive complementation.” And as regards verbs that do not occur in the pattern  $SVO_iO_d$  at all or on the contrary, verbs that occur only in the prepositional

construction  $SVOO_{\text{prep}}$ . Quirk et al. provide a detailed classification of ditransitive verbs based on the number of possible constructions, which proves that Quirk et al. are aware of the different syntactic behaviour of different ditransitive verbs (see below)<sup>6</sup>.

Mukherjee (2005: 9) makes another critical remark on *CGEL*, viz. that Quirk et al. neglect the semantic aspect of ditransitive verbs. They pay attention to the semantic roles of direct and indirect object but they do not account for the general relation between syntactic categories and their semantic roles. However, ditransitive verbs have similar underlying propositions, which was demonstrated on the example of *give* and summarized among others by Jackson (1990: 159): “The propositions expressed by sentences with this pattern commonly refer to accomplishments of transferring goods from one person to another.”<sup>7</sup> As Mukherjee correctly points out: “A functional analysis of syntactic structures should take into account such correspondences between syntax and semantics whenever possible.” (2005: 9)

Let us now examine ditransitive complementation in *CGEL* in detail. Quirk et al. divide ditransitive complementation into six subtypes [D1] to [D6] according to various formal realizations:

DITRANSITIVE (Type *SVOO*)

[D1] Noun phrases as $O_i \& O_d$	They offered her some food.
[D2] With prepositional O	Please say something to us.
[D3] $O_i$ + <i>that</i> -clause	They told me that I was ill.
[D4] $O_i$ + <i>wh</i> -clause	He asked me what time it was.
[D5] $O_i$ + <i>wh</i> -infinitive clause	Mary showed us what to do.
[D6] $O_i$ + <i>to</i> -infinitive	I advised Mark to see a doctor.

(Quirk et al. 1985: 1171)

Providing a wide range of potential formal realizations of direct objects, this classification can be regarded as the most detailed attempt to describe ditransitive verbs from the syntactic point of view. Nevertheless, in the present paper we focus on D1 and D2 since these two types represent the key area that should be studied here, i.e. verb complementation by a direct and indirect object (D1:  $SVO_i O_d$ ) and verb complementation by an object and a prepositional object (D2:  $SVOO_{\text{prep}}$ ):

---

<sup>6</sup> Note that Quirk et al. (1985) do not use the patterns  $SVO_i O_d$  and  $SVO_d O_{\text{prep}}$ , these patterns are subsumed under the pattern *SVOO*. Nevertheless, following Dušková’s (1988) distinction of  $SVO_i O_d$  and  $SVO_d O_{\text{prep}}$ , in the present paper we adhere to their use for the sake of clarity.

<sup>7</sup> For detailed analysis of semantic structure of ditransitive complementation, see section 2.2.

### [D1] Verb complementation by a direct and an indirect object

The indirect object is normally animate; it usually refers to an animate being that is the recipient of the object manipulated in the action. The direct object, on the other hand, is normally inanimate and refers to an entity that is affected by the action denoted in the clause.

*She gave the girl [O<sub>i</sub>] a doll [O<sub>d</sub>].*

### [D2] Verb complementation by an object and a prepositional object

Quirk et al. (1985: 1208) distinguish two subtypes of this prepositional construction, depending on whether the prepositional object alternates with an indirect object [D2a] or whether it alternates with a direct object [D2b]. Note that in [D2a] the position of the two participants in verbal action is reversed, while in [D2b] the ordering of the two objects remains the same:

- i. [D1] Indirect object + direct object: *She gave the girl [O<sub>i</sub>] a doll [O<sub>d</sub>].*  
[D2a] Direct object + prepositional object: *She gave a doll [O<sub>d</sub>] to her [O<sub>prep</sub>].*
- ii. [D1] Indirect object + direct object: *She told him [O<sub>i</sub>] the news [O<sub>d</sub>].*  
[D2b] Indirect object + prepositional object: *She told him [O<sub>i</sub>] about her new book [O<sub>prep</sub>].*

To sum up, we can say that there are altogether three possible constructions, i.e. three possible patterns of ditransitive verbs<sup>8</sup>:

1. [D1] SVO<sub>i</sub>O<sub>d</sub> *She gave the girl a doll.*
2. [D2a] SVO<sub>d</sub>O<sub>prep</sub> *She gave a doll to her.*
3. [D2b] SVO<sub>i</sub>O<sub>prep</sub> *She told him about her new book.*

Many verbs have two possibilities of construction, some verbs have all three, for some there is only one possibility. The following table illustrates the seven main groups of ditransitive verbs that Quirk et al. (1985) distinguish. Their classification of ditransitive verb is based on the number of possible constructions.<sup>9</sup>

---

<sup>8</sup> Note that apart from [D2a] and [D2b], Quirk et al. (1985: 1211) distinguish another subcategory of verbs [D2c], viz. verbs „for which the direct object forms part of an idiomatic unit with the verb and the preposition”: e.g. *Suddenly we caught sight [O<sub>d</sub>] of the lifeboat [O<sub>prep</sub>]*. Further examples of such verbs are: *give way to, keep pace with, lose sight of, make fun of, pay attention to, take care of* etc. However, these prepositional verbs are excluded from the present analysis since these expressions are idiomatic and the position of the direct and prepositional object does not vary, i.e. it is fixed. Therefore they are not relevant to the topic of the present paper.

<sup>9</sup> Quirk et al. (1985: 1209) point out that in some cases the alternative constructions are not completely identical but very similar in meaning.

**Table 1: Classification of ditransitive verbs according to the number of possible constructions**  
(adapted from Quirk et al. 1985: 1210-11)

	Type [D1]	Type [D2a]	Type [D2b]
EXAMPLE	<i>serve</i> (Jack scampi)	<i>serve</i> (scampi) <i>to</i> (Jack)	<i>serve</i> (Jack) <i>with</i> (scampi)
[D1 + 2a + 2b]	<i>pay</i> <i>provide</i> <AmE> <i>serve</i> <i>tell</i>	<i>pay to</i> <i>provide for</i> <i>serve to</i> <i>tell to</i>	<i>pay with</i> <i>provide with</i> <i>serve with</i> <i>tell about</i>
[D1 + 2a]	(i) <i>bring</i> <i>deny</i> <i>give</i> <i>grant</i> <i>hand</i> <i>leave</i> <i>lend</i> <i>offer</i> <i>owe</i> <i>promise</i> <i>read</i> <i>send</i> <i>show</i> <i>teach</i> <i>throw</i>	<i>bring to</i> <i>deny to</i> <i>give to</i> <i>grant to</i> <i>hand to</i> <i>leave to/for</i> <i>lend to</i> <i>offer to</i> <i>owe to</i> <i>promise to</i> <i>read to</i> <i>send to</i> <i>show to</i> <i>teach to</i> <i>throw to</i>	
	(ii) <i>do</i> <i>find</i> <i>make</i> <i>order</i> <i>reserve</i> <i>save</i> <i>spare</i>	<i>do for</i> <i>find for</i> <i>make for</i> <i>order for</i> <i>reserve for</i> <i>save for</i> <i>spare for</i>	
	(iii) <i>ask</i>	<i>ask of</i>	
[D1 + 2b]	<i>envy</i> <i>excuse</i> <i>forgive</i>		<i>envy for</i> <i>excuse for</i> <i>forgive for</i>
[D1]	<i>allow</i> <i>charge</i> <i>fine</i> <i>refuse</i> <i>wish</i>		
[D2a-1-2b]		<i>blame on</i> <i>supply for/to</i>	<i>blame for</i> <i>supply with</i>
[D2a]		<i>address to</i> <i>announce to</i> <i>communicate to</i> <i>explain to</i> <i>say to</i>	
[D2b]			<i>advise about</i> <i>punish for</i> etc

Let us now comment on the seven classes of ditransitive verbs in detail. Concrete examples of each type of ditransitive verbs and their alternative constructions are provided for illustration. Where they are not explicitly mentioned in *CGEL*, the examples are drawn from Oxford Advanced Learner's Dictionary (*OALD* henceforth). Note that for the sake of lucidity we have numbered the seven classes from the above mentioned Table 1 (I-VII):

**ad I. [D1 + 2a + 2b] (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>d</sub>O<sub>prep</sub> / SVO<sub>i</sub>O<sub>prep</sub>):**

With a few verbs of this first type, all three patterns are possible (Quirk et al. 1985: 1209):

- i. *Mary told only John the secret.*
- ii. *Mary told the secret only to John.*
- iii. *Mary told only John about the secret.*

**ad II. [D1 + 2a] (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>d</sub>O<sub>prep</sub>):**

This category is further subclassified into three groups of verbs, depending on the type of preposition that the indirect object alternates with (Quirk et al. 1985: 1211):

(i) verbs whose indirect object alternates with a prepositional object with *to*:

- i. *She sent Paul [O<sub>i</sub>] a present [O<sub>d</sub>].*
- ii. *She sent a present [O<sub>d</sub>] to Paul [O<sub>prep</sub>].*

(ii) verbs whose indirect object alternates with a prepositional object with *for* :

- i. *She made Paul [O<sub>i</sub>] a meal [O<sub>d</sub>].*
- ii. *She made a meal [O<sub>d</sub>] for Paul [O<sub>prep</sub>].*

(iii) verbs whose indirect object alternates with a prepositional object with other prepositions:

- i. *She asked Paul [O<sub>i</sub>] a favour [O<sub>d</sub>].*
- ii. *She asked a favour [O<sub>d</sub>] of Paul [O<sub>prep</sub>].*

Quirk et al. subsume only the verb *ask* into this group. This subgroup is definitely very limited, however, we have come across three other verbs of this type:

- i. *He's borne me a grudge ever since that day.*
- ii. *He's borne a grudge against me ever since that day. (OALD)*
- i. *I played him a game of chess.*
- ii. *I played a game of chess with him. (CGEL: 753n)*

**ad III. [D1 + 2b] (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>i</sub>O<sub>prep</sub>):**

This group of verbs is very limited. The direct object in one construction becomes the prepositional object in the other construction, while the indirect object remains identical. The

ditransitive verbs are characterized by the fact that no reordering of the two objects is possible when paraphrasing the SVO<sub>i</sub>O<sub>d</sub> structure, the word order remains the same (Quirk et al. 1985: 1209):

- i. *She envied John his success.*
- ii. *She envied John for his success.*

**ad IV. [D1] (SVO<sub>i</sub>O<sub>d</sub>):**

The verbs in this class occur only in the clause pattern SVO<sub>i</sub>O<sub>d</sub>, no alternative construction is possible (Quirk et al. 1985: 1209):

- They wished him good luck.*  
*He only charged me half price. (OALD)*

**ad V. [D2a + D2b] (SVO<sub>d</sub>O<sub>prep</sub> / SVO<sub>i</sub>O<sub>prep</sub>):**

This group of verbs involves an alternative construction of direct/indirect object and prepositional object. The direct object in one construction becomes the prepositional object in the other construction and the prepositional object becomes the indirect object. As a result, the two objects exchange their position and the preposition changes (Quirk et al. 1985: 1209):

- i. *Helen blamed the divorce [O<sub>d</sub>] on John [O<sub>prep</sub>]. [D2a]*
- ii. *He blamed John [O<sub>i</sub>] for the divorce [O<sub>prep</sub>]. [D2b]*

We can see from this example with *blame* that in some cases it is not entirely clear and straightforward whether the object immediately following the verb is direct or indirect. Since Quirk et al. classify this verb in the fifth class with the constructions D2a and D2b, they obviously regard “the divorce” in the first example as O<sub>d</sub> and “John” in the second example as O<sub>i</sub>. The question is: why is it so? Could the objects be regarded as O<sub>d</sub> in both sentences? If we omit the prepositional object in the second example: *He blamed John*, we would probably unambiguously determine “John” as O<sub>d</sub>. John is definitely not recipient, thus even the semantic role of the object is at variance with approach in *CGEL*. Therefore, in the case of *blame* I would adhere to Dušková, according to whom the objects in both constructions are direct objects with prepositional objects: “Oba předmětové aktanty mohou mít formu jak přímého, tak předložkového předmětu.” (1988: 442) However, this does not solve other problematic verbs of this class, e.g. *entrust sb with sth / entrust sth to sb* or *present sb with sth / present sth to sth*. Although Quirk et al. do not include these verbs in their classification at all, they would have to be included into this class [D2a + D2b]. In this case the person affected by the verbal action would be probably regarded as an indirect object, since from the

semantic aspect they are obviously recipients: e.g. *He entrusted her* [ $O_i$ ] *with his treasures* [ $O_{prep}$ ]. *His colleagues presented him* [ $O_i$ ] *with a set of golf clubs* [ $O_{prep}$ ]. These problematic cases remain to be solved; one possible solution would be to further subdivide this class into two subclasses, similarly to the subdivision of class II, which is subclassified into three groups according to the preposition which the indirect object alternates with.

**ad VI. [D2a] ( $SVO_dO_{prep}$ ):**

The verbs in this class occur only in the clause pattern  $SVO_dO_{prep}$ , no alternative construction is possible:

*Then I would announce my arrival to the university authorities.*

**ad VII. [D2b] ( $SVO_iO_{prep}$ ):**

The verbs in this class occur only in the clause pattern  $SVO_iO_{prep}$ , no alternative construction is possible. According to *CGEL*, the membership of this group is numerous – a large number of verbs belong here; other examples mentioned by Quirk et al. (1985: 1211) are for instance:

*thank sb for sth, protect sb from sth, accuse sb of sth, persuade sb of sth,  
congratulate sb on sth, warn sb of sth etc.*

Although the membership of these verbs seems to be easily recognized (in all cases, the first nonprepositional object denotes a person or another human being and thus is classified as having the role of recipient), we view some of these verbs problematic – like the verbs of class V. The problem that arises is how one can distinguish whether the object immediately following the verb is direct or indirect. In some cases (e.g. *thank sb for sth, congratulate sb for sth*) the object is undoubtedly indirect, since even the semantic role of recipient corresponds to this interpretation. One can even paraphrase the verbs by a different and more typical ditransitive verbs with a recipient, i.e. “to say thank you”, “to say congratulations”. But it is questionable how to treat verbs like *protect sb from sth, accuse sb of sth, or warn of introduce*. The nonprepositional object of these verbs seems to be rather direct than indirect, its semantic role probably being affected and not recipient. Similarly to the potential solution of the problematic instances in class V, this class could be subclassified into two subgroups or perhaps rather the verbs taking  $O_d$  and  $O_{prep}$  (e.g. *protect sb from sth*) could be reclassified into class VI.

Some authors (Standop 2000; Mukherjee 2005) hold even more extreme views, when proposing that this group VII should be basically excluded from ditransitive verbs, since they lack the basic abstract meaning of typical ditransitive verbs: “[...], these prepositional verbs

have nothing in common with the shared abstract meaning of genuinely ditransitive verbs, namely an underlying proposition denoting an event type in which a provided entity is transferred to an affected entity” (Mukherjee 2005: 12).

It should be noted that Standop (2000) criticizes the classification of ditransitives in Quirk et al. as a whole, since *CGEL* includes a vast range of verbs into the ditransitive category, even if some verbs do not allow any alternative construction. In contrast to *CGEL*, Standop (2000: 223) does not regard the prepositional phrase as an object at all; he regards the prepositional phrase (e.g. in *She gave a doll to her*) as an obligatory adverbial.<sup>10</sup> Therefore, he does not label the verbs of class VI (e.g. *address to*) and class VII (e.g. *remind of*) as ditransitive verbs. Consequently, Standop’s delimitation of ditransitive verbs is very narrow: ‘ditransitive’ are only those verbs which are complemented by two objects realized as two noun phrases. Apparently, this approach is held also by Huddleston & Pullum (2002) in their *Cambridge Grammar of the English Language* (see section 2.1.6) We can say that Standop classifies ditransitive verbs merely syntactically, while Quirk et al. offer a functional description of syntactic relations (and these relations are considered to be semantically motivated). Considering the two examples with the verb *give*: *She gave her a doll* and *She gave a doll to her*, surprisingly, Standop labels, only the former construction with  $O_i$  and  $O_d$  as ditransitive, but not the latter with the prepositional phrase. In this case, we follow Mukherjee’s standpoint and disagreement with Standop: “The formal differences between [the two examples with *give*] do not change anything about the fact that in both sentences, the verb *give* requires two obligatory objects, which correspond to semantically defined entities in the outside world” (Mukherjee 2005: 12). Mukherjee, on the other hand, occupies a somewhat intermediate position between Quirk et al. and Standop. Mukherjee (2005: 14) accepts, on the whole, the classification in *CGEL*, but for the purpose of his study he provides a modified classification-scheme of Quirk et al.: he considers only those verbs ditransitive that actually appear in the clause pattern  $SVO_iO_d$ ; then all other alternative constructions can also be regarded as ditransitive:

---

<sup>10</sup> Note that Quirk et al. (1985:59) also consider an alternative analysis of the prepositional phrases, namely that the *to-* or *for-*phrase could be regarded as adverbials, thus occurring in the clause pattern *SVOA*: “There is a further correspondence by which *SVOO* clauses can be converted into *SVOA* clauses by the substitution of a prepositional phrase following the direct object for the indirect object preceding it: *She sent Jim a card* ~ *She sent a card to Jim*. *She left Jim a card* ~ *She left a card for Jim*.” However, this represents only a brief mention about the alternative approach to prepositional phrases; otherwise Quirk et al analyse the prepositional phrases as prepositional objects.



“[...] only those verbs are considered ditransitive which occur in the basic type of ditransitive complementation [D1] – with the formal realisation  $O_i:NP$  and  $O_d:NP$  – in actual language use. If this is the case, all other variant complementations of a given verb are also taken to be ditransitive complementations of that verb. This procedure ensures that only verbs are taken into account which imply the ‚ditransitive meaning‘, or – in Verspoor and Sauter’s (2000) terminology – display the ‚giving/buying pattern (ditransitive verbs)‘.

(Mukherjee 2005: 14ff.)

In the present study we adhere to Mukherjee’s conception of ditransitive verbs.

### 2.1.5 Biber et al. (1999) *Longman Grammar of Spoken and Written English*:

Although *Longman Grammar of Spoken and Written English (LGSWE)* can be regarded as an entirely new kind of grammar (in that it is corpus-based), the basic grammatical concept has been borrowed from *CGEL*. Mukherjee sums up the approach in *LGSWE* in the following way: “Clearly, it has to be seen in the tradition of the Comprehensive Grammar from which many concepts and terms are taken over, but the underlying methodology is now entirely corpus-based and leads to new insights into actual language.” (Mukherjee 2005: 40)

The basic description of verb complementation types and clause patterns corresponds to that presented in *CGEL*, nevertheless the conception of ditransitive verbs seems to be more limited: Biber et al. (1999:150) consider only those verbs ditransitive that occur in the basic form of ditransitive clause pattern, i.e. when the verb is followed by an indirect and direct object; both objects must be realized by noun phrases, i.e.  $SV[O_i:NP] [O_d:NP]$ , which corresponds to the [D1] type in *CGEL*:

[Fred Unsworth <S>] [gave <V>] [her <O<sub>i</sub>>] [a huge vote of confidence <O<sub>d</sub>>].

(Biber et al. 1999:381)

At the same time, Biber et al. admit that most ditransitive verbs have alternative prepositional constructions: “Notice that most ditransitive verbs also have ditransitive prepositional uses” (Biber et al. 1999: 150). Then, these alternative prepositional constructions are also regarded as ditransitive. As opposed to *CGEL*, we can say that Biber et al. do not consider ditransitive those verbs that occur only in the prepositional construction and that do not allow the  $SV[O_i:NP] [O_d:NP]$  pattern (e.g. *remind of*, *accuse of*).

When discussing the correspondence between indirect and prepositional objects, Biber et al. (1999: 130) suggest that it is convenient to use the term “oblique object”<sup>11</sup>, which

---

<sup>11</sup> The term „oblique object“ is also used by Huddleston and Pullum (2002: 216). Moreover, the concept of oblique object is related to the Czech conception of direct and indirect cases („přímé/nepřímé pády“) (cf. Šmilauer 1966: 81).

stresses the correspondence between indirect objects and corresponding prepositional constructions:

*He [gave] Carrie a ring. Mr Evans [gave] it [to] me.*

According to Biber et al., prepositional objects express almost the same semantic roles as indirect objects. The main difference is that since there is a relational marker, the meaning becomes more explicit; the syntactic relationship is thus more clearly marked. Interestingly, Biber et al. also point out that sometimes it is difficult to distinguish between the prepositional objects and adverbials, which may be seen as an analogue to *CGEL*, where Quirk et al. offer two possibilities of regarding the prepositional phrase of ditransitive verbs (see section 2.1.4): “Prepositional objects may be difficult to distinguish from prepositional phrases as adverbials [...] and in particular *to*-phrases corresponding to indirect objects may be alternatively analyzed as recipient adverbials.” (Biber et al. 1999: 130)

What we regard as the most innovative in *LGSWE* is that Biber et al. pay special attention to the position of the two objects, both when realized by noun phrases and when realized by pronouns. They provide quantitative details concerning the frequency of occurrence for non-prepositional and prepositional ditransitive construction in different styles and registers of spoken and written English, taking notice also of the factors (i.e. principle of end-weight and the information principle<sup>12</sup>) that have an impact on the ordering of the objects (for more detailed discussion of object ordering see Biber et al. 1999: 927ff. and section 2.4).

### **2.1.6 Huddleston & Pullum (2002) *Cambridge Grammar of the English Language*:**

Huddleston and Pullum (2002: 216) distinguish between two types of complements: “core” and “non-core”. This distinction of core and non-core complements needs to be explained first, since it is reflected in their treatment of ditransitive complementation. Core complements have the form of a noun phrase (NP) and are directly related to the verb, while non-core complements have the form of a prepositional phrase (PP) and are related to the verb indirectly, by a preposition. NPs with a prepositional phrase are then called obliques:

*Kim gave Pat the key.* - *Pat* is a core complement

*Kim gave the key to Pat.* - *to Pat* is a non-core complement

---

<sup>12</sup> Note that Quirk et al. (1985) call the „information principle“ the „principle of end-focus“ (see section 2.5).

Accordingly, Huddleston & Pullum (2002: 248) admit that most ditransitive clauses have alternants with a single object and a PP complement with *to* or *for* as head. Nevertheless, they consider only those verbs ditransitive which are complemented by two objects realized by two noun phrases:

- DITRANSITIVE: S-P-O<sup>i</sup>-O<sup>d</sup>      MONOTRANSITIVE: S-P-O<sup>d</sup>-C
- i. a. *I sent Sue a copy.*      b. *I sent a copy to Sue.*
- ii. a. *I ordered Sue a copy.*      b. *I ordered a copy for Sue.*

According to CamGr only the [a] examples exemplify the ditransitive construction, i.e. the double-object construction. Thus, we may say that only the core complements can appear in a ditransitive construction. The *to/for Sue* in [b] examples “is not an indirect object, not an object at all”, it is regarded simply as a prepositional phrase and the whole construction is considered to be monotransitive. This new approach to ditransitive verbs stands in contradiction to the previous approach to ditransitive verbs, which the authors make explicit in the following quotation:

“This departs from the traditional analysis where the PPs *to Sue* and *for Sue* (or just the NP within them) are taken to be indirect objects. The traditional account appears to be based solely on the fact that the semantic role (recipient or beneficiary) of *Sue* is the same in [b] as in [a]. But *Sue* also has that role in the passives *Sue was sent a copy* and *\*Sue was ordered a copy*, yet no one would want to say it was indirect object here: it is clearly subject. We have seen that the grammar allows for varying alignments of semantic role and syntactic function: syntactic functions must be assigned on the basis of syntactic properties, not semantic ones.”

(Huddleston & Pullum 2002: 248)

Summing up, we can say they make a strict distinction between syntactic and semantic properties. When classifying a verb into a category, the authors put emphasis on the syntactic form and they totally disregard meaning.

As far as Huddleston and Pullum’s classification of ditransitive verbs is concerned, the authors distinguish four groups of ditransitive verbs or in their terminology, ditransitive/monotransitive contrasts, depending on the number and type of possible complementations:

**Table 2: Ditransitive/monotransitive contrasts**

	$O_{\text{mono}}^d = O_{\text{ditrans}}^d$		$O_{\text{mono}}^d = O_{\text{ditrans}}^i$	[O vs PP comp]
I	<i>I gave her the key.</i> <i>I gave the key to her.</i>	II	<i>I envied him his freedom.</i> <i>I envied him for his freedom.</i>	
	$O_{\text{mono}}^d = O_{\text{ditrans}}^d$		$O_{\text{mono}}^d = O_{\text{ditrans}}^i$	[+O <sup>i</sup> vs -O <sup>i</sup> ]
III	<i>They offered us \$100.</i> <i>They offered \$100.</i>	IV	<i>They fined us \$100.</i> <i>They fined us.</i>	

(Huddleston & Pullum 2002: 297)

The contrasts presented in the table are the following: In I-II the contrast is between a ditransitive construction containing two internal core complements,  $O^i + O^d$  and a monotransitive one containing  $O^d$  and a non-core complement with the form of a prepositional phrase, while in III and IV the contrast is between a ditransitive and a monotransitive construction containing just one internal complement ( $O^d$ ).” Furthermore, in I and III the only object in the construction ( $O^d$ ) corresponds to the direct object of the ditransitive construction; in II and IV the only object in the construction ( $O^i$ ) corresponds to the indirect object of the ditransitive complementation (Huddleston & Pullum 2002: 297)<sup>13</sup>. Surprisingly, all verbs included in groups III and IV occur in type I as well. They have been assigned to separate classes probably only on the basis of possible omissibility of object, either  $O^i$  in the case of III or  $O^d$  in the case of IV (see section “omissibility of object”). Group II (e.g. *envy*, *forgive*, *provide*), where the direct object alternates with a prepositional object, is rather limited in contrast to group I, which is obviously most numerous, since in most cases the indirect object alternates with a prepositional object. Group I is further divided into five subclasses according to which constructions they license: ditransitive, monotransitive with *to* phrase, monotransitive with *for* phrase:

**Table 3: Ditransitive/monotransitive contrasts – Type I**

	$O^i + O^d$	$O^d + \text{NON-CORE COMP}$
i.	a. <i>I gave her the key</i>	b. <i>I gave the key to her.</i> [ $O^i$ or <i>to</i> ]
ii.	a. <i>*I explained her the problem.</i>	b. <i>I explained the problem to her.</i> [ <i>to</i> only]
iii.	a. <i>I bought her a hat.</i>	b. <i>I bought a hat for her.</i> [ $O^i$ or <i>for</i> ]
iv.	a. <i>*I borrowed her the money.</i>	b. <i>I borrowed the money for her.</i> [ <i>for</i> only]
v.	a. <i>I spared her the trouble.</i>	b. <i>*I spared the trouble to/for her.</i> [ $O^i$ only]

<sup>13</sup> Huddleston and Pullum’s type II corresponds to Quirk et al.’s type [D1 + 2b] (1985: 1211). Type III and IV do not correspond to any particular category of Quirk’s, since it is a cross-cutting class of verbs (i.e. all the members of type III and IV occur in type I). Regarding the type I, we have to assess the subtypes separately, i.e. the subclasses [i] and [iii] can be viewed as an analogue to Quirk et al.’s type [D1 + 2a], [ii] corresponds to [D2a] and [v] corresponds to [D1] (cf. Quirk et al. 1985: 1210-1211). Subgroup [iv] remains problematic, since these verbs are not regarded as ditransitive in any other grammar. In the present paper we are going to exclude verbs from the subgroup [iv], as we consider these verbs monotransitive with an optional *for*-phrase, having probably the syntactic function of adverbial.

[43] i	O <sup>i</sup> OR TO	<i>award</i>	<i>bequeath</i>	<i>bring</i>	<i>cab</i>	<i>deny</i>
		<i>feed</i>	<i>give</i>	<i>hand</i>	<i>kick</i>	<i>leave<sub>1</sub></i>
		<i>lend</i>	<i>offer</i>	<i>owe</i>	<i>pass</i>	<i>post</i>
		<i>promise</i>	<i>read</i>	<i>sell</i>	<i>send</i>	<i>show</i>
		<i>take</i>	<i>teach</i>	<i>tell</i>	<i>throw</i>	<i>write</i>
ii	TO <sub>i</sub> ONLY	<i>announce</i>	<i>confess</i>	<i>contribute</i>	<i>convey</i>	<i>declare</i>
		<i>deliver</i>	<i>donate</i>	<i>exhibit</i>	<i>explain</i>	<i>mention</i>
		<i>narrate</i>	<i>refer</i>	<i>return</i>	<i>reveal</i>	<i>say</i>
iii	O <sup>i</sup> OR FOR	<i>bake</i>	<i>build</i>	<i>buy</i>	<i>cook</i>	<i>design</i>
		<i>fetch</i>	<i>find</i>	<i>get</i>	<i>hire</i>	<i>leave<sub>2</sub></i>
		<i>make</i>	<i>order</i>	<i>reach</i>	<i>rent</i>	<i>reserve</i>
		<i>save<sub>1</sub></i>	<i>sing</i>	<i>spare<sub>1</sub></i>	<i>write</i>	
		<i>acquire</i>	<i>borrow</i>	<i>collect</i>	<i>compose</i>	<i>fabricate</i>
iv	FOR ONLY	<i>obtain</i>	<i>recover</i>	<i>retrieve</i>	<i>withdraw</i>	
		<i>allow</i>	<i>begrudge</i>	<i>bet</i>	<i>charge</i>	<i>cost</i>
v	O <sup>i</sup> ONLY	<i>envy</i>	<i>excuse</i>	<i>fine</i>	<i>forgive</i>	<i>permit</i>
		<i>refuse</i>	<i>save<sub>2</sub></i>	<i>spare<sub>2</sub></i>	<i>strike</i>	<i>tax</i>
		<i>tip</i>	<i>wish</i>			

(Huddleston & Pullum 2002: 309)

Since Huddleston and Pullum's classification of ditransitive verbs does not seem to be as systematic and detailed as that in Quirk et al., in the present study we are going to adhere to the classification in *CGEL*.

To sum up the different approaches to ditransitive verbs in the three major contemporary grammar books, we may say that *CGEL* is most liberal in that it subsumes various types of formal realisations under this category and various verbs, even if they occur only in the prepositional construction. The approach of Biber et al. and Huddleston & Pullum may seem quite similar at first. In both grammar books, only those verbs are considered ditransitive that are complemented by two objects realised by two noun phrases. The main difference lies in the fact that according to Biber et al., regardless of the different forms of the SVOO pattern (i.e. it may also occur in the prepositional construction), a ditransitive verb must be attested in the SVO<sub>i</sub>O<sub>d</sub> pattern. Thus, according to Biber et al. the abovementioned examples *I sent a copy to Sue* and *I ordered a copy for Sue* would be examples of ditransitive construction. Huddleston & Pullum are the most strict and their group of verbs is the most limited: they include only the preposition-less construction (SVO<sub>i</sub>O<sub>d</sub>) in the category of ditransitives and exclude all constructions where a prepositional phrase occurs in the position of object.

## 2. 2. Semantic structure of ditransitive complementation

In the present chapter we discuss the semantic structure of ditransitive complementation. The chapter is divided into two main subsections, namely section 2.2.1, which analyses the various semantic roles of  $O_d$  and  $O_i$ , and 2.2.2, which examines the dative alternation, i.e. whether and under what circumstances the non-prepositional construction is in fact acceptable.

### 2.2.1 Semantic roles of the two objects

#### 2.2.1.1 Semantic roles of $O_d$

The direct object can denote two basic semantic roles in a ditransitive construction; the direct object can be either affected or eventive<sup>14</sup>:

##### 1. Affected $O_d$

The most typical role of direct object - in general and also in ditransitive constructions - is that of the affected participant (also called ‘patient’): “a participant which does not cause the happening denoted by the verb but is directly involved in some other way” (Quirk et al. 1985: 741). In the case of ditransitive construction the affected object actually denotes the entity that has been transferred (from the agentive S to the recipient  $O_i$ ):

*He gave the girl a doll.* (Quirk et al. 1985: 1208)

##### 2. Eventive $O_d$

This type of object usually has a form of deverbal noun and follows semantically “light verbs”<sup>15</sup>. Semantically, the eventive object is “an extension of the verb and bears the major part of the meaning” (Quirk et al. 1985: 750):

*She gave me a push.*

#### 2.2.1.2 Semantic roles of $O_i$

As regards the  $O_i$ , it should be pointed out that the concrete number of its possible semantic roles varies, but most authors agree on three roles: recipient, benefactive / beneficiary and

---

<sup>14</sup> Note that these two roles are to be regarded as the basic ones. Occasionally we may find different roles of  $O_d$ , e.g. effected  $O_d$  – with the verbs *cook* or *knit* (see section 2.2.2.1.1).

<sup>15</sup> A ‘light’ verb is a term used by Huddleston & Pullum (2002: 290) and Biber et al (1999: 129). Quirk et al (1985: 750) refer to a light verb as “a common verb of general meaning”. Note that this type of construction resembles verponominal constructions (SVCs), where the meaning is also carried by the nominal elements and not the verb itself.

affected. Quirk et al. (1985: 740ff.) basically distinguish only two semantic roles of  $O_i$ , i.e. recipient  $O_i$  and affected  $O_i$ <sup>16</sup>, subsuming the benefactive role under that of recipient. Biber et al. (1999: 129) and Huddleston & Pullum (2002: 310 ff.) distinguish between recipient and beneficiary, the distinction being based on the corresponding alternative prepositional construction, either a *to*- or *for*-phrase respectively. Let us examine the semantic roles of  $O_i$  in greater detail:

## 1. Recipient

The recipient role is certainly the most typical and central role of indirect object. This role invariably involves a transfer of the entity denoted by the  $O_d$ , i.e. a change of possession. Quirk et al. (1985: 696ff) assign the term ‘actual recipient’ to the  $O_i$  corresponding to a prepositional construction with *to*, as opposed to ‘intended recipient’ (see below “beneficiary”).<sup>17</sup>

*We paid them money* (Quirk et al. 1985: 741) - *We paid money to them.*

*He gave the girl a doll* (Quirk et al. 1985:1208) - *He gave a doll to the girl.*

According to Quirk et al. another possible term for recipient is ‘dative’. Nevertheless, it has been suggested by some authors that the term ‘dative’ should be avoided due to the lack of inflectional endings in English (cf. 2.1.).

## 2. Beneficiary / benefactive

The beneficiary  $O_i$  can be referred to as an ‘intended recipient’ (Quirk et al. 1985: 741) and it can be paraphrased by a *for*-phrase:

*I've found you a place.* - *I've found a place for you.*

*She made her son a scarf.* - *She made a scarf for her son*

The two roles of intended and actual recipient can co-occur in the same clause only if the benefactive role is expressed by a *for*-phrase: *She gave me a scarf for her son.*

Biber et al. (1999: 129) note that in the case of benefactive  $O_i$  “the action denoted by the verb is generally favourable from the point of view of the referent of the indirect object”:

*Tactics can win you these games, but more often than not it is whether the players have the experience and the bottle.*

---

<sup>16</sup> Another role that Quirk et al. (1985: 753 n.[c]) mentions is ‘comitative’ [‘together with’] or in other words ‘opposition’: *I played Sam a game of chess.* [‘I played a game of chess with/against Sam.], which is, however, rather marginal. We could think of only one more example that could denote the same semantic role: *They bear you no ill will. They bear no ill will towards you.* (Huddleston & Pullum 2002: 311).

<sup>17</sup> Allerton (1978, 1982) labels the  $O_i$  corresponding to a *to*-phrase ‘actual immediate recipient’, the  $O_i$  corresponding to a *for*-phrase being called ‘ultimate recipient’ (see later, section 2.2.2.1.1).

Huddleston & Pullum (2002: 311) point out that a few verbs can take either a recipient or a beneficiary. In the prepositional construction, the particular meaning is denoted by the preposition; however, in the non-prepositional ditransitive construction an ambiguity may arise:

*Could you rent me your cottage for the week-end?* – “to-me” – recipient

*Could you rent me a car for the week-end?* (when said by boss to secretary)

– “for-me” – beneficiary

*He wrote her a letter.* – “to-me” - recipient (although, the beneficiary reading would be possible here as well)

*He wrote her a cheque.* – “for-me” – beneficiary

### 3. Affected indirect object

The indirect object occasionally takes an affected role, which is found with semantically ‘light verbs’ that combine with an eventive direct object. The indirect object semantically corresponds to the direct object of a simple verb in the underlying alternative construction. The most common verb used with the affected indirect object is *give* (Quirk et al. 1985: 753):

*She gave me a push.* – *She pushed me.*

*I gave Helen a nudge.*

*Judith paid me a visit.*

*Derek owes us a treat.* – *It’s Derek’s turn to treat us.*

Contrary to the recipient and most beneficiary indirect objects, the affected  $O_i$  cannot be normally paraphrased by a prepositional phrase, the reason being that this type of construction is intended to assign the focus to the nominal equivalent of the verb (e.g. *push* or *nudge* in the abovementioned examples) and therefore the  $O_d$  should receive end-focus (in other words: we put focal emphasis on the activity rather than on a human participant)<sup>18</sup>:

?*I gave a nudge to Helen.*

Therefore, Quirk et al. (1985: 1396) argue that it may be preferable not to use the eventive object construction at all when it is a human participant that is needed in end-focus.

---

<sup>18</sup> Note that Quirk et al (1985) mention only examples where the recipient is animate. They do not consider examples such as *give sth consideration*, *give sth mention* etc., where the prepositional paraphrase is entirely natural: *give consideration to sth*, *give mention to sth*.



Note that several authors point out that there are actually more semantic roles of  $O_i$  than recipient and beneficiary, thus further nuances of meaning are implied. According to Dušková (1988) there are some (very few) verbs where the indirect object is not actually recipient, but its opposite, since something is taken away from him – e.g. *deny, forbid, grudge, refuse* etc.: „Případů, v nichž představuje účastníka slovesného děje, jemuž se odnímá (opak recipienta), je málo [...]“ (Dušková 2004, 435) Similarly, Pinker (1989: 111) proposes that with a specific subclass of verbs, namely “verbs of future not having” (e.g. *cost, spare, envy, begrudge, bet, refuse, ask, save, charge, fine, forgive, ?deny*), the  $O_i$  has a ‘malefactive’ or “adversative” semantic role, which should be viewed as the opposite of the benefactive  $O_i$ . They make an interesting observation that all these verbs belong to the ‘ $O_i$ - only’ verbs, i.e. verbs that do not allow an alternative prepositional construction (with the exception of *deny*).

Some verbs out of Pinker’s subclass (e.g. *charge, cost, fine*) are assigned the role of ‘source’ (rather than recipient) by Huddleston & Pullum (2002: 311) – e.g. *They charged Ed \$10*. In this example, the money is obviously transferred away from “Ed” and not “to him”. However, the semantic role of ‘source’ seems to cover only those examples where something (mostly money) is physically transferred away from  $O_i$ . Therefore, we assume that the label ‘malefactive’ is more appropriate, since it covers a wider range of meanings of  $O_i$ .

### 2.2.2 The dative alternation

In the previous chapter we have outlined the semantic roles of  $O_d$  and  $O_i$  and the corresponding prepositional constructions (*to/for*). Now let us attempt to approach ditransitive constructions from another direction, namely by examining whether and under what circumstances the prepositionless construction is in fact acceptable. Thus, we focus on ‘dative alternation’<sup>19</sup>, i.e. the alternation between a prepositional and non-prepositional / double-object / prepositionless construction.

Some authors (Allerton 1978, 1982; Huddleston & Pullum 2002) explain the acceptability of non-prepositional construction in terms of semantics of *to-/for*-indirect objects. Other authors (e.g. Green 1974, Gropen et al. 1989, Pinker 1989, Levin 1993, Goldberg 1995) assume that it is primarily the semantics of the verb that determines the dative alternation. We argue that it is necessary to view the semantics of the verb and the semantics of  $O_i$  as interrelated. In the following subsections we present both approaches to the acceptability of non-prepositional constructions.

#### 2.2.2.1 Semantic roles of *to*- and *for*-phrases

##### 2.2.2.1.1 Allerton

One of the authors that who investigated the semantic roles of *to*- and *for*-phrases in detail was Allerton (1978; 1982). He argues that one crucial factor playing a role in the acceptability of the non-prepositional construction is the meaning of the *to*- or *for*-phrase. Before we proceed to the most problematic *for*-phrases that he focuses on, let us briefly summarize the syntactic behaviour of verbs taking *to*-phrases and verbs taking both *to-/for*-phrases and the meaning of  $O_i$ .

##### i. *To* indirect objects<sup>20</sup>

Some verbs take the preposition *to* - e.g. *allow, cause, deny, give, leave, lend, mean, offer, pass, refuse, show, teach, wish*. The semantic role of the indirect object in the prepositional form with *to* represents the actual immediate recipient:

*Uncle Jim gave some documents to Margaret.*

Most of these verbs allow the non-prepositional paraphrase (*Uncle Jim gave Margaret some documents*), an exception being e.g. the verb *deny* where probably the semantics of the verb is

---

<sup>19</sup> The term ‘dative alternation’ (used among others by Levin 1992) has replaced the earlier term ‘dative shift’ or ‘dative movement’ (used by transformational grammarians).

<sup>20</sup> Viewing the  $O_i$  from the semantic aspect, Allerton (1978; 1982) calls even the prepositional object an indirect object.

of importance (i.e. that  $O_i$  is not an actual immediate any kind of recipient, since  $O_i$  is not given anything (cf. opposite of recipient above).

## ii. *To or for* indirect objects

The following verbs take the prepositions *to* or *for*: *bring, send, take*<sup>21</sup>. These verbs allow the preposition *to* or *for*, the difference consisting in whether  $O_i$  is the immediate or the ultimate (i.e. indirect) recipient

*Oliver took some flowers to Elizabeth.*

*Oliver took some flowers for Elizabeth.*

With these verbs the prepositionless construction is allowed:

*Oliver took Elizabeth some flowers.*

## iii. *For* indirect objects

The group of verbs that take the preposition *for* is most difficult to delimit, since we encounter various meanings of one and the same form, namely the *for*-phrase. *For*-phrases are traditionally described as having a beneficiary / benefactive role (in contrast to the recipient role of *to*-phrases). However, according to Allerton (1978: 26) this is oversimplification and it is argued that there is a range of meanings possible for *for*-phrases as we will see in the present section. Allerton (1978: 26ff.) distinguishes four meanings of *for*-phrases<sup>22</sup>. Verbs taking *for*-phrases are classified into these four groups (F.I-F.IV) on the basis of whether they allow the prepositionless construction ( $SVO_iO_d$ ) or not and under what circumstances. We will see that apart from the meaning of *for*-phrase, the reference of the direct object also plays a role, i.e. whether the direct object is definite or indefinite - the indefinite article appears to be generally more felicitous in the prepositionless form:

**F.I** In this first group the verbs denote an **act of giving** or plan/duty to give (similar to *to*-phrases). Thus a **change of ownership** is implied,  $O_i$  represents the ultimate recipient (e.g. *buy, order, save*):

*Uncle Jim ordered some chocolates for Margaret.*

---

<sup>21</sup> Quirk et al. (1985: 1210) mention another verb taking both prepositions *to/for*, viz *leave*.

<sup>22</sup> Although the classification of *for*-phrases in Allerton (1982) seems to be more elaborate, since the meanings of *for*-phrases are classified altogether into five basic types, plus the deputed meaning, the present classification of *for*-phrases is taken from Allerton (1978), as we consider this earlier classification more appropriate.

Regarding the prepositionless construction, verbs of this group consistently permit the prepositionless SVO<sub>i</sub>O<sub>d</sub> pattern:

*Uncle Jim ordered Margaret some chocolates.*

**F.II** These verbs denote an **act of making / creating** (possibly with a view to giving to someone). Thus, the implied meaning is **new ownership of a new thing**. In this case the O<sub>i</sub> is the eventual recipient or intended first owner (e.g. *cook, knit, make, paint*), while the semantic role of O<sub>d</sub> is typically “effected object / object of result”:

*Uncle Jim knitted some socks for Margaret.*

With all these verbs the prepositionless construction is again entirely natural:

*Uncle Jim knitted Margaret some socks.*

However, Allerton (1978: 28) argues that if the direct object is definite, then the prepositional construction “is likely to be preferred, since it follows the natural given-new sequence”:

*Uncle Jim knitted the socks for Margaret.*

*Uncle Jim knitted Margaret the socks.*<sup>23</sup>

**F.III** These verbs denote an **act of repairing/improving** (something), thus the implied meaning is **improvement of something already owned**. The O<sub>i</sub> is in this case the owner of O<sub>d</sub> entity (e.g. *clean, mend, wash, sharpen*):

*Uncle Jim cleaned some shoes for Margaret*

As for the prepositionless construction, the SVO<sub>i</sub>O<sub>d</sub> pattern is only natural when the direct object is indefinite (and thus the overall sentence meaning suggests virtual creation of something new, which is in accord with the basic distribution of communicative dynamism (see section 2.5)):

*Uncle Jim cleaned Margaret some shoes.*

However, when the direct object is definite, the prepositionless construction is less acceptable:

?*Uncle Jim cleaned Margaret the shoes.*<sup>24</sup>

---

<sup>23</sup> However, there are factors through which a given element becomes disengaged from context dependence, one of them being ‘contrast’, which would render this ordering entirely natural. *Uncle Jim knitted Margaret the socks and Jane the gloves.* (see section 2.5.1 for more details)

<sup>24</sup> The same as above: *Uncle Jim cleaned Margaret the shoes and Jane the bike.*

Allerton (1978) argues that the acceptability of the prepositionless construction basically depends on whether, at least in an indirect way, the O<sub>d</sub> entity may be actually given (cf F.IV below: ?*Uncle Jim cleaned Margaret some windows.*)

Huddleston & Pullum (2002: 311n.) point out a further factor that might play a role, viz. that the prepositionless construction might be more acceptable when the indirect object is a personal pronoun (especially 1<sup>st</sup> or 2<sup>nd</sup> person), and when the utterance has directive force. Thus, *Could you iron me my white shirt?* seems to be more acceptable than ?*I ironed my brother his white shirt.* Nevertheless, speakers vary considerably in their judgements on such examples.

**F.IV** Verbs in this group can **denote any act**, including those mentioned above (F.I-F.III). The *for*-phrase, however, has deputive role, i.e. it does not designate the owner of the direct object entity but **the person who benefits from the verbal activity**. In other words, the *for*-phrase is a **deputor** who is not given anything but benefits by not having to undertake the act himself: *Uncle Jim cleaned some windows for Margaret.*

This deputive interpretation of the abovementioned examples of groups F.I to F.III would be that Uncle Jim performs the act to save Margaret doing it herself (see Allerton 1978: 28):

*Uncle Jim ordered some chocolates for Margaret.* (F.I)

*Uncle Jim knitted some socks for Margaret.* (F.II)

*Uncle Jim cleaned some shoes for Margaret.* (F.III)

With the deputive meaning, the prepositionless construction is highly unlikely, if not impossible:

?\**Uncle Jim cleaned Margaret the shoes.*

According to Allerton this interpretation is in fact possible with any appropriate verb, including intransitive ones (e.g. *Oliver went to the shops for Elizabeth*). Therefore this is not a matter of valency of individual verbs. He stresses that this deputive meaning of the *for* – phrase must be strictly distinguished from the *for*-phrase with the more restricted meaning of ultimate recipient, which, however, is only possible where the prepositionless construction occurs.

From the above mentioned types it becomes obvious that the semantic role of *for*-phrases is rather complex. Allerton (1978: 30) points out that there is a kind of gradient between ultimate recipients (F I) and deputives (F IV) which he calls “the **scale of indirect-objectiness**”, by means of which we may explain why with some verbs the nonprepositional

construction is possible, while with others it is not. Allerton sums up his conclusions in the following way:

“Acceptability = grammaticality of the sentence as an indirect object structure depends not on the V-NP-NP pattern alone, not on the definiteness (etc.) of the NP object alone but on the total semantic configuration produced by the interaction of these and perhaps other factors. In other words there is something like a scale or cline of ‘indirect-objectiness’ which gains in strength the more a clear act of giving is seen to be involved. And for giving to be involved there must preferably be change of ownership (F I), or new ownership of a new thing (F II), or, next best, improvement of something already owned (F III), especially if the subject can be allowed to select a particular item for improvement. If none of this applies, indirect objectiness is unlikely.”

(Allerton 1978: 30)

Next, Allerton (1982: 127) notes that the term “benefactive” or “beneficiary” seems to be too general and inappropriate, since it covers the whole range/scale between ultimate recipients and deputives – both being marked with *for*: “[...]clearly people can benefit from any action by being given something (indirectly), by having something made for them, having something repaired for them, having the environment changed for them, or simply by having a job done for them, which they would otherwise have had to do themselves.” Therefore, following Allerton’s standpoint, we suggest that the specific uses/meanings of *for*-phrases should be terminologically distinguished for clarity’s sake.

#### 2.2.2.1.2 Huddleston & Pullum

Other authors who pay attention to the different meanings of *for*-phrases are Huddleston & Pullum (2002: 310). Contrary to Allerton, they distinguish between two basic subtypes of beneficiaries, i.e. beneficiaries of goods and beneficiaries of services. It is argued that the goods-beneficiary typically occurs with verbs of obtaining or creating, thus it seems that beneficiaries of goods correspond to Allerton’s types F.I (verbs denoting an act of giving) and F.II (verbs denoting an act of making/creating). Beneficiaries of services, on the other hand, appear to subsume both F.III (verbs denoting an act of repairing/improving) and F.IV (deputive meaning of O<sub>i</sub>). Huddleston & Pullum note that the O<sub>i</sub> alternant seems to be restricted to cases where it is a matter of goods rather than services, while the prepositional construction is possible in both types:

- **beneficiaries of goods:** *I fixed a drink for her. I fixed her a drink.* (“make/prepare”)
- **beneficiaries of services:** *I fixed the tap for her. \*I fixed her the tap.* (“repair”)

Huddleston & Pullum (2002: 311) also point out the **ambiguity** of the *for*-phrase, i.e. that occasionally a *for*-phrase can be interpreted either as a beneficiary of goods or beneficiary of services:

*I made some cakes for her.*

This utterance could be interpreted that it is my intention that she should receive the cakes (i.e. beneficiary of goods) but it could also mean that I helped her out by making the cakes instead of her (i.e. beneficiary of services). The prepositionless construction (*I made her some cakes*), on the other hand, has only one interpretation, i.e. the beneficiary of goods, that she should have the cakes. At the same time, the authors attempt to draw a conclusion why beneficiaries-of goods dative and beneficiaries of services do not:

“It is plausible to relate this restriction on an Oi-beneficiary to the fact that a goods-beneficiary is much closer than is a services-beneficiary to a recipient, the most central semantic role for Oi. In *He made her some cakes* we understand that he intended that the cakes be transferred to her; this is comparable to *He offered her some cakes* (where Oi has a recipient role) since in neither case is there an entailment of actual transfer.”

(Huddleston & Pullum 2002: 311)

### 2.2.2.1.3 Poldauf and Dušková

The problem of beneficiary indirect object is also related to Poldauf's “The third syntactical plan” (1964) and Dušková's (1988) “free dative”.

Poldauf basically distinguishes three syntactical plans. Whereas the first syntactical plan is a matter of the structurally indispensable components of the sentence, the second syntactical plan is associated with structurally dispensable elements. The third syntactical plan involves components which place the content of the sentence in relation to the individual and his special ability to perceive, judge and assess. Thus, the speaker has some particular concern in the content of a communication. Poldauf discusses the dative as a good example of an element operating in the third syntactical plan, being a means of introducing a person who has some sort of concern in the matter communicated: e.g. *Natrhal jí květiny*. Compared with synthetic Czech, in English there are no longer morphological signals distinguishing relations within a sentence. The non-attached dative (also called “free dative”, cf. Dušková 1988: 437), a clear instance of the third syntactical plan, is in English said to be limited to personal pronouns: e.g. *Sing us a song, Play me something, Buy me some cigarettes* (Poldauf 1964: 248ff). Furthermore, Poldauf argues that when translating sentences as *Natrhal jí květiny*, the dative cannot be translated literally (*\*He picked her flowers*) and a prepositional phrase with *for* must be employed instead. Thus, the concern is transferred from the third into the second syntactical plan and also the syntactic function is changed: “This transfers the “concern” out

of the third syntactical plan into the second. For in this way it has become an adverbial – one of the causal type (expression of benefit): *He picked flowers for her.*” (Poldauf 1964: 249).

Dušková (1988: 437ff) mentions the above mentioned type of *for*-phrases under the term “*dativus commodi*”, which is subsumed under the so called ‘free dative’, i.e. ‘*volný dativ*’, stating that this object of dative type lies outside the scope of valency. Two basic types of free dative are distinguished: ***dativus commodi*** expressed by the preposition *for*, where the indirect object denotes the person benefited by the action (*he opened the door for me*) and ***dativus incommodi*** expressed by the preposition *on*, where the indirect object denotes the opposite, i.e. the person unfavourably affected by the action (*he shut the door on me*).

It should be noted that the concept of “free dative” is discussed already by Jespersen (1927), Kruisinga (1925) and Curme (1931, 1935), without using the term. Kruisinga (1925: 189) provides the following examples of the indirect object denoting the person benefited by the action: *Light me the gas before you go. I will do you a translation. Hastings had saved us India.* Kruisinga calls the personal indirect object an adjunct of benefit and points out that these adjuncts of benefit are similar in meaning to the noun-phrases with the preposition *for*<sup>25</sup>. In our opinion, this indirect object is an example of the so-called “free dative” (see Dušková 1988: 437ff), since all three verbs in the above mentioned examples (*light, do, save*) are monotransitive, i.e. the verb requires to be complemented only by one object.

Jespersen (1927: 284) also points out a special type of indirect object, the ‘dative of interest’ (*dativus ethicus*) or also called “the affective (or emotional) indirect object”, which is a different term for ‘free dative’. It is used to enliven the style by introducing a personal element, where it is not really necessary for the thought: e.g. *He could knock you off forty Latin verses in an hour. Nothing introduces you a heroine like soft music.* This type of dative is also regarded as an element of the third syntactical plan by Poldauf (1964: 249); nevertheless, as pointed out by Poldauf, this type of indirect object completely disappeared<sup>26</sup>, its function being fulfilled by parentheses like: *I tell you, mind you, in my opinion.*

---

<sup>25</sup> Note that Kruisinga (1924) also regards the term “adjunct” as more appropriate in this case than indirect object. Jackendoff (1990: 448) and Hudson (1992: 260) hold a similar standpoint to Kruisinga and Poldauf, when discussing the following examples: *Enrico sang Luisa an aria. Beulah peeled Mae a grape.* Jackendoff (1990: 447) argues that *Luisa* and *Mae* are more like an adjunct than an object, since they are both syntactically and semantically optional: “There is nothing in the inherent meaning of singing an aria, peeling a grape [...] that requires an intended Beneficiary - one could just be doing these things for the hell of it”.

<sup>26</sup> Pinker (1989: 116) notes that in earlier periods of the language, from Old English until recently, the double-object construction was used more freely with benefactive, malefactive, or mere “sympathetic interest”, as in *They broke him his shoulder.*



Unlike Jespersen (1927: 284), who regards dative of interest, *dativus ethicus* or the affective indirect object as synonymous terms, Curme (1931: 106ff) distinguishes between “dative of interest” and “ethical dative”. Dative of interest is said to indicate that an action or feeling is directed toward a person or thing to his or its advantage/disadvantage: e.g. *I want you to run an errand for me*. Ethical dative, on the other hand, denotes the person who has or is expected to have an emotional or sympathetic interest in the statement: e.g. *That was you a joy!* (for fuller discussion see section 2.1.3).

Thus, as obvious from the different approaches to ‘free dative’ mentioned above, it is worth noting that the whole concept of ‘free dative’ is not a homogenous class of indirect objects, but should rather be viewed as a kind of scale. At one end there are examples such as *Buy me some cigarettes*, where the  $O_i$  (*me*) can still be regarded as the third participant of the verb action and where the  $O_i$  is clearly a beneficiary. The opposite end of the scale is represented by examples of ethical dative e.g. *That was you a joy!*, where the  $O_i$  is entirely nonattached and is not syntactically related to the verb action, it is merely a discourse marker used to maintain contact or emotionally enliven the style.

### **2.2.2.2 Semantic classes of ditransitive verbs**

We have seen in the previous section (2.2.2.1) that some authors explain the acceptability of non-prepositional construction in terms of semantics of *to-/for*-indirect objects. Let us now proceed to another approach proposed by other authors (e.g. Green 1974, Gropen et al. 1989, Pinker 1989, Levin 1993, Goldberg 1995), who assume that the dative alternation is primarily determined by the semantics of the verb. In other words, some authors believe that the syntactic behaviour is to a great extent determined by its meaning. Gropen et al. (1989) attempt to formulate rules for dativization, viewing the semantics of the ditransitive construction as a starting point.

Gropen et al. (1989: 241) discuss the different semantic structure of prepositional and double-object constructions as follows: ‘X causes Y to go to Z’ vs. ‘X causes Z to have Y’, respectively. Thus, whereas the prepositional form specifies motion (literal or metaphorical) towards a goal, the double-object form specifies actual causation of possession. Furthermore, it is argued that a ditransitive verb must satisfy certain semantic conditions in order to be able to license the dative alternation. Gropen et al. (1989: 243ff) suggest that the dative alternation

works at two levels, formulating “a broad range rule” and “a set of narrow-range dative rules”<sup>27</sup>.

A **broad-range dative rule** is proposed to capture the necessary conditions for a verb's occurrence in additional syntactic frames. In the case of the ditransitive, it is a rule that dictates the kinds of properties that a double-object form must have. It is argued that the dative alternation is confined to verbs implying causation of change of possession and thus, the O<sub>i</sub> must be understood as a ‘prospective possessor’<sup>28</sup>. However, this is a necessary, but not a sufficient condition, since there are verbs that are compatible with causation of possession change, but do not exist in the double object form (e.g. *donate, contribute, pull, shout, choose, credit, say* etc.).

Therefore, Gropen et al. (1989) propose a **set of narrow-range dative rules**, which should determine the sufficient conditions for dative alternation. They formulate narrow sets of verbs with similar kinds of meaning (called “narrow conflation classes”) to which narrow-range dative rules apply. They argue that narrow-range dative rules are able to explain the negative exceptions, that are not explained by the broad-range dative rule “Formulating a set of narrow conflation classes to which narrow-range dative rules apply allows one to account for the subtle patterns of dativizability that the simple ‘prospective possessor’ constraint misses.” The principal semantic classes that allow the non-prepositional construction are as follows (Gropen et al. 1989: 243ff.):

- i. **Verbs that inherently signify acts of giving**, e.g. *give, pass, hand, sell, pay, trade, lend, loan, serve, feed*
- ii. **Verbs of instantaneous causation of ballistic motion**, e.g. *throw, toss, flip, slap, kick, poke, fling, shoot, blast*
- iii. **Verbs of sending**, e.g. *send, mail, ship*
- iv. **Verbs of continuous causation of accompanied motion in a deictically-specified direction**: *bring* (i.e. ‘cause to go to here’), *take* (i.e. ‘cause to go away from here’; see Miller&Johnson-Laird 1976 ?? asi vypustit tyto autory)
- v. **Verbs of future having** (commitments that a person will have something at some point later); e.g. *offer, promise, bequeath, leave, refer, forward, allocate, guarantee, allot, assign, allow, advance, award, reserve, grant*
- vi. **Verbs of type of communicated message** (differentiated by something like ‘illocutionary force’) e.g. *tell, show, ask, teach, pose, write, spin, read, quote, cite*
- vii. **Verbs of instrument of communication**, e.g. *radio, E-mail, telegraph, wire, telephone, netmail, fax*

---

<sup>27</sup> In formulating the ‘broad-range’ and ‘narrow-range’ dative rules, Gropen et al. (1989) draw on work by Green (1974), Levin (1985) and Pinker (1989).

<sup>28</sup> The concept of broad-range rule is sometimes called a ‘semantic constraint’ (cf. Gropen et al. 1989: 207), compared with the morphonological and animacy constraints (cf. later section in this section).

- viii. **Verbs of creation**, e.g. *bake, make, build, cook, sew, knit, toss* (when a salad results), *fix* (when dinner results), *pour* (when a drink results)
- ix. **Verbs of obtaining**, e.g. *get, buy, find, steal, order, win, earn, grab*

Besides, there are subclasses of verbs that are semantically very similar to those above mentioned, nevertheless, they do not allow the nonprepositional construction. Gropen et al. argue that the nondativizable verbs refer to the same kinds of general events as those listed above, but they stress different semantic aspect of it: “[...] there are subclasses of verbs that pertain to the same general kinds of events but that pick out different aspects of it and fail to dativize” (Gropen et al. 1989: 244). The nondativizable verbs are:

- i. **Verbs of fulfilling** (X gives something to Y that Y deserves, needs, or is worthy of): - these verbs are fully acceptable only with the preposition *with*  
*?I presented him the award. \*I credited his account the amount of the check.*  
 + also: *entrust, trust, supply*
- ii. **Verbs of continuous causation of accompanied motion in some manner:** *pull, carry, push, schlep, lift, lower, haul.*  
*I pulled the box to John.*
- iii. **Verbs of manner of speaking:** *\*John shouted/screamed/murmured/whispered / shrieked/ yodeled/yelled/bellowed/ grunted/barked Bill the news.*
- iv. **Verbs of communication of propositions and propositional attitudes:**  
*\*I said/asserted/questioned/claimed/thought aloud about/doubted her something.*
- v. **Verbs of choosing:** *\*I chose/picked/selected/favored/indicated/preferred/ designated her a dress.*

Gropen et al. (1989: 244) and Pinker (1989: 112) attempt to answer the question, whether there is a rationale why certain narrow conflation classes dativize and others do not. They discuss the semantic differences between certain verb classes and verbs of very similar meaning, out of which only one class of verbs allow the dative alternation and therefore they are assigned to different narrow conflation classes. They compare the following classes; only the first verb class of the pair allows dativization - e.g.:

- verbs of communicated message (e.g. *ask*) vs verbs of manner of speaking (e.g. *shout*):
  - *Ask* involves a particular kind of communicated content specified by the verb (‘illocutionary force’), namely a question or problem. Moreover, a hypothetical listener and his reaction to the question is implied. ( → these verbs dativize)
  - *Shout* does not necessarily imply that successful communication has taken place, as they focus on the manner in which the proposition is uttered and they have nothing to do with a listener. ( → these verbs fail to dativize)

- Verbs of instantaneous causation of ballistic motion (e.g. *throw*) vs. verbs of continuous causation of accompanied motion in some manner (e.g. *pull*):
  - *Throw* involves aiming in the direction of the receiver concurrently with causing the motion. The receiver is more naturally construed as a causee of the action than in the case of *pull to* ( → these verbs dativize)
  - *Pull* – the action can be initiated without having the receiver in mind and can have ever-changing goal throughout its duration. ( → these verbs fail to dativize)
  
- verbs of type of communicated message (e.g. *tell*) vs. verbs of communication of propositions and propositional attitudes (e.g. *say*):
  - *Tell* should be understood to include verbs whose inherent semantics involves a communicative act ( → these verbs dativize)
  - *Say* “belongs to a class of verbs of ‘transparent’ content of communication, where one of the arguments is the actual content of what the communicator means, and the communicator’s attitude with respect to the truth of that content may be specified by the verb” (Pinker 1989: 113). Goldberg (1995: 127) proposes that this class of verbs such as *say*, *assert*, *claim* or *doubt* should be described as verbs of propositional attitude. ( → these verbs fail to dativize)
  
- verbs of giving (e.g. *give*) vs. verbs of fulfilling (e.g. *present*, *reward*):

The verbs of fulfilling resemble the verbs of giving in that they have the prospective possessor as the first object. However, Pinker (1989: 111) point out the following distinguishing features of verbs of fulfilling: “The verbs have the following properties: X transfers Z to Y, where (a) Z is not necessarily possessed by X beforehand (X just enables its transfer); (b) Z is something that Y deserves, needs, or is worthy of; [...]”

( → verbs of fulfilling fail to dativize)

In sum, the broad-range rule establishes necessary conditions for verbs to undergo the dative alternation, but it is the narrow-range dative rules (and the corresponding semantic verb classes) that determine the sufficient conditions for the alternation. Nevertheless, apart from the broad-range and narrow-range rules, certain constraints may operate counter the above mentioned rules and block the nonprepositional construction. The two constraints on the dative alternation (cf. Green 1974, Mazurkewich & White 1984, Pinker 1989, Gropen et al. 1989, Levin 1993, Goldberg 1995) are morphological and animacy restrictions. As for the

**morphological constraint** (typically labelled ‘Latinate restriction’), it seems that verbs of Latinate origin very often fail to dativeize and allow only the prepositional construction, the double object construction being licensed only by verbs of native origin:

*John told/\*reported Bill the news.*

*Kate showed /\*demonstrated Alan the technique.*

From the phonological point of view, those verbs that allow dative alternation are mainly monosyllabic or polysyllabic with initial stress. Therefore, Gropen et al. (1989: 207) note that the **phonological constraint** largely coincides with the morphological constraint, the native verbs being mainly monosyllabic or polysyllabic with initial stress, as opposed to verbs of Latinate origin that are polysyllabic with non-initial stress. It should also be noted that there occur dativeizable verbs of Latinate origin; however, they are pronounced with initial stress (e.g. *promise, offer*).

**The animacy restriction** on the dative alternation involves the nature of the goal phrase (cf. Levin 1993: 48; Quirk et al. 1985: 741). Only animate entities can be transformed from  $O_{\text{prep}}$  into  $O_i$  of the corresponding double object construction:

a. *Bill sent a package to Tom/London.*

b. *Bill sent Tom/\*London a package.*            Levin (1993: 46)

a. *I've found a place for the magnolia tree. I've found a place for Mr Jones.*

b. ? *I've found the magnolia tree a place. I've found Mr Jones a place.*

(Quirk et al. 1985: 741)

## 2.3 Omissibility of object

Let us start the present chapter by attempting to outline the problem of multiple valency of verbs. Most verbs can occur with more than one complementation: e.g. *read* is intransitive in *She read for a while*, monotransitive in *She read the newspaper*, and ditransitive in *She read us a story*. Huddleston & Pullum (2002: 53) refer to those verbs that can be used both transitively and intransitively as “dual-transitivity verbs”. Quirk et al (1985: 720) regard this phenomenon as “multiple class membership of verbs”. Allerton (1982: 132) speak of “multiple valency” of verbs, i.e. cases which involve separate valency structures for a single lexical item, as when polysemy is involved. Since a great number of English verbs can be used with several types of complementation and are not restricted to one type only, most grammarians (Quirk et al 1985, Biber et al 1999 and Huddleston & Pullum 2002) all agree that it is reasonable to talk about ‘monotransitive’ / ‘ditransitive use’ or ‘monotransitive’ / ‘ditransitive complementation’ rather than monotransitive / ditransitive etc. verbs.

The problem of multiple valency is related to ditransitive verbs, as occasionally they can be used only with one object. Nevertheless, it should be borne in mind that a ditransitive construction semantically always includes three participants, although syntactically, all semantic roles do not have to be explicitised and an object can be omitted.<sup>29</sup>

### 2.3.1 Types of omission (depending on the recoverability of object)

Allerton (1982: 68ff, 134) points out that it is necessary to distinguish between indefinite and contextual deletion:

**1. Contextual deletion** (cf. Matthews 1981: 125 - optional “in the weaker sense”, i.e. latent; Huddleston & Pullum 2002: 312 – “understood object”):

*Oliver was watching*<sup>30</sup>.

In the case of contextual deletion, the understood object must be contextually recoverable, the listener /reader is required to find an object for himself if he or she wants to infer the full meaning of the sentence. Allerton argues that *watch* cannot be monovalent, since the object must be semantically present although it is not always explicitly mentioned,

---

<sup>29</sup> The term ‘to explicitise’ has been taken over from Mukherjee (2005: 93) who uses it instead of ‘to make explicit’. Allerton (1982: 68ff.) calls such cases ‘suppression’ or ‘deletion of object’ and notes that the suppression of object is particularly common with monotransitive verbs, but that even ditransitive constructions can be subject to deletion.

<sup>30</sup> For better illustration of contextual and indefinite deletion, we provide examples of omitted object not only with ditransitive but also monotransitive verbs.

Therefore Allerton suggests to put the object inside square brackets in the lexical entry: *watch* – S + [O-mental focus]

An example of contextually deleted O in a ditransitive construction would be:

*Oliver sent [Charles] some food.*

Huddleston & Pullum provide the following examples of contextual deletion. They argue that the verbs *give* and *tell* inherently involve three arguments, and although no recipient is expressed, the recipient is understood and definite (i.e. the recipient will be clear from the context): *She gave \$100.* (2002: 312)

*I asked him the price but he wouldn't tell me.* (2002: 313)

**2. Indefinite deletion** (cf. Matthews 1981: 125 - optional “in the stronger sense”<sup>31</sup>):

*Oliver was reading. Oliver told (people) lies.*

In the case of indefinite deletion, the utterance makes perfect sense without object. The implied meaning of the deleted O<sub>i</sub> is “something” in the case of *read* and “general human agent” in the case of *tell lies*. Huddleston & Pullum provide the following examples of indefinite deletion, where a general human recipient is implied:

*This kind of work can give immense satisfaction* (2002: 312).

*He tells lies / dirty jokes* (2002: 313).

Interestingly, Quirk et al. (1985: 722) have a slightly different standpoint to the omission of object. They provide the following examples of the grammatically optional object:

*They're eating.* [SV] - *They're eating lunch.* [SVO]

*He's teaching.* [SV] - *He's teaching chemistry.* [SVO]

- *He's teaching them chemistry.* [SVOO]

---

<sup>31</sup> Allerton (1982) and Huddleston & Pullum (2002) make another noteworthy observation regarding the deletion of object. According to Allerton (1982: 134), the contextual deletion is the normal one for indirect object constructions of the *to*-type (see the abovementioned examples). When the O<sub>i</sub> takes *for*, then it usually allows indefinite deletion, i.e. the listener or reader does not assume anyone specific.: *Oliver made (us) a cake*. Similarly, Huddleston & Pullum (2002: 312) point out: “Cases where an O<sub>i</sub> (or corresponding PP complement) is absent but understood always involve the semantic role of recipient rather than beneficiary. Compare, for example, *He offered them some cakes* with *He made them some cakes*: if we drop *them* from the former there will still be a recipient understood (recoverable from the context), but if we drop *them* from the make clause to give *He made some cakes* there is no understood beneficiary, no suggestion that the cakes were for some third party.” With verbs whose O<sub>i</sub> is associated with the recipient role, the recipient of the omitted O<sub>i</sub> is usually understood. However, there are a few verbs where this is not so: *We haven't awarded (anyone) a prize.* (the recipient is implicit) *He read them a story.* (the recipient is not inherent part of the meaning, i.e. it is not implicit).

Quirk et al. (1985: 722, 1169, 1564) regard these as cases of conversion (change of secondary word class), whereby a verb (eg. *eat, teach*) can be transferred from the transitive to intransitive category. However, they note that this type of conversion “applies to some transitive verbs but not to others: *They’re hunting deer. ~ They’re hunting. They’re chasing cats. ~ \*They’re chasing*” (Quirk et al. 1985: 722). Quirk et al. in principle distinguish several types of omission of objects, depending on: i. whether the object is recoverable from the preceding linguistic context (e.g. *Show me your essay. I’ll show you later.*), ii. whether it is understood from the situational context (*Shake well before use.*) or whether a non-specific object is semantically entailed – i.e. these verbs have an “understood object” (*They’re eating. He teaches.*)<sup>32</sup>

### 2.3.2 Types of omission (depending on the kind of omitted object)

In the previous subsection we have outlined the potential omission of object with the two basic types of object deletion, viz contextual and indefinite deletion. Now we are going to examine which object ( $O_d$  or  $O_i$ ) in the ditransitive construction can in fact be omitted. Matthews (1981: 125) sees the  $O_i$  as a relatively outer element compared with the verb-direct object relationship. Undoubtedly, the direct object has a closer relation to the verb than indirect object; there is no especially strong link between the verb and the indirect object. As a consequence the indirect object is more easily deletable.

“The terms direct and indirect are based on the idea that in ditransitive clauses the  $O^d$  argument is more directly affected or involved in the process than the  $O^i$  argument. In *I gave Kim the key*, for example, it is the key that is actually transferred, while Kim is involved only as an endpoint in the transfer. Characteristically the  $O^d$  in ditransitives is obligatory while the  $O^i$  is omissible, as in *He lent (them) his car, She offered (us) \$400 for it*, and it is plausible to see this as reflecting a more direct involvement, a greater centrality on the part of the  $O^d$  argument.”

(Huddleston & Pullum 2002: 245)

Duškova (1988: 435) also points out the greater importance of direct object. She argues that when  $O_d$  is omitted, the  $O_i$  mostly loses its recipient role: “Přítomnost přímého předmětu

---

<sup>32</sup> The contextual/indefinite deletion of object can be viewed as an analogue to the “potential” clause elements, an approach introduced by Daneš & Hlavsa et al (1987: 61ff). They in principle distinguish between: constitutive / non-constitutive (“konstitutivní / nekonstitutivní”) and obligatory / non-obligatory (“obligatorní/neobligatorní”) sentence positions. Those clause elements that are “konstitutivní” but “neobligatorní” are then regarded as potential (potenciální větný člen). Their examples of potential objects resemble our abovementioned examples: *Vít čte na zahradě. Bedřich učí.*



vedle nepřímého je závaznější, neboť v mnoha případech vynecháním přímého předmětu nepřímý předmět pozbývá svou recipientskou roli a stává se předmětem přímým”:

*I found her a corner seat* (S-V-O<sub>i</sub>-O<sub>d</sub>) vs *I found her* (S-V-O<sub>d</sub>)

*Have you saved me a piece of cake?* (S-V-O<sub>i</sub>-O<sub>d</sub>) vs *You've saved me* (S-V-O<sub>d</sub>)

However, occasionally the O<sub>i</sub> retains its recipient role: “Po některých slovesech si však životný aktant přece jen uchovává funkci recipienta, i když je jediným předmětovým doplněním.” (Dušková 1988: 435)

*They paid him twenty pounds – they paid him.*

Although the omission of O<sub>i</sub> is the most frequent, we need to distinguish three types of object omission, depending on which object is omitted - 1. omission of O<sub>i</sub>, 2. omission of O<sub>d</sub>, or 3. omission of either O<sub>i</sub> or O<sub>d</sub>. In general, the type of omission depends on the verb (cf. Huddleston & Pullum 2002: 312ff):

### 1. Omission of O<sub>i</sub>

Huddleston & Pullum (2002: 312) argue that in general, the indirect object can be omitted “without loss of grammaticality or change in the meaning of the verb”. Thus, the single object of the monotransitive construction corresponds to the direct object of the ditransitive:

*They offered us \$100* vs *They offered \$100.*

Huddleston & Pullum mention an exception to this general rule, viz. the verb *wish*. In the example *They wished us a safe journey* the indirect object cannot be omitted. In other cases, the O<sub>i</sub> can be omitted only under certain conditions: e.g. with *deny*, O<sub>i</sub> is omissible in *They denied (him) his request to take the computer home*, but not in *They denied him promotion.*; or with the verb *give* the O<sub>i</sub> is omissible in *They gave us \$100*, but not in *They gave us a beating* (the ‘light’ use of *give* that combines with an eventive object).

### 2. Omission of O<sub>d</sub>

Occasionally, the direct object can be omitted. Then, the single object of the monotransitive construction corresponds to the indirect object of the ditransitive. It is possible to omit O<sub>d</sub> for instance with the verbs *fine* or *tip*:

*They fined us \$100* vs *They fined us.*

### 3. Omission of either O<sub>i</sub> or O<sub>d</sub>

With other verbs both objects can be omitted, i.e. either O<sub>i</sub> or O<sub>d</sub>: e.g. *bet, charge, cost, envy, excuse, forgive, refuse, show, teach, tell*:

*They charged us \$100. They charged \$100. They charged us.*

Quirk et al. (1972: 844) mention several other verbs with which either object can be omitted without a change of the basic meaning, e.g. *ask, owe* and *pay*:

*I asked John a question. I asked John. I asked a question.*

The problem that arises with these verbs is how the remaining object of the verb should be viewed, if the other object is omitted. Quirk et al. (1972: 844) propose a distinction between the omission of verbs like *ask, teach* etc. (group 3.) and verbs like *give* (group 1.): “When the direct object is omitted with a verb like ASK, the verb becomes monotransitive (*ie* the indirect object becomes the direct object [...]); the verbs like GIVE, however, do not become monotransitive (*ie* the indirect object does not become the direct object)” (Quirk et al. 1972: 844). Similarly, Huddleston & Pullum (2002: 251) suggest that in clauses containing just one object, this object should be regarded as a direct object, even if it corresponds semantically to the indirect object of a ditransitive construction:

*She teaches the first-year students introductory logic.* [O<sub>i</sub>+O<sub>d</sub>]

*She teaches introductory logic.* [O<sub>d</sub>, with sem. role of ditransitive O<sub>d</sub>]

*She teaches the first-year students.* [O<sub>d</sub>, with sem. role of ditransitive O<sub>i</sub>]

Huddleston & Pullum argue that although the semantic roles of *introductory logic* and *the first-year students* are different, there is no syntactic reason why we should assign different syntactic structures to these clauses. The authors draw a parallel between this case and the following example: *She rang the bell twice. The bell rang twice*, where the syntactic function of *she* and *the bell* is identical, viz. subject, although the semantic roles are different.

## 2.4 The position of the objects

In the following section, the central topic of the present paper is discussed, namely the position of the two objects in the ditransitive construction. As far as we know, the problem of the object ordering is not treated systematically in any contemporary grammar. Therefore an attempt is here made to provide a systematic overview of the position of the two objects with respect to the realization of the two objects (i.e. substantival or pronominal) and focus on the factors that have an impact on the ordering of the objects. Regarding the realization of the two objects, several types need to be distinguished:

- i. both  $O_i/O_{\text{prep}}$  and  $O_d$  are realized by nouns (see 2.4.1)
- ii. both  $O_i/O_{\text{prep}}$  and  $O_d$  are realized by pronouns (see 2.4.2)
- iii.  $O_i/O_{\text{prep}}$  is realized by a noun and  $O_d$  by a pronoun (see 2.4.3)
- iv.  $O_i/O_{\text{prep}}$  is realized by a pronoun and  $O_d$  by a noun (see 2.4.4)

### 2.4.1 The position of both $O_i/O_{\text{prep}}$ and $O_d$ realized by nouns

When both objects are realized by full nouns, there are altogether three possible orders of the two objects (see Quirk et al. 1985: 1396):

1. *She gave her brother a signet ring.* [ $SVO_iO_d$ ]
2. *She gave a signet ring to her brother.* [ $SVO_dO_{\text{prep}}$ ]
3. *She gave to her brother a signet ring.* [ $SVO_{\text{prep}}O_d$ ]<sup>33</sup>

#### 2.4.1.1 Principle of end-weight and end-focus

Quirk et al. (1985: 1396) explain the difference between the three above mentioned different types of object ordering in the following way: In [1] *She gave her brother a signet ring* the implication is that the indirect object carries less communicative dynamism (it is given) and that the direct object functions as a rheme, which is supported by the use of indefinite article. [2] If the indirect object should carry more communicative dynamism, it would be then replaced by the prepositional object and would be placed after the direct object: *She gave a signet ring to her brother*. Thus, the direct object carries less communicative dynamism than the indirect object which occupies the rhematic position. In the example [3] *She gave to her brother a signet ring* the direct object functions as a rheme and the prepositional object carries less communicative dynamism although its degree is definitely

---

<sup>33</sup> Hughes & Trudgill (1996: 16) point out another ordering of objects, viz. [ $SVO_dO_i$ ]: *She gave a book the man*, noting that this pattern “is not especially common, but does occur in northern varieties, particularly if *man* is contrastively stressed.”

higher than in the first example: “The  $O_d$  in [3] has the same rhematic force as in [1] but the  $O_i$  has been replaced by a form that raises its communicative dynamism above that of the  $O_i$  in [1] though still below that of the paraphrase in [2]” Quirk et al. (1985: 1396). As we can see, the position of the objects is most probably associated with the distribution of communicative dynamism or in other words with **the principle of end-focus**, i.e. that given information tends to precede new information<sup>34</sup>.

The second principle that operates when ordering the two objects is **the principle of end-weight** (see Quirk et al. 1985: 1362). Thus, the object that is longer and heavier is more likely to be placed finally: *John offered to Mary the help that she needed* (Quirk et al. 1985: 1209). Biber et al. (1999: 898) argue that the main difference between the non-prepositional and prepositional constructions is that with prepositional objects there is a relational marker, which makes the semantic and syntactic relationship more explicit and note that this principle “eases comprehension by the receiver, who does not then have the burden of retaining complex information from earlier in a clause in short-term memory while processing the remainder”. Interestingly, only the direct object can be postponed when heavy, not the indirect object: *\*He gave a second chance all those who had scored 40% or more.* (Huddleston & Pullum 2002: 250) Thus, according to Huddleston & Pullum, the order is the primary factor distinguishing  $O_i$  from  $O_d$  (similarly to distinguishing between S and O).

It has been pointed out by several authors (e.g. Quirk et al. 1985: 1361 ff; Biber et al. 1999: 898; Arnold et al. 2002: 34) that both factors (i.e. principle of end-weight and end-focus) have to be taken into account simultaneously, since they reinforce one another: „Since the new information often needs to be stated more fully than the given (that is, with a longer, ‘heavier’ structure), it is not unexpected that an organization principle which may be called END-WEIGHT comes into operation along with the principle of end-focus” (Quirk et al. 1985: 1361-2). Thus, items that are new to the discourse tend to be complex, while items that are given tend to be simple. This tendency is evident especially in the non-prepositional construction, where the recipient is very often realized by a single word (typically a pronoun).

Let us now proceed to the description of the object ordering in *LGSWE*. As has been noted in section 2.1.5, compared with *CGEL* and *CamGEL*, *LGSWE*, founding their analysis on corpus findings, examines the position of the two objects in greatest detail and tries to explain under what circumstances the speaker tends to use one of the three patterns. Biber et al. (1999: 928) study the object ordering with three verbs: *give*, *offer* and *sell* in a corpus,

---

<sup>34</sup> For further discussion of principle of end-focus and functional sentence perspective in general see section 2.5.



### 2.4.1.2 Other possible explanations of object ordering

Apart from the principle of end-weight and end-focus, Biber et al. (1999: 928) propose another noteworthy explanation of the prepositional object both in  $SVO_dO_{prep}$  and  $SVO_{prep}O_d$  patterns: “However, to account more fully for the choice of the *to*-phrase, we must turn to other sources of explanation.” They argue that the *to*-phrase “is felt to be a clearer marker of syntactic relationships than word order”. They do not provide any concrete examples but we could repeat the above mentioned example from *CGEL* for illustration: *She gave a signet ring to her brother* ( $SVO_dO_{prep}$ ). Furthermore, they provide an example of the word order  $SVO_{prep}O_d$ , stating that again the *to*-phrase is used to clarify the syntactic relationship and noting that examples of this kind are rather rare and typical for more formal writing<sup>35</sup>:

- i. *This irregularity in her features was not grotesque, but charming, and gave to Anastacia’s face a humor she herself did not possess.*
- ii. *These include principally the discovery of America and the rounding of the Cape, which gave to commerce, to navigation, to industry, an impulse never before known.*  
(Biber et al. 1999: 929)

We can see that besides making the syntactic relationships more explicit, the principle of end-focus also seems to be in operation, since in most examples the direct object denotes new information (note that the head of the phrase is determined by an indefinite article). The question is why the writer/speaker chooses the  $SVO_{prep}O_d$  pattern, if the same distribution of communicative dynamism would be achieved by  $SVO_iO_d$  pattern (cf. [...] *and gave Anastacia’s face a humor she herself did not possess.*). The present analysis will hopefully demonstrate under what circumstances this pattern.

Poutsma (1928: 216) provides similar examples of the  $SVO_{prep}O_d$  pattern, where he justifies this ordering by stylistic and rhythmical reasons: “This appears mostly to be due to an endeavour to impart a literary tinge to the style, or to improve its rhythm.”

*Laura accorded to him a smile of the most perfect good-humour.*

*History must do to both parties the justice which neither has done to the other.*

Other authors (e.g. Goldberg 1995: 33, Huddleston & Pullum 2002: 310n) comment on a further semantic difference between the  $SVO_iO_d$  and  $SVO_dO_{prep}$  patterns, suggesting that for some speakers there may be a difference in meaning between prepositional and nonprepositional constructions, which may influence the ordering of the objects. The

---

<sup>35</sup> Note that the word order in these examples represents the third type of position of objects mentioned by Quirk et al, viz  $SVO_{prep}O_d$  (see above).

nonprepositional construction is said to be associated with the basic meaning of ditransitives, i.e. the successful transfer of an object to a recipient, while the prepositional construction being more consistent with a failure of transfer (Huddleston & Pullum 2002: 310n):

*He teaches logic to Grade 10 students, but they don't seem to learn anything.*

*I sent my report to the boss but she never received it.*

Goldberg (1995: 33) does not explicitly mention a failure of transfer, but proposes that in the prepositional construction no successful transfer is implied:

*Mary taught Bill French.* - implies that Bill actually learned some French, that the metaphorical transfer was successful.

*Mary taught French to Bill.* - no such implication is necessary

*Mary showed her mother the photograph.*

- implies that her mother actually saw the photograph

*Mary showed the photograph to her mother (but her nearsighted mother couldn't see it).*

- for many speakers, no such implication is given

It is questionable to what extent this semantic difference is to be considered a further factor with an impact on the object ordering. We argue that the ordering of the objects in all these examples corresponds to the basic distribution of communicative dynamism, i.e. the principle of end-focus. The failure of transfer may or may not be implied; we can see that in most cases, the failure of transfer becomes obvious from the following main clause (introduced by *but*), which can be regarded as denial of the proposition in the first clause.

#### 2.4.2 The position of both $O_i/O_{\text{prep}}$ and $O_d$ realized by pronouns

When both objects are realized by personal pronouns there are three possible types of word order (see Quirk et al. 1985: 1396):

1. *She gave it to him.* [SVO<sub>d</sub>O<sub>prep</sub>]
2. *She gave him it.* [SVO<sub>i</sub>O<sub>d</sub>]
3. *She gave it him.* [SVO<sub>d</sub>O<sub>i</sub>]

The patterns [1] and [2] can be viewed as regularly alternating constructions, while the ordering of objects in [3] can be regarded as anomalous, since this pattern is not normally found with noun phrases (e.g. \**She gave a signet ring her brother.*) Biber et al. (1999: 929) again provide the most detailed analysis of object ordering in the case of pronominal realization, commenting on the frequency of each type of word order and attempting to explain the differences between the object ordering:





a weakly stressed pronoun as near to the verb as possible. [...] But it may sometimes lead to the direct object being placed before the indirect object.” Interestingly, this ordering is almost exclusively found with *it* as direct object, which Biber et al. comment upon as follows: “[...]; while *it* is naturally construed as a direct object, other personal pronouns (like *them*) could just as easily be interpreted as an indirect or a direct object.” (1999: 930) Thus, it is argued that to avoid ambiguity the speaker or writer would generally prefer the unambiguous construction with *to*. Furthermore, Jespersen (1927: 288) points out that *it* is very common in the first object position also for rhythmical reasons, i.e. it is placed after the verb, because it is weaker than other pronouns. Another reason pointed out by Jespersen is that *it* is neuter and names of things are nearly always O<sub>d</sub>, therefore no ambiguity arises.

Quirk et al. (1985: 1396), Dušková (1988: 433) note that the SVO<sub>d</sub>O<sub>i</sub> pattern (e.g. *give it him, show it her*) occurs only in British English. Thus, we may presume that there are also regional differences between the different types of ordering. Hughes & Trudgill (1996:16) point out that the regional differences occur even within the British Isles, stating that the SVO<sub>d</sub>O<sub>i</sub> pattern (e.g. *She gave it him*) is very common in the north of England: “In the south of England, the forms with *to* seem to be the most common, particularly where the direct object is a pronoun. However, in the educated speech of people from the north of England, other structures are also possible, [...]”

### 2.4.3 The position of substantival O<sub>i</sub>/O<sub>prep</sub> and pronominal O<sub>d</sub>

When the O<sub>i</sub>/O<sub>prep</sub> is realized by a noun and O<sub>d</sub> by a pronoun, Quirk et al. (1985: 1396) claim that there is only one possible ordering, namely SVO<sub>d</sub>O<sub>prep</sub>: *She gave it to her brother*, the SVO<sub>i</sub>O<sub>d</sub> and SVO<sub>prep</sub>O<sub>d</sub> patterns being ruled out: \**She gave (to) her brother it*. The unacceptability of \**She gave (to) her brother it*. is usually attributed to the discrepancy between the obviously thematic character of *it* and its rhematic final position and also to violation of the principle of end-weight.

According to Hughes & Trudgill (1996:16) there are two possibilities of the object ordering:

*She gave it to the man.*

*She gave it the man.*

Hughes & Trudgill (1996:16) point out that apart from the most common ordering of O<sub>i</sub> (noun) and O<sub>d</sub> (pronoun), viz SVO<sub>d</sub>O<sub>prep</sub> (e.g. *She gave it to the man.*), we may also encounter SVO<sub>d</sub>O<sub>i</sub> pattern: e.g. *She gave it the man*, which is said to be “very common in the north of

England, but is not found in the south.” Note that the reverse order of  $O_d$  and  $O_i$  is entirely impossible: e.g. \**She gave the man it.*

Besides the regional differences, what seems to play a role in object ordering is the type of pronoun used as  $O_d$ . In other words the ordering may vary, depending on whether the pronoun is personal on the one hand or demonstrative / indefinite, on the other hand. Thus, as pointed out by Siewierska & Hollmann (2007: 86), when  $O_d$  is realized not by a personal but a demonstrative or indefinite pronoun, the  $SVO_iO_d$  ordering is possible:

- i. *They gave our guests that.*
- ii. *I gave John some.*

Similar observations, regarding the position of demonstrative pronoun, have been made already by Poutsma (1928: 212). He argues that this pattern ( $SVO_iO_d$ ) is preferred “when the person-object is a noun and the thing-object a stressed demonstrative”, as in:

*As to Mr. Glascock, of course I shall tell mama that.*

#### 2.4.4 The position of pronominal $O_i/O_{prep}$ and substantival $O_d$

Let us now briefly comment on the reverse realization of objects, viz. the  $O_i/O_{prep}$  being realized by a pronoun and the  $O_d$  by a noun. Since this type of realization is completely omitted in *CGEL*, we present primarily the findings of Hughes & Trudgill’s (1996:16) and Siewierska & Hollmann (2007). According to Hughes & Trudgill, the most common orderings are either the nonprepositional  $SVO_iO_d$  or the prepositional  $SVO_dO_{prep}$  patterns:

- She gave him the book.* [ $SVO_iO_d$ ]  
*She gave a book to him.* [ $SVO_dO_{prep}$ ]

The third possible ordering that is possible in the north of England is  $SVO_dO_i$ , which is however “not so common, but can be heard in the north of England, particularly if there is contrastive stress on *him*”, is:

*She gave the book him.*

Siewierska & Hollmann (2007: 87) discuss the fourth possible ordering  $SVO_{prep}O_d$ , stating that: “We have not found any discussion in the literature of the pattern [...], but informal enquiries among native British English speakers (from the North West) suggest that it is not entirely unacceptable, particularly if the theme carries contrastive stress.”:

*She gave to him a book.*

Now let us attempt to sum up the various factors that have an impact on the object ordering in relation to the realization of object. When both objects are realized by noun phrases, there are altogether three possible orders of the two objects [SVO<sub>i</sub>O<sub>d</sub>; SVO<sub>d</sub>O<sub>prep</sub>; SVO<sub>prep</sub>O<sub>d</sub>]. It seems that in this case the ordering of objects depends on the principle of end-weight and the principle of end-focus. In addition, it has been argued that the prepositional pattern is preferred when the syntactic relationship needs to be more clearly marked.

In the case of pronominal realization there are also three possible types of word order [SVO<sub>d</sub>O<sub>prep</sub>; SVO<sub>i</sub>O<sub>d</sub>; SVO<sub>d</sub>O<sub>i</sub>]. Since the pronouns do not differ in givenness or length, the ordering of O<sub>i</sub> and O<sub>d</sub> cannot be explained in terms of the principle of end-focus or the principle of end-weight. The prepositional pattern seems to be preferred where the recipient needs to be emphasized or where the syntactic relationship needs to be more clearly marked. Besides, since the SVO<sub>d</sub>O<sub>i</sub> pattern occurs only in British English, we can see that regional variation plays a role too.

When O<sub>d</sub> is realized by a pronoun and O<sub>i</sub>/O<sub>prep</sub> by a noun, the most common ordering is SVO<sub>d</sub>O<sub>prep</sub>. The other pattern SVO<sub>d</sub>O<sub>i</sub> appears to be regionally restricted only to northern England. What also seems to play a role in object ordering is the type of pronoun used as O<sub>d</sub>, since SVO<sub>i</sub>O<sub>d</sub> is believed to appear if the O<sub>d</sub> is not a personal, but demonstrative/indefinite pronoun.

And finally, when O<sub>d</sub> is realized by a noun and O<sub>i</sub>/O<sub>prep</sub> by a pronoun, there are two most common orderings [SVO<sub>i</sub>O<sub>d</sub>; SVO<sub>d</sub>O<sub>prep</sub>]. The other two possible patterns [SVO<sub>d</sub>O<sub>i</sub>; SVO<sub>prep</sub>O<sub>d</sub>] appear to be rather rare and restricted to northern England.

## 2.5 The concept of the functional sentence perspective

The central subject of the present study is the position of the two objects in ditransitive constructions. We primarily focus on the factors that play a role in ordering the objects. The key question to be answered is whether the position of the objects corresponds to their function in functional sentence perspective. In this section I introduce briefly the concept of the functional sentence perspective (FSP henceforth), i.e. the distribution of degrees of communicative dynamism over the elements of a sentence, and then I concentrate on the FSP and the degrees of communicative dynamism of the two objects. The concept is based primarily on Jan Firbas's monograph *Functional Sentence Perspective in Written and Spoken Communication* (1992). The central feature of FSP is communicative dynamism (CD henceforth), and a degree of CD, defined as the „extent to which a linguistic element contributes towards the further development of the communication“ (Firbas 1992: 8).<sup>37</sup>

According to Firbas (1992: 10-11), three basic factors determine the distribution of degrees of communicative dynamism: 1. linear modification of the sentence, 2. the semantic content of its individual elements as well as the character of semantic relations between those elements, and 3. the surrounding context. In speech, a fourth factor has an important role, i.e. intonation<sup>38</sup>. “An interplay of these three factors determines the distribution of degrees of communicative dynamism [...]. It determines the perspective in which a semantic and grammatical sentence structure is to function in the act of communication; that is, it determines its functional sentence perspective” (Firbas 1992: 11).

**Linear modification**<sup>39</sup> of the English sentence is closely connected with the basic distribution of the degrees of communicative dynamism. If the modification is linear, the least dynamic elements (i.e. elements that carry the lowest amount of information) precede the

---

<sup>37</sup> It should be noted that apart from Firbas's concept of FSP there is - within the Prague School tradition - also the functional generative approach to FSP that is represented by Hajičová and Sgall (1980). Although the functional generative theory uses the concept of CD, the central object of their study is topic-focus articulation: “‘topic’ is a linguistic counterpart of the presystematic notion of ‘known’ or ‘given’ information and ‘focus’ is that part of the sentence structure that conveys ‘new information’ in the prototypical case” (Hajičová et al. 1998: 3). The elements belonging to the topic or focus are identified according to the criterion of contextual boundness, which is a broader concept than Firbas's context dependence. The notion of transition is not used in this approach. Generally, it can be said that the differences between the two approaches are mainly theoretical. Since the present work draws on the functional-structural tradition (rather than functional-generative grammar), the present analysis is based primarily on Firbas's concept.

<sup>38</sup> Intonation plays a significant role in speech, since the rheme is primarily identified by the intonation centre. In consequence of prosodic identification of the rheme, spoken language generally allows a greater variability of word order especially in unprepared informal speech, with the rheme being placed finally, initially or medially. However, the role of intonation is of minor importance for the present analysis, as we focus on samples of written language.

<sup>39</sup> The key terms relating to FSP are given in bold.

most dynamic elements (i.e. elements that carry the greatest amount of information). Thus, the element towards which the communication is perspectived occupies the final position. This appears to be a general principle of information structure. In British grammar it is called the principle of end-focus (see Quirk et al. 1985: 1357). However, the linear arrangement does not always signal the distribution of degrees of communicative dynamism. Two other factors – semantic and contextual factors – may operate counter to linear modification. This will be discussed in the following paragraphs.

The surrounding **context** has a significant role when analyzing the functional sentence perspective of a sentence. The context is actually “the retrievability/irretrievability from the immediately relevant context” (Firbas 1992: 21). The immediately relevant context consists of a verbal and a situational sphere, the latter asserting itself to a greater extent in the spoken language. Moreover, there is the general context of human knowledge, representing the widest sphere. Context dependent sentence elements conveying retrievable information are less dynamic than those conveying irretrievable information. The context dependence of sentence elements is signalled by various devices: anaphoric devices (i.e. devices referring to the preceding text) including personal, demonstrative, possessive, relative pronouns; articles; repetition of a lexical expression; use of synonyms; use of ellipsis etc.

The other factor that can operate counter to linear modification is the **semantic factor**. The term ‘semantic factor’ involves not only the semantic character of an element; it covers its semantic relations that have a significant influence on the distribution of degrees of communicative dynamism. There are elements that carry a higher degree of communicative dynamism than the verb – they are dynamically stronger: the object, the subject complement, the object complement and the adverbial. In order to be such a competitor of the verb, the element must be context-independent.

The verb is assigned the FSP function of **transition**, since it typically constitutes the boundary between elements with a low and a high degree of CD. The least dynamic elements constitute **the theme**, while the most dynamic elements (i.e. the elements which develop the communication beyond the transitional element) function as **the rheme**. If more elements occur in the thematic / rhematic section, this can be divided further, in the present analysis the concepts of **the theme proper** ( $Th_{proper}$ ) and **the diatheme** (DTh) as opposed to **the rheme component** ( $Rh_{comp}$ ) and **the rheme proper** ( $Rh_{proper}$ ) shall be employed. The theme proper is usually expressed by context-dependent elements that are firmly established in the thematic layer; they are typically occupied byl grammatical units of a minimum size, e.g.

unstressed personal pronouns. The diatheme, on the other hand, is represented by the most dynamic elements of the thematic section of the clause and is usually performed by the “context-independent elements which were only just introduced in the immediately relevant context and have not performed a thematic function yet” (Adam 2008: 39). Within the rhematic section, we may distinguish the rheme proper that is represented by the most dynamic element of the whole sentence and rheme components that are less dynamic than the rheme proper.

### **2.5.1 The FSP function of the two objects as a potential factor determining their position**

Of the three (or four, including intonation) factors whose interplay determines the FSP function of a clause element, in the case of ditransitive complementation the most important role is played by the contextual factor. Following Firbas (1992: 31), in the present study we distinguish between ‘**context-dependent**’ and ‘**context-independent**’ expressions, which are to be understood “as retrievable and irretrievable from the **immediately relevant context**, respectively.” In other words, a context dependent expression is given/known/old if it is retrievable from the immediately relevant context, and thus dependent on it. A context independent expression, on the other hand, is new/unknown, i.e. irretrievable from and independent of the immediately relevant context. As mentioned before, context dependent sentence elements conveying **retrievable information** are less dynamic than those conveying **irretrievable information**<sup>40</sup>. In determining the FSP function of the two objects all means that can signal context-dependence will be considered in the present study: anaphoric devices (in the case of object – personal, relative and demonstrative pronouns), anaphoric articles, repetition of a lexical expression, use of synonyms, use of ellipsis etc.

Retrievability in fact implies the actual presence of a piece of information in the text. When a piece of information appears in the text, it becomes retrievable from it. However, if it is not re-expressed, the piece of information “gradually loses its retrievability in regard to the ever changing immediately relevant context. It has its retrievability gradually obliterated. The qualification ‘gradually’ is in harmony with the fact that context is a graded phenomenon” (Firbas 1995: 18). This leads us to the question of the length of the

---

<sup>40</sup> Note that Firbas (1995: 18) makes a distinction between the terms ‘retrievable/irretrievable’ in the narrower sense (i.e. in regard to the immediately relevant communicative step to be taken) and ‘context dependent/context independent’ (i.e. conveying information retrievable from the immediately relevant context). However, in the present study we treat the terms as synonyms, both referring to the immediately relevant context.

**retrievability span** within the preceding context. Svoboda (1981: 88-9) and Firbas (1992: 23; 1995: 18) point out that after its last occurrence in the text an element remains retrievable for the span of seven sentences.

Nevertheless, Firbas (1995: 17) points out that occasionally there may occur a piece of information that is known both to the sender and addressee and thus should be regarded as known (old), and yet in regard to the moment of utterance, i.e. “in regard to the immediately relevant communicative step to be taken”, proves to be unknown/new/irretrievable. Thus, Firbas stresses that it is not the wider, but the immediately relevant context that has the decisive role in FSP. Let us now focus on cases in which irretrievable information predominates and on factors through which a **given element becomes disengaged from context dependence**. According to Firbas (1995: 22), the following factors have so far been established: (a) selection, (b) contrast (c) identification, (d) purposeful repetition and (e) the summarizing effect. Now we provide examples of each type<sup>41</sup>:

**(a) selection** – e.g. *We have to decide. We can either go by train to London or by coach to Manchester or fly to Edinburgh. Where would you like to go? – Let’s fly to Edinburgh. We haven’t been there for some time.*

Having been already mentioned, the second *fly to Edinburgh* could be regarded as retrievable from the preceding context. However, it is in fact the virtual announcer of the selection and thus, a piece of additional irretrievable information that fulfils the communicative purpose and therefore predominates.

**(b) contrast** – e.g. *You thought I referred to Charles. But I did not mean him; I meant you.*

*You* and *him* convey retrievable information. Nevertheless, in the second and the third sentences, they simultaneously express the additional irretrievable meaning of contrast.

**(c) identification** - e.g. *In the beginning was the Word, and the Word was with God, and the Word was God.*

In the third sentence both Word and God express retrievable information. However, it is especially God that conveys the additional irretrievable meaning of identification and thus, it completes the message, expressing its high point.

---

<sup>41</sup> The examples and explanations are adapted from Firbas (1995: 18), however the elements that become disengaged from context dependence are underlined for the sake of lucidity.

**(d) purposeful repetition** – e.g. *He then walked over Campden Hill to the Kensington Public Library, where he could read undisturbed. Undisturbed! Refreshed after sleep, the temptation of the night returned to torment him with a new vigour.*

Repetition normally entails retrievability, but here it conveys an attitude irretrievable from what precedes: namely, it expresses the speaker's doubt on the preceding statement. The effect is enhanced by the use of the exclamation mark.

**(e) the summarizing effect** – e.g. *Once in the rain, a van turned a corner suddenly at her and she stumbled over her boots into a ditch and then she saw herself clearly: a woman in early middle age wearing rubber boots walking in the dark looking for a white car and now falling into a ditch, prepared to go on walking and to be satisfied with the sight of the man's car in a parking lot even if the man was somewhere else with another woman.*

The expressions *stumbled...into a ditch* and *falling into a ditch* refer to the same event. Thus the second expression seems to convey retrievable information. Nevertheless, it serves a particular communicative purpose, i.e. it produces a summarizing effect, which is suggested also by the use of the colon.

Regarding the position of objects in ditransitive complementation, Dušková (1988: 533) points out that the ordering of  $O_d$  and  $O_i/O_{prep}$  usually corresponds to their degree of communicative dynamism, i.e. that the object with a lower degree of CD precedes the object with a higher degree of CD: cf. *he sent his colleague a wire* – poslal kolegovi telegram vs. *he sent a wire to his colleague* – poslal telegram svému kolegovi. Erteschik-Shir (1979: 450) discusses the ordering of objects in the following sentences: *?John gave a book to her* vs. *John gave her a book*. She argues that the sentence *?John gave a book to her* is odd because the transferred object is the focused information and the recipient is nonfocused<sup>42</sup>. However, we think that this ordering is not totally unacceptable. Our task in the present study is to examine to what extent the ordering of the two objects corresponds to the basic distribution of CD, to describe the deviations from the linear modification and to determine the factors that have an impact on the object ordering.

---

<sup>42</sup> Note that Erteschik-Shir (1979) uses different terms instead of focused / nonfocused, namely dominant / nondominant, respectively.



### 3. MATERIAL and METHOD

#### 3.1 Material

The present chapter provides a corpus-based analysis of five selected ditransitive verbs in actual language use<sup>43</sup>. The analysis is carried out on the basis of 1000 examples of ditransitive constructions in active voice, i.e. 200 examples of ditransitive complementation of each verb. The data used for our analysis have been extracted from the British National Corpus World Edition published in 2000 (BNC henceforth). The BNC comprises over 100 million words from approximately 4,000 texts. Broadly, 90% of the corpus are written sources, 10% are spoken texts. The written sources cover non-fictional genres (from 1975 to the early 1990s) and fictional writing (from 1960 to the early 1990s).

The scope of the present study is limited. Originally we intended to include only ditransitive constructions complemented by two right-hand participants<sup>44</sup> (i.e. objects), but since the corpus revealed a relatively high number of ditransitive use of verbs with one or both objects omitted, we decided to include these into the analysis as well. Thus, it is possible to provide statistical data of frequency of occurrence of the actual complementation of ditransitive verbs. Focusing primarily on ditransitive constructions in active voice followed by two objects (with the possible object omission) and on their position, all clauses in passive were excluded from the analysis. Next, the following types of formal realization of object had to be excluded, since the position of objects does not vary (cf. CGEL: 1171 and section 2.1.4):

- clausal realization of object (*what*-clauses and *that*-clauses)
  - (1) **Show me what** you mean. [CAB,2361]
- realization of object by non-finite verb forms
  - (2) He sent the women to **show me what** to look for. [HTM,813]

As the present analysis is limited to univocal verbs without adverbial particles or prepositions, phrasal verbs have also been left out (despite the fact that they occur in the ditransitive pattern) e.g. *send out*:

---

<sup>43</sup> It should be noted that originally we intended to analyze twenty ditransitive verbs (with 50 occurrences of each verb), later ten (with 100 occurrences of each verb). Finally the number of ditransitive verbs was reduced to five, as it is to be assumed that 200 examples of each verb should provide more conclusive findings.

<sup>44</sup> Note that the term “participant” is used in the present analysis as the right-hand participant only, i.e. an object in the case of ditransitive complementation.

(3) As a student in your last term you will begin to **send out letters and photographs of yourself to all possible valuable contacts**. [AO6,1481]

The selection of the five analysed verbs is based on the semantic verb classes defined by Gropen et al. (189: 243ff.) (see section 2.2.2.2 ). We attempted to select those verbs that occur predominantly in the ditransitive pattern (and not in intransitive, monotransitive or complex-transitive patterns). The following five verbs (from four different semantic classes) have been selected for the purpose of the present analysis:

- verbs that inherently signify acts of giving: *give, lend*
- verbs of sending: *send*
- verbs of future having: *offer*
- verbs of type of communicated message: *show*

We regard the „verbs that inherently signify acts of giving“ as the most prototypical class of ditransitive verbs and therefore we have included into the analysis two verbs from one semantic class.

The examples discussed in the analysis have been assigned a two-letter symbol indicating the type of the verb involved (e.g. Gi for *give*, Le for *lend*) and an identification number (from 01 to 200), which facilitates the retrieval of the examples in the appendix and provides a univocal reference to the particular example. The codes of the texts from which the examples were extracted are added to each example in the appendix. In case one sentence contains two ditransitive constructions, they are treated separately, each having its own identification number<sup>45</sup>.

(4) Se99 All you have to do is send a signed statement from your pacer(s) together with a receipt from the charity, and Joss will **send you a tankard**.

(5) Se168 All you have to do is **send a signed statement** from your pacer(s) together with a receipt from the charity, and Joss will send you a tankard.

---

<sup>45</sup> The 1000 excerpted examples in our corpus have been copied from BNC in exactly the same form as they have been found – even with potential mistakes and incomplete utterances. Note that in BNC an incomplete utterance is marked by the word “hellip”: Gi25 *As such, the brewery has resolved to `improve &hellip; the operational efficiency of the building generally ' by remodelling the cellar area and the annexe building to the north and by **giving the pub a frontage on Fleet Street**.*

### 3.2 Frequency of occurrence of ditransitive constructions

As mentioned above, the present study focuses on ditransitive constructions followed by two objects (with the possible object omission). Since a relatively high number of examples had to be excluded from the present analysis (see above), it is convenient to provide quantitative data regarding the frequency of ditransitive constructions that have been included into our corpus. Table 6 provides the relative frequency of occurrence of ditransitive clauses. The text length was determined by the number of clauses (containing one of the five selected ditransitive verbs) needed for obtaining 200 ditransitive constructions followed by two objects or one object – in the case of object omission.

**Table 6: Frequency of occurrence of ditransitive constructions**

	<i>GIVE</i>	<i>LEND</i>	<i>SEND</i>	<i>OFFER</i>	<i>SHOW</i>	Total
<b>Text length (in clauses)</b>	394	386	945	372	3383	<b>5,480</b>
<b>Number of ditransitive constructions complemented by two (or one) objects</b>	200	200	200	200	200	<b>1000</b>
<b>Frequency</b>	<b>0.51</b>	<b>0.52</b>	<b>0.21</b>	<b>0.54</b>	<b>0.06</b>	<b>0.18</b>

As follows from Table 6, the text length for each verb varied in length and totalled 5,480 clauses. The occurrence of ditransitive constructions was stated in terms of its frequency of occurrence per all occurrences of the verb needed for obtaining 200 examples. The frequency ranges from 0.06 to 0.54 ditransitive constructions per all occurrences of the verb, with an average of 0.18 for the whole material. Interestingly, the table shows quite a considerable inconsistency among the five verbs in the occurrence of ditransitive constructions followed by two objects. While *give*, *lend* and *offer* display relatively similar frequency (i.e. the total number of clauses needed is nearly twice higher than 200), ditransitive *send* complemented by two (or one) objects is much less common. Nevertheless, the verb that appears to be complemented by two (or one) objects by far least frequently is the verb *show*. It follows from the table that a strikingly longer stretch of text had to be searched to obtain 200 examples, viz. 3383 clauses. The reasons for such a low frequency of occurrence are presumably of two kinds: first, the ditransitive verb *show* is typically complemented by  $O_d$  realized by a clause (ex 1) or by a non-finite verb form (ex 2) and second, *show* seems to be very frequently used as a monotransitive verb having the meaning *demonstrate*, *prove* or *display* (see section 4.5 for further discussion of the various meanings of *show*).

### 3.3 Method

The following chapter (4. Analysis) is divided into six subsections; the subsections 4.1 - 4.5 discuss each of the five verbs separately and 4.6 summarizes the findings emerging from the analysis of all five verbs (1000 examples). The six subsections have a similar structure. First, the overall frequency of various syntactic patterns in which the verb occurs is provided, i.e. ditransitive pattern with both realized objects and ditransitive pattern with one or both objects omitted. Each syntactic pattern is then analysed in a separate subsection. Second, in the case of the ditransitive pattern with both realized participants the realization of the two objects is studied and principally, we attempt to provide a systematic overview of the position of the two objects with respect to the realization of the two objects (i.e. substantival or pronominal) and focus on the factors that have an impact on the ordering of the objects.

Four different types of realization (or combinations) of the two objects are analysed, in accordance with the four types that have been distinguished in the theoretical part (see section 2.4):

- i. both  $O_i/O_{\text{prep}}$  and  $O_d$  are realized by nouns (see 2.4.1)
- ii. both  $O_i/O_{\text{prep}}$  and  $O_d$  are realized by pronouns (see 2.4.2)
- iii.  $O_i/O_{\text{prep}}$  is realized by a noun and  $O_d$  by a pronoun (see 2.4.3)
- iv.  $O_i/O_{\text{prep}}$  is realized by a pronoun and  $O_d$  by a noun (see 2.4.4)

The discussion concentrates on the different types of object ordering and attempts to determine the factors that have an impact on the ordering of the objects. It is to be assumed that the position of the objects is most probably associated with the principle of end-focus (FSP), which is usually accompanied by the principle of end-weight (see 2.3.1.1). We will attempt to determine whether the position of the two objects is in accordance with these principles and/or whether there are other potential factors that might play a role in object ordering.

As mentioned in section 2.5.1, of the three (or four, including intonation) factors whose interplay determines the FSP function of a clause element, in the case of ditransitive complementation the most important role is played by the contextual factor. Therefore, particular attention is paid to the context-dependence / independence of the two objects. As mentioned above, a context-dependent expression conveys information that is given / known / retrievable from the immediately relevant context. A context-independent expression, on the other hand, is new / unknown / irretrievable from the immediately relevant context. Hence, when determining the context-dependence / independence of the two objects, we are going to

determine their retrievability/irretrievability from the immediately relevant context. We have seen that Firbas's context consists of several spheres. In the present analysis, following Firbas (1992: 31), who stresses that it is not the wider, but the immediately relevant context in the narrower sense that has the decisive role in FSP, we are going to study whether the two objects convey given or new information "in regard to the immediately relevant communicative step to be taken". As regards the length of the retrievability span within the preceding context, we adhere to the conclusions of Svoboda (1981: 88-9) and Firbas (1992: 23; 1995: 18) and pursue the context consisting of seven sentences that precede the particular ditransitive construction.<sup>46</sup> At the same time, we take notice of cases in which irretrievable information predominates and of the five factors through which a given element becomes disengaged from context dependence (see section 2.5.1). Note that the context-dependence / independence and FSP function are determined only in the case ditransitive constructions with both realized participants, as the main focus of our analysis lies on the ordering of the two objects. In the case of ditransitive pattern with an omitted object the context-dependence / independence is disregarded.

It should be pointed out that it is relatively easy to identify a context-dependent element, its context dependence being signalled by various devices (anaphoric pronouns, anaphoric articles, repetition of a lexical expression, use of synonyms, etc.). However, determining context-independent element is a more complex task. Therefore, it is useful to list various cases that are identified as context-independent elements in the present paper:

- a) **a first mention** - an element that occurs for the first time, which is usually signalled by indefinite or zero article:

(6) Le116 Nigel decided to take up jogging again in the grounds and got Flora to **lend him a sewing kit** to mend his trousers.

- b) an element that has been **mentioned** before **but** that is **accompanied by a further (new) element**, the semantic content of which prevails - e.g. *more*:

(7) Gi71 Care would be needed with the wording used in any such scheme and ACET can **give you more details about this**.

---

<sup>46</sup> However, it has turned out during the analysis that the retrievability span is occasionally much longer than seven sentences, as the following example demonstrates: Sh26 *When he went home to Basle he **showed the photographs to his family** and pointed out to them `my very good neighbour Canon Ramsay [ sic ] from Durham, an authentic Anglo-Catholic, with strange views concerning tradition, succession, ontology and so on.* Although "photographs" have not been mentioned within the seven preceding sentences, the definite article used with "the photographs" is obviously anaphoric. Therefore it is to be assumed that "photographs" must have been mentioned in a wider preceding context and thus, that the retrievability span is longer.

- c) if a **rhematizer / focaliser** occurs in the rhematic part of the sentence, it makes the whole phrase context-independent, even though the element is mentioned in the immediately preceding context and therefore seems to convey known information (ex 9), e.g. *direct* (ex 9), *even* (ex 8), *exactly*, *just*, *only*, *precisely* etc.<sup>47</sup>:

(8) Of 28 To achieve crosswind landing exactly on the spot without using the engine and in a strange machine **offers a strong challenge even to the most experienced pilot.**

(9) Se17 The doctor's certificate must be taken to the Registrar of Births and Deaths in the registration sub-district where the death occurred, normally within five days. The doctor may provide a leaflet explaining how to register the death and should be able to advise where to do so. Otherwise funeral directors keep detailed lists, or offices are listed in the phone book, or the Citizens Advice Bureau can advise. A check should be made that it is the correct registration office and for opening times. Sometimes a doctor will **send the certificate direct to the Registrar.** but it is always necessary for whoever is arranging the funeral to attend at the Registrar's office, this is usually a close family member but does not have to be.

- d) when a known/given element becomes **disengaged from context dependence** on account of the following factors: selection, contrast, identification, purposeful repetition and the summarizing effect (see section 2.5.1). The following example illustrates that O<sub>prep</sub> although mentioned in the immediately preceding context (as an unexpressed subject of the imperative sentences), has been disengaged from context dependence on account of contrast (i.e. *to yourself* is contrasted with a “bank manager”, “solicitor” and “publisher”):

(10) Se70 Securing a Copyright: A music writer can protect a copyright in a number of ways: (i) put the music down in some physical form, like a musical score or as a demo tape. Date it and place it in the safe keeping of a bank manager or a solicitor (although these professionals often don't like doing this, as it is a lot of trouble). (ii) Get the copyright `signed' to a publisher. It is then the publisher's responsibility to see that you receive the money which you are due. (iii) put the song down into a physical form , as described above , and **send it to yourself** by REGISTERED POST.

Moreover, it is worth mentioning that in a relatively high number of examples the object is composed of intermingled context-dependent and context-independent elements, in Firbas's terminology it is a “heterogeneous” element. (cf. Dušková 1999: 293; Firbas 1995: 20). Since in the present study we need to classify the object into one or the other category (i.e. an object conveying context-dependent or an object conveying context-independent information), the context-dependence / independence of such objects was then determined on the basis of the pragmatically more dominant information or in other words which kind of information prevailed “in regard to the immediately relevant communicative step to be taken” Firbas (1992: 31). Thus, in ex 11 the direct object *10,000 copies of the pamphlet* is partly context-dependent (due to the anaphoric definite article in *the pamphlet*) and partly context -

<sup>47</sup> For a more detailed list of focalisers see Dušková (1988:473) and Quirk et al. (1985:604ff.).

independent (first mention of *10,000 copies*). However, the whole noun phrase of the direct object has been determined as context-independent, since the element that conveys the high point of the message is *10,000 copies*:

(11) Se24 Mr Watts **sent 10,000 copies of the pamphlet to MPs, peers, the Press, neighbours of Lord Aldington, the parents of pupils at Winchester and to former pupils**, in an attempt to force Lord Aldington's resignation as Warden.

The last remark to be made before we proceed to the analysis concerns the possible FSP functions of the two objects. As mentioned in section 2.5, object complementation is disposed to carry a higher degree of communicative dynamism than the verb, i.e. it is dynamically stronger. In order to be such a competitor of the verb, the object must be context-independent. Thus, if an object conveys context-independent information, it automatically functions in the rheme.<sup>48</sup> A context-dependent object, on the other hand, always pertains to the thematic section, performing one of the functions within this section, most frequently that of the diatheme. In the case of both context-dependent objects the rheme is to be sought somewhere else - predominantly in the verb. It needs to be borne in mind that the present study investigates the mutual position of the two objects with respect to context-dependence (besides semantics and the form of realization), the relevant point being the respective context-dependence/independence of the objects, not the actual function of the context-dependent object within the thematic section. Thus, the actual FSP function is determined only in the case of context-independent objects; where relevant, particularly in the case of both context-independent objects it is determined which of the objects functions as the rheme proper ( $Rh_{\text{proper}}$ ); and where both objects are rheme components ( $Rh_{\text{comp}}$ ), which other element constitutes the rheme proper. These instances are noted in the analysis and in the appendix. As regards the context-dependent objects, specification of the FSP function within the thematic section, i.e. whether the object constitutes the theme proper ( $Th_{\text{proper}}$ ) or the diatheme (DTh), is in most cases left aside in the present analysis. Therefore, in most cases of context-dependent objects suffice it to say that they pertain to the thematic section. Nevertheless, there are instances where the actual FSP function within the thematic section is considered because of possible relevance in the object ordering relevant, viz. instances where both objects convey context-dependent information; the actual FSP function of these objects (i.e. the theme proper or the diatheme) is then determined in the text and in the appendix.

---

<sup>48</sup> Note, however, that there are exceptions, notably the indefinite pronoun *something* (see section 4.3.2.2).

## 4. ANALYSIS

### 4.1 GIVE

The verb *give* is traditionally regarded as the most frequent and prototypical ditransitive verb (cf. Mukherjee 2005: 92ff.). As mentioned in section 2.2, in the basic semantic pattern of ditransitive verbs  $O_i/O_{\text{prep}}$  is used as recipient and  $O_d$  as patient. Nevertheless, in our corpus of two hundred instances, only in 126 instances (63%) the verb *give* occurs in the default semantic pattern. In more than a third of instances (74 instances (37%)) the ditransitive construction exhibits a different semantic structure, namely the verb is used as a semantically ‘light verb’,  $O_d$  has the function of eventive object and  $O_i/O_{\text{prep}}$  is mostly patient (for semantic roles of O see section 2.2.1). When discussing the semantic roles of O in the theoretical part, we mentioned the semantic role of eventive  $O_d$  and affected  $O_i$  only briefly, since following Quirk et al. (1985: 753) we assumed that ditransitive constructions with eventive  $O_d$  and affected  $O_i$  (e.g. *I gave Helen a nudge. ?I gave a nudge to Helen.*) did not allow the alternative prepositional pattern (or that its acceptability is at least questionable) and therefore that these constructions were not relevant to the topic of the present thesis. Nevertheless, as follows from our corpus findings, this construction is relatively frequent and its objects seem to appear in both  $SVO_iO_d$  and  $SVO_dO_{\text{prep}}$  orderings; consequently, this construction deserves particular attention in this section.

Before turning our attention to the eventive object construction, let us first mention the examples of *give* that have been excluded from the analysis. The following examples have been excluded, since they are regarded as idiomatic units where the ordering of objects does not vary. The examples can be divided into two subgroups, depending on the clause pattern they occur in:

i.  $SVO_dO_{\text{prep}}$ <sup>49</sup>

- (12) To think that the selfsame parents could have **given birth to the two of us**, she says. [A08,326]
- (13) The summer, which was a glorious one that year, **gave way to a gusty autumn**, and, as is the way with these things, after the autumn came the winter. [A08,1379]
- (14) Instead, people are developing other problems such as cancers which **give rise to the need for long-term community support**. [A02,113]

ii.  $SVO_iO_d$

- (15) The teachers **gave me a rough time** for a couple of years because my student and acting image didn't fit. [A06,2039]
- (16) The critic writing in a newspaper with very limited space needs such a label to **give the reader a general idea** of what is on display. [A04,1326]

---

<sup>49</sup> These examples of idiomatic expressions would be labelled [D2c] by Quirk et al. (1985: 1211) (see also section 2.1.4)



Apart from the idiomatic expressions we also excluded examples of the first type of ‘light’ verb *give* and eventive object (see below), i.e. verbs implying physical motion, since the order of the objects is fixed and no alternative prepositional construction is possible.

(17) With his left hand he snatched the gun from the Pole's hands, and with his right he **gave him a violent blow to the ear**. [A05,1445]

#### 4.1.1 Eventive object construction with ‘light’ *give*

Let us now focus in more detail on the syntactic and semantic characteristics of the eventive object construction with *give*. Here *give* is used as a “light verb” (Huddleston & Pullum 2002: 290) or in other words “a common verb of general meaning” (Quirk et al. 1985: 750). *Give* is semantically ‘light’ in the sense that it contributes little to the meaning of the predication and the main semantic content is located in the noun functioning as head of the direct object, i.e. eventive object. Eventive object is thus “semantically an extension of the verb and bears the major part of the meaning” (CGEL *ibid.*). Since the meaning is carried by the nominal element (O<sub>d</sub>), Dušková (1988: 417) points out that this type of construction resembles the verbonominal predication (SVCs). The indirect object is then assigned an affected role and semantically corresponds to the direct object of a simple verb in the underlying alternative construction<sup>50</sup>:

*She gave me a push. – She pushed me.*

As mentioned above, according to CGEL the affected O<sub>i</sub> cannot be normally paraphrased by a prepositional phrase. It should be noted that Quirk et al. (1985) provide only examples where the recipient is animate and where O<sub>d</sub> is realized by a countable noun (e.g. *push, nudge*). They do not consider examples such as *give sth consideration, give sth mention* etc., where the prepositional paraphrase is entirely natural: *give consideration to sth, give mention to sth*. Compared with Quirk et al. (1985), who mention only the most typical examples of this construction, Huddleston & Pullum (2002) provide a more elaborate discussion of light verbs, paying special attention to the verb *give*. They basically distinguish three subtypes of ditransitive constructions with *give*, depending on whether the alternative prepositional construction (SVO<sub>d</sub>O<sub>prep</sub>) is possible, and they also bear in mind what the O<sub>i</sub> in the verbonominal construction corresponds to in the alternative verbal predication (Huddleston & Pullum 2002: 293). Their three subtypes are as follows:

---

<sup>50</sup> Quirk et al. (1985: 751) note that in some cases, the nouns realizing the eventive object are not derived from verbs, e.g. there is no verb *effort*, although *an effort* is eventive in *I'm making an effort*. Other examples are: *have a game, have a haircut, make fun (of), make peace (with), cf: make war (on)*. In other instances, the combination clearly does not have the same meaning as the verb alone, e.g.: *make love (to), take trouble (over), make a difference*.

1. *She gave him a kiss.*

O<sub>i</sub> of *give* semantically corresponds to O<sub>d</sub> of the associated verb “to kiss” (*She kissed him.*).

With these verb-noun combinations there is **no alternation with a *to* phrase**: \**She gave a kiss to him.*<sup>51</sup> **Semantically**, these verbs + eventive O involve physical action in which O<sub>d</sub> of the associated verbs has a patient role. Note that all nouns in this first group are countable - e.g. *give bath / cuddle / hit / hug / kick / push...*

2. *She gave him advice.*

Again, the O<sub>i</sub> of *give* semantically corresponds to the O<sub>d</sub> of the associated verb “to advise” (*She advised him.*). In this case, however, there is **alternation with a *to* phrase**: *She gave advice to him.* When answering the question whether there is a reason why the prepositional construction is possible in this case, we assume that it is possible to use the alternative prepositional construction when: a) the O<sub>d</sub> is an uncountable noun (e.g. *give advice / consideration / encouragement / help*) or b) the O<sub>d</sub> is a countable noun but does not imply a physical motion which distinguishes this type from the first group (e.g. *give an answer / a reply*) (cf. Huddleston & Pullum 2002: 293).

3. *She gave (me) a description of him.*

In this case, the O<sub>d</sub> of the associated verb “to describe” appears as complement to *of*, not as O<sub>i</sub>, because that function is reserved for the NP which in the associated verb construction appears in the optional *to* phrase: *She described him (to me)*. As in the previous group, **the alternative prepositional construction with *to* is also possible**: *She gave a description of him to me*. Other examples are *give definition / explanation / illustration / performance...*

It should be noted that nearly all the eventive object constructions with *give* in our corpus are of the second type, the vast majority of them being realized by uncountable nouns. The only case of the eventive object of the third type is example Gi174 (*to give performance*). In the following section we provide an analysis of the lexical bases of the nouns realizing the O<sub>d</sub> found in our corpus:

---

<sup>51</sup> The examples provided by Quirk et al. (1985) would belong to the first group of Huddleston & Pullum (2002). Examples of this type have been excluded from the analysis, as the order of objects is fixed (see above).

- **Conversion** – the following nouns realizing the O<sub>d</sub> are deverbal and they have entered the word class of nouns via conversion, i.e. their form is identical with the original verb: *(give) account / advice / bow / care / glance / help / hug / lecture / look / picture / push / reply / shine / sketch / support / taste / welcome / wink*

(18) Gi45 SIR JOHN FORD KCMG MG CHAIRMAN OF TRUSTEES ACET's mission To **give practical care to men, women and children** ill at home with HIV/AIDS.

- **Derivation** - the following nouns realizing the O<sub>d</sub> are derived either from verbs or adjectives by affixation:
  - deverbal nouns: *(give) assessment / assistance / attention / backing / description / emphasis / expression / incentive / indication / inspiration / payment / performance / pleasure / reassurance / recognition / satisfaction / thought*

(19) Gi115 Then I am able to **give you a reassurance** , madam , ' he said .

- deadjectival nouns: *(give) relevance / credence / prominence*
- (20) Gi49 One of Pater's subjects for a perceptive essay was Leonardo da Vinci; it **gave special prominence to the painting now generally known as the Mona Lisa** .
- In some cases, although the noun realizing O<sub>d</sub> is deverbal, the *give*+noun combination has a different meaning than the verb alone - *(give) account / classes / impression / life / notice / speech / trouble*

(21) Gi72 Practical Support ACET volunteers are available to help whenever you need them , as long as you make arrangements with our volunteer coordinator and **give us as much notice as possible**.

- In two cases the noun realizing the eventive object is not derived from a verb: *impetus / title*. In the case of *title* there is no verb *title*; thus, the eventive object construction “give s.o. a title” seems to fill a lexical gap:

(22) Gi06 Some authorities might argue for a shorter span, **giving Baudelaire a title** as father of modern art criticism or Wölflinn the key part in the development of art history.

In 20 instances we may speak of a specific causative meaning of the ditransitive construction which is proved by the possible paraphrase by the periphrastic causative verb *make* + sth/s.o. + adjective/verb (Gi05,08,22,28,48,49,60,61,81,84,96,108-111,167,186-188):<sup>52</sup>

---

<sup>52</sup> Note that in a broader sense, ditransitive constructions as such can semantically be viewed as conveying causative meaning: ‘X causes Y to go to Z’ or ‘X causes Z to have Y’ (see section 2.2.2.2).

(23) Gi08 The politicising of Western art **gives the existence of a manifesto special relevance**.

→ The politicising of Western art makes the existence of a manifesto especially relevant.

(24) Gi81 All of these recommendations, however, are only **to give you a first taste of the scope of theatrical writing**.

→ [...] can only make you taste the scope of theatrical writing for the first time.

(25) Gi96 Sometimes they **give you the feeling that they have done you a great favour by attending rehearsals** and at the end of the rehearsal period it's 'Bye-bye loves, now you do your thing and I'll go off and do another'. Directors should keep their finger on the pulse of a production throughout its run.

→ Sometimes they make you feel...

It is worth noting that during the extraction of examples, occasionally it has not been easy and straightforward to distinguish between fixed idiomatic expressions with ditransitive *give* (e.g. *give s.o. an idea of*) and ditransitive constructions with eventive O (e.g. *give expression / meaning to sth*). That the constructions with light *give* and eventive O are a kind of idiomatic units is suggested for instance by Biber et al. (1999: 403), who subsume these constructions under “multi-word combinations that comprise relatively idiomatic units and function like single verbs“. They also point out that the resultant expressions form “a cline of idiomaticity” (ibid. 1026-27), at one extreme being clearly idiomatic expressions (*take time, have a look, make a killing*), at the other extreme being expressions that retain the core meaning of these verbs: (*We'll have an extra one. You can take a snack.*). In the present work we used as the main criterion whether the ordering of objects is fixed.

### **Functions of the eventive object construction**

Since in most cases the eventive object construction can be expressed by a single verb, the question is why the speaker chooses the eventive object construction. To conclude our discussion of eventive object construction, let us briefly summarize its functions in the following points:

- Huddleston & Pullum (2002: 291) point out that light *give* + noun generally allows more **syntactic flexibility**, i.e. this construction is used when we need **to add modifiers, determiners and quantifiers to the noun**: “The use of a light verb and noun tends to yield a significant increase in syntactic versatility over that of the associated verb construction. Most importantly, it generally allows for dependents to be added to the noun, allowing a considerably greater range of elaboration by modifiers and determiners.” Thus, they regard the construction *She gave him an unusually passionate kiss*. as being less awkward than: *She kissed him unusually passionately*.

- Semantically, the difference lies in the fact that the construction with the eventive O enables to **single out one event** (see Dušková 1988: 420). Huddleston & Pullum (2002: 291) note that the use of a light verb with the eventive O is more specific than the corresponding one-verb expression.
- **Functional sentence perspective:** According to Quirk et al. (1985: 1396) this construction is preferred when O<sub>d</sub> should receive end-focus, in other words we put focal emphasis on the activity rather than on a human participant Quirk et al. “The construction with the eventive object provides greater weight than the corresponding SV type,[...]” Quirk et al. (1985: 751).

#### 4.1.2 Frequency of *GIVE*-patterns

It was mentioned in section 2.3 that semantically ditransitive construction always includes three semantic roles, syntactically, however, all semantic roles do not have to be explicitised<sup>53</sup>. Table 7 gives the frequency of the various syntactic patterns of the verb *give*.

**Table 7: The overall frequency of *GIVE*-patterns**

<b>Ditransitive pattern:</b>	<b>Total</b>	<b>%</b>
<b>I. with both realized participants</b>	<b>129</b>	<b>64.5%</b>
SVO <sub>i</sub> O <sub>d</sub>	98	49%
SVO <sub>d</sub> O <sub>prep</sub>	30	15%
SVO <sub>prep</sub> O <sub>d</sub>	1	0.5%
<b>II. with one participant omitted</b>	<b>71</b>	<b>35.5%</b>
SVO <sub>d</sub>	70	35%
SVO <sub>prep</sub>	1	0.5%
<b>Total</b>	<b>200</b>	<b>100%</b>

As follows from Table 7, *give* appears in a variety of syntactic patterns. The ditransitive pattern with both realized participants occurs in 129 examples (64.5%) and the ditransitive pattern with one participant omitted is found with 71 instances (35.5%), By far the most frequent pattern is the non-prepositional pattern SVO<sub>i</sub>O<sub>d</sub> (49%), which occurs in nearly half of the instances. In the case of both realized participants, the non-prepositional pattern SVO<sub>i</sub>O<sub>d</sub>

<sup>53</sup> The term ‘to explicitise’ has been taken over from Mukherjee (2005: 93) who uses it instead of ‘to make explicit’.

(98 instances) is more than three times more common than the prepositional pattern  $SVO_dO_{prep}$  that occurs in 30 instances (15%). Apart from the usual orderings  $SVO_iO_d$  and  $SVO_dO_{prep}$  we also find one instance of the prepositional pattern  $SVO_{prep}O_d$  (1%) (for a discussion of this example, see section 4.1.2.1.4 below). As for the incomplete ditransitive pattern, there are 70 instances of ditransitive *give* with  $O_i/O_{prep}$  omitted ( $SVO_d$ ) (35%) and one instance of *give* with  $O_d$  omitted ( $SVO_{prep}$ ) (1%).

### 4.1.3 Ditransitive pattern with both realized participants

In the following sections we examine the position of the two objects in the ditransitive patterns with both realized objects, which accounts for altogether 129 instances. Table 8 illustrates the different types of realization and their frequency:

**Table 8: Realization of the two objects (*give*)**

Realization	Total	%
noun ( $O_i/O_{prep}$ ) + noun ( $O_d$ )	66	51.2%
pronoun ( $O_i/O_{prep}$ ) + pronoun ( $O_d$ )	1	0.8%
noun ( $O_i/O_{prep}$ ) + pronoun ( $O_d$ )	1	0.8%
pronoun ( $O_i/O_{prep}$ ) + noun ( $O_d$ )	61	47.2%
<b>Total</b>	129	100%

#### 4.1.3.1 The position of both $O_i/O_{prep}$ and $O_d$ realized by nouns

Where both objects are realized by nouns, the  $SVO_iO_d$  pattern (57.6%) prevails over the non-prepositional ordering  $SVO_dO_{prep}$  (42.4%) (see Table 9)<sup>54</sup>.

**Table 9: The position of both  $O_i/O_{prep}$  and  $O_d$  realized by nouns and the context-dependence / independence of the information conveyed by the objects (*give*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	38 (57.6%)	23 (100%)	0	15 (39.5%)	0
$SVO_dO_{prep}$	28 (42.4%)	0	0	23 (60.5%)	5 (100%)
<b>Total</b>	<b>66 (100%)</b>	<b>23 (34.8%)</b>	<b>0 (0%)</b>	<b>38 (57.6%)</b>	<b>5 (7.6%)</b>

#### 1. $SVO_iO_d$

As for the context-dependence / independence of the objects in the  $SVO_iO_d$  pattern, we can say that in all 38 instances the ordering is in accordance with the basic distribution of CD, i.e. with the principle of end-focus. Thus, in all these instances  $O_d$  functions as the rheme or is a component of the rheme and the rheme proper is placed finally. And since in most cases the noun realizing  $O_d$  is postmodified by a heavy phrase, it also manifests the principle of end-weight (exx 28, 29):

- i. In 23 cases  $O_i$  conveys context-dependent and  $O_d$  context-independent information (Gi01,05,07,12-14,17,18,20,22,24-26,28,29,31-38):

(26) Gi01 Being aware of the stress and pressure that many people and their families experience when AIDS or HIV is first diagnosed, I became involved in counselling. I have also campaigned for the Government to **give AIDS greater recognition**, not as a disease affecting specific sectors of the community, but as a social problem for which there must be adequate welfare provision.

(27) Gi07 Use the plastic tubing to syphon the beer from the wine cube into the bottles. Add approximately half a teaspoon of white granulated sugar to each bottle before capping it. This will **give the beer a head** when you pour it.

<sup>54</sup> As for the abbreviations used in Table 9 (as well as in the following tables in the analysis), “dep” stands for context-dependent, “indep” for context-independent. The abbreviations “1<sup>st</sup> O: dep; 2<sup>nd</sup> O: indep”, “1<sup>st</sup> O: dep; 2<sup>nd</sup> O: dep” etc. bring the context-dependence/independence of the objects into relation with their position (clause pattern). Thus, e.g. in the column “1<sup>st</sup> O: dep; 2<sup>nd</sup> O: indep”, the figure “23” denotes that in 23 instances of the pattern  $SVO_iO_d$  the first object (i.e.  $O_i$ ) conveys context-dependent and the second object (i.e.  $O_d$ ) context-independent information. The abbreviations in brackets Th and Rh denote whether the object pertains to the thematic or rhematic part of the clause. The actual FSP of context-independent objects is determined in the analysis and in the appendix; where relevant, particularly in the case of both context-independent objects it is determined which of the objects functions as the rheme proper (Rh<sub>proper</sub>); and where both objects are rheme components (Rh<sub>comp</sub>), which other element constitutes the rheme proper. The FSP function of context-dependent objects is left aside in the present thesis, since in view of the main aim of the present paper the actual FSP function of context-dependent objects appears to be irrelevant (see section 3.3).

- ii. In 15 cases both objects convey context-independent information (Gi02-04,06,08-11,15,16,19,21,23,27,30):

(28) Gi03 EDUCATION ACET through its schools education programme aims to reduce the number of new infections by **giving young people the facts about AIDS**.

(29) Gi09 Ackroyd has **given some readers the impression that the modern narrative, the paler of the two, is paler on purpose**.

## 2. SVO<sub>d</sub>O<sub>prep</sub>

As regards the 28 instances of SVO<sub>d</sub>O<sub>prep</sub> pattern, all but five display the basic distribution of CD:

- i. In 23 instances both objects convey context-independent information (Gi39-42,44-52,54-58,60,62,63,65,66):

(30) Gi44 The church can **give care and compassion to those affected by AIDS** and help prevent infection.

In two instances (Gi40,42) the recipient (*ACET*) has been mentioned in the previous context, but has been disengaged from context-dependence on the basis of contrast. Therefore O<sub>prep</sub> is classified as being context-independent. In one of these two examples the rhematic character of O<sub>prep</sub> is signalled by *direct* (ex 31):

(31) Gi42 In this way your gift to ACET will qualify for Gift Aid relief even though the monthly payments would be too small to do so. Thus if you set aside £25 per month it would take two years to accumulate the £600 minimum for the Gift Aid scheme. If for any reason you wanted **to give each monthly payment direct to ACET**, we could hold the money in an account in your name until the amount accumulated reaches the £600 threshold.

In ex 32 where O<sub>d</sub> is postmodified by a weighty prepositional phrase the principle of end-weight seems to operate counter to the principle of end-focus:

(32) Gi66 Paul Spence has kindly agreed to **give a few revision classes on seventeenth- and eighteenth-century architecture to final-year BA students**.

In 3 instances of both context-independent objects (Gi40,41,46), the objects are components of the rheme with an adverbial element as the rheme proper (ex 33):

(33) Gi41 From 1st October 1990, there is also a new scheme called GIFT AID which allows you to **give sums of £600 or more to a charity** tax-effectively (with a maximum of £5 million for your total charitable donations in any one tax year).

- ii. 5 examples (Gi43,53,59,61,64) display the opposite distribution of CD, i.e. O<sub>d</sub> conveys context-independent and O<sub>prep</sub> context-dependent information (exx 34,35) Note that in ex 34 the whole clause *if you wish to give a capital sum to ACET* in fact repeats the immediately preceding clause, and therefore the O<sub>d</sub> could be considered context-



dependent. However, since it is an answer to a question, we assume that the FSP of the objects remains the same, i.e. the context-independent  $O_d$  functions again as the high point of the message, i.e. as the rheme:

(34) Gi43 Care would be needed with the wording used in any such scheme and ACET can give you more details about this. What if I wish to give a sum of capital or a sum in excess of my annual taxable income? If you wish **to give a capital sum to ACET** (e.g. from an inheritance you have received) or an amount of money that exceeds your taxable for the tax year of the gift, ACET can still get tax relief on your gift.

Ex 35 illustrates discontinuous postmodification, since the head *an incentive* is separated from its postmodifying infinitive phrase *to provide evocative descriptions* by  $O_{prep}$ . Thus in ex 35 the whole phrase representing  $O_d$  (*an incentive to provide evocative descriptions*) functions as the rheme, the postmodification functioning as the rheme proper and therefore being placed finally. The question arises why the speaker chooses this ordering, when the same perspective of the content could be expressed by  $SVO_iO_d$  (i.e. ... *gave the authors an incentive to provide evocative descriptions*) and the discontinuous postmodification would be avoided. Two factors might play a role: the grammatical principle of English word order and also the strong association between *incentive* and the preposition *to*:

(35) Gi53 An older book, that is one published before around 1900, will only have black and white plates, which are unlikely to be photographs. This applies, for example, to the book on Delacroix published in 1885, selected by A. Robaut and with an essay by Ernest Chesneau. By the 1920s a characteristic book, as for example Cézanne: a study of his development by Roger Fry, published in 1927, had black and white photographic illustrations only. In either case, the absence of colour **gave an incentive to the authors to provide evocative descriptions**.

“The strong association between the lexical item in direct-object position and *to*” is a factor that has been pointed out by Mukherjee (2005: 103;196) who regards it as a further potential factor influencing the speaker’s preference for  $SVO_dO_{prep}$  pattern (apart from the principles of end-focus and end-weight). According to Mukherjee  $SVO_dO_{prep}$  is preferred whenever the lexical item in the preceding  $O_d$  position is habitually associated with the preposition *to*. Mukherjee argues that whenever such a lexical item occurs in  $O_d$  position, it triggers the prepositional pattern which makes it possible to use the preposition *to* in combination with this lexical item. He provides the following examples of lexical items in  $O_d$  position associated with *to* (extracted from the ICE-GB corpus): e.g. *answer, comfort, consideration, credence*. The strong association between a lexical item and *to* has been pointed out already by Curme (131: 105) who notes that - analogously to a verb modification - dative may occasionally modify a noun: “After nouns made from verbs which in oldest English governed

the dative or which by virtue of their meaning would have governed the dative if they had been in use, the dative construction is well preserved, [...]” e.g. *a help to beginners, injury to plants*. In our corpus of *give* this potential factor may explain – apart from ex 35 two further examples, namely *give help to* (Gi39) and *give credence to* (ex 37).

As regards the frequency of light *give* + eventive O, of the 38 instances of the SVO<sub>i</sub>O<sub>d</sub> pattern there are 12 instances of the eventive object construction (Gi01,05,06,08,09,27,28,31-35), and of the 28 instances of the SVO<sub>d</sub>O<sub>prep</sub> the eventive O occurs even in 16 instances (Gi39,40,42,44,45,48-50,52,54,57,58,63-66). The ditransitive construction with eventive O thus seems to occur more frequently in the prepositional pattern. However, our results appear to be at variance with Quirk et al. (1985: 1396) who argue that “it may be preferable not to use the eventive object construction at all when it is a human participant that is needed in end-focus”. Our findings imply that the prepositional pattern is also used when it is the recipient that needs to be focused (e.g. ex 31) or when the recipient is too weighty (ex 36). Note that in all 16 instances of eventive O, the O<sub>d</sub> conveys context-independent information, which is associated with the basic syntactic and semantic characteristics, viz. that the verb contributes little to the meaning of the predication and the main semantic content is located in the noun functioning as head of the direct object.

(36) Gi52 We have already mentioned in passing the state policies regarding the arts in Germany , the USSR and China ; there have been writers who followed the party lines by **giving attention to those artists favoured by patronage** , while neglecting others.

The last remark to be made before we proceed to the next section is the animacy/inanimacy of O<sub>i</sub>/O<sub>prep</sub>. Of the 66 instances of both objects realized by nouns we find that O<sub>i</sub>/O<sub>prep</sub> refers to an inanimate entity in 22 instances (Gi01,07,08,19,20,22,24,25,28,31,36,48-50,54,56,57,58,60-62,64) and very often in an eventive object construction. Compared with the examples of eventive object construction provided by Quirk et al. (1985) and Huddleston & Pullum (2002), where O<sub>i</sub>/O<sub>prep</sub> is always animate, our findings indicate that O<sub>i</sub>/O<sub>prep</sub> refers quite often to an inanimate entity. Therefore, it seems that O<sub>i</sub>/O<sub>prep</sub> in eventive object constructions is not restricted only to animate O<sub>i</sub>/O<sub>prep</sub> (exx 27,37,38):

(37) Gi48 Amnesty has again **given credence to the belief** that recent torture in Kuwait has been more terrible than in any other part of the world, whereas the repugnant patterns of pain-infliction described are all too familiar from Iran, from Myanmar, Amin's Uganda, a South America, South Africa etc.

(38) Gi61 Hops on the vine: the oils in the hop **give bitterness to beer** and also act as a preservative against infection.

#### 4.1.3.2 The position of both $O_i/O_{\text{prep}}$ and $O_d$ realized by pronouns

There is only one instance where both objects are realized by pronouns and where the construction is prepositional, i.e.  $SVO_dO_{\text{prep}}$  pattern (ex 39). The objects are realized by personal pronouns and both convey context-dependent information. Hence, the element that functions as the rheme here is the verb. The example is a complex sentence, where the main clause is in the imperative mood. Although the subject of imperative sentences is generally not expressed, note that in ex 39 the referent of the subject is made explicit by the phrase *your tucking self*, which is in fact in appositive relationship with the unexpressed 2<sup>nd</sup> person subject, and by which the speaker expresses his/her irritation. This is in accordance with Dušková (1988: 329), who points out that expressed subject of imperative sentences may signal negative emotions of the speaker: “Někdy je vyjádření podmětu imperativu 2. osoby výrazem negativní emoce (podrážděnosti apod.), [...]”. As for the factor that determines the speaker’s choice of the prepositional pattern, Mukherjee (2005:103) points out that certain lexical items in direct-object position trigger the  $SVO_dO_{\text{prep}}$  pattern and the pronoun *it* is one of these items. In other words, if  $O_d$  is realized by a personal pronoun *it*, it is highly probable that the clause pattern will be prepositional. Since it is the realization form of the object that determines the object ordering in this sentence, the actual FSP function of context-dependent objects is not relevant in this respect:

(39) Gi67 A high point in the novel is the altercation and huff with Gavin and his mates which precedes this: about the long holidays teachers get, or don't get, about the homework they withhold, and about the rights of weans - children - and the rights of parents. Patrick said: Do you know what I tell parents Arthur? I tell them to go and fuck themselves. Patrick held both hands up in a gesture of peace, he smiled for a moment; I'm no trying to get at you personally but I just fucking feel that you cant expect the teacher to be the everything, the heavyweight boxing champion of the world. Arthur stared at him. Know what I mean, I'm just being honest with ye. I dont think ye should expect the teacher to do everything. If you want your weans to get homework then **give it to them** your tucking self.

#### 4.1.3.3 The position of substantival $O_i/O_{\text{prep}}$ and pronominal $O_d$

Our corpus contained only one instances of *give* with  $O_i/O_{\text{prep}}$  realized by a noun and  $O_d$  realized by a pronoun that occur in  $SVO_dO_{\text{prep}}$  pattern.  $O_d$  is clearly context-dependent and  $O_{\text{prep}}$  *to Edith*, although mentioned in the preceding context, is classified as context-independent, because the information the direct speech should be presented as new information. Thus, the objects are ordered according to the degree of CD,  $O_{\text{prep}}$  *to Edith* functioning as the rheme:

(40) Gi68 There were some glazed onions and Duchesse potatoes round the fillet &hellip; our host put those on the individual plates before he handed them to Edith. ' ` We thought of that, sir, 'said the inspector , a touch of melancholy in his voice . ` Both were brought in from the garden -- home grown -- and never left the kitchen until Cook **gave them to Edith** for the table.'

#### 4.1.3.4 The position of pronominal $O_i/O_{prep}$ and substantival $O_d$

As noted in section 2.4.4, when  $O_d$  is realized by a noun and  $O_i/O_{prep}$  by a pronoun, the two most common orderings are  $SVO_iO_d$  and  $SVO_dO_{prep}$ . It was stated that the other two possible patterns [ $SVO_dO_i$ ,  $SVO_{prep}O_d$ ] appear to be rather rare and restricted to northern England. However, in our corpus there occurs one instance of  $SVO_{prep}O_d$  pattern (1.6%); otherwise our findings indicate that with *give* by far the most common ordering is  $SVO_iO_d$  (98.4%).

**Table 10: The position of pronominal  $O_i/O_{prep}$  and substantival  $O_d$  and the context dependence / independence of the information conveyed by the objects (*give*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	60 (98.4%)	60(100%)	0	0	0
$SVO_{prep}O_d$	1 (1.6%)	1	0	0	0
<b>Total</b>	<b>61 (100%)</b>	<b>61 (100%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>

##### 1. $SVO_iO_d$

As for the context-dependence / independence of the objects in the  $SVO_iO_d$  pattern, in all 60 instances (Gi69-128)  $O_i$  conveys context-dependent and  $O_d$  context-independent information. As regards the type of pronoun realizing  $O_i$  in 24 instances it is a personal pronoun (ex 41) and in one instance the  $O_i$  is realized by a reciprocal pronoun (ex 42). Hence we can say that the ordering of objects coincides with both the principle of end-focus and the principle of end-weight:

(41) Gi69 They can't **give you a purpose or meaning in life**.

(42) Gi80 Parisian cultural life between the wars was close-knit; writers and artists **gave each other mutual support**.

##### 2. $SVO_{prep}O_d$

Let us now proceed to the only instance of the prepositional pattern  $SVO_{prep}O_d$  (ex 43). As far as the language variety is concerned, ex 43 exemplifies archaic/religious English, which might explain this otherwise unusual ordering, i.e.  $O_{prep}$  precedes  $O_d$ . The  $O_{prep}$  *ourselves* is context-dependent (it is anaphorically related to *we, the people of Eire*), and the preposition *to* is probably used here as a clearer marker of the syntactic function and semantic role of the  $O_{prep}$  (viz. recipient) (cf. Biber et al. 1999: 928). The  $O_d$  *this Constitution*, on the

other hand, conveys context-independent information, because the demonstrative pronoun *this* refers cataphorically forwards to the commentary of the content of the constitution. Thus,  $O_d$  functions as the rheme:

(43) Gi129 The 1922 constitution approved by Britain was considered a model of libertarian democracy. The preamble of the new constitution of 1937 proclaims: In the Name of the Most Holy Trinity &hellip; We, the people of Eire , Humbly acknowledging all our obligations to our Divine Lord, Jesus Christ, Who sustained our fathers through centuries of trial, Gratefully remembering their heroic struggle to regain the rightful independence of our Nation &hellip; Do hereby adopt, enact, **and give to ourselves this Constitution**. Clearly, the spirit of the laws of this Irish state was to be a religious one and therefore one which would not take account of the then one thousand, and now ten thousand or more of the population in the Southern state who professed no religion . But it was also an explicitly Christian spirit -- unfortunate therefore for the four thousand Jews and for the tiny but now increasing numbers of Hindus, Buddhists, Muslims , and Taoists . The preamble was reinforced by Article 44, paragraph 1: The State acknowledges that the homage of public worship is due to Almighty God. It shall hold His Name in reverence and shall respect and honour religion.

As far as the eventive object construction is concerned, of the 61 instances of pronominal  $O_i/O_{prep}$  and substantival  $O_d$ , we find 13 instances of light *give* + eventive O (Gi72,78,80,81,86,100,103,114-116,119,121,122). Exx 44 and 45 illustrate some of the basic functions of the eventive object construction, viz. it enables to quantify the noun more easily than with the corresponding single-verb expression (ex 44) and they single out an action that receives then the end-focus (ex 45):

(44) Gi100 I **gave them a three-hour lecture on the basic principles of stochastics**, he said.

(45) Gi121 We - we knew Ronny 'd be back soon, it was near the half-hour, so we tidied up and I kissed her and - **gave her a hug** &hellip;

#### 4.1.4 Ditransitive pattern with one participant omitted

Let us now proceed to the ditransitive pattern with one participant omitted (71 instances). Compared with the so far mentioned examples of ditransitive pattern with both realized participants where all three semantic roles are made explicit (i.e. those of  $S, O_i/O_{prep}, O_d$ ), the “incomplete” ditransitive pattern is marked by the omission of one object, typically an indirect object. As pointed out by Mukherjee (2005: 97), “[...], if ditransitivity is regarded as a more or less stable lexicosemantic property of the ditransitive verb, these instances of GIVE should also be taken as examples of ditransitivity.” Mukherjee (ibid.) argues that “GIVE always triggers an event type at a cognitive level which includes three semantic roles – whether or not all semantic roles are explicitised”. To answer the question why the object is so frequently omitted, it is to be assumed that the referent of O need not be explicitly expressed because it is either recoverable from the context (contextual deletion) or because it refers to general human agent (indefinite deletion) (see 2.3.1) or because its “specification is irrelevant in a given context” (ibid.).

Among the 71 instances of omitted O in our corpus, the overwhelming majority of instances (70 instances) represent cases of omitted it is O<sub>i</sub>/O<sub>prep</sub>, while there is only one instance of omitted O<sub>d</sub>. These results are in accordance with the generally accepted assumption that O<sub>d</sub> has a closer relation to the verb than O<sub>i</sub>; thus, as a consequence, O<sub>i</sub> is more easily deletable (see 2.3.2).

#### i. SVO<sub>d</sub> (omission of O<sub>i</sub>/O<sub>prep</sub>)

Among the 70 instances of omitted O<sub>i</sub>/O<sub>prep</sub>, O<sub>d</sub> is in most cases realized by a noun; there is one instance of O<sub>d</sub> realized by a pronoun (Gi199). An examination of the omission of O<sub>i</sub> revealed 46 instances (Gi 133-136,138-147,149,153,154,157,165-173,175,176,181,183-198) of contextual deletion (ex 46) and 24 instances (Gi 130-132,137,148,150-152,155,156,158-164,174,177-180,182,199) of indefinite deletion (ex 47):

(46) Gi138 But this is not tax-effective and ACET will not benefit from the additional 33.3% increase in value. You can use the GIFT AID scheme if you wish to **give another £600 or more**.

(47) Gi150 While this first chapter has outlined what that criticism is, the next **gives sketches of half a dozen critical types**.

In several other cases (e.g. *give a performance, a lecture, give classes*), O<sub>i</sub> is omitted because the lexical item functioning as O<sub>d</sub> always imply some kind of recipient, viz *audience/students* (exx 48,49,50) This has been pointed out by Mukherjee (2005: 107) who notes that specific words may operate as “lexical pointers to specific patterns”. In other words, if O<sub>d</sub> is realized by certain lexical items that imply audience or a recipient of whatever kind, O<sub>i</sub> is often omitted:

(48) Gi174 Don't worry about going out there to **give the greatest performance of any particular speech** and then come away depressed because you know you've done it badly.

(49) Gi195 I'm upset, as you put it, because you didn't even have the courtesy to warn me that I might not be **giving a lecture** that 's due in eight days ' time.

(50) Gi198 In his speech, Charles praised my 'sterling contribution' to the school and shortly after it Paul came up to me and made the touching suggestion that I should **give some classes** in the summer term -- if I was still free.

Let us briefly comment upon the semantic roles of O<sub>d</sub> and the omitted O<sub>i</sub>/O<sub>prep</sub>. Among the 70 instances of omitted O<sub>i</sub> we find 37 instances of the basic ditransitive semantic pattern (O<sub>i</sub> – recipient, O<sub>d</sub> – patient) (ex 46) and 33 instances of eventive object construction (O<sub>i</sub> – affected, O<sub>d</sub> – eventive) (ex 48), which proves that the eventive object construction is nearly as frequent as the ditransitive construction with semantic roles that are traditionally regarded

as basic. Huddleston & Pullum (2002: 312) point out that it is impossible to omit  $O_i$  in the eventive object construction. Nevertheless, our results indicate the omission of  $O_i$  in eventive object constructions is rather common.

It should not go unmentioned why the speaker in fact selects the eventive object construction when there exists a corresponding single-verb expression. The main reasons are FSP (i.e. it enables to put focal emphasis on the action noun) and the greater syntactic flexibility of the eventive object construction (i.e. it is used when we need to add modifiers, determiners and quantifiers to the noun) (exx 51 and 52). In other cases, the eventive object construction seems to be motivated syntactically (see Dušková 1988: 420), i.e. it is used when the corresponding verb cannot be used without O (e.g. *support* in exx 53 and 54). (for detailed discussion of the functions of eventive object construction see 4.1.1):

(51) Gi146 At a recent meeting in London on human rights in Sri Lanka , MP Fernando Pulle Jeyaraj **gave a graphic description of the torture and detention houses** in which JVP `suspects` are held by the security forces. `

(52) Gi179 While the gravity falls during the fermentation process, the OG does **give a useful indication of the strength of beer.**

(53) Gi142 If there is to be an effective Christian response to AIDS we need to support organisations like ACET who are in the front line **giving practical care and support.**

→ ... \*practically caring and supporting

(54) Gi153 But you may not actually learn much, simply because the main object of the group will not be to help you but to get on and do the play, relying on the skills available and hoping that the audience will **give adequate support.**

→ ... \*support adequately

## ii. $SVO_{prep}$ (omission of $O_d$ )

Turning now our attention to the sole instance of omitted  $O_d$  (ex 55), we see that under specific circumstances *give* allows omission of  $O_d$ , although it is not traditionally regarded as a verb allowing omission of either object.<sup>55</sup> In ex 55 the omitted  $O_d$  refers to *money / donation* and is a clear example of contextual object omission. A similar example is provided also in OALD (654) *They both gave regularly to charity.* Thus *give* seems to allow omission of  $O_d$  when it has a beneficiary meaning, i.e. “to give something (e.g. money, clothes) to help other people”

(55) Gi200 But, unless you are considering a particularly large donation, it is unlikely that you would need to include any complicated form of wording. The Inland Revenue will not accept `escape` conditions which would effectively enable you to terminate the covenant of your own volition. GIFT AID GIFT AID GIVING TO ACET BY GIFT AID This leaflet tries to answer some of the questions you might have on **giving to ACET** through the Gift Aid scheme.

---

<sup>55</sup> Typical verbs with which either  $O_i$  or  $O_d$  or both objects can be omitted are e.g. *refuse, show, teach, tell* (see section 2.3.2).

## 4.2 LEND

Proceeding to the verb *lend*, let us first comment on the various meanings of ditransitive *lend* found in our corpus, all of which have been included into the present analysis, since with the following meanings *lend* allows both object orderings (SVO<sub>i</sub>O<sub>d</sub>/SVOO<sub>prep</sub>) (the various meanings and examples of *lend* are adapted from *OALD*: 879):

1. the basic meaning: “to give something to somebody or allow them to use something that belongs to you, which they have to return to you later”: *I’ve lent a car to a friend.*
2. “(of a bank or financial situation) to give money to sb on condition that they pay it back over a period of time and pay interest on it”
3. “(formal) give a particular quality to a person or a situation”: *The setting sun lent an air of melancholy to the scene. Her presence lent the occasion a certain dignity.*
4. “to give or provide help, support, etc.”: *He came along to lend me moral support.*

Examples that have been excluded, on the other hand, are typically idiomatic expressions, e.g. “to lend weight to sth” (ex 56) and reflexive uses of *lend* (ex 57). It should be noted that *lend* in the reflexive use (*lend* + *-self* (reflexive pronoun) + *to* N) has an entirely different meaning from the basic meaning of *lend*, namely “to be suitable for sth” and therefore it can also be regarded as a kind of idiomatic unit. The examples of this type have been discarded from the analysis because the order of the two objects is fixed:

(56) Both Sebokeng inquiries exposed a pattern of unlawful behaviour by members of the security forces and **lend weight to allegations of unprovoked use of lethal force** by security forces, like in Daveytown on 24 March when 12 members of the ANC were shot dead by the police. [A03,919]

(57) Metal **lends itself to a wider range of decorative techniques** than most other materials because of its physical properties, particularly its ductility, which allows it to be twisted into wire or inlaid with other metals and even other materials such as gemstones. [AC9,257]

If, however, the idiomatic expressions allow both prepositional and non-prepositional object ordering, then they have been included into the present analysis. This concerns the following two expressions: *lend an ear*<sup>56</sup>, *lend a hand*.

(58) Le69 We knew that we should have to find this for ourselves, as the Billeting Office would not be prepared to move us again, nor **lend a very sympathetic ear to our complaints**.

---

<sup>56</sup> Note that *lend an ear* is very rare in the non-prepositional pattern; in BNC there is only one such occurrence: *Would it help if I go and lend him a sympathetic ear?* [HR4,1134]



#### 4.2.1 Eventive object construction with ‘light’ *lend*

Although *lend* is not traditionally regarded as a ‘light’ verb (for definition of ‘light’ verbs see section 4.1.1), interestingly, the present analysis shows that *lend* – like *give* – can be used as a light verb and relatively frequently occurs in this function, i.e. the verb contributes little to the meaning of the predication, the meaning being carried by the noun in O<sub>d</sub> position (eventive O): in our corpus of two hundred instances, in 37 instances (18.5%) of *lend* the verb is used as a semantically ‘light verb’, O<sub>d</sub> having the function of eventive object and O<sub>i</sub>/O<sub>prep</sub> being mostly affected. Note that in the eventive object constructions *lend* can be very often replaced by the light *give*.

The following lexical bases of the nouns realizing the O<sub>d</sub> in the eventive object constructions are found in our corpus:

- **Conversion** – the following nouns realizing the O<sub>d</sub> are deverbal; they have entered the word class of nouns via conversion, i.e. their form is identical with the original verb: (*lend*) *favour, support, twist*. *Support* is by far the most frequent lexical item used in the eventive object construction. There are altogether 14 occurrences of light *lend* + *support* in our corpus:

(59) Le73 A closer look at the bourgeoisie , in terms of their social background , relationships with other classes and political opinions, **lends support to the argument that**, in practice, **they are not the class that is going to bring about radical change.**

- **Derivation** - the following nouns realizing the O<sub>d</sub> are derived either from verbs or adjectives by affixation:

- deverbal nouns: (*lend*) / *enchantment* / *encouragement* / *justification* / *meaning* / *significance* / *substance* / *understanding*

(60) Le52 After the Nobel announcement, Novy Mir 's letter of rejection of two years before was hastily published to **lend justification to Pasternak's expulsion from the writers ' union as a traitor.**

- deadjectival nouns (ex): (*lend*) *credence* / *credibility* / *elegance* / *legitimacy* / *stability*

(61) Le79 Ironically, this intervention was felt to be unhelpful to the Prime Minister because it seemed to **lend legitimacy to the possibility of a contest** in the autumn.

- In two cases the noun realizing the eventive object is not derived from a verb: (*lend*) *courage* / *sheen*:

(62) Le123 DRINKING is no newer a theme than the quest for truth or the pursuit of friendship , but the startling originality of Stephen Amidon's Thirst at least **lends it a fresh sheen.**

#### 4.2.2 Frequency of *LEND* -patterns

Table 11 shows the variety of syntactic patterns in which the ditransitive verb *lend* occurs:

**Table 11: The overall frequency of *LEND* –patterns**

Ditransitive pattern:	Total	%
<b>I. with both realized participants</b>	<b>147</b>	<b>73.5%</b>
SVO <sub>i</sub> O <sub>d</sub>	71	35.5%
SVO <sub>d</sub> O <sub>prep</sub>	73	36.5%
SVO <sub>prep</sub> O <sub>d</sub>	3	1.5%
<b>II. with one participant omitted</b>	<b>47</b>	<b>23.5%</b>
SVO <sub>d</sub>	35	17.5%
SVO <sub>prep</sub>	12	6%
<b>III. with both participants omitted</b>	<b>6</b>	<b>3%</b>
SV	6	3%
<b>Total</b>	<b>200</b>	<b>100%</b>

The ditransitive pattern with both realized participants occurs in 147 examples (73.5%), the ditransitive pattern with one participant omitted is found with 47 instances (23.5%) and there are even 6 instances of *lend* with both participants omitted (3%), which must still be considered as examples of ditransitive pattern. As regards the ditransitive pattern with both realized participants, the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub> appears to be slightly more frequent (36.5%) than the non-prepositional pattern SVO<sub>i</sub>O<sub>d</sub> (35.5%). The prepositional pattern SVO<sub>prep</sub>O<sub>d</sub> is represented by three instances (1.5%). As for the 47 instances of the ditransitive pattern with one participant omitted, there are 35 instances of omitted O<sub>i</sub>/O<sub>prep</sub> (SVO<sub>d</sub>) (17.5%) and 12 instances of *lend* with omitted O<sub>d</sub> (SVO<sub>prep</sub>) (6%).

#### 4.2.3 Ditransitive pattern with both realized participants

Table 12 illustrates the different types of realization and their frequency:

**Table 12: Realization of the two objects (*lend*)**

Realization	Total	%
noun (O <sub>i</sub> /O <sub>prep</sub> ) + noun (O <sub>d</sub> )	90	61.2%
pronoun (O <sub>i</sub> /O <sub>prep</sub> ) + pronoun (O <sub>d</sub> )	5	3.4%
noun (O <sub>i</sub> /O <sub>prep</sub> ) + pronoun (O <sub>d</sub> )	3	2.1%
pronoun (O <sub>i</sub> /O <sub>prep</sub> ) + noun (O <sub>d</sub> )	49	33.3%
<b>Total</b>	<b>147</b>	<b>100%</b>

#### 4.2.3.1 The position of $O_i/O_{prep}$ and $O_d$ realized by nouns

As follows from Table 13, when both  $O_i/O_{prep}$  and  $O_d$  are realized by nouns, the prepositional pattern  $SVO_dO_{prep}$  (74.5%) is by far the most frequent pattern. It is more than three times more common than the non-prepositional pattern  $SVO_iO_d$  (23.5%) and there are only two instances of the prepositional pattern  $SVO_{prep}O_d$  (2.2%)

**Table 13: The position of  $O_i/O_{prep}$  and  $O_d$  realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (*lend*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	21 (23.3%)	15 (93.7%)	0	6 (9.1%)	0
$SVO_dO_{prep}$	67 (74.5 %)	0	0	59 (89.4%)	8 (100%)
$SVO_{prep}O_d$	2 (2.2%)	1 (6.3%)	0	1 (1.5%)	0
<b>Total</b>	<b>90 (100%)</b>	<b>16 (19.4%)</b>	<b>0 (0%)</b>	<b>66 (75%)</b>	<b>8 (5.6%)</b>

#### 1. $SVO_iO_d$

As for the context-dependence / independence of the objects in the  $SVO_iO_d$  pattern, in all cases the ordering of objects is in accordance with the principle of end-focus:

- i. In 15 instances (Le01,02,04,07-13,15,16,19-21)  $O_i$  conveys context-dependent and  $O_d$  context-independent information. Thus,  $O_d$  functions as the rheme proper or a component of the rheme. The context-dependence is signalled either by an anaphoric definite article (ex 63) or by a proper noun that has been mentioned in the immediately preceding context (ex 64):

(63) Le08 Without chapter 11, if a firm were shut down and its assets sold off, the spoils would go first to senior creditors - banks and others that had **lent the firm money**.

(64) Le07 Basically, Mr Porceddu intends to jail every troublemaker in sight - a minimum of two days for offensive drunkenness, automatic detention until at least the first round is over for anything more serious. Scotland Yard is **lending Mr Porceddu 10 officers** to help him to keep tabs on the 100 ooligans whose names have flashed up on Fifa's ticket computer.

- ii. In 6 cases (Le03,05,06,14,17,18) both objects are context-independent. Thus,  $O_i$  functions as a component of the rheme and  $O_d$  as the rheme proper (ex 65):

(65) Le06 The policy unit will also discuss an alternative London School of Economics private sector scheme under which the financial institutions, rather than the Treasury, would **lend students money**, with repayments collected through National Insurance contributions.

## 2. SVO<sub>d</sub>O<sub>prep</sub>

Turning now to the 67 instances of the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub>, we find that in the overwhelming majority of cases (59 instances) the ordering of objects is in accordance with the basic distribution of CD, while the remaining 8 cases display the opposite distribution of CD:

- i. in 59 examples both objects convey context-independent information (Le23-29,31-37,39-43,45-54,56-67,69-77,79-82), thus O<sub>d</sub> functioning as a component of the rheme and O<sub>prep</sub> as the rheme proper (exx 66, 67, 68). In most cases the principle of end-focus coincides with the principle of end-weight (exx 67, 68), since O<sub>prep</sub> – being typically postmodified - is considerably heavier than O<sub>d</sub>:

(66) Le88 The Mortgage Corporation has **lent over £3 billion to over 55,000 mortgage customers** since they opened for business in 1986.

(67) Le28 EC keen to reward East Bloc reform From DAVID USBORNE in Luxembourg FOREIGN ministers of the European Community **lent enthusiastic support yesterday to a Commission plan to give Poland and Hungary food and financial aid worth \$215m** (£140m), together with loans worth up to £700m.

(68) Le34 Foreign relief organizations and subsequent students of their work have tended to exaggerate this dichotomy with regard to the Famine, but internal Soviet sources **lend credence to the view that the sudden withdrawal of many kinds of domestic relief was premature.**

Note that in two cases (exx 67, 69) there is a further adverbial element inserted between O<sub>d</sub> and O<sub>prep</sub>. The question to be answered is whether the insertion of a further adverbial element will occur with other ditransitive verbs as well and thus, whether it could be considered as another potential factor determining the object ordering. It seems that the prepositional pattern allows the insertion of a further element more frequently than the nonprepositional pattern.

(69) Le67 But global expansion has been an expensive objective for banks: they **lent vast sums on poor terms to borrowers** who could shop around for money, starting in Japan.

- ii. 8 examples (Le22,30,38,44,55,68,78,83) display the opposite distribution of CD, i.e. O<sub>d</sub> conveys context-independent (and thus functions as the rheme) and O<sub>prep</sub> context-dependent information (exx 70 and 71). Hence, in these examples we observe deviation from the linear arrangement, since the objects are not ordered according to the basic distribution of CD. The question is why it is so. One possible explanation of this ordering is that English grammatical word order seems to be so strong that it overrides the principle

of end-focus. Another potential factor is that the referent of the prepositional object is in all cases inanimate, which seems to limit its use in the non-prepositional pattern<sup>57</sup>.

(70) Le68 Their publication coincided with the Red Anchor period of the Chelsea porcelain factory in the mid 1750s, when many beautiful floral paintings decorated plates and other pieces. These came to be known as 'Hans Sloane plants', although he died before their reproduction. The use of his name and his connection with the area, particularly with the Physic Garden and also his reputation abroad, **lent an air of authority to these pieces of china** -- as no doubt Mr Sprimont, the astute manager of the factory appreciated.

(71) Le78 This is an idea which has fascinated spinners. Girls have been seen in Italy, spinning with spindles over a balcony, while their sisters sat knitting below, which lends support to such a theory. There is also a picture (Church and School of the Carita) by Canaletto in the National Gallery, London, of a woman on a balcony with a distaff and spun thread in her hand, which **lends further credence to the idea**.

### 3. SVO<sub>prep</sub>O<sub>d</sub>

As for the two instances of the SVO<sub>prep</sub>O<sub>d</sub> pattern, in one case both objects convey context-independent information, thus O<sub>d</sub> functioning as the rheme proper (ex 72) and in the other case O<sub>prep</sub> conveys context-dependent information and O<sub>d</sub> context-independent information (ex 73). Since the same distribution of CD could also be achieved by SVO<sub>i</sub>O<sub>d</sub> ordering, the preposition *to* probably serves in both cases as a clearer marker of the syntactic relationship.

(72) Le89 They **lend to an airport lounge the look of a grotesque, sprawling creche peopled by monster babies**.

(73) Le90 Election '92 : Vengeful undertaker waiting in the wings Godfrey Barker on the man who may succeed Kinnock if Labour lose By GODFREY BARKER GORDON BROWN , the heir presumptive to Neil Kinnock in the event of disaster next Friday , is heir also to John Knox . A son of the manse, he **lends to Labour the dark Church of Scotland tones** that can make the recession sound as bleak as the wind that whips off the Firth of Forth in midwinter. `

As regards the eventive object construction, we find that of the 90 instances of both objects being realized by nouns, there are altogether 26 instances of the eventive object construction, all of which occur in the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub> (Le27-29,31-36,41,42,50,52-54,56,57,72-75,77-81-84). Thus, our findings reveal that the eventive object construction is in fact relatively common in the prepositional pattern. Let us briefly mention again what makes the speaker choose the eventive object construction, if there exists a corresponding single verb construction. Surprisingly, it is not the FSP (because the same

---

<sup>57</sup> Note, however, that inanimate O<sub>i</sub> is not entirely impossible even in the SVO<sub>i</sub>O<sub>d</sub> pattern (see below).

distribution of CD would be achieved by the corresponding verbal construction, but rather the greater syntactic flexibility of the eventive object construction, as the eventive O allows more easily modification (exx 67 and 74):

(74) Le56 North **lent a good deal of encouragement to Thomas Dowling**, ' the priest for the contras ', who was called in by Calero to say Mass in the camps in Honduras.  
→ ... to encourage Thomas Dowling.

To conclude this section, it is worth commenting upon the animacy/inanimacy of  $O_i/O_{prep}$ . Of the 90 instances of both objects realized by nouns we find that  $O_i/O_{prep}$  refers to an inanimate entity in more than a half (54 instances). The inanimate  $O_i/O_{prep}$  occurs most frequently in the  $SVO_dO_{prep}$  pattern (47 instances: Le22,24,26-36,38,40-42,50,52-55,57-60,62-64,68,69,71-85,87) (ex 75), while there are only 6 instances of inanimate  $O_i/O_{prep}$  in the  $SVO_iO_d$  pattern (Le02,14,16,18,20,21) (ex 76) and 1 instance in the  $SVO_{prep}O_d$  pattern (ex 72). It should be mentioned that the inanimate  $O_i/O_{prep}$  cannot occur with the more basic and literal meaning of *lend*; it usually occurs with the 3<sup>rd</sup> and 4<sup>th</sup> meaning of *lend*, typically in the eventive object construction (see above: analysis of various meanings of *lend*). Thus, our results again prove that  $O_i/O_{prep}$  in eventive object constructions is not restricted only to animate  $O_i/O_{prep}$  (similarly to the findings in the case of *give*):

(75) Le75 The findings of a major study in Sheffield between 1976 and 1978 **lent `no support to the view** that formal action encourages parents to ensure that their children attend more regularly in the future'.

(76) Le02 Behind it all was the hand of Nelson Mandela, which may **lend the event much significance** should it turn out that President FW de Klerk is serious about negotiating with black leaders.

### 4.2.3.2 The position of both $O_i/O_{prep}$ and $O_d$ realized by pronouns

There are altogether 5 instances of *lend* (Le91-95) where both objects are realized by pronouns (see Table 14). In four cases the objects display  $SVO_iO_d$  pattern; there is only one instance of the prepositional pattern  $SVO_dO_{prep}$ . Since both objects convey context-dependent information, the verb is in all five cases the element that functions as the rheme.

**Table 14: The position of both  $O_i/O_{prep}$  and  $O_d$  realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (*lend*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	4 (20%)	0	4 (20%)	0	0
$SVO_dO_{prep}$	1 (80%)	0	1 (80%)	0	0
<b>Total</b>	<b>5 (100%)</b>	<b>0 (0%)</b>	<b>5 (100%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>

#### 1. $SVO_iO_d$

As for the realization of the objects,  $O_i$  is in all cases realized by a personal pronoun, while  $O_d$  is realized by an indefinite pronoun *one* (ex 77), by a demonstrative pronoun *this* (ex 78) or by an indefinite pronoun *some* (ex 79).

(77) Le92 Dot didn't have a milk-mug but the teacher **lent her one**.

(78) Le93 When he was satisfied that the blade was true, he held up his left arm, pinching the tip of his nose between thumb and forefinger, and with the other hand began to shave his lathered upper lip . Curling his toes in a vain attempt to frustrate the inhospitable lino, Mungo watched, fascinated. Soon the old man became aware of his presence, turned, and winked. ` I'll not be long, lad, ' he said. Then, offering the razor: 'I'll **lend you this** if you want. '

(79) Le94 ` I was wondering, that money you collected &hellip; ' Jackie looked at her warily. ` That's for emergencies.' `I've got an emergency at home.' ` What about the extra Biff gave you ? ' `There 's never enough. ' She waited, measuring him with her eyes . He looked at his feet. ` Union funds. For the workers. ' `All right , I 'll join the union. If you **lend me some** to tide me over.

#### 2. $SVO_dO_{prep}$

In the sole case of prepositional pattern, both objects are realized by personal (anaphoric) pronouns:

(80) Le 95 Gareth's appearance surprised everyone, especially Tremayne : he made a bravado entrance to cover shyness in a dinner jacket no one knew he had , and he looked neat , personable and much older than fifteen . ` Where did you get that ? ' his father asked , marvelling . ` Picked it off a raspberry bush. ' He smiled widely. ` Well, actually, Sam said I was the same height as him now and he happened to have two. So he's **lent it to me**. OK? '

### 4.2.3.3 The position of substantival $O_i/O_{prep}$ and pronominal $O_d$

When  $O_i/O_{prep}$  is realized by a noun and  $O_d$  by a pronoun, all three examples in our corpus occur in  $SVO_dO_{prep}$  pattern, which is probably the only possible ordering with this kind of realization (see Quirk et al. 1985: 1396).

**Table 15: The position of substantival  $O_i/O_{prep}$  and pronominal  $O_d$ ; the context-dependence / independence of the information conveyed by the objects and their FSP function (*lend*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	0	0	0	0	0
$SVO_dO_{prep}$	3 (100%)	3 (100%)	0	0	0
<b>Total</b>	<b>3(100%)</b>	<b>3 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>

As regards the FSP function, in all cases the ordering of objects corresponds to the basic distribution of CD, since  $O_d$  (realized by a personal pronoun) conveys context-dependent information and  $O_{prep}$  conveys context-independent information. Thus, the context-independent  $O_{prep}$  functions as the rheme. Note that in ex 82 the construction *lent him to a forester* has been mentioned in the immediately preceding context. Nevertheless in our example it is presented as new information (the speaker is explaining Jos's family background) and therefore it has been classified as a context-independent element:

(81) Le97 Instead of putting their money into business, people **lent it to the government** in the hope that ERNIE (the nickname of the Electronic Random Number Indicator) would select their number for the top prize "(then) of a modest £1,000.

(82) Le98 'Jos used to work in the forest. He was lent to a forester when he was a child.' 'Lent ?' Emily nodded. ' His parents were too poor to keep him so they **lent him to a forester**.



#### 4.2.3.4 The position of pronominal $O_i/O_{prep}$ and substantival $O_d$

When the recipient is realized by a pronoun and the patient by a noun, by far the most common pattern is  $SVO_iO_d$  (see Table 16), which accounts for 94%.

**Table 16: The position of pronominal  $O_i/O_{prep}$  and substantival  $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (*lend*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	46 (94%)	43 (97.7%)	3 (100%)	0	0
$SVO_dO_{prep}$	2 (4%)	0	0	0	2 (100%)
$SVO_{prep}O_d$	1 (2%)	1 (2.3%)	0	0	0
<b>Total</b>	<b>49 (100%)</b>	<b>44 (89.8%)</b>	<b>3 (6.1%)</b>	<b>0 (0%)</b>	<b>2 (4.1%)</b>

#### 1. $SVO_iO_d$

- i. Since in 43 instances (Le99-102,104-107,109-114,116-144)  $O_i$  is realized by a pronoun conveying context-dependent information and  $O_d$  by a noun conveying context-independent information, the ordering of objects is in accordance with both the principle of end-focus and with the principle of end-weight (ex 83):

(83) Le107 If you're able to **lend us the entire amount of your covenanted donation** at the outset ( e.g. £100 if you decide to covenant £25 a year ) we can invest your contribution as a lump sum and earn extra interest over the years and still reclaim the tax .

- ii. In 3 instances (Le103,108,115) both  $O_i$  and  $O_d$  convey context-dependent information, the only rhematic element being the verb (exx 84 and 85 ). As regards the actual FSP function of the two objects, it can be concluded that  $O_i$  being realized by a personal pronoun performs the function of the theme proper and  $O_d$  being realized by a noun performs the function of the diatheme. Thus, we can see that the realization form indicates the FSP functions of the objects within the thematic section and has an impact on the object ordering.

(84) Le108 The crunch came when my bank asked for my credit card back and demanded I pay off the overdraft at once. I had to ask Mum to **lend me the money** - it was the most humiliating moment of my life.

(85) Le115 I suppose you're going to give me one of those American colour tests next. I know all about those. My son gave me one of them years ago. He was going out with a silly cow of an art student and she **lent him the book**.

The following two examples are worth mentioning (ex 86). They illustrate that two sentences of a very similar structure may differ in context-dependence / independence. It is an example of a dialogue and the second sentence immediately follows the first as an echo-question. Despite nearly identical structure the two sentences differ in context-dependence / independence. We have classified  $O_d$  as context-dependent, as the anaphoric definite article (*the money*) implies known information, although *money* is not mentioned in the immediately preceding context. This demonstrates that the immediately preceding context consisting of seven sentences is not always relevant. But quite obviously, there must have been an episode in the book about „lending money“. The element that functions as the rheme in this sentence is the verb, which is also signalled by the emphatic *do*. The second example (Le104) can be viewed as an echo-question; note, however, the zero article in this case. Therefore, we suppose, in this case *money* is presented as context-independent information, viz. the element that the speaker wants to be the high point of message:

(86) Le103/104 ` You were drunk. ' ` Er &hellip;. ' Herr Nordern fidgeted with his cigar. ` Not actually drunk, Helga. ' ` You were! ' Frau Nordern was contemptuous. ` Lurching about the flat. I heard you.' ` Well, all right. I was - a bit . But that's not it.' ` Not what? ' Frau Nordern turned her face away. ` Don't do that, Helga, ' Herr Nordern said. ` Look at me, please. Thank you. I was worried - let me finish - - Bodo - ' ` Bodo! ' Frau Nordern was withering. ` I thought that he'd have something to do with it.' ` No, it's not what you think - ' ` You don't know what I think.' Frau Nordern struggled with her window. Smoke billowed out and a few snowflakes fluttered into the car. **'You did lend him the money, didn't you? (Le104) Lend him money?'**

## 2. $SVO_dO_{prep}$

The only two cases of the prepositional pattern  $SVO_dO_{prep}$  (ex 87) display deviation from the basic distribution of CD, since  $O_d$  conveys context-independent information, while  $O_{prep}$  context-dependent information. Therefore the context-independent  $O_d$  functions as the rheme:

(87) Le146 The Times hypothesised in the course of the election campaign that it was leaders who lost elections, not challengers who won them. The circumstances which led to the inconclusive ballot result **lend some credence to this.**

## 3. $SVO_{prep}O_d$

In the only case of the prepositional pattern  $SVO_{prep}O_d$   $O_{prep}$  conveys context-dependent information and  $O_d$  context-independent information (ex 88). Since the same distribution of CD could also be achieved by  $SVO_iO_d$  ordering, the preposition *to* probably serves here again as a clearer marker of the syntactic relationship.

(88) Le147 This book shows something of what has emerged out of religious interpretations of death, not as a history of death but as an indication of what lies at the root of the major religious traditions, **lending to each its characteristic style**.

As far as the eventive object construction is concerned, of the 49 instances of pronominal  $O_i/O_{prep}$  and substantival  $O_d$ , we find 3 instances of light *lend* + eventive O in  $SVO_iO_d$  pattern (Le123,134,140) (ex 89) and 1 instance in  $SVO_dO_{prep}$  pattern (ex 87):

(89) Le140 A very small pocket penknife (with hoof-pick and corkscrew) hadn't been **lending me much courage**.

As for the insertion of a further adverbial, we find one instance of an inserted adverbial, namely an adjunct of accompanying circumstances, inserted between  $O_i$  and  $O_d$ :

(90) Le110 For my twentieth century British Design retrospective exhibition, he **lent me**, with a good deal of fussing and commotion, **his last remaining 'Heartsease' cup and saucer**, a Wedgwood design of the early 1950s.

In seven instances of (Le99,111,113,117,123,137,140) we find causative meaning of the ditransitive construction, all of which could be classified as eventive object constructions (for causative meaning of *give*, section 4.3.). They can all be paraphrased by the periphrastic verb *make*+ sth/s.o. + adjective/verb (exx 91 and 92) and it is worth mentioning that the noun realizing  $O_d$  is typically deadjectival:

(91) Le111 Lord Justice McCowan said he found it quite impossible to hold that Mr Hurd's political judgment - that the appearance of terrorists on programmes increased their standing and **lent them political legitimacy** - was one that no reasonable home secretary could make.  
→... and made them politically legitimate...

(92) Le113 There is no doubt that my masters often **lent me dignity and subtlety** altogether beyond my needs.  
→... made me feel dignified and subtle

#### 4.2.4 Ditransitive pattern with one participant omitted

Within the incomplete ditransitive pattern with one participant omitted (47 instances), two different syntactic patterns are found, namely  $SVO_d$  and  $SVO_{prep}$ :

### i. SVO<sub>d</sub> (omission of O<sub>i</sub>/O<sub>prep</sub>)

Most typically, the O<sub>i</sub>/O<sub>prep</sub> is omitted (35 instances). As for the type of omission, there are 28 instances of contextual deletion (Le148,149,151-155,157,159,160,162,163,165-169,171-173,175-182) (ex 93) and 7 instances of indefinite deletion (Le150,156,158,161,164,170,174) (ex 94). In 32 cases O<sub>prep</sub> is realized by a noun (exx 93 and 94) and in 3 cases by a pronoun (ex 95)

(93) Le 176 This may simply be a matter of explaining once again the implications of the diseases in terms of any personal relationships, giving advice about contraceptive clinics, or just **lending a sympathetic ear** while the patient unburdens his or her problems.

(94) Le158 A credit crunch is the name economists give to a sudden reluctance among banks to **lend money**.

(95) Le 181 When the colony ran short of horses, the manager of the Economic Section of Rabkrin offered to **lend some** in exchange for wheels and wheat.

Of the 35 instances of omitted O<sub>i</sub>/O<sub>prep</sub> we find 6 instances of eventive object construction (Le149,154,163,168,175,178) (ex 96):

(96) Le178 I suppose the early days were more exciting to write about, distance **lends enchantment** and when you're younger, things have more impact on your life, ' he told the NME in September 1988.

### ii. SVO<sub>prep</sub> (omission of O<sub>d</sub>)

O<sub>d</sub> is omitted in 12 instances and it should be noted that in all instances of omitted O<sub>d</sub> *lend* has the meaning “to lend money to sb” (see meaning 2. above). Due to the semantics of this particular use of the verb, O<sub>d</sub> is clearly implied (*money*). It seems that O<sub>d</sub> can be omitted only when it refers to *money*. In 10 cases O<sub>prep</sub> is realized by a noun (ex 97) and in two cases by a pronoun (ex 98):

(97) Le186 In effect, they oblige the Bank **to lend to governments**.

(98) Le194 Mr Afman was unwilling to **lend to him**.

### 4.2.5 Ditransitive pattern with both participants omitted

Quite surprisingly, with *lend* even both objects (O<sub>d</sub> and O<sub>i</sub>/O<sub>prep</sub>) can be omitted, the syntactic pattern being SV (6 instances = 3%). As with the above mentioned pattern SVO<sub>prep</sub>, *lend* allows the omission of both patient and recipient only in the meaning “to lend money to sb”. Despite the omissibility of both objects the verb *lend* is to be regarded as ditransitive, since semantically *lend* requires three participants (agent, patient and recipient). In ex 99 both objects are implied, viz. patient (*money*) and recipient (general human agent):

(99) Le197 When times are good, ever-optimistic bankers still **lend**; in hard times, mysterious accounts add to creditors' suspicions.

### 4.3 SEND

Let us start the discussion of the verb *send* by commenting on the instances that had to be excluded from the corpus analysis. First, we excluded examples of *send* followed by a direct object and an adverbial of place (realized by a prepositional phrase with *to*), the structure of which resembles the ditransitive pattern  $SVO_dO_{prep}$ :

(100) It is therefore difficult for him to appreciate the general view of the Service, that, on his return&hellip; he must re-establish his professional standing, even though a few years earlier the Service had **sent him to University** because he had proved himself to be a good , practical policeman .  
[AOK,377]

It should be pointed out that in some instances of *send*, it has not been easy and straightforward to determine whether the element occupying the position of  $O_{prep}$  (and even  $O_i$ ) is an object or an adverbial of place.<sup>58</sup> In the ex 101, we have classified *Kabul* as  $O_i$ , as we regard it as an instance of metonymy, representing ‘people of Kabul’. *Kabul* seems to violate the animacy restriction on the double object construction (see section 2.2.2.2), according to which only animate entities can occur in the non-prepositional pattern. However, the word order here is acceptable, if we accept the metonymic interpretation of *Kabul* (cf. Levin 1993: 48):

(101) Se03 Russians **send Kabul 2,000 supply trucks**.

In several cases (ex 102), the clause element could be considered ambiguous, since it allows both interpretations, i.e. either object or an adverbial of place (realized by a prepositional phrase). The possible ambiguous interpretation is mentioned among others by Biber et al. (1999: 149) who point out some distinguishing characteristics between a prepositional object and an adverbial: e.g. passive paraphrase (only  $O_{prep}$  admits a passive paraphrase), question type ( $O_{prep}$  can be elicited by a question with *What/Who?*, while Adv by a question with *Where?*) etc. On the basis of these tests we have included the following example into ditransitive complementation, viewing also *Poland* as a case of metonymy:

(102) Se22 Last month President George Bush announced that the US was **sending \$100m in food aid to Poland** .

---

<sup>58</sup> This is associated with the fact that with some verbs (e.g. *send*, *throw*) the preposition *to* can mark both a recipient (*I sent some cash to him*) and a locative/spatial goal (*I sent Kim to the back*) (cf. Huddleston & Pullum 2002: 310; Levin (2008: 3). Therefore, on the basis of structural and semantic analogy, some authors (cf. Mukherjee 2005: 182) regard even cases of clear adverbials of place as ditransitive complementation. This is, however, a rather far fetched approach and in our analysis the adverbials of place were excluded.

Next, in those cases where a similar structure occurred repeatedly within one and the same text, we have decided to include only one such example. For instance, *send* occurred several times in sentences of the following structure: *send* in the imperative mood, SVO<sub>d</sub>O<sub>prep</sub> pattern, the preposition *to* followed by a colon, a name of the addressee and mostly followed by other noun phrases that are in appositive or coordinative relationship with the preceding noun phrase. All these sentences represent one structural type and since occurring in the same text, they seem to be register-dependent:

(103) Please **send appeals requesting his immediate and unconditional release to: YUGOSLAVIA Nijazi Beqa: an ethnic Albanian from Kosovo , aged 29** , he is serving a four-year prison sentence in Dubrav prison near Istok. [A03,611]

(104) Please **send courteous letters appealing for his immediate and unconditional release to: MOROCCO Mohamed Abbad: a 37-year-old student and ex-president of the Union Nationale des Etudiants Marocains (UNEM)** . [A03,631]

#### 4.3.1 Frequency of *SEND*-patterns

The frequency of the various patterns of the verb *send* are given in Table 17:

**Table 17: The overall frequency of *SEND*-patterns**

<b>Ditransitive pattern:</b>	<b>Total</b>	<b>%</b>
<b>I. with both realized participants</b>	<b>155</b>	<b>77.5%</b>
SVO <sub>i</sub> O <sub>d</sub>	83	41.5%
SVO <sub>d</sub> O <sub>prep</sub>	71	35.5%
SVO <sub>prep</sub> O <sub>d</sub>	1	0.5%
<b>II. with one participant omitted</b>	<b>45</b>	<b>22.5%</b>
SVO <sub>d</sub>	45	22.5%
<b>Total</b>	<b>200</b>	<b>100%</b>

As follows from the table, the ditransitive pattern with both realized participants occurs in 155 examples (77.5%) and the ditransitive pattern with one participant omitted is found with 45 instances (22.5%) The non-prepositional pattern SVO<sub>i</sub>O<sub>d</sub> appears to be slightly more frequent (41.5%) than the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub> (35.5%) and there is one instance of the prepositional pattern SVO<sub>prep</sub>O<sub>d</sub>. The third type of pattern SVO<sub>d</sub> with omitted O<sub>i</sub> /O<sub>prep</sub> is least frequent (22.5%). However, it is worth noting that the frequency of SVO<sub>d</sub> does not correspond to the results of Biber et al. (1999: 390) who point out that the ditransitive pattern of *send* with recipient omitted (SVO<sub>d</sub>) clearly outnumbers the ditransitive patterns with both realized participants (SVO<sub>i</sub>O<sub>d</sub> and SVO<sub>d</sub>O<sub>prep</sub>). Although they do not provide exact frequencies, the SVO<sub>d</sub> pattern accounts for more than half of all occurrence of *send*. Accordingly, Mukherjee

(2005: 181) notes that the  $SVO_d$  pattern is in fact the default pattern of *send*: “In light of the pattern distribution reported in the *Longman Grammar*, [...], it makes sense to view this pattern as the default pattern of SEND”.

#### 4.3.2 Ditransitive pattern with both realized participants

Table 18 illustrates the different types of realization and their frequency:

**Table 18: Realization of the two objects (*send*)**

Realization	Total	%
noun ( $O_i/O_{prep}$ ) + noun ( $O_d$ )	64	41.3%
pronoun ( $O_i/O_{prep}$ ) + pronoun ( $O_d$ )	6	3.9%
noun ( $O_i/O_{prep}$ ) + pronoun ( $O_d$ )	12	7.7%
pronoun ( $O_i/O_{prep}$ ) + noun ( $O_d$ )	73	47.1%
<b>Total</b>	<b>155</b>	<b>100%</b>

##### 4.3.2.1 The position of $O_i/O_{prep}$ and $O_d$ realized by nouns

Where both objects are realized by nouns, three patterns are found:  $SVO_iO_d$  and  $SVO_dO_{prep}$  and  $SVO_{prep}O_d$ . As follows from Table 19, the prepositional pattern  $SVO_dO_{prep}$  (81.3%) is nearly five times more frequent than the non-prepositional pattern  $SVO_iO_d$  (17.2%). There is one instance of the prepositional pattern  $SVO_{prep}O_d$ .

**Table 19: The position of  $O_i/O_{prep}$  and  $O_d$  realized by nouns; the context-dependence / independence of the information conveyed by the objects and their FSP function (*send*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	11 (17.2%)	7 (46.6%)	0	4 (9.5 %)	0
$SVO_dO_{prep}$	52 (81.3%)	8 (53.4%)	0	37 (88.1%)	7 (100%)
$SVO_{prep}O_d$	1 (1.5%)	0	0	1 (2.4%)	0
<b>Total</b>	<b>64 (100%)</b>	<b>15 (23.4%)</b>	<b>0</b>	<b>42 (65.7%)</b>	<b>7 (10.9%)</b>

## 1. SVO<sub>i</sub>O<sub>d</sub>

In all 11 instances of SVO<sub>i</sub>O<sub>d</sub> pattern the ordering of objects is in accordance with the basic distribution of CD:

- i. in six 7 cases (Se02-04,06-08,11) O<sub>i</sub> is context-dependent and O<sub>d</sub> context-independent, functioning as the rheme:

(105) Se06 A bizarre aspect of the case is that Mr Devaty's 'crimes' include the apparently punishable offence of **sending the authorities papers about their human rights abuses**.

- ii. in 4 cases (Se01,05) both objects are context-independent and O<sub>d</sub> conveys the information towards which the communication is perspectived, i.e. O<sub>i</sub> is a component of the rheme, and O<sub>d</sub> functions as the rheme proper:

(106) Se01 Perelman's **publishers sent Groucho Marx a copy of P's first book soliciting a puff**.

Since in most examples (e.g. exx 105 and 106) O<sub>d</sub> is considerably heavier than O<sub>i</sub>, we can say that the ordering is in accordance with both the principle of end-focus and the principle of end-weight: "Of course, heaviness of the final constituent is symptomatic of its relative newness, so that in most cases end-weight and end-focus come into operation along with each other." (Mukherjee 2005: 184)

## 2. SVO<sub>d</sub>O<sub>prep</sub>

As for the 52 instances of SVO<sub>d</sub>O<sub>prep</sub> pattern, all except for 7 examples display the basic distribution of CD:

- i. in 37 examples both objects convey context-independent information (Se12-15,18-20,22,24,25,28-36,38,40,41,48-50,52-59,61-63). Hence, O<sub>d</sub> functions as a component of the rheme and O<sub>proper</sub> as the rheme proper. In most cases the principle of end-focus coincides with the principle of end-weight (ex 107). However, occasionally the principle of end-focus seems to override the principle of end-weight, as the O<sub>d</sub> is heavier than O<sub>prep</sub> (ex 108).

(107) Se40 Mr Crick has **sent a full account of his involvement to Lt Col William Feder who has made an appeal for information to anyone concerned with the mission**.

(108) Se49 On 21 February 1944, the British **sent a draft agenda of their thinking on civil aviation to the State Department**.

- ii. In 8 instances O<sub>d</sub> conveys context-dependent and O<sub>prep</sub> context-independent information (Se16,17,23,37,44-46,60), hence the principle of end-focus being the major factor in the object ordering. Thus, the linearity serves as an indicator of the more important element in



the communication, in other words it indicates which element conveys the high point of the message, it indicates which element functions as the rheme. In exx 109 and 110 the context-dependent objects are signalled by the anaphoric definite article (*the photocopy*) and repetition (*your record*), respectively:

(109) Se23 The principle indicated in those cases was a long way from the circumstances of the present case and was far from warranting the conclusion that by making a photocopy of a document which in the hands of the maker of the photocopy was not privileged , and then **sending the photocopy to a solicitor** for the purposes of obtaining advice, privilege was thereby cast on the copy sent to the solicitor.

(110) Se45 Send your record to every DJ and radio producer in the country who you think might give it a play, and follow up your mail-out with a phone call. Also, **send your record to journalists** on all of the popular music press and phone them as well.

iii. 7 examples (Se21,26,27,42,43,47,51) display the opposite distribution of CD, i.e.  $O_d$  conveys context-independent (clearly signalled by an indefinite article) and  $O_{prep}$  context-dependent information (exx 111, 112). Thus, in these examples we observe deviation from the linear arrangement, since the objects are not ordered according to the basic distribution of CD ( $O_d$  functioning as the rheme precedes the thematic  $O_{prep}$ ). The question to be answered is why the speaker selects this unusual word order, when it is possible to use the  $SVO_iO_d$  ordering and thus to achieve the basic distribution of CD: e.g. in ex 111 "...for sending its shareholders a 'seriously misleading' circular". It seems that English grammatical word order is so strong that it overrides the principle of end-focus.

(111) Se26 The Takeover Panel yesterday rapped Meat Trade Suppliers , the Smithfield sausage casings company, and its financial advisers Lloyds Merchant Bank, for **sending a 'seriously misleading' circular to its shareholders** , writes Alexandra Jackson.

(112) Se42 When Frank heard that Michael thought of going in for the prize on this set book he was indignant and **sent a message to Michael** , ' Who in his senses would read a book by a bishop ? '

In four cases of the prepositional pattern (Se16,22,34,37), a further adverbial element is inserted between  $O_d$  and  $O_{prep}$ . In ex 113 there are even two adverbial elements inserted, i.e. adverbial of place and adverbial of means/instrument, respectively. It seems that at least in exx 113 and 114 the  $SVO_iO_d$  ordering would not allow the insertion of a further adverbial element. The inserted element appears to be semantically more connected with  $O_d$  and therefore it should immediately follow  $O_d$ <sup>59</sup>. The present analysis will attempt to demonstrate whether insertion of an adverbial element between  $O_{prep}$  and  $O_d$  is to be considered a further factor determining the object ordering:

---

<sup>59</sup> Cf. Wasow&Arnold (2003:120) for detailed discussion of "semantic connectedness".

(113) Se34 This enables it **to send video, audio and data** from any point in the UK , via satellite, **to closed groups of users**.

(114) Se37 You **send P14s** together with a completed Employer 's Declaration ( P35 ) **to the Inspector of Taxes**.

### 3. SVO<sub>prep</sub>O<sub>d</sub>

In the only instance of the SVO<sub>prep</sub>O<sub>d</sub> pattern both objects convey context-independent information, thus O<sub>prep</sub> functions as a component of the rheme and O<sub>d</sub> as the rheme proper (ex 115). Since the same distribution of CD could be achieved also by SVO<sub>i</sub>O<sub>d</sub> ordering, the preposition *to* probably serves in both cases as a clearer marker of the syntactic relationship.

(115) Se64 He has **sent to the Prime Minister and the Cabinet and Shadow Cabinet a copy of his book on his experiences**.

#### 4.3.2.2 The position of O<sub>i</sub>/O<sub>prep</sub> and O<sub>d</sub> realized by pronouns

Of the six instances where the objects are realized by pronouns, we find two instances of SVO<sub>i</sub>O<sub>d</sub> and four instances of SVO<sub>d</sub>O<sub>prep</sub> pattern (see Table 20).

**Table 20: The position of O<sub>i</sub>/O<sub>prep</sub> and O<sub>d</sub> realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (*send*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
SVO <sub>i</sub> O <sub>d</sub>	2 (33.3%)	1 (33.3%)	1 (33.3%)	0	0
SVO <sub>d</sub> O <sub>prep</sub>	4 (66.7%)	2 (66.7%)	2 (66.7%)	0	0
<b>Total</b>	<b>6 (100%)</b>	<b>3 (50%)</b>	<b>3 (50%)</b>	<b>0</b>	<b>0</b>

#### 1. SVO<sub>i</sub>O<sub>d</sub>

Regarding the particular type of pronoun, in both cases of the SVO<sub>i</sub>O<sub>d</sub> pattern (exx 116 and 117) O<sub>i</sub> is realized by a personal pronoun and O<sub>d</sub> by an indefinite pronoun *some/something*. Note that in (117) a further element (adverbial of place) is inserted between O<sub>i</sub> and O<sub>d</sub>.

(116) Se65 Here's your prezzie. I feel like one of the three wise men, love, enjoy! It's Maui Wauai, I got my surfer-ex to **send me some**.

(117) Se66 Security and my creature comforts were cared for by a dry-cleaners on the street level; a cafe on the first floor that would **send me up something** on a tray when I came home late and tired.

As regards the FSP, in ex 116 both objects (being realized by anaphoric pronouns) convey context-dependent information ( $O_i$  performs the function of the theme proper, while  $O_d$  performs the function of the diatheme), the sole rhematic element being the verb. In ex 117, where  $O_i$  (realized by a personal pronoun) expresses context-dependent information, while the  $O_d$  (realized by an indefinite pronoun) conveys context-independent information, appears to be in accordance with the basic distribution of CD. As mentioned in the section 2.5, the object typically exceeds a verb in CD. However, Firbas (1992: 45) points out several restrictions on this general rule, one of them being O realized by an indefinite pronoun *something*, which is the case of ex 117.<sup>60</sup> Thus, although *something* is context-independent, it does not develop the communication any further and operates as a mere semantic slot filler. Thus, similarly to ex 116, the only rhematic element is the verb.<sup>61</sup>

## 2. SVO<sub>d</sub>O<sub>prep</sub>

Proceeding now to the four instances of SVO<sub>d</sub>O<sub>prep</sub> pattern, we note that in all but one cases both objects are realized by personal pronouns, the example Se70 (ex 10) being an exception, as the O<sub>prep</sub> is realized by a reflexive pronoun *yourself*. In two instances (Se67,69) both objects are context-dependent ( $O_i$  performs the function of the theme proper, while  $O_d$  performs the function of the diatheme), the only new (i.e. rhematic) element being the verb (ex 118):

(118) Se67 At the end of a year our judges will choose the best tip of all, and the winner will receive a holiday for two in Thailand, plus £500 spending money. All thanks to BBC Gardeners ' World Magazine and Guinness Original. How to enter: Just jot down your tips and ideas, including drawings if appropriate, and **send them to us**.

In ex 118 where the verb functions as the rheme we may ask why the speaker selects the prepositional and not the double object pattern and whether the double object pattern would be in fact possible. Biber et al. (1999: 930) point out that some personal pronouns (like *them*) can be interpreted as an indirect or a direct object<sup>62</sup>. Consequently, it is argued that to avoid ambiguity the speaker / writer would generally prefer the unambiguous prepositional

---

<sup>60</sup> Firbas (1992: 45) notes that *something* may exceed the verb in CD if it is postmodified, e.g. *She must have said something dreadful*. In ex 20 *something* might be interpreted as being postmodified by a prepositional phrase *on a tray*, however, we regard *on a tray* as an adverbial of place, i.e. an element independent of *something*.

<sup>61</sup> It should be borne in mind that in the case of ex 117 the FSP function of *something* is not reflected in the table, i.e. that the context-independent 2<sup>nd</sup> O does not function as Rh. The heading in the table has been kept for the sake of consistency.

<sup>62</sup> It seems that the alternative double object construction is generally acceptable only with  $O_d$  realized by *it* (see section 2.4.3).

construction with *to*. Therefore, we assume that in ex 118 the SVO<sub>i</sub>O<sub>d</sub> pattern would not be acceptable, the reason being lexical factors (*\*send us them*). Correspondingly, Mukherjee (2005: 186) argues that we cannot always use the alternative construction of a ditransitive verb in all contexts, although the verb is traditionally regarded as a verb allowing two alternative constructions (i.e. SVO<sub>i</sub>O<sub>d</sub> and SVO<sub>d</sub>O<sub>prep</sub>): “[...] the structural correspondence between the type-I [i.e. SVO<sub>i</sub>O<sub>d</sub>] and the type-II pattern [i.e. SVO<sub>d</sub>O<sub>prep</sub>] which is assumed in traditional grammars does not very often translate into the possibility of changing the patterns in a given context.”

In the two other instances of the prepositional pattern (exx 10 and 119), O<sub>d</sub> is classified as conveying context-dependent information, while O<sub>prep</sub> context-independent information. In ex 119 O<sub>prep</sub> *to me* is disengaged from context-dependence on the basis of contrast (i.e. *to me* in “send them to me” is contrasted with contacting “local scrap metal dealers”). Therefore, in this example the ordering of objects corresponds to the basic distribution of CD, the rhematic element being the O<sub>prep</sub>:

(119) Se68 Any readers who want to collect aluminium cans can either **send them to me** or contact local scrap metal dealers and take them there, where they can then donate the cash to a charity of their own choice.

#### 4.3.2.3 The position of substantival O<sub>i</sub>/O<sub>prep</sub> and pronominal O<sub>d</sub>

When O<sub>i</sub>/O<sub>prep</sub> is realized by a noun and O<sub>d</sub> by a pronoun, the only ordering found in our corpus is SVO<sub>d</sub>O<sub>prep</sub> (see Table 21), which corresponds to the results of *lend* complemented by substantival O<sub>i</sub>/O<sub>prep</sub> and pronominal O<sub>d</sub> (see section 4.2.3.3).

**Table 21: The position of substantival O<sub>i</sub>/O<sub>prep</sub> and pronominal O<sub>d</sub>, the context-dependence / independence of the information conveyed by the objects and their FSP function (*send*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
SVO <sub>i</sub> O <sub>d</sub>	0	0	0	0	0
SVO <sub>d</sub> O <sub>prep</sub>	12 (100%)	12 (100%)	0	0	0
<b>Total</b>	<b>12 (100%)</b>	<b>12 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>

As far as the contextual factor is concerned, in all cases the ordering of objects corresponds to the basic distribution of CD, since the O<sub>d</sub>, being realized by a personal,

demonstrative or indefinite pronoun (*both*), conveys context-dependent information and  $O_{\text{prep}}$  conveys context-independent information, and thus  $O_{\text{prep}}$  functions as the rheme:

(120) Se71 If you have had your letters to Dr Nguyen Dan Que from Vietnam returned, could you please **send them to Dr Que's brother , Dr Nguyen Quoc-Quan.**

(121) Se78 In this case, fill in a Changeover form SSP1 and **send it to your employee.**

In ex 122, the  $O_{\text{prep}}$  represents the so called composite rheme<sup>63</sup>. Dušková points out that composite rheme is “constituted by intermingled given and new elements”; given items are typically found with head nouns, while new items characteristically occur as pre- or post-modifiers. This composite rheme is clearly demonstrated in ex 122; *Mellowes* (mentioned in the immediately preceding context) represents the context-dependent (given) element and the postmodifying relative conveys the context-independent information. Apart from the operation of the principle of end-focus, a contributing factor is also the principle of end-weight (due to the heavy postmodification):

(122) Se73 But I received another note from Mellowes; it said I was not to leave the office; I was not to answer the phone; above all I was not to speak to the press . I drafted a statement for the trade union, detailing the nature of their support for me and hinting at a readiness to take further action were the matter not resolved in days. I called Pike and read it to him. He was delighted, said he would mark it for immediate release to the newspapers under the Branch Secretary 's name .I then drafted a statement for the management side and **sent it by hand to Mellowes who was sufficiently impressed by this initiative to pop his head around the door an hour later with a look of something less than mistrust.**

Note that in four cases (Se73,74,77,82), the sequence of  $O_d$  and  $O_{\text{prep}}$  is interrupted by a further adverbial element: e.g. by an adverbial of accompanying circumstances (ex 123) and an adverbial of means and instrument (exx 122 and 124):

(123) Se77 Having completed all P14 forms (or whichever substitute you are using), bundle Parts 1 and 2 separately and **send both, together with the P35, to the Inspector of Taxes.**

(124) Se82 ASHINWARI or Afridi tribesman in Afghanistan grows the poppies and **sends them by donkey or truck to his cousin** a few miles away in Pakistan for processing.

---

<sup>63</sup> cf. Firbas's discussion of heterogeneity and predominant features (1992: 32ff).

#### 4.3.2.4 The position of pronominal $O_i/O_{prep}$ and substantival $O_d$

When the  $O_i/O_{prep}$  is realized by a pronoun and the  $O_d$  by a noun, by far the most frequent ordering is  $SVO_iO_d$  (see Table 22), which accounts for 70 instances (95.9%).

**Table 22: The position of pronominal  $O_i/O_{prep}$  and substantival  $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (*send*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	70 (95.9%)	70 (100%)	0	0	0
$SVO_dO_{prep}$	3 (4.1%)	0	0	1 (100%)	2 (100%)
<b>Total</b>	<b>73 (100%)</b>	<b>70 (95.9%)</b>	<b>0</b>	<b>1 (1.4%)</b>	<b>2 (2.7%)</b>

##### 1. $SVO_iO_d$

Since in all instances of the non-prepositional pattern  $SVO_iO_d$   $O_i$  is realized by a pronoun conveying context-dependent information and  $O_d$  by a noun conveying context-independent information, we can say that the ordering is in accordance with both the principle of end-focus and with the principle of end-weight (the substantival  $O_d$  is considerably heavier than the pronominal  $O_i$ ):

(125) Se83 **Send me photographs of the children.**

(126) Se108 Amadeo Franco Perez allegedly spent six years **sending himself more than £1.25m of pay cheques for non-existent employees and selling fake tax receipts.**

Two particular instances of  $O_d$  realization are worth mentioning. Among the 33 instances of  $SVO_iO_d$  pattern there occur two cases of  $O_d$  realized not by a noun but by a nonsubstantival head (indefinite pronouns *one* and *some*) with a dependent nominal element (exx 127 and 128). It should be mentioned that in the present work all such cases of pronoun functioning as the head that is postmodified by a further element are subsumed under substantival (and not pronominal) realization:

(127) Se87 Identify a selection of cutlery distributors, **send them one of your pieces of cutlery** and ask them to match it and send their sample and yours back.

(128) Se105 Hewlett, I rashly said I would **send him some of the letters I had received from him.**

## 2. SVO<sub>d</sub>O<sub>prep</sub>

There are altogether three instances of the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub>. In two cases of (exx 129 and 130) the ordering of objects is at variance with linear arrangement, as the recipient realized by a personal pronoun and thus obviously conveying given information, follows the O<sub>d</sub> conveying new information. These examples demonstrate that English word order primarily serves as a grammatical device, in other words that the grammatical principle of English word order may overrule not only the principle of end-focus but even the principle of end-weight:

(129) Se153 As printers became more powerful, it became necessary **to send more control information to them**, such as to set margin widths or select fonts.

(130) Se154 Central Council **sends its good wishes to her**.

In the third occurrence of the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub>, where O<sub>prep</sub> is realized by an indefinite pronoun *anybody* (ex 131), both objects convey context-independent information. The indefinite pronoun *anybody* appears to behave similarly to the above mentioned pronoun *something* (see 4.3.2.2), i.e. although being context-independent it does not exceed the verb in CD and operates as a mere semantic slot filler. Hence, the only rhematic element is the verb<sup>64</sup>:

(131) Se155 And he did not **send any word to anybody** when he knew you were coming home?

### 4.3.3 Ditransitive pattern with one participant omitted

Compared with the verbs *give* and *lend*, verbs with which both O<sub>d</sub> and O<sub>i</sub>/O<sub>prep</sub> were omitted, in the case of *send* we find only the pattern SVO<sub>d</sub>, a pattern with omitted O<sub>i</sub>/O<sub>prep</sub> (45 instances). The O<sub>d</sub> is typically realized by a noun (42 instances) (ex 132) and less frequently by a pronoun (3 instances) (ex 133). All 45 instances of omitted O<sub>i</sub>/O<sub>prep</sub> in our corpus represent the contextual deletion; the omitted O<sub>i</sub>/O<sub>prep</sub> is mostly recoverable from the preceding context:

(132) Se160 ` I have written a letter, ' Kezia replied in a whisper . ` There are friends of my family who are refugees in America. Perhaps they can help us. I can not **send this letter** because I am always watched and I must never be a disloyal German.'

---

<sup>64</sup> Note that again, as in the case of the indefinite pronoun *something*, the FSP function of the indefinite pronoun *anybody* is not reflected in the table, i.e. that the context-independent 2<sup>nd</sup> O does not function as Rh.

Occasionally, the omitted  $O_i$  is explicitly mentioned in the immediately preceding clause, for instance within the same multiple sentence (ex 133):

(133) Se198 Just in case there was any doubt about it, she decided the woman needed flowers every day, and she would be the one **to send them**.



## 4.4 OFFER

Let us proceed now to the analysis of the verb *offer*.

### 4.4.1 Frequency of OFFER -patterns

The frequency of the various patterns of the verb *offer* are given in Table 23:

Table 23: The overall frequency of OFFER-patterns

Ditransitive pattern:	Total	%
<b>I. with both realized participants</b>	<b>81</b>	<b>40.5%</b>
SVO <sub>i</sub> O <sub>d</sub>	40	20%
SVO <sub>d</sub> O <sub>prep</sub>	41	20.5%
<b>II. with one participant omitted</b>	<b>119</b>	<b>59.5%</b>
SVO <sub>d</sub>	119	59.5%
<b>Total</b>	<b>200</b>	<b>100%</b>

As follows from Table 23, by far the most frequent and default pattern of *offer* is SVO<sub>d</sub> (i.e. ditransitive pattern with one participant omitted) which accounts for nearly two thirds of all examples (59.5%). Our results are in accordance with those of Mukherjee (2005: 189), who notes: “By default, [...], language users tend to leave the affected entity (i.e. the recipient of the offer) unspecified and thus omit the indirect object.” As regards the ditransitive pattern with both realized participants, the non-prepositional pattern SVO<sub>i</sub>O<sub>d</sub> (20%) is nearly as frequent as the prepositional SVO<sub>d</sub>O<sub>prep</sub> (20.5%).

### 4.4.2 Ditransitive pattern with both realized participants

Table 24 illustrates the different types of realization of the two objects and their frequency:

Table 24: Realization of the two objects (*offer*)

Realization	Total	%
noun (O <sub>i</sub> /O <sub>prep</sub> ) + noun (O <sub>d</sub> )	50	61.8%
pronoun (O <sub>i</sub> /O <sub>prep</sub> ) + pronoun (O <sub>d</sub> )	6	7.4%
noun (O <sub>i</sub> /O <sub>prep</sub> ) + pronoun (O <sub>d</sub> )	1	1.2%
pronoun (O <sub>i</sub> /O <sub>prep</sub> ) + noun (O <sub>d</sub> )	24	29.6%
<b>Total</b>	<b>81</b>	<b>100%</b>

#### 4.4.2.1 The position of $O_i/O_{prep}$ and $O_d$ realized by nouns

Where both objects are realized by nouns, we find two types of object ordering:  $SVO_iO_d$  and  $SVO_dO_{prep}$ . As follows from Table 25, the  $SVO_dO_{prep}$  pattern (74%) is nearly three times more frequent than the  $SVO_iO_d$  pattern (26%).

**Table 25: The position of  $O_i/O_{prep}$  and  $O_d$  realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (*offer*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	13 (26%)	5 (83.4%)	1 (100%)	7 (18.4%)	0
$SVO_dO_{prep}$	37 (74%)	1 (16.6%)	0	31 (81.6%)	5 (100%)
<b>Total</b>	<b>50 (100%)</b>	<b>6 (12%)</b>	<b>1 (2%)</b>	<b>38 (76%)</b>	<b>5 (10%)</b>

##### 1. $SVO_iO_d$

As regards the context-dependence / independence of the objects in the  $SVO_iO_d$  pattern:

- i. In 5 instances (Of02,06,07,08,11)  $O_i$  conveys context-dependent and  $O_d$  context-independent information,  $O_d$  functioning as the rheme (ex 134):

(134) Of02 An example of the strength of this animus occurred in 1982-3 in the celebrated case of the Revd David Armstrong, censured by the elders of his congregation for entering the Roman catholic church across the road to **offer its worshippers Christmas greetings**, and eventually forced to leave his ministry (Armstrong and Saunders 1985).

- ii. In 7 cases (Of03,04,05,09,10,12,13) both objects are context-independent and  $O_d$  functions as the rheme proper (ex 135):

(135) Of05 It is said to **offer independent hotels the kind of exposure which hotels in big groups can derive from international booking systems** - owned, typically, by the big airlines.

- iii. In 1 case both objects are context-dependent (ex 136) and the element towards which the communication is perspectived (i.e. the high point of the message) is the subject *not all employee*, in particular the quantifier including the local scope of the negator  $O_d$  performs the function of the diatheme (*this facility* was only just introduced in the immediately relevant context), while  $O_i$  functions as the theme proper. Thus, the objects are ordered according to the basic distribution of CD. The rhematic character of the subject is signalled by the negative particle *not* that functions as a rhematizer (see Dušková 1988: 532). Firbas (1992: 102) also points out the rhematizing ability of *not*: “[...] *not* is always perspectived to the element that carries the highest degree of CD and serves as RhPr

(focus) of the negative sentence. The particle *not* serves as the negation focus anticipator (NegFocA)” :

(136) Of01 Since 1987 it has been possible to ask your employer to deduct regular sums from your pay through the PAYROLL GIVING SCHEME up to a maximum of £600 per annum (not all employers **offer their employees this facility**).

We can say that in nearly all instances of the SVO<sub>i</sub>O<sub>d</sub> pattern (except for ex 136) the ordering of objects is in accordance with the principle of end-focus and in two cases also with the principle of end-weight (ex 135), as O<sub>d</sub> is considerably heavier than O<sub>i</sub>.

## 2. SVO<sub>d</sub>O<sub>prep</sub>

Turning now to the 37 instances of SVO<sub>d</sub>O<sub>prep</sub> pattern, in the overwhelming majority of cases (32 instances) the ordering of objects is in accordance with the basic distribution of CD, the element placed finally (i.e. O<sub>prep</sub>) functioning as the rheme proper. (see iii. below for the five exceptions):

- i. In 31 cases both objects convey context-independent information (Of14-19,21,22,24,25,28-34,37-50); thus, O<sub>d</sub> functions as a component of the rheme and O<sub>prep</sub> as the rheme proper. In most cases the principle of end-focus coincides with the principle of end-weight, since the head of the noun phrase functioning as O<sub>d</sub> is typically postmodified (e.g. by a participle or a prepositional phrase) (ex 137). In several other examples O<sub>prep</sub> is of comparable length to O<sub>d</sub> (ex 138).

(137) Of22 These can **offer real support to new actors seeking their first taste of work** and such cops do show enormous interest in the work of drama students in their last term.

(138) Of24 Joseph Houghton **offers tips for beginners**.

- ii. In one instance (ex 139) O<sub>d</sub> conveys context-dependent information, while O<sub>prep</sub> context-independent information (and functions as the rheme). Hence again, the principle of end-focus is the major factor in the object ordering:

(139) Of27 1 Plans a series of barbecues 2 Plants quantities of sun-loving plants (see Nigel Colborn, August) 3 Buys new garden furniture with a view to relaxing in the sun in style 4 Cancels foreign holiday in view of expected superb weather at home 5 **Offers his garden to a local theatre company** for its summer season of outdoor plays .

- iii. The five above mentioned deviations from the basic distribution of CD are represented by the following examples: Of20,23,26,35,36. In these examples, O<sub>d</sub> conveys context-independent information, while O<sub>prep</sub> context-dependent information (ex 140). When seeking motivation for the choice of this particularly ordering, where O<sub>d</sub> is the rhematic

element, we may only repeat what has been pointed out with similar cases of *give*, *lend* and *send*, namely that occasionally English grammatical word order overrides the principle of end-focus. Another possible explanation might be that a prepositional phrase “is felt to be a clearer marker of syntactic relationships than word order” (Biber et al. 1999: 928):

(140) Of36 This month's winning letter comes from Donna Davidson who, amidst a big postbag on the subject of Steffi Graf's popularity, **offers her support to the German** in an honest and fair way.

As regards the insertion of a further adverbial between  $O_d$  and  $O_{prep}$ , interestingly, no instances of an inserted adverbial element are found in the case of  $SVO_iO_d$  pattern. However, in the case of  $SVO_dO_{prep}$  pattern we find two instances of an inserted adverbial, in both cases an adjunct of time (Of17,29) (ex 141). Again, as with similar examples of *send* (see 4.1.2.1), the inserted element appears to be semantically more connected with  $O_d$  and if the *to*-phrase is to function as the rheme proper (as it does here), then the final position of the adverbial is ruled out because then it would be the adverbial that would constitute the rheme proper. Moreover, the  $SVO_dO_{prep}$  pattern seems to allow the insertion of a further adverbial element more freely than the  $SVO_iO_d$  pattern:

(141) Of29 The national breast screening programme is free and **offers mammography breast X-rays every three years to all women between the ages of 50 and 64.**

Apart from the principles of end-focus and end-weight (and possibly insertion of a further element) that have been discussed, there is a further potential factor that might influence the speaker's preference for  $SVO_dO_{prep}$  pattern, namely “the strong association between the lexical item in direct-object position and *to*” (for detailed discussion see section 4.1.3.1) In the case of *offer* this potential factor may explain three cases with the following lexical items in  $O_d$  position: *support to*, *challenge to*, *help to*. (exx 137,142,143):

(142) Of28 To achieve crosswind landing exactly on the spot without using the engine and in a strange machine **offers a strong challenge even to the most experienced pilot.**

(143) Of30 A GP is generally in the best position to advise, but advice can also be obtained from a pregnancy advice bureau registered by the Department of Health or one or more of the voluntary bodies which may include religious organisations which **offer help to pregnant women.**

Let us now proceed to the discussion of the kind of preposition used in  $O_{prep}$ . In the theoretical part of the present paper (see section 2.2.2.1.1) the verb *offer* has been classified as a verb taking the preposition *to*. However, of 37 instances of the prepositional pattern in our

corpus, there occur, surprisingly, 10 instances of *offer* taking a different preposition, namely *for* (Of15,16,17,21,24,25,37,42,43,50) (exx 138, 144, 145, 146). According to the representative English grammars (*CGEL*, *LGSWE* and *CamGr*) and the large dictionaries (*OALD*, *MED*, *CCED*) *offer* is not regarded as a verb allowing both prepositions. It should not go unmentioned that in all ten instances of *for* with the verb *offer*, the *for*-phrase can be considered a borderline case between  $O_{\text{prep}}$  and postmodification of  $O_d$ <sup>65</sup>. Hence there arises a problem of syntactic function and semantic role. While syntactically the *for*-phrase is ambiguous, semantically - conveying a beneficiary (i.e. a typical semantic role of *for*-objects) - the interpretation of the *for*-phrase as  $O_{\text{prep}}$  appears to be more plausible.

(144) Of16 Some schools **offer a two-year course for students who have more experience**, particularly those from overseas.

(145) Of17/18 RADA **offers two to three scholarships** per year **for UK students**, Webber Douglas offers two, RSAMD offer a small number of scholarships and Guildford School of Acting **offers one to an acting student**, for fees only.

(146) Of50 Something has obviously got to be done to make sure that these simple shelters, which are there to **offer overnight shelter for anyone in need of it**, are not used for holiday centres and the like.

As noted in section 2.2.2.1., the following verbs are usually described as taking both prepositions *to* or *for*: *bring*, *leave*, *send* and *take*. The difference consists in whether  $O_i$  is the immediate (*to*) or the ultimate (*for*) recipient (Allerton 1982: 103). Quirk et al. (1985: 696) hold a similar standpoint, arguing that *to*-phrases express the actual recipient, while *for*-phrases express the intended recipient / beneficiary. Nevertheless, in the case of *offer*, we assume that the distinction between the immediate (actual) and ultimate (intended) recipient is irrelevant, the reason being the semantics of the verb. Therefore, we assume that the recipient of *offer* is with both prepositions (*to* and *for*) the ultimate.

From the abovementioned examples it seems that *offer* does allow alternation with both prepositions *to* and *for*, which is clearly illustrated by ex 145 where both prepositions are used within one sentence. The question is whether there is a semantic difference between the *to*- and *for*-phrase. If there is, it is presumably that in the case of *to* the speaker wishes to highlight the recipient of the offer, while with *for* the beneficiary meaning seems to prevail.

---

<sup>65</sup> Cf. Problem of ‘multiple analysis’ in Quirk et al. (1985: 90).

#### 4.4.2.2 The position of $O_i/O_{prep}$ and $O_d$ realized by pronouns

Of the six instances where both objects are realized by pronouns, we find four instances of  $SVO_iO_d$  and two instances of  $SVO_dO_{prep}$  pattern (see Table 26).

**Table 26: The position of  $O_i/O_{prep}$  and  $O_d$  realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (*offer*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	4 (66.7%)	2 (100%)	1 (33,3%)	0	1 (100%)
$SVO_dO_{prep}$	2 (33.3%)	0	2 (66,7%)	0	0
<b>Total</b>	<b>6 (100%)</b>	<b>2 (33.3%)</b>	<b>3 (50%)</b>	<b>0</b>	<b>1 (16.7%)</b>

##### 1. $SVO_iO_d$

As regards the type of pronouns, in all four cases of the  $SVO_iO_d$  pattern,  $O_i$  is realized by a personal pronoun and  $O_d$  by an indefinite pronoun *something* (exx 147, 148) or *one* (ex 149). In exx 147 and 148  $O_i$  conveys context-dependent and  $O_d$  context-independent information. In ex 147, *something*, although context-independent, does not develop the communication any further and therefore the only rhematic element is the verb<sup>66</sup>. In ex 148, however, *something*, being postmodified, conveys the high point of the message and functions as the rheme:

(147) Of51 ` How long have you got to wait before they'll **offer you something?** '

(148) Of54 I wanted to **offer him something no one else would.**

In ex 149  $O_d$  is context-dependent and  $O_i$ , although realized by a personal pronoun *you*, conveys context-independent information, since it is disengaged from context dependence on account of contrast (i.e. "he" has a cigarette "himself" but does not offer one to the other participant of the communication "you"). Thus, *you* functions as the rheme proper and in speech it would carry the intonation centre. The surrounding context of ex 149 is provided to illustrate that *one* functions as a pro-form in this example (not as a numeral) and therefore conveys context-dependent information:

(149) Of52 He poured the wine and lit a cigarette for himself. I won't offer **you one.** I'm sure you don't smoke.

<sup>66</sup> Note that the FSP function of the indefinite pronoun *something* in ex 147 is not reflected in the table, i.e. that the context-independent 2<sup>nd</sup> O does not function as Rh. See section 4.3.2.2 for a similar example of *send* (ex 117) and discussion.

## 2. SVO<sub>d</sub>O<sub>prep</sub>

In the two instances of SVO<sub>d</sub>O<sub>prep</sub> pattern, where both objects are realized by personal pronouns, both objects convey context-dependent information (ex 150), the only new element being the verb. Since the pronouns do not differ in givenness or length, the reason for this particular ordering is to be sought somewhere else, namely in the lexical factors. In both cases O<sub>d</sub> is realized by *it*, which according to Mukherjee (2005: 197) triggers off the prepositional pattern and renders the SVO<sub>i</sub>O<sub>d</sub> pattern inadmissible<sup>67</sup>.

(150) Of55 He extracted a small, oddly-shaped, yellow and white stone from the bag at his feet and **offered it to her**.

### 4.4.2.3 The position of substantival O<sub>i</sub>/O<sub>prep</sub> and pronominal O<sub>d</sub>

Our corpus contained only one instance of *offer* with O<sub>i</sub>/O<sub>prep</sub> realized by a noun and O<sub>d</sub> realized by a pronoun, the ordering being prepositional (SVO<sub>d</sub>O<sub>prep</sub>). The O<sub>d</sub> is realized by an anaphoric personal pronoun and thus, conveys context-dependent information, while the O<sub>prep</sub> conveying context-independent information, functions as the rheme:

(151) Of57 Allowing it to become an executive toy of yet another millionaire would drive the final nail in the coffin of the Government's green credentials -- both at home and abroad. 'However, prospects of a change in the Government's attitude over Mar Lodge seem unlikely after Scottish Office Minister Lord James Douglas-Hamilton said during the adjournment debate that the existing system would be adequate to safeguard the estate. The latest moves followed the collapse of Prince Charles's initiative to persuade the Crown Estate to purchase Mar Lodge. The bid failed because the estate's value was considered to be less than the 'knockdown price' of £10 million at which the Prince had persuaded Mr Kluge to **offer it to the nation**, with some assessments valuing the estate at between £2 and £7 million.

---

<sup>67</sup> Note that Mukherjee's assertion regarding *it* (that *it* automatically triggers off the prepositional pattern) is at variance with Quirk et al. (1985: 1396), who argue that with two pronominal objects even three object orderings are possible: *She gave it to him. She gave him it. She gave it him.* Biber et al. (1999: 930) point out the prepositional phrase is preferred where the recipient needs to be emphasized, since it is assumed to be more easily stressed than the indirect object.

#### 4.4.2.4 The position of pronominal $O_i/O_{prep}$ and substantival $O_d$

With one exception all cases (95.8%) of pronominal  $O_i/O_{prep}$  and substantival  $O_d$  display the  $SVO_iO_d$  pattern (see Table 27).

Table 27: The position of pronominal  $O_i/O_{prep}$  and substantival  $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (*offer*)

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	23 (95.8%)	18 (100%)	3 (100%)	2 (100%)	0
$SVO_dO_{prep}$	1 (4.2%)	0	0	0	1 (100%)
<b>Total</b>	<b>24(100%)</b>	<b>18 (75%)</b>	<b>3 (12.5%)</b>	<b>2 (8.3%)</b>	<b>1 (4.2%)</b>

##### 1. $SVO_iO_d$

As regards the context dependence / independence of the objects in the  $SVO_iO_d$  pattern:

- i. In 18 cases (Of58-62,64-69,72,73,75,76,78-80)  $O_i$  conveys context-dependent and  $O_d$  context-independent information, hence the ordering coincides with both the principle of end focus and the principle of end weight:

(152) Of58 Angelo **offers her a bargain**: if she will sleep with him her brother shall live.

- ii. In 3 cases (Of63,70,71) both objects convey context-dependent information, the verb being the only rhematic element. The objects that are both given from the preceding context are then ordered according to the degree of their CD ( $O_i$  performing the function of the theme proper and  $O_d$  performing the function of the diatheme):

(153) Of63 Is all that for me too?' 'The sandwiches are and one of the mugs of coffee. You seem to have been doing rather well out of those.' 'I'm building up quite a collection, aren't I? Whereabouts are you from?' 'Near Amsterdam. You?' 'Near London.' She settled down to my right where Steve had just been sitting. 'Try and eat something,' she said, **offering me the sandwiches**.

- iii. In two instances (Of74,77) both objects convey context-independent information. In ex 154 the context-independence of the objects is signalled by the elements *both* (in the case of recipient) and *more* (in the case of patient). Thus, the ordering is in accordance with the basic distribution of CD and linearity serves here as an indicator of the more important element in the communication. In ex 155 the  $O_i$  is realized by an indefinite pronoun *others* conveying context-independent information:



(154) Of74 Why on earth had she been so precise in depicting her supposed ideal man to Caroline and Roger? She heard that his flat, to which she foresaw she would soon be invited, was a mixture of Victorian (the furniture) and deco (the mirrors, the glass). He hated all soaps, especially Neighbours. He did a great deal of walking. He played tennis. He didn't jog. He rarely ate red meat. This was terrible; he was exactly as she had envisaged. What could she do? Caroline returned, 'Everything all right?' and **offered them both more wine.**

(155) Of77 Now those unused tomes of practical or technical information can be donated to a worthy cause, **offering others the opportunity to gain from our over-filled bookshelves.**

## 2. SVO<sub>d</sub>O<sub>prep</sub>

In the sole case of the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub> (ex 156) the ordering of objects deviates from the basic distribution of CD, since the pronominal recipient conveying context-dependent information follows the substantival O<sub>d</sub> conveying context-independent information. This example again demonstrate that the grammatical principle of English word order occasionally operates counter to the principle of end-focus:

(156) Of81 I would write to all the publishing houses that regularly produced art books and **offer my services to them.**

### 4.4.3 Ditransitive pattern with one participant omitted (SVO<sub>d</sub>)

As mentioned above, in the case of *offer* the SVO<sub>d</sub> pattern (i.e. ditransitive pattern with O<sub>i</sub>/O<sub>prep</sub> omitted) is by far the most frequent and default pattern. There are altogether 119 instances of omitted O<sub>i</sub>/O<sub>prep</sub> in our corpus. The reasons for omitting the O<sub>i</sub>/O<sub>prep</sub> are similar to those discussed in the previous chapters, i.e. the recipient is either recoverable from the context (i.e. contextual deletion) or because it refers to the general human agent (i.e. the indefinite deletion), and therefore its specification is irrelevant. Contrary to *send*, where nearly all examples were instances of contextual deletion, in the case of *offer*, indefinite deletion (90 instances: Of93,96,98-109,111,112,114,116-121,123,124,126,128,129,135-137,139-147,150-198) seems to prevail over contextual deletion (29 instances: Of 82-92,94,95,97,110,113,115,122,125,127,129,130-134,138,199,200). Exx 157 and 158 illustrate these two types of deletion, respectively:

(157) Of119 Different doctors **offer different services.**

(158) Of115 A gentleman from Peebles called our phone-in to ask for help with whitefly on his fuchsias, and Carole was able to **offer some advice.**

The prevalence of contextual deletion with *send* and indefinite deletion with *offer*, appears to be associated with the semantics of the verb: in the case of the deleted  $O_i$  of *send* the speaker/writer usually has a concrete addressee in mind mentioned in the previous context, while with *offer* one can offer something to any potential recipient, in other words the general human agent is typically implied.

As for the realization, the  $O_d$  is typically realized by a noun (117 instances) (exx 157, 158) and less frequently by a pronoun (2 instances) (ex 159):

(159) Of200 He turned, took a plate of food from the hall table and **offered it**, making sure his hand just grazed hers in the passing.

## 4.5 SHOW

The verb *show* conveys a variety of meanings and constitutes various patterns. Let us first comment on the examples that have been included in the analysis, since with the following meanings we regard *show* as ditransitive and as a verb allowing both object orderings (SVO<sub>i</sub>O<sub>d</sub>/SVOO<sub>prep</sub>) (the various meanings and examples of *show* are adapted from *OALD*: 1410-1411):

1. “to let somebody see something”: *Have you shown your work to anyone? Have you shown anyone your work?*
2. “to teach”; “to help sb to do sth by letting them watch you do it or by explaining it”: *She showed the technique to her students. She showed her students the technique.*
3. “to point to sth so that sb can see where or what it is”: *He showed me our location on the map.*

Now, we proceed to the examples that were excluded from the present analysis. We excluded examples of *show* followed by a direct object and an adverbial of place (realized by a prepositional phrase with *to*) (SVOA), the structure of which resembles the ditransitive pattern SVO<sub>d</sub>O<sub>prep</sub>. Note that the meaning of *show* is different in this case (ex 160), viz. „to lead or guide somebody to a place” (*OALD*: 1410)

(160) Then she **showed them to the door**. [CDM,214]

Next, we excluded examples where *show* has the meanings of “to make sth clear”/“to prove sth” (ex 161) or “to make it clear that you have a particular quality” (ex 162). It should be pointed out that *show* in these meanings is extremely common. Although these instances could be regarded as ditransitive constructions with omitted O<sub>i</sub>/O<sub>prep</sub><sup>68</sup>, we suggest viewing these instances as monotransitive use of the verb *show*, which is also supported by the possible substitution of *show* by other typical monotransitive verbs *prove*, *demonstrate* or *display*. On these grounds this use of *show* is discarded from the analysis.

(161) These **show** a progressive decrease in death sentences from 770 in 1985, of which 20 were commuted, to 271 in 1988 with 72 commutations. [A03, 196]

(162) That poor woman **showed great courage** today. [BP1,364]

---

<sup>68</sup> This is a standpoint held by Mukherjee (2005: 154) who includes this meaning of *show* into his analysis of ditransitive verbs.

Finally, *show* is typically followed by  $O_{i/prep}$  and  $O_d$  realized by a *that*- or *what*-clause. As mentioned in section 3.1, all cases of object realizations by a finite or non-finite clauses have been excluded from the analysis, as the position of the objects is fixed. It is however worth noting that in the case of *show* this type of complementation is extremely frequent and therefore we provide one more such example:

(163) We **show you how to spot and combat diseases**. [A0G,1585]

#### 4.5.1 Frequency of *SHOW*-patterns

The frequency of the various patterns of the verb *show* are given in Table 28:

**Table 28: The overall frequency of *SHOW*-patterns**

<b>Ditransitive pattern:</b>	<b>Total</b>	<b>%</b>
<b>I. with both realized participants</b>	<b>140</b>	<b>70%</b>
$SVO_iO_d$	114	57%
$SVO_dO_{prep}$	26	13%
<b>II. with one participant omitted</b>	<b>60</b>	<b>30%</b>
$SVO_d$	48	24%
$SVO_i$	11	5.5%
$SVO_{prep}$	1	0.5%
<b>Total</b>	<b>200</b>	<b>100%</b>

As follows from Table 28, the ditransitive pattern with both realized participants is represented by 140 examples (70%), while the ditransitive pattern with one participant omitted is found in 60 instances (30%). As regards the ditransitive pattern with both realized participants, the non-prepositional pattern  $SVO_iO_d$  (57%) clearly prevails over the prepositional pattern  $SVO_dO_{prep}$  (13%). As for the ditransitive pattern with one participant omitted, there are 48 instances of  $SVO_d$  pattern (omitted  $O_i/O_{prep}$ ) (24%), 11 instances of  $SVO_i$  pattern (5.5%) and one instance of  $SVO_{prep}$  pattern (0.5%).

## 4.5.2 Ditransitive pattern with both realized participants

Table 29 illustrates the different types of realization of the two objects and their frequency. It is obvious that in the case of *show* the most frequent realization of the two objects is a pronominal  $O_i/O_{\text{prep}}$  and a substantival  $O_d$  which account for 91 instances (65%).

**Table 29: Realization of the two objects (*show*)**

Realization	Total	%
noun ( $O_i/O_{\text{prep}}$ ) + noun ( $O_d$ )	34	24.3%
pronoun ( $O_i/O_{\text{prep}}$ ) + pronoun ( $O_d$ )	10	7.1%
noun ( $O_i/O_{\text{prep}}$ ) + pronoun ( $O_d$ )	5	3.6%
pronoun ( $O_i/O_{\text{prep}}$ ) + noun ( $O_d$ )	91	65%
<b>Total</b>	<b>140</b>	<b>100%</b>

### 4.5.2.1 The position of $O_i/O_{\text{prep}}$ and $O_d$ realized by nouns

As follows from Table 30, when both  $O_i/O_{\text{prep}}$  and  $O_d$  are realized by nouns, the non-prepositional pattern  $SVO_iO_d$  (61.8%) appears to be more common than the prepositional pattern  $SVO_dO_{\text{prep}}$  (38.2%).

**Table 30: The position of  $O_i/O_{\text{prep}}$  and  $O_d$  realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (*show*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	21 (61.8%)	9 (69.2%)	0	12 (57.1%)	0
$SVO_dO_{\text{prep}}$	13 (38.2%)	4 (30.8%)	0	9 (42.9%)	0
<b>Total</b>	<b>34 (100%)</b>	<b>13 (38.2%)</b>	<b>0</b>	<b>21 (61.8%)</b>	<b>0</b>

#### 1. $SVO_iO_d$

As regards the context-dependence / independence of the objects in the  $SVO_iO_d$  pattern, in all cases the ordering of objects is in accordance with the principle of end-focus and mostly also with the principle of end-weight:

- i. In 12 cases (Sh01,02,05-11,16,17,20) both objects are context-independent and  $O_d$  functions as the rheme proper (ex 164):

(164) Sh07 The allegation was made to a Belfast newspaper by an individual who **showed a journalist documents containing the names of 233 people**.

- ii. In 9 instances (Sh03,04,12-15,18,19,21)  $O_i$  conveys context-dependent and  $O_d$  context-independent information,  $O_d$  functioning as the rheme (ex 165):

(165) Sh13 Odd-Knut suggests he will cook us another of his specialities, blåbærssuppe, a fish stew. He disappears to collect the ingredients from his sledge, ` Tony and I start feeding the dogs, and Nathan decides to **show Odd-Knut an English dish - pancakes**.

Another example of  $SVO_iO_d$  pattern is worth mentioning, namely ex 166, where the  $O_i$  refers to an inanimate entity. We have already seen that inanimate  $O_i$  is not entirely unacceptable; it is relatively common especially with verbs *give* and *lend*. This example only confirms that  $O_i$  in ditransitive constructions is not limited to animate entities:

(166) Sh19 Once, as she was heading towards the gate (thus walking in the direction opposite to that which Agnes was to take somewhat later, followed by the gaze of her unfortunate schoolfriend) , the secretary turned , smiled and lifted her arm out in the air in an unexpected gesture , easy and flowing . It was an unforgettable moment: the sandy path sparkled in the rays of the sun like a golden stream, and on both sides of the gate jasmine bushes were blooming. It was as if the upward gesture wished to **show this golden piece of earth the direction of flight**, while the white jasmine bushes were already beginning to turn into wings.

## 2. $SVO_dO_{prep}$

Proceeding to the 13 instances of  $SVO_dO_{prep}$  pattern, we find that in all instances the ordering of objects is in accordance with the basic distribution of CD, the element placed finally (i.e.  $O_{prep}$ ) functioning as the rheme proper:

- i. In 9 cases both objects convey context-independent information (Sh22-25,30-34); thus,  $O_d$  functions as a component of the rheme and  $O_{prep}$  as the rheme proper. In most cases the principle of end-focus coincides with the principle of end-weight, since the head of the noun phrase functioning as  $O_d$  is typically postmodified (ex 167). Occasionally, the principle of end-focus seems to override the principle of end-weight, the  $O_d$  being heavier than  $O_{prep}$  (ex 168).

(167) Sh22 This tendency to ignore those on scholarships is mentioned by Smith ( ibid. 154 ) : with one exception , all [ scholars ] contacted have expressed strongly that the service did not appear to see the practical relevance of university training , did not know how to exploit the benefits gained by the individual and in many cases **showed noticeable coolness to those who were part of it**.

(168) Sh24 Earlier, Mr Justice Judge had ruled in the Manchester High Court that the terms of a temporary injunction be lifted, allowing him to **show financial details of the club to his advisers**.

- ii. In 4 instances (Sh26-29)  $O_d$  conveys context-dependent information, while  $O_{prep}$  context-independent information (and functions as the rheme). Hence again, the principle of end-focus is the major factor in the object ordering (exx 169, 170):

(169) Sh27 My paper tells me that a dispute over pay between the leading British manufacturer of seaside rock and his chief sugar boiler has left the latter jobless and the former with umpteen sticks of rocks bearing the legend Mean Bastard all the way through. I **show the snippet to Tony** and the resulting peals of laughter from the pair of us bring disapproving stares from all over the plane.

(170) Sh28 In February 1926, Lewis plucked up courage and **showed the poem to his colleague in the English Faculty, Nevill Coghill**.

#### 4.5.2.2 The position of $O_i/O_{prep}$ and $O_d$ realized by pronouns

Of the ten instances where both objects are realized by pronouns, we find 3 instances of  $SVO_iO_d$  and 7 instances of  $SVO_dO_{prep}$  pattern (see Table 31).

**Table 31: The position of  $O_i/O_{prep}$  and  $O_d$  realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (*show*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	3 (30%)	3 (75%)	0	0	0
$SVO_dO_{prep}$	7 (70%)	1 (25%)	6 (100%)	0	0
<b>Total</b>	<b>10 (100%)</b>	<b>4 (40%)</b>	<b>6 (60%)</b>	<b>0</b>	<b>0</b>

##### 1. $SVO_iO_d$

As regards the particular type of pronoun, in all three cases of the  $SVO_iO_d$  pattern  $O_i$  is realized by a personal pronoun and  $O_d$  by an indefinite pronoun *something* (ex 171),  $O_i$  conveying context-dependent and  $O_d$  context-independent information. Nevertheless, as noted in section 4.3.2.2, the indefinite pronoun *something* does not develop the communication any further and operates as a mere semantic slot filler. Therefore, the element that functions as the rheme here is the verb *show*.<sup>69</sup>

(171) Sh36 Let me **show you something**.

##### 2. $SVO_dO_{prep}$

Proceeding now to the seven instances of  $SVO_dO_{prep}$  pattern, where both objects are realized by personal pronouns, we note that in six instances both objects are context-dependent, the only new (i.e. rhematic) element being the verb (ex 172). In the seventh instance,  $O_d$  is context-dependent, while  $O_{prep}$  context-independent. Nevertheless, since being

<sup>69</sup> Note that in these three cases the FSP function of the indefinite pronoun *something* is not reflected in the table, i.e. that the context-independent 2<sup>nd</sup> O does not function as Rh. The heading in the table has been kept for the sake of consistency.

realized by an indefinite pronoun *someone*, the only rhematic element is again the verb (ex 173).

(172) Sh38 The clerk then dug out an umbrella and **showed it to him**.

(173) Sh40 If I had the address on a yellow card I could **show it to someone** and they'd tell me.

The reasons for this ordering of pronouns seem to be lexical, namely that the pronoun *it* triggers the SVO<sub>d</sub>O<sub>prep</sub> pattern (see 4.3.2.2). Since it is the realization form of the object that determines the object ordering in this sentence, the actual FSP function of context-dependent objects is not relevant in this respect

#### 4.5.2.3 The position of substantival O<sub>i</sub>/O<sub>prep</sub> and pronominal O<sub>d</sub>

Our corpus contained five instances of *show* with O<sub>i</sub>/O<sub>prep</sub> realized by a noun and O<sub>d</sub> realized by a pronoun, the ordering being in all cases SVO<sub>d</sub>O<sub>prep</sub> (see Table 32).

**Table 32: The position of substantival O<sub>i</sub>/O<sub>prep</sub> and pronominal O<sub>d</sub>; the context-dependence / independence of the information conveyed by the objects and their FSP function (*show*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
SVO <sub>i</sub> O <sub>d</sub>	0	0	0	0	0
SVO <sub>d</sub> O <sub>prep</sub>	5 (100%)	4	1	0	0
<b>Total</b>	<b>5 (100%)</b>	<b>4 (80%)</b>	<b>1 (20%)</b>	<b>0</b>	<b>0</b>

As for the FSP function, in four cases the ordering of objects corresponds to the basic distribution of CD, since O<sub>d</sub> (realized by a personal pronoun) conveys context-dependent information and O<sub>prep</sub> conveys context-independent information. Thus, the context-independent O<sub>prep</sub> functions as the rheme (ex 174).

(174) Sh46 I **showed it to Malcolm** and he said to call up and offer £1000 blind.

There is one instance of context-dependence of both O<sub>d</sub> and O<sub>prep</sub>, the only rhematic element being the verb (ex 175). As regards the actual FSP function of the two objects, we note that O<sub>d</sub> being realized by a personal pronoun performs the function of the theme proper and O<sub>prep</sub> being realized by a noun performs the function of the diatheme. Thus, we can say that the realization form indicates the FSP functions of the objects within the thematic section and has an impact on the object ordering:



(175) Sh49 There were demonstrations at Hammersmith; at Rugby where the most vociferous health worker turned out to be a school caretaker; at Bristol; and at Exeter where the demonstrators appeared to have gathered beforehand in the nearby public house. Throughout the dispute my technique was to go through the front door -- I refused to be smuggled in -- and then ask for a deputation of the demonstrators to come and talk to me. Usually that defused the demonstration and the visit could go ahead uninterrupted. Sometimes the police, however, had other ideas. At Cambridge, NUPE put a picket around the Union building where I was taking part in a debate and the police wanted to take me in by a side entrance. When I protested, they assured me that there would be no question of hiding me from the crowd. A week or two before they had got into trouble when Norman Tebbit had come to Cambridge and in the words of one of the policemen they had not ' **shown him ' to the demonstrators**.

As regards the insertion of a further adverbial, we find one instance of an inserted adverbial, namely an adjunct of accompanying circumstances, inserted between  $O_d$  and  $O_{prep}$  (ex 176):

(176) Sh47 She had **shown him with pride to both her mother and grandmother** and had carried him to bed more deeply satisfied than at any time since she had been weaned from Phoebe's now forgotten breasts.

#### 4.5.2.4 The position of pronominal $O_i/O_{prep}$ and substantival $O_d$

With one exception all cases (98.9%) of pronominal  $O_i/O_{prep}$  and substantival  $O_d$  are found in the  $SVO_iO_d$  pattern (see Table 33).

**Table 33: The position of pronominal  $O_i/O_{prep}$  and substantival  $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (*show*)**

Clause pattern		Context-dependence / independence and FSP function			
Pattern	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	90 (98.9%)	86	3	1	0
$SVO_dO_{prep}$	1 (1.1%)	0	0	0	1
<b>Total</b>	<b>91(100%)</b>	<b>86 (94.5%)</b>	<b>3 (3.3%)</b>	<b>1 (1.1%)</b>	<b>1 (1.1%)</b>

#### 1. $SVO_iO_d$

As regards the context-dependence / independence of the objects in the  $SVO_iO_d$  pattern:

- i. In 86 cases (Sh50-59,61-85,87-90,92-130,132-139)  $O_i$  conveys context-dependent and  $O_d$  context-independent information, hence the ordering coincides with both the principle of end-focus and the principle of end-weight:

(177) Sh54 You **show me an article you've written**.

The following example (ex 178) illustrates how an obviously given element becomes disengaged from context dependence. In this example  $O_d$  the pictures has been mentioned in the immediately preceding context and thus, the definite article is anaphoric. Nevertheless, the object is disengaged from context dependence on account of contrast (i.e. “showing the pictures” is contrasted with “telling fairy stories”). Thus,  $O_d$  *the pictures* functions as the rheme in this utterance:

(178) Sh88 Not a children's book at all, but a modern illustrated coffee-table book with careful, delicate photographs. As a child she had not had time for many fairy stories and did not now know them to tell to her daughter again, but instead she **showed her the pictures**.

In ex 179  $O_d$  is followed by an adverbial that functions as the rheme proper:

(179) Sh80 The same subjects -- at any rate, the same subjects nominally -- can be part of a university education and of a course in technology. That does not equate universities with polytechnic colleges nor university education with technical training, nor can any overlap between the two negate the essential difference in kind between them. There is something about a university which is naturally antipathetic to the state. That is its autonomy. Those whose business is the pursuit of knowledge for its own sake recognise their fellows: there is a community between them which they acknowledge because their mutual cross-fertilisation depends upon the underlying unity of human inquisitiveness in all its manifestations. '**Show me the results in advance**,' says the barbarian state, 'and then I will give you money'.

- ii. In 3 cases (Sh86,91,131) both objects convey context-dependent information, the verb being the only rhematic element. The objects that are both given from the preceding context are then ordered according to their degree of CD ( $O_i$  performing the function of the theme proper and  $O_d$  performing the function of the diatheme, the FSP functions being also indicated by the realization forms, pronominal and substantival, respectively):

(180) Sh86 The trouble was, although they'd got me to do it -- maybe because they knew it would save them money , or maybe because you can't get that kind of work done by your usual process shop -- I didn't know how to do colour separations . I knew what they were. A photographic process which breaks a picture down into four colours -- well, three colours plus black -- and lots of little dots. That's how all photographs are reproduced, be it for T-shirts or newspapers or books. That I knew, But I had no idea how to make them so I had to ask my tutor and **show him the work**.

- iii. In one instance where  $O_i$  is realized by an indefinite pronoun *the others* both objects convey context-independent information,  $O_i$  functioning as a component of the rheme and  $O_d$  as the rheme proper:

(181) Sh60 I began to alter my standards of hospitality, offering them my pale, cold face when their music grew louder , when they began laughing among themselves and didn't take the trouble to explain their jokes to me as they had before , or repeat their words until I understood what they were saying . The English boy **showed the others all the implements and products I had collected for cleaning and disinfecting**, telling them I had a mania for cleanliness.

As regards the insertion of an adverbial, there are two instances of an adverbial (of manner) inserted between  $O_i$  and  $O_d$  (Sh103,113) (ex 182). Thus, we may observe here a deviation from

the grammatical word order influenced by the principle of end-focus and end-weight (postmodification of  $O_d$ ):

(182) Sh113 She and the film **show us in corruscating detail the real difficulties of the character's position**, and asks us not for approval but for understanding and perhaps the grace of mercy.

## 2. $SVO_dO_{prep}$

In the only instance of the prepositional pattern  $SVO_dO_{prep}$  (ex 183) the ordering of objects deviates from the basic distribution of CD, since the pronominal recipient conveying context-dependent information follows the substantival  $O_d$  conveying context-independent information. Thus, the element that functions as the rheme in this case is the  $O_d$ .

(183) Sh140 Gina and Michel, the artist, had gone off together to some exhibition by the time Eleanor left. Nigel accompanied her, as he was on his way to see his mother. She was throwing a party and had invited him but, as usual, not his wife. She was still trying to get him off with a nice society type. He quite enjoyed the process although he never fancied the women concerned. His mother would introduce him as 'my darling son, Nigel -- he's such a talented writer, you know, and his marriage is on the rocks, poor dear. His marriage had been officially 'on the rocks' for nearly twenty-three years. Sadly, the old bitches his mother lined up were only a few years younger than him. He had once questioned her on this point, saying that a man of his age preferred younger women to be seen out with. She was offended and took it all personally. 'Young girls who go out with men your age are just gold-diggers! When do you ever see a poor man with someone twenty years younger?' 'I'm not rich!' 'Yes, and you don't have anyone twenty years younger.' 'I've had a good few of them, Mummy.' 'Yes, but they pissed off once they found out what your bank balance was, I'll be bound.' Nigel thought his mother was rather crude as well as not versed in the ways of the world and in what men want. Maybe he would **show Eleanor to her** as a sample of the younger woman who was not a gold-digger.

### 4.5.3 Ditransitive pattern with one participant omitted ( $SVO_d$ )

Let us now proceed to the ditransitive pattern with one participant omitted (60 instances) where we find three different syntactic patterns, depending on the kind of the remaining object, namely  $SVO_d$ ,  $SVO_i$  and  $SVO_{prep}$ .

#### i. $SVO_d$ (omission of $O_i/O_{prep}$ )

Among the 48 instances of omitted  $O_i/O_{prep}$ ,  $O_d$  is in most cases realized by a noun (exx 184, 185); there are two instances of  $O_d$  realized by a pronoun (ex 186). An examination of the omission of  $O_i/O_{prep}$  revealed 29 instances (Sh142,144,146,147,149-151,154-156,158,159,164-174,176-178,183,184,186) of indefinite deletion (ex 184) and 19 instances (Sh141,143,145,148,152,153,157,160-163,175,179-182,185,187,188) of contextual deletion (ex 185):

(184) Sh149 Children **show** scars like medals.

(185) Sh163 He hurried up the aisle of the church, **showing his palms** by way of apology when he reached his place.

(186) Sh187 Some of the classics were in excellent condition, as he had seldom **showed them**.

## ii. SVO<sub>i</sub> (omission of O<sub>d</sub>)

There are altogether 11 instances of omitted O<sub>d</sub> where the remaining object is non-prepositional, all of which being examples of contextual deletion. As for the realization, the O<sub>i</sub> is typically realized by a noun (9 instances) (ex 187) and less frequently by a pronoun (2 instances) (ex 188):

(187) Sh189 One day I 'll learn to swim real good , so I can go up to Scotland and **show Marie** and she 'd be real surprised .

(188) Sh194 Malcolm saw me and said, hey what are you reading, boy? I **showed him**.

It should be noted that there arises a problem how to view the remaining non-prepositional object, whether as O<sub>d</sub> or O<sub>i</sub>. Huddleston & Pullum (2002: 251) suggest that this object be regarded as a direct object, even if it corresponds semantically to the indirect object of a ditransitive construction. According to Quirk et al. (1972: 844) with some verbs (e.g. *ask*, *teach*) the verb becomes monotransitive (the indirect object becomes the direct object), while other verbs (e.g. *give*) do not become monotransitive (the indirect object does not become the direct object) (see section 2.3.2). In the present paper we adhere to the distinction of verbs made by Quirk et al. and suggest to treat *show* (like *give*), i.e. to view the remaining non-prepositional object as indirect.

## iii. SVO<sub>prep</sub> (omission of O<sub>d</sub>)

In the case of omitted O<sub>d</sub>, the remaining O is less frequently prepositional; we find only one such instance. The omitted O<sub>d</sub> is again contextually recoverable:

(189) Sh200 He lifted the object he was carving, lifted it with both hands to **show to her**.

#### **4.6 The overall analysis of the five selected verbs: *give, lend, send, offer* and *show***

The present chapter summarizes the foregoing findings that emerge from the study of the verbs *give, lend, send, offer* and *show* (see sections 4.1 - 4.5). In other words, while in each of the preceding chapters the analysis was carried out on the basis of 200 examples of ditransitive complementation of one verb, the present chapter presents an analysis of all 1000 examples that represent our corpus. This summarizing section is divided into similar subsections as in the case of chapters dealing with individual verbs, viz. we first give the overall frequency of various syntactic patterns in which the verbs occur. Next, in the case of the ditransitive pattern with both realized objects we provide a general summary of the realization of the two objects (the four different types of realization) and focus on the position of the two objects and FSP function with respect to the realization of the two objects. Then an explanation of the factors that have an impact on the ordering of the objects is attempted. Moreover, in the present section each subsection is provided with an additional table demonstrating whether the objects are ordered according to the basic distribution of CD or whether they deviate from it. In the case of the ditransitive pattern with one or both objects omitted we provide quantification data of contextual vs. indefinite deletion and attempt to determine the reasons for the omission.

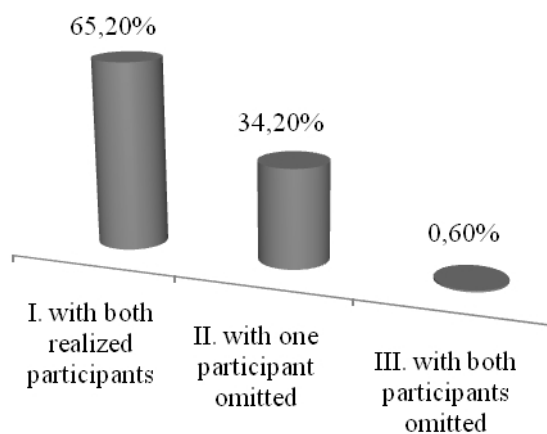
##### **4.6.1 Frequency of ditransitive patterns of all five verbs**

As mentioned in section 2.3, semantically, ditransitive constructions always include three semantic roles (typically agent, recipient and patient); syntactically, however, all semantic roles do not have to be explicitised. Table 34 shows the variety of syntactic patterns in which ditransitive verbs *give, lend, send, offer* and *show* occur. As follows from the table, three basic patterns of ditransitive constructions may be distinguished: I. Ditransitive pattern with both realized participants (65.2%), II. Ditransitive pattern with one participant omitted (34.2%) and III. Ditransitive pattern with both participants omitted (0.6%). Thus, we find that the ditransitive pattern with one participant omitted is relatively frequent; it accounts for more than a third of all examples.

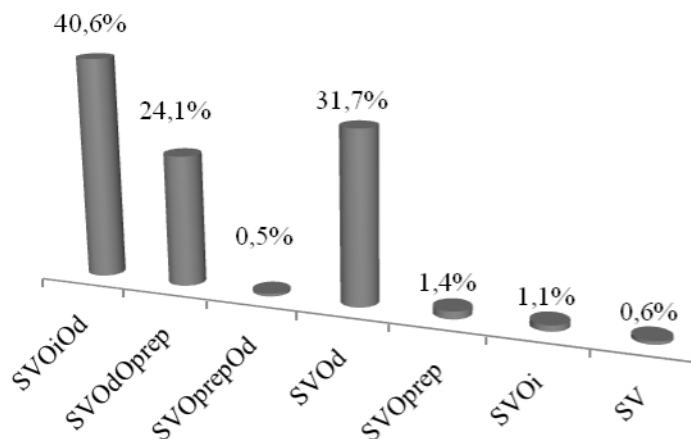
**Table 34: The overall frequency of ditransitive patterns**

Ditransitive pattern:	<i>GIVE</i>	<i>LEND</i>	<i>SEND</i>	<i>OFFER</i>	<i>SHOW</i>	Total	%
<b>I. with both realized participants</b>	<b>129</b> (64.5%)	<b>147</b> (73.5%)	<b>155</b> (77.5%)	<b>81</b> (40.5%)	<b>140</b> (70%)	<b>652</b>	<b>65.2%</b>
<i>SVO<sub>i</sub>O<sub>d</sub></i>	98	71	83	40	114	406 (62.3%)	40.6%
<i>SVO<sub>d</sub>O<sub>prep</sub></i>	30	73	71	41	26	241 (37%)	24.1%
<i>SVO<sub>prep</sub>O<sub>d</sub></i>	1	3	1	0	0	5 (0.7%)	0.5%
<b>II. with one participant omitted</b>	<b>71</b> (35.5%)	<b>47</b> (23.5%)	<b>45</b> (22.5%)	<b>119</b> (59.5%)	<b>60</b> (30%)	<b>342</b>	<b>34.2%</b>
<i>SVO<sub>d</sub></i>	70	35	45	119	48	317 (92.7%)	31.7%
<i>SVO<sub>prep</sub></i>	1	12	0	0	1	14 (4.1%)	1.4%
<i>SVO<sub>i</sub></i>	0	0	0	0	11	11 (3.2%)	1.1%
<b>III. with both participants omitted</b>	<b>0</b>	<b>6</b> (3%)	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0.6%</b>
<i>SV</i>	0	6	0	0	0	6 (100%)	0.6
<b>Total</b>	<b>200</b> (100%)	<b>200</b> (100%)	<b>200</b> (100%)	<b>200</b> (100%)	<b>200</b> (100%)	<b>1000</b>	<b>100%</b>

**Figure 1: The frequency of ditransitive pattern with both realized participants vs. ditransitive pattern with one/both participants omitted**



**Figure 2: The detailed overall frequency of ditransitive patterns**



As regards the ditransitive pattern with both realized participants (652 instances), the table shows that the non-prepositional pattern  $SVO_iO_d$  is obviously more frequent (62.3%) than the prepositional pattern  $SVO_dO_{prep}$  (37%) and there are only five instances of the prepositional pattern  $SVO_{prep}O_d$  (0.7%). Hence, generally, we can say that the  $SVO_iO_d$  pattern appears to be more frequent than the  $SVO_dO_{prep}$  pattern. However, if we take into account the realization of the two objects, the prevailing clause pattern may change. For instance, in the cases where both objects are realized by nouns, the more frequent object ordering is the  $SVO_dO_{prep}$  pattern (see below section 4.6.2.1); when  $O_d$  is realized by a noun and  $O_i/O_{prep}$  by a pronoun, on the other hand, the most common ordering is undoubtedly  $SVO_iO_d$  (see below section 4.6.2.4). Therefore, the results in Table 34 should be viewed as mere generalizations and it should be borne in mind that the realization and context-dependence of the two objects should always be taken account of.

Proceeding now to the 342 instances of ditransitive pattern with one participant omitted, we find that by far the most common clause pattern is  $SVO_d$ , i.e. the pattern with omitted (but semantically implied)  $O_i/O_{prep}$  (92.7%). The patterns  $SVO_{prep}$  and  $SVO_i$  account only for 4.1% and 3.2% of the cases with omitted direct object, respectively.

Finally, as regards the ditransitive pattern with both participants omitted (i.e. SV pattern), it can be concluded that the omission of both objects complementing a ditransitive verb is rather rare. In our corpus we find only 6 instances of SV pattern (0.6%), all of which occur with the verb *lend*.

As follows from Table 34, the verbs *lend*, *send*, *show* and even *give* behave quite similarly as far as the type of ditransitive pattern is concerned, i.e. the proportion between the pattern with both realized participants and with one/two participants omitted is relatively similar, e.g. in the case of *lend* -147 instances and in the case of *show* – 140 instances of the pattern with both realized participants. *Offer*, however, shows a great discrepancy between the pattern with both realized objects and the pattern with one participant omitted, namely we find only 81 instances of the pattern with both realized participants, while there are 119 instances with omitted  $O_i/O_{prep}$ . Thus, in the case of *offer* it seems that there is a marked tendency to leave the recipient of the offer unexpressed, which is most probably associated with the semantics of the verb: one can offer something to any potential recipient, in other words the general human agent is typically implied.

In the following subsections, let us discuss the ditransitive patterns with both realized participants (section 4.6.2) and the ditransitive pattern with one or both participants omitted (4.6.3-4) in greater detail.

#### 4.6.2 Ditransitive pattern with both realized participants

Table 35 illustrates the different types of realization of the two objects and their frequency:

Table 35: The overall realization of the two objects

Realization	<i>GIVE</i>	<i>LEND</i>	<i>SEND</i>	<i>OFFER</i>	<i>SHOW</i>	Total	%
noun (O <sub>i</sub> /O <sub>prep</sub> ) + noun (O <sub>d</sub> )	66	90	64	50	34	304	46.6%
pronoun (O <sub>i</sub> /O <sub>prep</sub> ) + pronoun (O <sub>d</sub> )	1	5	6	6	10	28	4.3%
noun (O <sub>i</sub> /O <sub>prep</sub> ) + pronoun (O <sub>d</sub> )	1	3	12	1	5	22	3.4%
pronoun (O <sub>i</sub> /O <sub>prep</sub> ) + noun (O <sub>d</sub> )	61	49	73	24	91	298	45.7
<b>Total</b>	<b>129</b>	<b>147</b>	<b>155</b>	<b>81</b>	<b>140</b>	<b>652</b>	<b>100%</b>

##### 4.6.2.1 The position of both O<sub>i</sub>/O<sub>prep</sub> and O<sub>d</sub> realized by nouns

Table 36 illustrates the clause patterns and the context-dependence / independence of both objects realized by nouns.

Table 36: The position of O<sub>i</sub>/O<sub>prep</sub> and O<sub>d</sub> realized by nouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs)

Clause Pattern			Context-dependence / independence and FSP function			
Pattern	Verb	Total	1 <sup>st</sup> O: dep (Th)	1 <sup>st</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh)
			2 <sup>nd</sup> O: indep (Rh)	2 <sup>nd</sup> O: dep (Th)	2 <sup>nd</sup> O: indep (Rh)	2 <sup>nd</sup> O: dep (Th)
SVO <sub>i</sub> O <sub>d</sub>	<i>GIVE</i>	38	23	0	15	0
	<i>LEND</i>	21	15	0	6	0
	<i>SEND</i>	11	7	0	4	0
	<i>OFFER</i>	13	5	1	7	0
	<i>SHOW</i>	21	9	0	12	0
	<b>Total</b>	<b>104 (34.3%)</b>	<b>59 (56.8%)</b>	<b>1 (0.9%)</b>	<b>44 (42.3%)</b>	<b>0</b>
SVO <sub>d</sub> O <sub>prep</sub>	<i>GIVE</i>	28	0	0	23	5
	<i>LEND</i>	67	0	0	59	8
	<i>SEND</i>	52	8	0	37	7
	<i>OFFER</i>	37	1	0	31	5
	<i>SHOW</i>	13	4	0	9	0
	<b>Total</b>	<b>197 (64.8%)</b>	<b>13 (6.6%)</b>	<b>0</b>	<b>159 (80.7%)</b>	<b>25 (12.7%)</b>
SVO <sub>prep</sub> O <sub>d</sub>	<i>GIVE</i>	0	0	0	0	0
	<i>LEND</i>	2	1	0	1	0
	<i>SEND</i>	1	0	0	1	0
	<i>OFFER</i>	0	0	0	0	0
	<i>SHOW</i>	0	0	0	0	0
	<b>Total</b>	<b>3 (0.9%)</b>	<b>1 (33.3%)</b>	<b>0</b>	<b>2 (66.7%)</b>	<b>0</b>
<b>Total</b>	<b>304 (100%)</b>	<b>73 (24.1%)</b>	<b>1 (0.3%)</b>	<b>205 (67.4%)</b>	<b>25 (8.2%)</b>	

As follows from Table 36, when both O<sub>i</sub>/O<sub>prep</sub> and O<sub>d</sub> are realized by nouns, the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub> (197 instances - 64.8%) is by far the most frequent pattern. It is nearly twice



as frequent as the non-prepositional pattern  $SVO_iO_d$  (104 instances - 34.3%) and there are only three instances of the prepositional pattern  $SVO_{prep}O_d$  (0.9%). One of the reasons for a higher occurrence of the prepositional construction has been pointed out already by Jespersen (1927) and Curme (1935), viz. the growing tendency of the prepositional construction. Curme (1935: 132), notes that since “the older dative has lost the distinctive endings that it had in older English the newer form is often preferred as a clearer dative form”. Besides, it is noted that the dative form with *to* is used “to mark the dative relation clearly in cases where doubt might arise”. This is in accordance with Biber et al (1999) who also regard the prepositional object as a clearer marker of syntactic relationship.

Now let us examine the three different clause patterns in greater detail:

### 1. $SVO_iO_d$

As for the context-dependence / independence of the objects in the  $SVO_iO_d$  pattern we find that:

- i. In 59 instances the  $O_i$  conveys context-dependent and  $O_d$  context-independent information,  $O_i$  pertaining to the thematic section of the sentence and  $O_d$  functioning as the rheme (ex 190). Thus, the linearity serves as one of the indicators of the more important element in the communication; in other words it indicates which element conveys the high point of the message; and thus which element functions as the rheme:

(190) Le08 Without chapter 11, if a firm were shut down and its assets sold off, the spoils would go first to senior creditors - banks and others that had **lent the firm money**.<sup>70</sup>

- ii. In 44 cases both objects convey context-independent information and  $O_d$  conveys the information towards which the communication is perspectived, i.e.  $O_i$  is a component of the rheme, and  $O_d$  functions as the rheme proper (ex 191):

(191) Le06 The policy unit will also discuss an alternative London School of Economics private sector scheme under which the financial institutions, rather than the Treasury, would **lend students money**, with repayments collected through National Insurance contributions.

- iii. One instance (ex 192) displays a deviation from the basic distribution of CD, as in this example both objects are context-dependent and the element towards which the communication is perspectived (i.e. the high point of the message) is the subject *not all*

---

<sup>70</sup> In the present chapter (4.6 Overall analysis of all five verbs) some of the most prototypical examples that have already occurred in the analysis of individual verbs (see sections 4.1-4.5) are re-cited here and are assigned a different number for the sake of systematic numbering and for better orientation in the analysis and appendix; e.g. Ex 190 (Le08) has already occurred in section 4.2.3.1 as ex 63; both numbers 63 and 190 are found in the appendix.

*employees*. The rhematic character of the subject is signalled by the negative particle *not* that functions as a rhematizer (see Dušková 1988: 532). Firbas (1992: 102) also points out the rhematizing ability of *not*: “[...] *not* is always perspectived to the element that carries the highest degree of CD and serves as RhPr (focus) of the negative sentence. The particle *not* serves as the negation focus anticipator (NegFocA)”:<sup>71</sup>

(192) Since 1987 it has been possible to ask your employer to deduct regular sums from your pay through the PAYROLL GIVING SCHEME up to a maximum of £600 per annum (not all employers offer their employees this facility).

## 2. SVO<sub>d</sub>O<sub>prep</sub>

As regards the context-dependence / independence of the objects in the SVO<sub>d</sub>O<sub>prep</sub> pattern:

- i. In most instances of the SVO<sub>d</sub>O<sub>prep</sub> both objects convey context-independent information (159 of total 197 instances - 80.7%); hence, O<sub>d</sub> functions as a component of the rheme and O<sub>prep</sub> as the rheme proper (exx 193-196). Such a high number of both context-independent objects in the prepositional pattern demonstrate that where both objects convey context-independent information there seems to be a tendency to use the pattern SVO<sub>d</sub>O<sub>prep</sub>. In other words, it appears that it is more usual to put focus on the recipient (and not the patient), i.e. to place the recipient (O<sub>i</sub>/O<sub>prep</sub>) in the final position. In most cases the principle of end-focus coincides with the principle of end-weight, since the head of the noun phrase functioning as O<sub>d</sub> is typically postmodified (e.g. by a prepositional phrase, participle or a clause) (ex 194). In other examples O<sub>prep</sub> is of comparable length to O<sub>d</sub> (ex 195). Occasionally, the principle of end-focus seems to override the principle of end-weight, the O<sub>d</sub> being heavier than O<sub>prep</sub> (ex 196):

(193) Le88 The Mortgage Corporation has **lent over £3 billion to over 55,000 mortgage customers** since they opened for business in 1986.

(194) Of22 These can **offer real support to new actors seeking their first taste of work** and such cops do show enormous interest in the work of drama students in their last term.

(195) Gi55 He has dumped down the notes for a greyhound, has **given his heart to the beast**, and is derided for this by his friends in the pub.

(196) Sh24 Earlier, Mr Justice Judge had ruled in the Manchester High Court that the terms of a temporary injunction be lifted, allowing him to **show financial details of the club to his advisers**.

- ii. In 13 instances (6.6%) O<sub>d</sub> conveys context-dependent and O<sub>prep</sub> context-independent information; hence the principle of end-focus is again the major factor in the object

---

<sup>71</sup> Note that our FSP interpretation presupposes the intonation centre on the element *Not all employees*.

ordering. In ex 197 the context-dependent object is signalled by the anaphoric definite article (*the photocopy*) and repetition (*your record*), respectively:

(197) Se23 The principle indicated in those cases was a long way from the circumstances of the present case and was far from warranting the conclusion that by making a photocopy of a document which in the hands of the maker of the photocopy was not privileged, and then **sending the photocopy to a solicitor** for the purposes of obtaining advice, privilege was thereby cast on the copy sent to the solicitor.

- iii. 25 examples of the  $SVO_dO_{prep}$  pattern (12.7%) display the opposite distribution of CD, i.e.  $O_d$  conveys context-independent (and thus functions as the rheme) and  $O_{prep}$  context-dependent information (exx 198 and 199). Hence, in these examples we observe deviation from the linear arrangement, since the objects are not ordered according to the basic distribution of CD. One possible explanation of this ordering is that the grammatical principle of English word order occasionally operates counter to the principle of end-focus; in other words English grammatical word order seems to be so strong that it overrides the principle of end-focus. In the case of the verb *lend* another potential factor influencing the ordering is that the referent of the prepositional object is in all cases inanimate, which seems to reinforce the non-prepositional pattern<sup>72</sup>.

(198) Le68 Their publication coincided with the Red Anchor period of the Chelsea porcelain factory in the mid 1750s, when many beautiful floral paintings decorated plates and other pieces. These came to be known as 'Hans Sloane plants', although he died before their reproduction. The use of his name and his connection with the area, particularly with the Physic Garden and also his reputation abroad, **lent an air of authority to these pieces of china** -- as no doubt Mr Sprimont, the astute manager of the factory appreciated.

(199) Le78 This is an idea which has fascinated spinners. Girls have been seen in Italy, spinning with spindles over a balcony, while their sisters sat knitting below, which lends support to such a theory. There is also a picture (Church and School of the Carita) by Canaletto in the National Gallery, London, of a woman on a balcony with a distaff and spun thread in her hand, which **lends further credence to the idea**.

### 3. $SVO_{prep}O_d$

There are only three instances of the  $SVO_{prep}O_d$  pattern. As for the context-dependence / independence of the objects, in two cases both objects convey context-independent information (ex 200). In the third case  $O_{prep}$  conveys context-dependent information and  $O_d$  context-independent information (ex 201). Thus, we can say that the element towards which the communication is perspectived is in all three cases the  $O_d$ .

---

<sup>72</sup> Note, however, that inanimate  $O_i$  in  $SVO_iO_d$  pattern in the is not entirely impossible (see sections 4.1.3.1 and 4.2.3.1).

(200) Se64 He has **sent to the Prime Minister and the Cabinet and Shadow Cabinet a copy of his book on his experiences.**<sup>73</sup>

(201) Le90 Election ` 92 : Vengeful undertaker waiting in the wings Godfrey Barker on the man who may succeed Kinnock if Labour lose By GODFREY BARKER GORDON BROWN , the heir presumptive to Neil Kinnock in the event of disaster next Friday , is heir also to John Knox . A son of the manse, he **lends to Labour the dark Church of Scotland tones** that can make the recession sound as bleak as the wind that whips off the Firth of Forth in midwinter. `

The question arises why a speaker selects this unusual ordering when the same distribution of CD could also be achieved by the SVO<sub>i</sub>O<sub>d</sub> pattern. In attempting to answer the question let us now replicate how Quirk et al. (1985: 1396) describe the prepositional pattern SVO<sub>prep</sub>O<sub>d</sub> in comparison with the SVO<sub>i</sub>O<sub>d</sub>. Comparing the pattern SVO<sub>prep</sub>O<sub>d</sub> [3] *She gave to her brother a signet ring* (see section 2.4.1.1) with the non-prepositional pattern SVO<sub>i</sub>O<sub>d</sub> [1] *She gave her brother a signet ring* and the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub> [2] *She gave a signet ring to her brother* they point out that: “The O<sub>d</sub> in [3] has the same rhematic force as in [1] but the O<sub>i</sub> has been replaced by a form that raises its communicative dynamism above that of the O<sub>i</sub> in [1] though still below that of the paraphrase in [2]” (ibid.). Hence, they suggest that the prepositional object in [3] carries less communicative dynamism than the direct object although its degree is definitely higher than in the first example. As it seems rather impossible to determine the exact amount of CD in the case of both context-independent objects, we adhere to Biber et al. who explain the SVO<sub>prep</sub>O<sub>d</sub> as a pattern where the preposition *to* “is felt to be a clearer marker of syntactic relationships than word order” (Biber et al. 1999: 928).

Table 37 demonstrates our findings regarding the problem of the object ordering vs. basic distribution of CD. To answer the question whether the objects are ordered according to the basic distribution of CD (according to their FSP function), we may conclude that 278 of total 304 instances (91.4%) display the basic distribution of CD. Moreover, since in most cases the object in the rhematic position is postmodified by a clause or a heavy phrase, the object ordering is also in accordance with the principle of end-weight (ex 194). Among the instances of SVO<sub>i</sub>O<sub>d</sub> pattern there is only one instance of deviation from the basic distribution of CD (ex 192), while within the SVO<sub>d</sub>O<sub>prep</sub> pattern we find 25 deviations from the basic distribution of CD, i.e. the rhematic O<sub>d</sub> precedes the thematic O<sub>prep</sub> (exx 198, 199).

---

<sup>73</sup> Note that O<sub>d</sub> in ex 115 is an example of heterogenous element that is classified as context-independent element in the present analysis (for detail see section 3.3).

**Table 37: The correlation between the object ordering and basic distribution of CD (when both objects are realized by nouns)**

Pattern	BD of CD Rh = 2 <sup>nd</sup> O	Deviation from BD of CD			Total
		Rh = verb	Rh = 1 <sup>st</sup> O	Rh = subject	
SVO <sub>i</sub> O <sub>d</sub>	103	0	0	1	104
SVO <sub>d</sub> O <sub>prep</sub>	172	0	25	0	197
SVO <sub>prep</sub> O <sub>d</sub>	3	0	0	0	3
Total	278 (91.4%)	0	25 (8.2%)	1 (0.4%)	304 (100%)
		26 (8.6%)			

#### 4.6.2.2 The position of both O<sub>i</sub>/O<sub>prep</sub> and O<sub>d</sub> realized by pronouns

Proceeding now to the analysis of the position of both objects realized by pronouns, we find two clause patterns, viz SVO<sub>i</sub>O<sub>d</sub> and SVO<sub>d</sub>O<sub>prep</sub>. According to Quirk et al. (1985: 1396) and Biber et al. (1999: 929), there is a third possible ordering, viz. SVO<sub>d</sub>O<sub>i</sub> (see 2.4.2), which is, however, not attested with any of the five ditransitive verbs in our corpus.

**Table 38: The position of O<sub>i</sub>/O<sub>prep</sub> and O<sub>d</sub> realized by pronouns, the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs)**

Clause Pattern			Context-dependence / independence and FSP function			
Pattern	Verb	Total	1 <sup>st</sup> O: dep (Th)	1 <sup>st</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh)
			2 <sup>nd</sup> O: indep (Rh)	2 <sup>nd</sup> O: dep (Th)	2 <sup>nd</sup> O: indep (Rh)	2 <sup>nd</sup> O: dep (Th)
SVO <sub>i</sub> O <sub>d</sub>	<i>GIVE</i>	0	0	0	0	0
	<i>LEND</i>	4	0	4	0	0
	<i>SEND</i>	2	1	1	0	0
	<i>OFFER</i>	4	2	1	0	1
	<i>SHOW</i>	3	3	0	0	0
	<b>Total</b>	<b>13 (46.4%)</b>	<b>6 (46.2%)</b>	<b>6 (46.2%)</b>	<b>0</b>	<b>1 (7.6%)</b>
SVO <sub>d</sub> O <sub>prep</sub>	<i>GIVE</i>	1	0	1	0	0
	<i>LEND</i>	1	0	1	0	0
	<i>SEND</i>	4	2	2	0	0
	<i>OFFER</i>	2	0	2	0	0
	<i>SHOW</i>	7	1	6	0	0
	<b>Total</b>	<b>15 (53.6%)</b>	<b>3 (20%)</b>	<b>12 (80%)</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>28 (100%)</b>	<b>9 (32.1%)</b>	<b>18 (64.3%)</b>	<b>0</b>	<b>1 (3.6%)</b>	

Of the 28 instances of both objects realized by pronouns, there are 13 instances of SVO<sub>i</sub>O<sub>d</sub> and 15 instances of SVO<sub>d</sub>O<sub>prep</sub> pattern (see Table 37). Thus, we can say that the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub> only slightly prevails over the non-prepositional one. Biber et al. (1999: 929), who provide the most detailed analysis of object ordering in the case of pronominal realization, state that the prepositional pattern is by far the most frequent (see section 2.4.2). Nonetheless, such great prevalence of the prepositional pattern has not been confirmed in our analysis. This could be explained by two reasons. First, our corpus contains a relatively low number of examples where both objects are realized by pronouns (28 instances). Second, it should be borne in mind that Quirk et al. and Biber et al. state the possible object ordering only for both objects realized by personal pronouns; they do not take into account other possible realizations.

However, we argue that when discussing the ordering of objects realized by pronouns, it is necessary to take into consideration the concrete realization of the pronoun. In other words our findings imply that the type of pronoun realizing the objects also has an impact on the object ordering. As regards the nonprepositional pattern, in all 13 examples the O<sub>i</sub> is realized by a personal pronoun and the O<sub>d</sub> by an indefinite or demonstrative pronoun. Hence, the combination “personal pronoun (O<sub>i</sub>) + indefinite / demonstrative pronoun (O<sub>d</sub>)” seems to favour the SVO<sub>i</sub>O<sub>d</sub> pattern. The combination of two personal pronouns, on the other hand, appears to favour the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub>. Of 15 cases of the prepositional pattern we find 13 instances of two personal pronouns and 2 instances of “personal + reflexive pronoun” combination.

### 1. SVO<sub>i</sub>O<sub>d</sub>

As regards the context-dependence/independence and the FSP function of the two objects we find that:

- i. In 6 instances both objects convey context-dependent information, the only rhematic element being the verb (ex 202):

(202) Le93 Then, offering the razor: 'I'll **lend you this** if you want. '

- ii. In 6 instances, the O<sub>i</sub> conveys context-dependent, while the O<sub>d</sub> realized by *something* context-independent information. However, it does not develop the communication any further and operates as a mere semantic slot filler. Thus, again, the only rhematic element is the verb (ex 203) (see section 4.3.2.2 and Firbas 1992: 45).

(203) Of51 ` How long have you got to wait before they'll **offer you something?** '

- iii. There is one instance where the context-independent  $O_i$  precedes the context-dependent  $O_d$  (ex 204). In ex 149 the  $O_i$ , although realized by a personal pronoun *you*, conveys context-independent information, since it is disengaged from context dependence on account of contrast (i.e. “he” has a cigarette “himself” but does not offer one to the other participant of the communication “you”). Thus, the  $O_i$  *you* functions as the rheme proper and in speech it would carry the intonation centre.

(204) Of52 He poured the wine and lit a cigarette for himself. I won't **offer you one**. I'm sure you don't smoke.

## 2. $SVO_dO_{prep}$

As for the context-dependence / independence of the two objects in the prepositional pattern, we note that:

- i. In the overwhelming majority of cases both objects are context-dependent (12 of 15 instances), the only new (i.e. rhematic) element being the verb (ex 205, 206):

(205) Le95 Gareth's appearance surprised everyone, especially Tremayne: he made a bravado entrance to cover shyness in a dinner jacket no one knew he had, and he looked neat, personable and much older than fifteen. 'Where did you get that?' his father asked, marvelling. 'Picked it off a raspberry bush. 'He smiled widely. 'Well, actually, Sam said I was the same height as him now and he happened to have two. So he's **lent it to me**. OK?'

(206) Se67 At the end of a year our judges will choose the best tip of all, and the winner will receive a holiday for two in Thailand, plus £500 spending money. All thanks to BBC Gardeners ' World Magazine and Guinness Original. How to enter: Just jot down your tips and ideas, including drawings if appropriate, and **send them to us**.

- ii. In one case,  $O_d$  is context-dependent, while  $O_{prep}$  context-independent. Nevertheless, being realized by an indefinite pronoun *someone* that does not develop the communication any further, the only rhematic element is again the verb (ex 207) (see Firbas 1992: 45 and section 4.3.2.2):

(207) Sh40 If I had the address on a yellow card I could **show it to someone** and they'd tell me.

- iii. In two instances of the prepositional pattern (exx 208 and 209) where both objects are realized by personal pronouns,  $O_d$  is classified as conveying context-dependent information, while  $O_{prep}$  context-independent information, since the  $O_{prep}$  is disengaged from context-dependence on the basis of contrast. In 208 *to yourself* is contrasted with a “bank manager”, “solicitor” and “publisher” and thus functions as a component of the rheme; the rheme proper is realized by the adverbial “by registered post”. In ex 209  $O_{prep}$  *to me* is contrasted with contacting “local scrap metal dealers” and functions as the rheme

proper. Therefore, in these two examples the ordering of objects corresponds to the basic distribution of CD:

(208) Se70 Securing a Copyright: A music writer can protect a copyright in a number of ways: (i) put the music down in some physical form, like a musical score or as a demo tape. Date it and place it in the safe keeping of a bank manager or a solicitor (although these professionals often don't like doing this, as it is a lot of trouble). (ii) Get the copyright 'signed' to a publisher. It is then the publisher's responsibility to see that you receive the money which you are due. (iii) put the song down into a physical form, as described above, and **send it to yourself** by REGISTERED POST.

(209) Se68 Any readers who want to collect aluminium cans can either **send them to me** or contact local scrap metal dealers and take them there, where they can then donate the cash to a charity of their own choice.

Now, let us focus on the factors that determine the speaker's choice of the prepositional or nonprepositional pattern. The question is whether in the abovementioned examples a different ordering would in fact be possible. Note that in the nonprepositional pattern the  $O_d$  is typically realized by an indefinite pronoun (*one* or *some-*), while in the prepositional pattern the  $O_d$  is typically realized by *it* or *them*. Since the pronouns in most cases do not differ in givenness or length, the prepositional pattern cannot be explained in terms of the principle of end-focus and end-weight, and the reason for this particular ordering is to be sought in the lexical factors (or in other words the actual realization and combination of pronouns). In the case of the pronoun *it*, the reasons for this ordering of pronouns seem to be lexical, *it* in direct object position triggers off the prepositional pattern  $SVO_dO_{prep}$  and renders the  $SVO_iO_d$  pattern inadmissible (e.g. in ex 207 *\*show someone it*) (cf. Mukherjee 2005: 103, 197). Lexical factors might also explain the object ordering in the cases where  $O_d$  is realized by the personal pronoun *them*. Biber et al. (1999: 930) point out that some personal pronouns (like *them*) can be interpreted as an indirect or a direct object. Consequently, it is argued that to avoid ambiguity the speaker / writer would generally prefer the unambiguous prepositional construction with *to*. Thus, it is to be assumed that in the case of *them* in  $O_d$  position the  $SVO_iO_d$  pattern would not be acceptable (e.g. in ex 206 *\*send us them*). Our findings correspond to Mukherjee (2005: 186) who argues that we cannot always use the alternative construction of a ditransitive verb in all contexts, although the verb is traditionally regarded as a verb allowing two alternative constructions (i.e.  $SVO_iO_d$  and  $SVO_dO_{prep}$ ): “[...] the structural correspondence between the type-I [i.e.  $SVO_iO_d$ ] and the type-II pattern [i.e.  $SVO_dO_{prep}$ ] which is assumed in traditional grammars does not very often translate into the possibility of changing the patterns in a given context.”



Table 39 demonstrates our findings regarding the problem of the object ordering vs. basic distribution of CD. To answer the question whether the objects are ordered according to the basic distribution of CD (according to their FSP function), we may conclude that of 28 instances in 25 instances of both objects realized by pronouns the objects are components of the theme, the verb functioning as the rheme proper. In the remaining 3 instances one object has been disengaged from context-dependence and thus becomes the high point of the message (i.e. the rheme). In two cases the ordering corresponds to the basic distribution of CD, as the element towards which the communication is perspectived is placed finally (exx 208, 209) and in one case there is a deviation from the basic distribution of CD, i.e. the rhematic  $O_i$  precedes the thematic  $O_d$  (ex 204).

**Table 39: The correlation between the object ordering and basic distribution of CD (when both objects are realized by pronouns)**

Clause pattern	BD of CD	Deviation from BD of CD		Total
	Rh = 2 <sup>nd</sup> O	Rh = verb	Rh = 1 <sup>st</sup> O	
SVO <sub>i</sub> O <sub>d</sub>	0	12	1	13
SVO <sub>d</sub> O <sub>prep</sub>	2	13	0	15
<b>Total</b>	<b>2 (7.1%)</b>	<b>25 (89.3%)</b>	<b>1 (3.6%)</b>	<b>28 (100%)</b>
		<b>26 (92.9%)</b>		

#### 4.6.2.3 The position of substantival $O_i/O_{prep}$ and pronominal $O_d$

There are altogether 22 occurrences of  $O_i/O_{prep}$  realized by a noun and of  $O_d$  realized by a pronoun. The only ordering found in our corpus is the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub>, which corresponds to the hypothesis of Quirk et al. (1985: 1396), who claim that SVO<sub>d</sub>O<sub>prep</sub> is the only possible ordering with this kind of realization (see section 2.4.3). Thus, our corpus has not confirmed the assumption of Siewierska & Hollmann (2007: 86), who note that when  $O_d$  is realized by a demonstrative or indefinite pronoun, the SVO<sub>i</sub>O<sub>d</sub> ordering should also be possible.

**Table 40: The position of substantival  $O_i/O_{prep}$  and pronominal  $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs)**

Clause Pattern			Context-dependence / independence and FSP function			
Pattern	Verb	Total	1 <sup>st</sup> O: dep (Th)	1 <sup>st</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh)
			2 <sup>nd</sup> O: indep (Rh)	2 <sup>nd</sup> O: dep (Th)	2 <sup>nd</sup> O: indep (Rh)	2 <sup>nd</sup> O: dep (Th)
SVO <sub>d</sub> O <sub>prep</sub>	<i>GIVE</i>	1	1	0	0	0
	<i>LEND</i>	3	3	0	0	0
	<i>SEND</i>	12	12	0	0	0
	<i>OFFER</i>	1	1	0	0	0
	<i>SHOW</i>	5	4	1	0	0
	<b>Total</b>	<b>22 (100%)</b>	<b>21 (95.5%)</b>	<b>1 (4.5%)</b>	<b>0</b>	<b>0</b>

As far as the FSP is concerned, with one exception, in all cases the ordering of objects corresponds to the basic distribution of CD, since the  $O_d$ , being realized by a personal or demonstrative pronoun (thus, having anaphoric reference), conveys context-dependent information and  $O_{prep}$  conveys context-independent information. Therefore, the  $O_{prep}$  functions as the rheme proper (ex 210). In one case both  $O_d$  and  $O_{prep}$  convey context-dependent information, the only rhematic element being the verb (ex 211) (see Table 40):

(210) Se71 If you have had your letters to Dr Nguyen Dan Que from Vietnam returned, could you please **send them to Dr Que's brother, Dr Nguyen Quoc-Quan**.

(211) Sh49 There were demonstrations at Hammersmith ; at Rugby where the most vociferous health worker turned out to be a school caretaker ; at Bristol ; and at Exeter where the demonstrators appeared to have gathered beforehand in the nearby public house . Throughout the dispute my technique was to go through the front door -- I refused to be smuggled in -- and then ask for a deputation of the demonstrators to come and talk to me . Usually that defused the demonstration and the visit could go ahead uninterrupted . Sometimes the police , however , had other ideas . At Cambridge , NUPE put a picket around the Union building where I was taking part in a debate and the police wanted to take me in by a side entrance . When I protested , they assured me that there would be no question of hiding me from the crowd. A week or two before they had got into trouble when Norman Tebbit had come to Cambridge and in the words of one of the policemen they had not ` **shown him ' to the demonstrators**.

To summarize the factors determining the object ordering of substantival  $O_i/O_{prep}$  and pronominal  $O_d$ , the position of the two objects is in all but one case in accordance with the basic distribution of CD (see Table 41) and also with the principle of end-weight. Thus, with this type of object realization, the SVO<sub>i</sub>O<sub>d</sub> pattern seems to be unacceptable, otherwise both the principle of end-focus and the principle of end-weight would be violated. Moreover, lexical factors also seem to play a role, since, as mentioned above, certain personal pronouns (*it* or *them*) usually cannot be placed in final position and therefore trigger off the prepositional pattern.

Table 41: The correlation between the object ordering and basic distribution of CD (when  $O_i/O_{prep}$  is realized by a noun and  $O_d$  by a pronoun)

Clause pattern	BD of CD Rh = 2 <sup>nd</sup> O	Deviation from BD of CD		Total
		Rh = verb	Rh = 1 <sup>st</sup> O	
$SVO_dO_{prep}$	21	1	0	0
<b>Total</b>	<b>21 (95.5%)</b>	<b>1 (4.5%)</b>	<b>0</b>	<b>22 (100%)</b>

#### 4.6.2.4 The position of pronominal $O_i/O_{prep}$ and substantival $O_d$

Turning our attention to the 298 instances of  $O_i/O_{prep}$  realized by a pronoun and the  $O_d$  by a noun, we find that by far the most frequent ordering is  $SVO_iO_d$  (see Table 39), which accounts for 289 instances (96.9%). The remaining 9 instances are represented by 7 instances of the prepositional  $SVO_dO_{prep}$  pattern (2.4%) and 2 instances of the prepositional  $SVO_{prep}O_d$  pattern (0.7%).

Table 42: The position of pronominal  $O_i/O_{prep}$  and substantival  $O_d$ , the context-dependence / independence of the information conveyed by the objects and their FSP function (all five verbs)

Clause Pattern			Context-dependence / independence and FSP function			
Pattern	Verb	Total	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: dep (Th) 2 <sup>nd</sup> O: dep (Th)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: indep (Rh)	1 <sup>st</sup> O: indep (Rh) 2 <sup>nd</sup> O: dep (Th)
$SVO_iO_d$	<i>GIVE</i>	60	60	0	0	0
	<i>LEND</i>	46	43	3	0	0
	<i>SEND</i>	70	70	0	0	0
	<i>OFFER</i>	23	18	3	2	0
	<i>SHOW</i>	90	86	3	1	0
	<b>Total</b>	<b>289 (96.9%)</b>	<b>277 (95.8%)</b>	<b>9 (3.1%)</b>	<b>3 (1.1%)</b>	<b>0</b>
$SVO_dO_{prep}$	<i>GIVE</i>	0	0	0	0	0
	<i>LEND</i>	2	0	0	0	2
	<i>SEND</i>	3	0	0	1	2
	<i>OFFER</i>	1	0	0	0	1
	<i>SHOW</i>	1	0	0	0	1
	<b>Total</b>	<b>7 (2.4%)</b>	<b>0</b>	<b>0</b>	<b>1 (14.3%)</b>	<b>6 (85.7%)</b>
$SVO_{prep}O_d$	<i>GIVE</i>	1	1	0	0	0
	<i>LEND</i>	1	1	0	0	0
	<i>SEND</i>	0	0	0	0	0
	<i>OFFER</i>	0	0	0	0	0
	<i>SHOW</i>	0	0	0	0	0
	<b>Total</b>	<b>2 (0.7%)</b>	<b>2 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>298 (100%)</b>	<b>279 (93.6%)</b>	<b>9 (3.1%)</b>	<b>4 (1.3%)</b>	<b>6 (2%)</b>	

Now let us examine the three different clause patterns in greater detail:

### 1. SVO<sub>i</sub>O<sub>d</sub>

As for the context-dependence / independence of the objects in the SVO<sub>i</sub>O<sub>d</sub> pattern we find that:

i. In 277 instances the O<sub>i</sub> conveys context-dependent and O<sub>d</sub> context-independent information. As regards the type of pronoun realizing O<sub>i</sub> in most instances it is a personal pronoun (ex 212), less frequently a reflexive pronoun (ex 213) and there is one instance of O<sub>i</sub> realized by a reciprocal pronoun (ex 214). We can say that the ordering of objects is in accordance with both the principle of end-focus (the rhematic object is placed at the end of the sentence) and the principle of end-weight (the substantival O<sub>d</sub> is considerably heavier than the pronominal O<sub>i</sub>):

(212) Gi69 They can't **give you a purpose or meaning in life.**

(213) Se108 Amadeo Franco Perez allegedly spent six years **sending himself more than £1.25m of pay cheques for non-existent employees and selling fake tax receipts.**

(214) Gi80 Parisian cultural life between the wars was close-knit; writers and artists **gave each other mutual support.**

ii. In 9 instances both O<sub>i</sub> and O<sub>d</sub> convey context-dependent information, thus pertaining to the thematic section, the only rhematic element being the verb (ex 215).

(215) Le108 The crunch came when my bank asked for my credit card back and demanded I pay off the overdraft at once. I had to ask Mum to **lend me the money** - it was the most humiliating moment of my life.

iii. In 3 instances both objects convey context-independent information. Thus, the ordering is in accordance with the basic distribution of CD and linearity serves here as an indicator of the more important element in the communication. It should be noted that in two cases of the context-independent O<sub>i</sub> the O<sub>i</sub> is realized by an indefinite pronoun *others* (and not by a personal pronoun, which is the most frequent pronoun found with context-dependent objects) (ex 216). In the third case (ex 217) the O<sub>i</sub> *them* is disengaged from context-dependence by means of *both*, which signals its rhematic function.

(216) Of77 Now those unused tomes of practical or technical information can be donated to a worthy cause, **offering others the opportunity to gain from our over-filled bookshelves.**

(217) Of74 Why on earth had she been so precise in depicting her supposed ideal man to Caroline and Roger? She heard that his flat, to which she foresaw she would soon be invited, was a mixture of Victorian (the furniture) and deco (the mirrors, the glass). He hated all soaps, especially Neighbours. He did a great deal of walking. He played tennis. He didn't jog. He rarely ate red meat. This was terrible; he was exactly as she had envisaged. What could she do? Caroline returned, 'Everything all right?' and **offered them both more wine.**

## 2. $SVO_dO_{prep}$

In all 7 instances of the prepositional pattern  $SVO_dO_{prep}$  the ordering of objects operates counter to the principle of end-focus and the principle of end-weight. As regards the context-dependence / independence of the two objects:

i. Six instances of the prepositional pattern display deviation from the basic distribution of CD, since the pronominal  $O_i/O_{prep}$  conveying context-dependent information follows the substantival  $O_d$  conveying context-independent information. Therefore the context-independent  $O_d$  functioning as the rheme precedes the thematic  $O_{prep}$ . The pronominal  $O_{prep}$  is predominantly realized by a personal pronoun (exx 218, 219) and in one case by a demonstrative pronoun (ex 220), in all cases having anaphoric reference. When seeking speaker's motivation for the choice of the prepositional pattern, where the ordering of objects is at variance with linear arrangement (i.e. the rhematic  $O_d$  precedes the thematic  $O_{prep}$ ), we presume that occasionally the English grammatical word order overrides the principle of end-focus and even the principle of end-weight. Thus, these examples demonstrate that English word order primarily serves as a grammatical device:

(218) Se153 As printers became more powerful, it became necessary **to send more control information to them**, such as to set margin widths or select fonts.

(219) Se154 Central Council **sends its good wishes to her**.

(220) Le146 The Times hypothesised in the course of the election campaign that it was leaders who lost elections, not challengers who won them. The circumstances which led to the inconclusive ballot result **lend some credence to this**.

ii. In one occurrence of the prepositional pattern  $SVO_dO_{prep}$ , where  $O_{prep}$  is realized by an indefinite pronoun *anybody* (ex 221), both objects convey context-independent information. The indefinite pronoun *anybody* appears to behave similarly to the above mentioned pronoun *something* (see 4.3.2.2), i.e. although being context-independent it does not exceed the verb in CD and operates as a mere semantic slot filler. Hence, the only rhematic element is the verb:

(221) Se155 And he did not **send any word to anybody** when he knew you were coming home?

## 3. $SVO_{prep}O_d$

In the only two cases of the prepositional pattern  $SVO_{prep}O_d$  the  $O_{prep}$  conveys context-dependent information and  $O_d$  context-independent information (ex 222). Thus we may say that the position of the two objects is in accordance with the basic distribution of CD. Since the same

distribution of CD could also be achieved by  $SVO_iO_d$  ordering, the preposition *to* probably serves here again as a clearer marker of the syntactic relationship:

(222) Le147 This book shows something of what has emerged out of religious interpretations of death, not as a history of death but as an indication of what lies at the root of the major religious traditions, **lending to each its characteristic style.**

**Table 43: The correlation between the object ordering and basic distribution of CD (when  $O_i/O_{prep}$  is realized by a pronoun and  $O_d$  by a noun)**

Pattern	BD of CD	Deviation from BD of CD		Total
	Rh = 2 <sup>nd</sup> O	Rh = verb	Rh = 1 <sup>st</sup> O	
$SVO_iO_d$	280	9	0	<b>289</b>
$SVO_dO_{prep}$	0	1	6	<b>7</b>
$SVO_{prep}O_d$	2	0	0	<b>2</b>
<b>Total</b>	<b>282 (94.6%)</b>	<b>10 (3.4%)</b>	<b>6 (2%)</b>	<b>298 (100%)</b>
		<b>16 (5.4%)</b>		

As regards the position of objects with respect to the basic distribution of CD, it can be concluded that in most cases (94.6%, 282 out of the total of 298 instances) the ordering of objects coincides with the basic distribution of CD. In 16 instances (5.4%) we observe deviation from the basic distribution of CD: in 10 instances the verb functions as the rheme and in 6 instances it is the first object ( $O_d$  in the  $SVO_dO_{prep}$  pattern) that functions as the rheme.

Table 44 summarizes our findings regarding the correlation between the object ordering and basic distribution of CD. It can be concluded that of all 652 clauses that are complemented by two objects in 583 instances (89.4%) the objects are ordered in accordance with the basic distribution of CD and in 69 instances (10.6%) we observe deviation from the basic distribution of CD. In the cases of deviation from BD of CD the element that functions as the rheme is either the verb (36 instances, 5.5%) or the first object (32 instances, 4.9%) or the subject (1 instance, 0.2%). All deviations from BD of CD seem to be due to the operation of the grammatical principle of English word order.

**Table 44: The overall correlation between the object ordering and basic distribution of CD**

Realization	Pattern	BD of CD	Deviation from BD of CD			Total
		Rh = 2 <sup>nd</sup> O	Rh = verb	Rh = 1 <sup>st</sup> O	Rh = subject	
NOUN +NOUN	SVO <sub>i</sub> O <sub>d</sub>	103	0	0	1	104
	SVO <sub>d</sub> O <sub>prep</sub>	172	0	25	0	197
	SVO <sub>prep</sub> O <sub>d</sub>	3	0	0	0	3
	<b>Total</b>	<b>278</b>	<b>0</b>	<b>25</b>	<b>1</b>	<b>304</b>
PRON+PRON	SVO <sub>i</sub> O <sub>d</sub>	0	12	1	0	13
	SVO <sub>d</sub> O <sub>prep</sub>	2	13	0	0	15
	<b>Total</b>	<b>2</b>	<b>25</b>	<b>1</b>	<b>0</b>	<b>28</b>
NOUN (O <sub>i</sub> /O <sub>prep</sub> ) + PRON (O <sub>d</sub> )	SVO <sub>d</sub> O <sub>prep</sub>	21	1	0	0	22
	<b>Total</b>	<b>21</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>22</b>
PRON (O <sub>i</sub> /O <sub>prep</sub> ) +NOUN (O <sub>d</sub> )	SVO <sub>i</sub> O <sub>d</sub>	280	9	0	0	289
	SVO <sub>d</sub> O <sub>prep</sub>	0	1	6	0	7
	SVO <sub>prep</sub> O <sub>d</sub>	2	0	0	0	2
	<b>Total</b>	<b>282</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>298</b>
<b>Total</b>		<b>583</b> <b>(89.4%)</b>	<b>36 (5.5%)</b>	<b>32 (4.9%)</b>	<b>1 (0.2%)</b>	<b>652</b> <b>(100%)</b>
			<b>69 (10.6%)</b>			

Apart from the two major factors influencing the object ordering, viz. the principle of end-focus and the principle of end-weight we have come across two further potential factors that might play a role in the object ordering, namely the strong association between the lexical item in direct-object position and the preposition *to* and an insertion of an adverbial between the objects.

As for the strong association between the lexical item in direct-object position and the preposition *to*, it has been argued by Mukherjee (2005: 103, 196) that the SVO<sub>d</sub>O<sub>prep</sub> pattern is preferred when the lexical item in the preceding O<sub>d</sub> position is habitually associated with the preposition *to*. Mukherjee argues that whenever such a lexical item occurs in O<sub>d</sub> position, it triggers the prepositional pattern which makes it possible to use the preposition *to* in combination with this lexical item. In our corpus this potential factor may explain six cases with the following lexical items in O<sub>d</sub> position: *give an incentive to* (Gi53), *give help to* (Gi39), *give credence to* (Gi48), *offer support to* (Of22), *offer a challenge to* (Of28), *offer help to*. (Of30). However, it is questionable to what extent this can be regarded as a further factor. Our findings imply that this factor might be relevant in those cases where both objects

are realized by nouns (exx 223, 224). But when the  $O_i/O_{prep}$  is realized by a pronoun, then the more usual ordering is the non-prepositional  $SVO_iO_d$  (ex 225). Therefore, the strong association between the lexical item in direct-object position and the preposition *to* should be regarded not as a relevant factor but rather as a tendency, i.e. a tendency to use the prepositional pattern.

(223) Gi39 Like ACET, CAH will **give both medical and practical help to AIDS patients** in the home.

(224) Of28 To achieve crosswind landing exactly on the spot without using the engine and in a strange machine **offers a strong challenge even to the most experienced pilot.**

(225) Of66 They will also be able to give information about local voluntary agencies which may be able to **offer you advice or support**, and also about local services for people with special difficulties such as problems with alcohol, drugs or gambling.

As regards the insertion of a further adverbial between the two objects, there are altogether 16 instances of an adverbial element inserted between the two objects. Of the total 16 instances – we find 13 instances of an adverbial inserted between  $O_d$  and  $O_{prep}$  (exx 226, 227) and only 3 instances of an adverbial inserted between  $O_i$  and  $O_d$  (ex 228). Thus, the  $SVO_dO_{prep}$  pattern seems to allow the insertion of a further adverbial element more freely than the  $SVO_iO_d$  pattern. It seems that at least in exx 226 and 227 the  $SVO_iO_d$  ordering would not allow the insertion of a further adverbial element, as the inserted element appears to be semantically more connected with  $O_d$  and therefore should immediately follow  $O_d$ . It is to be supposed that distancing a participant from the verb – by an inserted adverbial – undoubtedly loosens the direct semantic connection between the verb and its participants, and hence calls for explicit indication of the syntactic function entailing the respective semantic role (viz. recipient). Nevertheless, the deviation from the grammatical word order can be in all cases explained by means of the principle of end-focus and therefore it is questionable whether there is a need to introduce a further factor influencing the object ordering:

(226) Se34 This enables it to **send video, audio and data** from any point in the UK , via satellite, **to closed groups of users.**

(227) Se37 You **send P14s** together with a completed Employer 's Declaration ( P35 ) **to the Inspector of Taxes.**

(228) Sh113 She and the film **show us** in corruscating detail **the real difficulties of the character's position**, and asks us not for approval but for understanding and perhaps the grace of mercy.



### 4.6.3 Ditransitive pattern with one participant omitted

As mentioned above (see section 4.6.1), the ditransitive pattern with one participant omitted is relatively frequent; it accounts for more than a third of all examples (342 instances, i.e. 34.2%). In the case of the verb *offer* it can even be considered the default pattern, as the incomplete pattern with one participant omitted represents 119 instances of *offer* as opposed to 81 instances of the full ditransitive pattern with both realized participants (see Table 45). As follows from the table 34, by far the most common clause pattern is SVO<sub>d</sub> (in other words the O<sub>i</sub>/O<sub>prep</sub> is most frequently omitted) (92.7%). The patterns SVO<sub>prep</sub> and SVO<sub>i</sub> account only for 4.1% and 3.2% of the cases with omitted object, respectively. Thus, we can see that omission of O<sub>d</sub> is less common. Our results are in accordance with the generally accepted assumption that O<sub>d</sub> has a closer relation to the verb than O<sub>i</sub>; thus, as a consequence, O<sub>i</sub> is more easily deletable (see 2.42).

Compared with the examples of ditransitive pattern with both realized participants where all three semantic roles are made explicit (i.e. those of S, O<sub>i</sub>/O<sub>prep</sub>, O<sub>d</sub>), the “incomplete” ditransitive pattern is marked by the omission of one or two objects. According to Mukherjee (2005: 97), ditransitivity is regarded as a stable lexicosemantic property of the ditransitive verb, and he suggests that these instances of object omission be also regarded as examples of ditransitivity. In accordance with Mukherjee we also regard the examples with omitted O as ditransitive verbs. To answer the question why the object is so frequently omitted, it is to be assumed that the referent of O need not be explicitly expressed because it is either recoverable from the context (contextual deletion) or because it refers to general human agent (indefinite deletion) (see 2.4.1).

**Table 45: The frequency of ditransitive patterns<sup>74</sup>**

Ditransitive pattern:	<i>GIVE</i>	<i>LEND</i>	<i>SEND</i>	<i>OFFER</i>	<i>SHOW</i>	Total	%
<b>I. with both realized participants</b>	<b>129</b>	<b>147</b>	<b>155</b>	<b>81</b>	<b>140</b>	<b>652 (100%)</b>	<b>65.2%</b>
<b>II. with one participant omitted</b>	<b>71</b>	<b>47</b>	<b>45</b>	<b>119</b>	<b>60</b>	<b>342 (100%)</b>	<b>34.2%</b>
SVO <sub>d</sub>	70	35	45	119	48	317 (92.7%)	31.7%
SVO <sub>prep</sub>	1	12	0	0	1	14 (4.1%)	1.4%
SVO <sub>i</sub>	0	0	0	0	11	11 (3.2%)	1.1%
<b>III. with both participants omitted</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6 (100%)</b>	<b>0.6%</b>
SV	0	6	0	0	0	6 (100%)	0.6%
<b>Total</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>1000</b>	<b>100%</b>

<sup>74</sup> Note that Table 44 is a simplified version of Table 34 (see section 4.6.1); the emphasis is put here on the ditransitive pattern with one/both participants omitted.

As regards the ditransitive pattern with one participant omitted (342 instances) we find three different syntactic patterns, depending on the kind of the remaining object, namely  $SVO_d$ ,  $SVO_i$  and  $SVO_{prep}$ .

### i. $SVO_d$ (Omission of $O_i/O_{prep}$ )

An examination of the 317 instances of omitted  $O_i$  revealed 167 instances of contextual deletion (ex 229) and 150 instances of indefinite deletion (ex 230):

(229) Gi138 But this is not tax-effective and ACET will not benefit from the additional 33.3% increase in value. You can use the GIFT AID scheme if you wish to **give another £600 or more**.

(230) Le158 A credit crunch is the name economists give to a sudden reluctance among banks to **lend money**.

### ii. $SVO_{prep}$ (Omission of $O_d$ )

Proceeding now to 14 instances of omitted  $O_d$  (ex 231), we observe that the omitted  $O_d$  is most frequently found with the verb *lend* (12 instances). Next, there is one instance of the verb *give* and one instance of the verb *show*. Of these three verbs only *show* is a verb traditionally regarded as allowing omission of a direct object. Nevertheless, our analysis shows that under specific circumstances even the verbs *give* or *lend* may license the omission of  $O_d$ . It seems that the omission of  $O_d$  is allowed when the  $O_d$  has a specific meaning, in the case of *give* the omitted  $O_d$  refers to *donation/money* (ex 231) and in the case of *lend* it is *money* (ex 232). All examples of omitted  $O_d$  illustrate contextual object omission:

(231) Gi200 But, unless you are considering a particularly large donation, it is unlikely that you would need to include any complicated form of wording. The Inland Revenue will not accept 'escape' conditions which would effectively enable you to terminate the covenant of your own volition. GIFT AID GIFT AID GIVING TO ACET BY GIFT AID This leaflet tries to answer some of the questions you might have on **giving to ACET** through the Gift Aid scheme.

(232) Le186 In effect, they oblige the Bank **to lend to governments**.

### iii. $SVO_i$ (Omission of $O_d$ )

There are altogether 11 instances of the pattern  $SVO_i$  with omitted  $O_d$ , all of which are found with the verb *show* and demonstrate contextual deletion. As for the realization, the  $O_i$  is typically realized by a noun (9 instances) (ex 233) and less frequently by a pronoun (2 instances) (ex 234):

(233) Sh189 One day I'll learn to swim real good, so I can go up to Scotland and **show Marie** and she'd be real surprised.

(234) Sh194 Malcolm saw me and said, hey what are you reading, boy? I **showed him**.

#### 4.6.4 Ditransitive pattern with both participants omitted

Finally, as regards the ditransitive pattern with both participants omitted (i.e. SV pattern), it can be concluded that the omission of both objects ( $O_d$  and  $O_i/O_{prep}$ ) complementing a ditransitive verb is rare. In our corpus we find only 6 instances of SV pattern (0.6%), all of which occur with the verb *lend*. Our findings imply that *lend* allows the omission of both patient and recipient only in the meaning “to lend money to sb”. Despite the omissibility of both objects the verb *lend* is to be regarded as ditransitive, since semantically *lend* requires three participants (agent, patient and recipient). In ex 235 both objects are implied, viz. patient (*money*) and recipient (general human agent):

(235) Le197 When times are good, ever-optimistic bankers still **lend**; in hard times, mysterious accounts add to creditors ' suspicions.

## 5. CONCLUSIONS

The subject of the present study is an analysis of five ditransitive verbs: *give*, *lend*, *send*, *offer* and *show*. The study focuses on the position of the two objects and on the factors that have an impact on the object ordering. Originally we intended to include only ditransitive constructions with both realized objects, but since the corpus revealed a relatively high number of ditransitive use of verbs with one or both objects omitted, we included these into the analysis as well. The reason for their inclusion into the analysis is that semantically, ditransitive constructions always involve three semantic roles (typically agent, recipient and patient), although syntactically, all semantic roles do not have to be explicitised. Therefore, in the present study the constructions with omitted object are considered ditransitive. Moreover, the semantic structure of these instances, in particular the meaning of the verb and the semantic role of the omitted participant, would be left unaccounted for. The results obtained show that 1000 examples of our corpus occur in three different ditransitive patterns: I. Ditransitive pattern with both realized participants (652 instances = 65.2%), II. Ditransitive pattern with one participant omitted (342 instances = 34.2%) and III. Ditransitive pattern with both participants omitted (6 instances = 0.6%). This indicates that the ditransitive pattern with one participant omitted is relatively frequent; it accounts for more than a third of all examples.

As far as the type of ditransitive pattern is concerned, i.e. the proportion between the pattern with both realized participants and with one/two participants omitted, the verbs *lend*, *send*, *show* and even *give* behave quite similarly. *Offer*, however, shows a great discrepancy between the pattern with both realized objects and the pattern with one participant omitted, namely we find only 81 instances of the pattern with both realized participants, while there are 119 instances with omitted  $O_{i/prep}$ . Thus, in the case of *offer* it was concluded that there is a marked tendency to leave the recipient of the offer unexpressed, which is most probably associated with the semantics of the verb: one can offer something to any potential recipient (general human recipient).

As regards the kind of preposition used in the prepositional object, all five selected ditransitive verbs are verbs that take the preposition *to*. Nevertheless, in the case of the verb *offer* we find 10 instances of a different preposition (of the 37 instances of the prepositional pattern), namely **the preposition *for***. Thus, it seems that *offer* allows alternation with both prepositions *to* and *for*. The question is whether there is a semantic difference between the *to*- and the *for*-phrase. The established difference consists in whether  $O_i$  is the immediate (*to*) or

the ultimate (*for*) recipient. Nevertheless, in the case of *offer*, it can be assumed that the distinction between the immediate (actual) and ultimate (intended) recipient is irrelevant. Therefore, due to the semantics of the verb we suggest that the recipient of *offer* is with both prepositions (*to* and *for*) the ultimate. Furthermore, it has to be pointed out that in all ten instances of *for* with the verb *offer*, the *for*-phrase can be considered a borderline case between  $O_{\text{prep}}$  and postmodification of  $O_d$ . While syntactically the *for*-phrase is ambiguous, semantically - conveying the role of beneficiary (i.e. a typical semantic role of *for*-objects) - the interpretation of the *for*-phrase as  $O_{\text{prep}}$  appears to be more plausible.

As regards the **ditransitive pattern with both realized participants** (652 instances), the non-prepositional pattern  $SVO_iO_d$  appears to be more frequent (62.3%) than the prepositional pattern  $SVO_dO_{\text{prep}}$  (37%) and in the whole corpus there are only five instances of the prepositional pattern  $SVO_{\text{prep}}O_d$  (0.7%). Hence, generally, we can say that the  $SVO_iO_d$  pattern appears to be more common than the  $SVO_dO_{\text{prep}}$  pattern. However, if we take into account the realization of the two objects, the prevailing clause pattern may change. For instance, in the cases where both objects are realized by nouns, the more frequent object ordering is the  $SVO_dO_{\text{prep}}$  pattern; when  $O_d$  is realized by a noun and  $O_i/O_{\text{prep}}$  by a pronoun, on the other hand, the most common ordering is undoubtedly  $SVO_iO_d$ . Therefore, the realization (i.e. pronominal or substantival) of the two objects should always be taken account of.

As regards the **realization of the two objects**, four different types of realization were distinguished: i. both  $O_i/O_{\text{prep}}$  and  $O_d$  realized by nouns (304 instances); ii. both  $O_i/O_{\text{prep}}$  and  $O_d$  realized by pronouns (28 instances); iii.  $O_i/O_{\text{prep}}$  realized by a noun and  $O_d$  by a pronoun (22 instances); iv.  $O_i/O_{\text{prep}}$  realized by a pronoun and  $O_d$  by a noun (298 instances). Thus, it is possible to provide a systematic overview of the position of the two objects with respect to their form of realization (i.e. substantival or pronominal).

In the present analysis an attempt was made to determine the factors that have an impact on the ordering of the objects. The position of the objects is assumed to be associated with the principle of end-focus (FSP) and the principle of end-weight. We attempted to determine whether the position of the two objects was in accordance with these principles or whether there are other potential factors that might play a role in object ordering. It was noted that of the three (or four, including intonation) factors whose interplay determines the FSP function of a clause element, in the case of ditransitive complementation the most important role is played by the contextual factor. Therefore, particular attention was paid to **the context-dependence / independence of the two objects**. Each type of realization is provided with a table illustrating

the context-dependence / independence of the two objects. It was found that it was relatively easy to identify a context-dependent element, its context dependence being signalled by various devices (usually anaphoric pronouns, anaphoric articles, repetition of a lexical expression). However, determining context-independent elements was a more complex task. Therefore the problematic cases are listed in section 3.3. In the present study they are regarded as context-independent, and include instances where an obviously known element is accompanied by a focaliser or where a known/given element becomes disengaged from context dependence on account of contrast. Occasionally, there occurred examples of objects accompanied by an anaphoric article where it was not easy to decide whether the object should be classified as context-dependent or context-independent. It concerns cases where the object is accompanied by an obviously anaphoric article, although it has not been mentioned in the immediately preceding context. In the present analysis these elements are classified as context-dependent. This has led us to the conclusion that the retrievability span (where an element can occur and still be perceived as given) is in fact longer than seven sentences.

As regards the context-dependence / independence, four different “combinations” are found: i. the first object is context-dependent and the second object is context-independent, ii. both objects are context-dependent, iii. both objects are context-independent and iv. the first object is context-independent and the second object is context-dependent.

When both  $O_i/O_{prep}$  and  $O_d$  are **realized by nouns** (304 instances), we have found that the prepositional pattern  $SVO_dO_{prep}$  (197 instances - 64.8%) is by far the most frequent pattern. It is nearly twice as frequent as the non-prepositional pattern  $SVO_iO_d$  (104 instances - 34.3%) and there are only three instances of the prepositional pattern  $SVO_{prep}O_d$  (0.9%). The higher occurrence of the prepositional pattern is in accordance with the assumed growing tendency of the prepositional construction. As for the context-dependence / independence of the two objects, in more than two thirds of examples, both objects convey context-independent information (205 instances – 67.4%), in 73 instances (24.1%) the first object is context-dependent, while the second object is context-independent. Next, it was pointed out that where both objects convey context-independent information there seems to be a tendency to use the pattern  $SVO_dO_{prep}$ . In other words, it appears that the  $O_{prep}$  conveys more frequently the high point of the message; it is more usual to put focus on the recipient (and not the patient).

To answer the question whether the objects are ordered according to the basic distribution of communicative dynamism (BD of CD henceforth) (according to their FSP function), it may be concluded that 278 instances (91.4%) display BD of CD (the principle of end-focus). Moreover,

since in most cases the object in the rhematic position is postmodified by a clause or a heavy phrase, the object ordering is also in accordance with the principle of end-weight (e.g. 194). There are altogether 26 instances of deviation from the basic distribution of CD: in 25 instances (all of which are found in the prepositional pattern  $SVO_dO_{prep}$ ) the object conveying context-independent information precedes the object conveying context-dependent information and in one instance (found in the  $SVO_iO_d$  pattern) both objects are context-dependent and the element that functions as the rheme is the subject. The deviations from BD of CD are ascribed to the operation of the grammatical principle of English word order. In all three instances of the  $SVO_{prep}O_d$  pattern the objects are ordered according to the BD of CD. Since the same distribution of CD could be achieved by  $SVO_iO_d$  pattern, it was concluded that the preposition *to* is used as a clearer marker of the recipient role of  $O_i/O_{prep}$ .

When both  $O_i/O_{prep}$  and  $O_d$  are **realized by pronouns** (28 instances), we have found two clause patterns, viz  $SVO_iO_d$  and  $SVO_dO_{prep}$ . The third possible pattern  $SVO_dO_i$  is not attested with any of the five ditransitive verbs in our corpus. Our results indicate that the prepositional pattern  $SVO_dO_{prep}$  (15 instances) slightly prevails over the non-prepositional  $SVO_iO_d$  (13 instances). Our analysis has demonstrated that when discussing the ordering of objects realized by pronouns, it is necessary to take into consideration the type of the pronoun. In other words our findings imply that the type of pronoun realizing the objects also has an impact on the object ordering. In all 13 examples of the  $SVO_iO_d$  pattern, the  $O_i$  is realized by a personal pronoun and the  $O_d$  by an indefinite or demonstrative pronoun. Hence, the combination “personal pronoun ( $O_i$ ) + indefinite / demonstrative pronoun ( $O_d$ )” seems to favour the  $SVO_iO_d$  pattern. The combination of two personal pronouns, on the other hand, appears to favour the prepositional pattern  $SVO_dO_{prep}$ . Of 15 cases of the prepositional pattern we find 13 instances of two personal pronouns and 2 instances of “personal + reflexive pronoun” combination. Since the pronouns in most cases do not differ in givenness or length, the object ordering cannot be explained in terms of the principle of end-focus and end-weight. It was concluded that the object ordering largely depends on lexical factors, i.e. on the actual realization and combination of pronouns. Thus, it was found that the pronouns *it* and *them* in direct object position always trigger off the prepositional pattern  $SVO_dO_{prep}$  and render the  $SVO_iO_d$  pattern inadmissible. Hence, what is implied is that we cannot always use the alternative construction, although the verb is traditionally regarded as a verb allowing two alternative constructions.

As for the correlation between the object ordering and basic distribution of CD, we may conclude that of 28 instances only in two cases the ordering corresponds to the basic distribution

of CD; in 25 instances the objects are components of the theme, the verb - in medial position - functioning as the rheme proper and in one case there is a deviation from the basic distribution of CD, i.e. the rhematic  $O_i$  precedes the thematic  $O_d$ .

Proceeding now to the **realization of  $O_i/O_{\text{prep}}$  by a noun and of  $O_d$  by a pronoun** (22 instances) we note that the only ordering found in our corpus is the prepositional pattern  $SVO_dO_{\text{prep}}$ , which corresponds to our hypothesis. Since in all cases (with one exception) the  $O_d$  is realized by an anaphoric pronoun conveying context-dependent information and  $O_{\text{prep}}$  is realized by a noun conveying context-independent information, we note that the ordering of the two objects corresponds to the basic distribution of CD (principle of end-focus) and also to the principle of end-weight. In one case both  $O_d$  and  $O_{\text{prep}}$  convey context-dependent information, the only rhematic element being the verb. It seems that, when  $O_i/O_{\text{prep}}$  is realized by a noun and of  $O_d$  by a pronoun, the  $SVO_iO_d$  pattern is not acceptable, otherwise both the principle of end-focus and the principle of end-weight would be violated. Moreover, lexical factors also seem to play a role, since, as mentioned above, certain personal pronouns (*it* or *them*) cannot usually be placed in final position and therefore trigger off the prepositional pattern.

When  **$O_i/O_{\text{prep}}$  is realized by a pronoun and the  $O_d$  by a noun** (298 instances), by far the most frequent ordering is  $SVO_iO_d$ , which accounts for 289 instances (96.9%). The remaining 9 instances are represented by 7 instances of the prepositional  $SVO_dO_{\text{prep}}$  pattern (2.4%) and 2 instances of the prepositional  $SVO_{\text{prep}}O_d$  pattern (0.7%). Thus, since in most cases the  $O_i/O_{\text{prep}}$  is realized by an anaphoric pronoun conveying context-dependent information and the  $O_d$  conveying context-independent information, the ordering of objects coincides with the basic distribution of CD in 282 out of the total of 298 instances (94.6%). In 16 instances (5.4%) we observe deviation from the basic distribution of CD: in 10 instances the verb functions as the rheme and in 6 instances it is the first object (namely  $O_d$  in the  $SVO_dO_{\text{prep}}$  pattern) that functions as the rheme.

To summarize our findings regarding the correlation between the object ordering and basic distribution of CD, it can be concluded that of all 652 clauses that are complemented by two objects in 583 instances (89.4%) the objects are ordered in accordance with the basic distribution of CD. Thus, in most instances the interaction of the two major word order principles, the grammatical and FSP, appear to be cooperative, i.e. grammatical word order is in agreement with basic distribution of CD. In 69 instances (10.6%) we observe deviation from the



basic distribution of CD. In cases of deviation from BD of CD the element that functions as the rheme is either the verb (36 instances, 5.5%) or the first object (32 instances, 4.9%) or the subject (1 instance, 0.2%). All deviations from BD of CD seem to be due to the operation of the grammatical principle of English word order which overrides the principle of end-focus. Moreover, it was confirmed that the principle of end-focus tends to correspond to the principle of end-weight, as the new information often needs to be stated more fully than the given. Hence, the two principles reinforce one another.

Apart from the major factors influencing the object ordering, viz. the **principle of end-focus** and the **principle of end-weight** and lexical factors (in the case of pronominal realization) we encountered two further potential factors that might play a role in the object ordering, namely the strong association between the lexical item in direct-object position and the preposition *to*, and insertion of an adverbial between the objects.

As for the **strong association between the lexical item in direct-object position and the preposition *to***, it was argued by Mukherjee (2005) that the  $SVO_dO_{prep}$  pattern is preferred when the lexical item in the preceding  $O_d$  position is habitually associated with the preposition *to* (e.g. *give an incentive / help / credence to*). In our corpus this potential factor might explain six instances of the prepositional pattern. However, it is questionable to what extent this can be regarded as a further factor. Our findings imply that this factor might be relevant in those cases where both objects are realized by nouns. But when the  $O_i/O_{prep}$  is realized by a pronoun, then the more usual ordering is the non-prepositional  $SVO_iO_d$ . Therefore, the strong association between the lexical item in direct-object position and the preposition *to* should be regarded not as a relevant factor but rather as a tendency, i.e. a tendency to use the prepositional pattern.

As far as **the insertion of a further adverbial** between the two objects is concerned, there are altogether 16 instances of an adverbial element inserted between the two objects. Of the total of 16 instances – 13 instances of an adverbial occur between  $O_d$  and  $O_{prep}$  ( $SVO_dO_{prep}$ ) and only 3 instances of an adverbial inserted between  $O_i$  and  $O_d$  ( $SVO_iO_d$  pattern). The  $SVO_dO_{prep}$  pattern seems to allow the insertion of a further adverbial element more freely than the  $SVO_iO_d$  pattern. Nevertheless, we suppose that the deviation from the grammatical word order (by an inserted element between the objects) can in all cases be explained by means of the principle of end-focus and therefore again, similarly to the strong association between the lexical item and the preposition *to*, insertion of an adverbial cannot be considered a further factor influencing the object ordering.

Proceeding now the “incomplete” ditransitive pattern, we find 342 instances of **ditransitive pattern with one participant omitted**, where by far the most common clause pattern is SVO<sub>d</sub>, i.e. the pattern with omitted (but implied) O<sub>i</sub>/O<sub>prep</sub> (92.7%). The patterns SVO<sub>prep</sub> and SVO<sub>i</sub> account only for 4.1% and 3.2% of the cases with omitted object, respectively. Thus, we can see that omission of O<sub>d</sub> is less common. Our findings are in accord with the generally accepted assumption that O<sub>d</sub> has a closer relation to the verb than O<sub>i</sub>; thus, as a consequence, O<sub>i</sub> is more easily deletable. Moreover, our analysis revealed six instances of **ditransitive pattern with both participants omitted** (i.e. SV pattern). As for the SV pattern, it can be concluded that the omission of both objects complementing a ditransitive verb is rather rare and presumably confined to certain verbs, the semantics of which enables omission of both objects. All six examples of SV pattern occur with the verb *lend*.

As mentioned above, the ditransitive pattern with one participant omitted is relatively frequent; it accounts for more than a third of all 1000 examples (342 instances, 34.2%). In the case of the verb *offer* it can even be considered the default pattern, as the incomplete pattern with one participant omitted (119 instances) clearly outnumbers the full ditransitive pattern with both realized participants (81 instances). In instances of object omission the referent of the omitted object does not have to be explicitly expressed because it is either recoverable from the context (contextual deletion) or because it refers to general human agent (indefinite deletion). It was demonstrated that verbs used in the “incomplete” ditransitive pattern (with one or both objects omitted) are to be regarded as examples of ditransitive verbs, as semantically all three semantic roles are implied, although syntactically they need not be expressed.

Another noteworthy finding emerging from the present analysis concerns the **semantic structure of ditransitive constructions**. The ditransitive verbs in our corpus appear in two semantic patterns. Apart from the **default semantic pattern of ditransitive verbs** where O<sub>i</sub>/O<sub>prep</sub> is used as recipient and O<sub>d</sub> as patient (889 instances, 88.9%), our corpus has revealed 111 instances of **eventive object constructions** (11.1% of total 1000 examples in our corpus), where the verb is used as a semantically ‘light verb’, O<sub>d</sub> has the function of eventive object and O<sub>i</sub>/O<sub>prep</sub> is patient. Originally we did not intend to include eventive object construction in the present analysis, since we assumed that ditransitive constructions with eventive O<sub>d</sub> and affected O<sub>i</sub> (e.g. *I gave Helen a nudge. ?I gave a nudge to Helen.*) did not allow the alternative prepositional pattern and therefore that these constructions were not relevant to the topic of the present analysis. Nevertheless, the present analysis has shown that two (of our five) verbs, namely *give* and *lend*, are relatively frequently used as semantically ‘light verbs’ and contrary to our

presuppositions their objects appear in both SVO<sub>i</sub>O<sub>d</sub> and SVO<sub>d</sub>O<sub>prep</sub> orderings. As *lend* is not traditionally regarded as a ‘light’ verb, it has been demonstrated that the function of a light verb may be performed by more verbs than the traditional common verbs of general meaning.

Of total 111 instances of eventive object construction we find 74 instances of the verb *give* and 37 instances of the verb *lend* (see sections 4.1.1 a 4.2.1). The eventive object construction exhibits both the ditransitive pattern with both realized participants (72 instances) and also the ditransitive pattern with one object omitted (39 instances). As regards the ditransitive pattern with both realized participants, our findings have shown that it is possible to use eventive object construction in both SVO<sub>i</sub>O<sub>d</sub> and SVO<sub>d</sub>O<sub>prep</sub> patterns, and interestingly, the prepositional pattern seems to prevail over the non-prepositional, i.e. it accounts for 59.7%. Our results appear to be at variance with Quirk et al. (1985: 1396) who argue that eventive object construction should not be used at all when it is a human participant that is needed in end-focus. Our findings imply that the prepositional pattern is also used when it is the O<sub>i</sub>/O<sub>prep</sub> that needs to be focused or when the recipient is too weighty (see sections 4.1.3.1 and 4.2.3.1).

As for the ditransitive pattern with one object omitted, the analysis has proved that the omission of O<sub>i</sub> in eventive object constructions is relatively common, which is again at variance with the generally accepted assumption that it is impossible to omit O<sub>i</sub>/O<sub>prep</sub> in the eventive object construction (cf. Huddleston & Pullum 2002: 312). Moreover, it has been demonstrated why the speaker in fact selects the eventive object construction when there exists a corresponding single-verb expression. The main reasons are: the greater syntactic flexibility of the eventive object construction (i.e. it is used when we need to add modifiers, determiners and quantifiers to the noun) and FSP (i.e. the construction enables to single out an action that receives then the end-focus).

Furthermore, it has been found that in 76 instances the O<sub>i</sub>/O<sub>prep</sub> refers to **an inanimate entity** and in most cases in an eventive object construction. Compared with the examples of eventive object construction provided by Quirk et al. (1985) and Huddleston & Pullum (2002), where O<sub>i</sub>/O<sub>prep</sub> is always animate, our findings indicate that O<sub>i</sub>/O<sub>prep</sub> refers quite often to an inanimate entity. Thus, our results prove that O<sub>i</sub>/O<sub>prep</sub> in eventive object constructions is not restricted only to animate O<sub>i</sub>/O<sub>prep</sub>. The inanimate object occurred predominantly in the prepositional pattern SVO<sub>d</sub>O<sub>prep</sub>, and interestingly, in several instances it occurred even in the non-prepositional pattern SVO<sub>i</sub>O<sub>d</sub>. These instances seem to violate the animacy restriction formulated by Levin (1993: 48), according to which only animate entities can be transformed from O<sub>prep</sub> into O<sub>i</sub> of the corresponding non-prepositional construction.

Moreover, in several instances the eventive object construction appears to be associated with a specific **causative meaning** (20 instances of *give*, 7 instances of *lend*), demonstrable by the possible paraphrase with the periphrastic causative verb *make* + sth/s.o. + adjective/verb. The noun realizing O<sub>d</sub> has been found to be typically deadjectival.

It is worth noting that the constructions with light *give/lend* and eventive O are a kind of idiomatic units; therefore, occasionally it has not been easy and straightforward to distinguish between fixed idiomatic expressions with a ditransitive verb (e.g. *give s.o. an idea of*) and ditransitive constructions with eventive O (e.g. *give expression / meaning to sth*). Our study should be viewed as an attempt to provide a more detailed description of this the eventive object constructions, as the representative English grammars pay attention predominantly only to the prototypical examples of this construction, mostly with O<sub>d</sub> realized by a concrete noun (e.g. *give a push / kiss*). The present analysis has thus proved that the group of nouns that may realize the eventive O is more complex and involves both concrete and abstract nouns.

We hope to have provided a systematic analysis of ditransitive complementation (from syntactic, semantic and FSP aspects) that has contributed not only to explanation of the factors that have an impact on the object ordering but also to a more detailed semantic description of ditransitive verbs.

## REFERENCES

- AARTS, F. (1975) 'The Great Tradition of grammars and Quirk's grammar'. *Dutch quarterly review of Anglo-American letters* 5. 98-126
- AARTS, F. and J. AARTS (1982) *English syntactic structures*. Oxford: Pergamon
- ADAM, M. (2008) *A Handbook of Functional Sentence Perspective (FSP in Theory and Practice)*. Brno: Masarykova univerzita, Pedagogická fakulta
- ALLERTON, D. J. (1978) 'Generating indirect objects in English'. *Journal of Linguistics* 14: 21-33
- ALLERTON, D. J. (1982) *Valency and the English Verb*. New York: Academic Press
- ANAGNOSTOPOULOU, E. (2003) *The syntax of ditransitives: evidence from clitics*. Berlin: Mouton de Gruyter
- ARNOLD, J. E., WASOW T., LOSONGCO A., GINGSTROM R. (2000) 'Heaviness vs. newness: effects of structural complexity and discourse status on constituent ordering'. *Language* 76: 28-55
- BIBER, D., JOHANSSON, S., LEECH G., CONRAD, S., FINEGAN, E. (1999) *Longman Grammar of Spoken and Written English*. London: Longman
- BRANDT, P. (1999) 'Scope, Topichood and Double Objects'. In: *Proceedings of the ESSLLI Student Session 1999*. 1-11
- CURME, G. O. (1931) *Syntax, A Grammar of the English Language*, 3, Boston: Heath
- CURME, G. O. (1935) *Parts of Speech and Accidence, A Grammar of the English Language*, 3, Boston: Heath
- DANEŠ F. (1974) 'Functional Sentence Perspective and the Organization of the Text'. In F. Daneš (ed.). *Papers on Functional Sentence Perspective*. Praha: Academia. 106-128
- DANEŠ F., Z. HLAVSA a kol. (1987) *Větné vzorce v češtině*. Praha: Academia
- DIK, Simon C. (1987) 'Some principles of functional grammar'. In: R. Dirven and V. Fried (eds.) *Functionalism in linguistics*. Amsterdam: John Benjamins. 81-100
- DUŠKOVÁ, L. a kol. (1988) *Mluvnice současné angličtiny na pozadí češtiny*. Praha: Academia
- DUŠKOVÁ, L. (1999a) 'Basic distribution of communicative dynamism vs. nonlinear indication of functional sentence perspective'. *Travaux du Cercle linguistique de Prague*. NS. *Prague Linguistic Circle Papers* 3. Ed. by E. Hajičová, T. Hoskovec, O. Leška, P. Sgall and Z. Skoumalová. Amsterdam/Philadelphia: John Benjamins. 249-261

- DUŠKOVÁ, L. (1999b) 'Some Thoughts on Potentiality in Syntactic and FSP Structure'. In V. Smolka (ed), *The Dynamics of the Language System, South Bohemian Anglo-American Studies*. No. 2. 3-13. University of South Bohemia, České Budějovice
- DUŠKOVÁ, L. (2006) 'The Role of Definiteness in Functional Sentence Perspective'. *Studies in the English Language*. Part 2. 289-301. Karolinum
- EMONS, R. (1978) *Valenzgrammatik für das Englische*. Tübingen: Niemeyer
- ERTESCHIK-SHIR, N. (1979) 'Discourse Constraints on Dative Movement'. In T. Givón, ed. *Syntax and Semantics 12: Discourse and Syntax*. 441-467. New York: Academic Press
- FALTZ, L. (1978) 'On indirect objects in universal syntax'. *Chicago Ling. Society* 14. 76-87
- FILLMORE, C. J. (1965) *Indirect Object Constructions in English and the Ordering of Transformations*. Haag
- FIRBAS, J. (1992): *Functional sentence perspective in written and spoken communication* University Press. Cambridge.
- FIRBAS, J. (1995): 'Retrievability span in functional sentence perspective'. *Brno Studies in English* 21, pp. 17-45.
- GIVÓN, T. (1984) 'Direct object and dative shifting: semantic and pragmatic case'. F. Plank (ed.) *Objects: towards a theory of grammatical relations*. London: Academic Press. 151-170
- GOLDBERG, A. E. (1992) 'The inherent semantics of argument structure: the case of the English ditransitive construction'. *Cognitive Linguistics* 3-1: 37-74
- GOLDBERG, A. E. (1995) *Constructions: A Construction Grammar Approach to Argument Structure*. The University of Chicago Press
- GÖRLACH, M. (2000) 'Rev. D. Biber et al., Longman grammar of spoken and written English (Harlow: Pearson Education, 1999)'. *Arbeiten aus Anglistik und Amerikanistik* 25: 257-260
- GREEN, G. (1974) *Semantics and Syntactic Regularity*, Indiana University Press, Bloomington.
- GROPEN, J., PINKER, S., HOLLANDER, M., GOLDBERG, R. AND WILSON, R. (1989) 'The Learnability and Acquisition of the Dative Alternation in English'. *Language* 65: 203-257

- HAIČOVÁ, E., PARTEE, B.H., SGALL, P. (1998) *Topic-Focus Articulation, Tripartite Structures, And Semantic Content*. Kluwer Academic Publishers
- HAIČOVÁ, E., PANEVOVÁ, J., SGALL, P. (2003) *Úvod do teoretické a počítačové lingvistiky*. I. svazek – Teoretická lingvistika. Univerzita Karlova v Praze - Karolinum
- HALLIDAY, M. A. K. (1967) 'Notes on transitivity and theme in English'. Part 1. *Journal of Linguistics* 3: 37-81
- HALLIDAY, M. A. K. (1967) 'Notes on transitivity and theme in English'. Part 2. In: *Journal of Linguistics* 3: 199-244
- HAWKINS, R. (1981) 'On "Generating indirect objects in English": a reply to Allerton.' *Journal of Linguistics* 17: 1-9
- HELBIG, G. (1971) *Beiträge zur Valenztheorie*. The Hague: Mouton
- HORNBY, A. S. (1976) *Guide to patterns and usage in English*. Oxford: Oxford University Press
- HUDDLESTON, R. & PULLUM G.K. (2002) *The Cambridge Grammar of the English Language*. Cambridge: University Press
- HUDSON, R. (1992) 'So called "double objects" and grammatical relations'. *Language* 68: 251-276
- JACKENDOFF, R. (1990a) – 'On Larson's treatment of the double-object construction'. *Linguistic Inquiry* 21: 427-56
- JACKSON, H. (1990) *Grammar and meaning: a semantic approach to English grammar*. London: Longman
- JESPERSEN, O. (1909-1949) *A Modern English Grammar on historical principles* (Part III: Syntax, second volume, 1927) Heidelberg: Carl Winters
- KLOTZ, M. (2000) *Gramatik und Lexik: Studien zur Syntagmatik englischer Verben*. Tübingen: Stauffenburg
- KRUISINGA, E. (1932) *A Handbook of present-day English*. Part II: English accidence and syntax 3. Groningen: Noordhoff
- LARSON, R. K. (1988) 'On the double object construction'. In: *Linguistic Inquiry* 19: 335-391
- LARSON, R. K. (1990) 'Double Objects Revisited: Reply to Jackendoff'. In: *Linguistic Inquiry* 21: 589-632
- LEVIN, B. (1993) *English verb classes and alternations: a preliminary investigation*. Chicago/IL: The University of Chicago Press

- LEVIN, B. (2008) *Dative verbs and Dative Alternations from a Crosslinguistic Perspective*  
<http://www.stanford.edu/~bclevin/hu08dat.pdf>
- MATTHEWS, P. H. (1981) *Syntax*. Cambridge: Cambridge University Press
- MUKHERJEE, J. (2005) *English Ditransitive Verbs: Aspects of Theory, Description and a Usage-based Model*. Amsterdam – New York: Rodopi
- MUKHERJEE, J. (2006) ‘Corpus linguistics and English reference grammars’. *The Changing Face of Corpus Linguistics: Papers from the 24th International Conference on English Language Research on Computerized Corpora (ICAME 24)*. Amsterdam: Rodopi, 337-354.
- NAIDROVÁ, G. (2003) *Reason Clauses Introduced by the Central Conjunctions Because, Since, As and For*. M.A. Diploma Thesis. Prague: Charles University.
- NEWMAN, J. (1996) *Give: a cognitive linguistic study*. Berlin: Mouton de Gruyter
- POUTSMA, H. (1928) *A Grammar of Late Modern English*. Part I: *The Sentence*. First Half: *The Element of the Sentence*. Groningen: Noordhoff
- QUIRK R., GREENBAUM S., LEECH G. & SVARTVIK J. (1972) *A Grammar of contemporary English*. London: Longan
- QUIRK R., GREENBAUM S., LEECH G. & SVARTVIK J. (1985) *A Comprehensive Grammar of the English Language*. London: Longman
- RUNDELL, M. (ed.) (2002) *Macmillan English Dictionary: school edition for advanced learners*. Hannover: Schroedel
- SIEWIERSKA, A. and HOLLMANN, W. (2007) ‘Ditransitive clauses in English with special reference to Lancashire dialect’. In: M. Hannay and G. J. Steen (eds.) *Structural-Functional Studies in English Grammar*. Amsterdam: John Benjamins. 83–102.
- SINCLAIR, J. (ed.) (1995) *Collins COBUILD English Dictionary*. Second edition. London: HarpersCollins
- SLUNÉČKOVÁ L. (2006) *Syntactic Constancy of the Object between English and Czech in Fiction and Academic Prose*. PhD Thesis. Prague: Charles University.
- SVOBODA, A. (1981) *Diatheme*. Brno: Masaryk University
- SWAN, M. (1995) *Practical English Usage*. Oxford: Oxford University Press
- ŠMILAUER, V. (1966) *Novočeská skladba*. SPN
- VERSPOOR, M. & SAUTER K. (2000) *English sentence analysis: an introductory course*. Amsterdam: John Benjamins
- WASOW, T. (2002) *Postverbal behavior*. Stanford/CA:CSLI Publications.
- WASOW, T. & ARNOLD J. (2003) ‘Post-verbal constituent ordering in English’. In: G.



Rohdenburg and B. Mondorf (eds.) *Determinants of grammatical variation in English*.

Berlin: Mouton de Gruyter. 119-154

WEHMEIER, S. (ed.) (2005) *Oxford Advanced Learner's Dictionary of Current English*.

Oxford: Oxford University Press

## **SOURCES**

British National Corpus (*BNC*) – accessed from <http://ucnk.ff.cuni.cz/>

## RESUMÉ

Tato studie se zabývá analýzou pěti ditranzitivních sloves *give*, *lend*, *send*, *offer* a *show*. Studie zkoumá pozici předmětů a faktory, které jejich řazení ovlivňují. Práce je metodologicky založena na získání 1000 příkladů ditranzitivní konstrukce pomocí Britského národního korpusu, tedy 200 příkladů ditranzitivní konstrukce každého slovesa.

Původně měly být do analýzy zařazeny pouze ditranzitivní konstrukce s oběma vyjádřenými předměty. Vzhledem však k tomu, že analýza ukázala poměrně velký počet případů s vynechaným předmětem, byly tyto následně rovněž do analýzy zahrnuty. Důvodem pro jejich zařazení je fakt, že sémantická struktura těchto sloves zahrnuje vždy tři aktanty (převážně agens, recipient a patiens), přestože syntakticky nejsou vyjádřeny. V této práci jsou tedy všechny případy s vypuštěným předmětem považovány za ditranzitivní konstrukce.

Vzhledem k předmětu zkoumání (tj. faktory ovlivňující řazení dvou předmětů) byly z analýzy vyloučeny všechny pasivní konstrukce, a dále konstrukce, kde je předmět realizován větou finitní nebo nefinitní, jelikož v případě této realizace není alternativní pozice předmětů možná. Navíc jsou ponechána stranou frázová slovesa.

Ve čtvrté kapitole jsou nejprve zkoumána jednotlivá slovesa postupně (viz. 4.1-4.5), kapitola 4.6. potom shrnuje výsledky všech pěti sloves. Výsledky ukázaly, že se ditranzitivní slovesa vyskytují celkem ve třech různých syntaktických větných typech: I. ditranzitivní větný typ s oběma vyjádřenými předměty (652 případů = 65.2%), II. ditranzitivní větný typ s jedním vynechaným předmětem (342 případů = 34.2%) and III. ditranzitivní větný typ s oběma vynechanými předměty (6 případů = 0.6%). Ukazuje se tedy, že ditranzitivní konstrukce s jedním vynechaným předmětem je poměrně častá – představuje více než třetinu analyzovaných příkladů.

Pokud jde o poměr výskytu ditranzitivního větného typu s oběma vyjádřenými předměty a větného typu s vynechaným předmětem, u sloves *lend*, *send*, *show* a *give* je poměr obou konstrukcí obdobný. Avšak u slovesa *offer* pozorujeme mezi oběma větnými typy velký rozdíl: vzorec se dvěma vyjádřenými předměty se objevil pouze v 81 případech, zatímco větný typ s vynechaným předmětem se vyskytl ve 119 případech. Z výsledků vyplývá, že u slovesa *offer* zůstává poměrně často recipient nevyjádřen, což pravděpodobně vyplývá ze sémantiky slovesa *offer* – často je nabízeno všeobecnému lidskému recipientovi).

Při výběru pěti sloves určených pro analýzu jsme se zaměřili na prototypická ditranzitivní slovesa, která byla vybrána ze čtyř základních sémantických slovesných tříd (viz. 3.1), a z nichž všechna připouštějí alternativní konstrukci s předložkou *to*. Analýza nicméně ukázala, že

v případě slovesa *offer* se objevuje v 10 případech (z celkových 37 případů vzorce  $SVO_dO_{prep}$ ) **předložka *for***. Zdá se tedy, že *offer* připouští alternaci s oběma předložkami *to* i *for*. Je otázkou, zda v užití těchto dvou předložek existuje sémantický rozdíl. Obecně uznávaný rozdíl mezi předložkami *to* a *for* (tj. *to* vyjadřuje skutečného recipienta (immediate recipient), zatímco *for* zamýšleného recipienta (ultimate recipient)) se v případě *offer* zdá být irelevantní. Vzhledem k sémantice slovesa *offer* se recipient v obou případech jeví jako zamýšlený. Dále bylo poukázáno na hraniční povahu předložkových vazeb *s for*, kdy jejich syntaktická funkce může být interpretována buď jako předložkový předmět nebo jako postmodifikace přímého předmětu. Jelikož však sémanticky předložková vazba *s for* ve všech zkoumaných příkladech vyjadřuje aktanta, jehož účast na ději je k jeho prospěchu („beneficiary“), interpretace *for* jakožto předložkového předmětu se zdá být přijatelnější.

Pokud jde o **ditranzitivní větný typ s oběma vyjádřenými předměty** (652 příkladů), ukazuje se, že bezpředložkový syntaktický vzorec  $SVO_iO_d$  (62.3%) převažuje nad předložkovým  $SVO_dO_{prep}$  (37%), kromě toho se v pěti případech vyskytuje předložkový vzorec  $SVO_{prep}O_d$  (0.7%). Všeobecně se tedy zdá, že vzorec  $SVO_iO_d$  se vyskytuje častěji než  $SVO_dO_{prep}$ . Když však zvážíme konkrétní realizaci předmětů, může převažovat jiný větný typ. To se týká například případů, kdy jsou oba předměty realizovány substantivy, kdy převládá vzorec  $SVO_dO_{prep}$ ; v případech, kdy je však  $O_d$  realizován substantivem a  $O_i/O_{prep}$  zájmenem, jednoznačně nejčastější vzorec je  $SVO_iO_d$ . Proto je při hodnocení řazení předmětů třeba brát v úvahu realizaci obou předmětů (substantivní a zájmenou).

V této studii jsou rozlišeny čtyři různé druhy **realizace / kombinace předmětů**: i. oba předměty  $O_i/O_{prep}$  i  $O_d$  jsou realizovány substantivy (304 případů); ii. oba předměty  $O_i/O_{prep}$  i  $O_d$  jsou realizovány zájmeny (28 případů); iii.  $O_i/O_{prep}$  je realizován substantivem a  $O_d$  zájmenem (22 případů); iv.  $O_i/O_{prep}$  je realizován zájmenem a  $O_d$  substantivem (298 případů). Toto rozdělení ditranzitivních konstrukcí nám umožnilo podat systematický přehled řazení předmětů s ohledem na jejich realizaci.

Pokud jde o hlavní téma práce, tedy faktory ovlivňující řazení předmětů, vycházeli jsme z předpokladu, že pozice předmětů je ovlivněna dvěma principy: „principle of end-focus“ a „principle of end-weight“. Dle prvního principu jsou předměty řazeny podle základního rozložení výpovědní dynamičnosti (ZRVD). Druhý princip lze charakterizovat jako princip postpozice rozvitějších větných členů; jinými slovy, rozvitější předmět bývá v koncové pozici. Tato práce si kladla za cíl zkoumat, zda jsou předměty řazeny v souladu s těmito principy, nebo zda v řazení předmětů hrají roli i jiné faktory.

V rámci analýzy bylo tedy třeba určit aktuálněčlenskou funkci předmětů. V teoretické části jsme viděli, že ze tří (popř. čtyř) faktorů určujících AČV funkci větného členu, v případě ditranzitivní komplementace hraje největší roli okolní kontext. Zvláštní pozornost byla proto věnována **kontextové zapojenosti / nezapojenosti obou předmětů**. Kontextová zapojenost / nezapojenost byla stanovena zvláště pro každý typ realizace. Bylo zjištěno, že je poměrně snadné určit kontextově zapojený předmět, neboť jeho kontextovou zapojenost naznačují různé prostředky (nejčastěji anaforická zájmena nebo anaforické členy). Určení kontextově nezapojeného předmětu se ukázalo být podstatně složitější. Proto byl v kapitole 3.3 vytvořen výčet problematických případů, které jsou v této práci klasifikovány jako kontextově nezapojené. Tyto případy zahrnují např. kontextově zapojené předměty, které se vyskytují s rematizátorem nebo případy, kdy je kontextově zapojený předmět vypojen ze zapojenosti na základě kontrastu. Několikrát se objevily případy, kdy i přes jasně anaforický člen nebylo jednoznačně určit, zda je předmět kontextově zapojený nebo nikoli. To se týká případů, kdy předmět determinován anaforickým členem nebyl zmíněn v bezprostředně předchozím kontextu. Přesto byly v této práci takové předměty určeny jako kontextově zapojené. Tyto případy dokazují, že okolní kontext je v mnohých případech rozsáhlejší než kontext zahrnující sedm vět, jak bylo stanoveno v teoretické části (cf. Firbas, Svoboda).

Předměty se vyskytly celkově ve čtyřech různých kombinacích: i. první předmět je kontextově zapojený a druhý předmět je kontextově nezapojený, ii. oba předměty jsou kontextově zapojené, iii. oba předměty jsou kontextově nezapojené a iv. první předmět je kontextově nezapojený a druhý předmět je kontextově zapojený.

V případech, kdy jsou **oba předměty  $O_i / O_{prep}$  i  $O_d$  realizovány substantivy** (304 případů), bylo zjištěno, že  $SVO_d O_{prep}$  (197 instances - 64.8%) je jednoznačně nejčastější větný typ. Vyskytuje se skoro dvakrát tak častěji než bezpředložkový větný typ  $SVO_i O_d$  (104 případů - 34.3%); větný typ  $SVO_{prep} O_d$  se vyskytuje jen ve třech případech (0.9%). Častější výskyt předložkového větného typu lze připisovat i předpokládané rostoucí tendenci užívat předložkové vazby z důvodu explicitnějšího vyjádření syntaktického vztahu. Co se týče kontextové zapojenosti obou předmětů, ve více než dvou třetinách případů jsou oba předměty kontextově nezapojené (205 případů – 67.4%), v 73 případech (24.1%) je první předmět kontextově zapojený a druhý předmět kontextově nezapojený. Dále bylo zjištěno, že v případě obou kontextově nezapojených předmětů převažuje tendence užívat předložkové vazby, tj. větného typu  $SVO_d O_{prep}$ .  $O_{prep}$  se častěji objevuje ve funkci vlastního rématu, jinými slovy se zdá, že výpověď častěji směřuje právě k recipientovi (a nikoli k zasaženému předmětu).

Výsledky analýzy obou předmětů vyjádřených substantivy ukazují, že v převážné většině případů (278 případů, 91.4%) jsou předměty řazeny podle ZRVD, tedy podle jejich AČV funkce a zároveň podle principu postpozice rozvitějších větných členů, neboť předmět v rematické pozici je zpravidla rozvitější (bývá postmodifikován předložkovou frází nebo celou větou). Vyskytlo se celkem 26 odchylek od ZRVD: ve 25 případech (všechny v rámci větného typu  $SVO_dO_{prep}$ ) kontextově nezapojený předmět stojí před kontextově zapojeným předmětem a v jednom případě (v rámci větného typu  $SVO_iO_d$ ) jsou oba předměty kontextově zapojené – jediným rematickým členem je v tomto případě podmět. Všechny odchylky od ZRVD byly vysvětleny pravděpodobným působením gramatického slovosledu v angličtině. Pokud jde o tři případy větného typu  $SVO_{prep}O_d$ , zde jsou předměty řazeny podle ZRVD. Vzhledem k tomu, že stejného rozložení výpovědní dynamičnosti by bylo možno dosáhnout i řazením předmětů  $O_iO_d$  bylo stanoveno, že předložkové vazby s *to* je užito z důvodu, že zřetelněji označuje syntaktickou funkci  $O_i/O_{prep}$ .

V případech, kdy jsou **oba předměty  $O_i/O_{prep}$  i  $O_d$  realizovány zájmeny** (28 případů), se vyskytují dva větné typy:  $SVO_iO_d$  (ve 13 případech) a  $SVO_dO_{prep}$  (v 18 případech). V teoretické části je zmíněn třetí možný typ  $SVO_dO_i$ ; ten se však nevyskytl u žádného ze zkoumaných sloves. Tato studie přinesla zajímavé zjištění, že v případě zájmené realizace obou předmětů je nezbytné brát v potaz konkrétní druh zájmena. Ukazuje se totiž, že druh zájmena může mít vliv na řazení předmětů. Ve všech 13 případech větného typu  $SVO_iO_d$  je nepřímý předmět vyjádřen osobním zájmenem a přímý předmět neurčitým nebo ukazovacím zájmenem. Zdá se tedy, že kombinace zájmen „osobní ( $O_i$ ) + neurčité/ukazovací ( $O_d$ )” se častěji vyskytuje v bezpředložkovém větném typu  $SVO_iO_d$ . Kombinace dvou osobních zájmen (13 případů) a kombinace osobního a zvrtného zájmena (2 případy), se zase naopak častěji vyskytují ve větném typu s předložkovou vazbou  $SVO_dO_{prep}$ . Ukazuje se tedy, že v případě zájmené realizace obou předmětů v řazení předmětu hrají roli lexikální faktory, tj. konkrétní realizace a kombinace zájmen, a nikoli dva výše zmíněné principy („principle of end-focus“, „principle of end-weight“). Bylo zjištěno, že pokud se v pozici přímého předmětu objeví zájmena *it* nebo *them*, automaticky vstupuje do hry větný typ s předložkovou vazbou  $SVO_dO_{prep}$ , zatímco větný typ  $SVO_iO_d$  je v těchto případech nepřijatelný. Tyto případy dokazují, že ne vždy je možno užít alternativní konstrukce, a to i u sloves, která jsou tradičně považována za slovesa připouštějící obě konstrukce.

Z celkového počtu 28 případů, kde jsou oba předměty  $O_i/O_{prep}$  i  $O_d$  realizovány zájmeny, jsou předměty řazeny podle ZRVD jen ve dvou příkladech; ve 25 příkladech, kde jsou oba

předměty kontextově zapojené (a tedy součástí tematu), je vlastním rématem sloveso; v jednom případě byla zjištěna odchylka od ZRVD, neboť tematický přímý předmět následuje až po rematickém nepřímém předmětu.

Ve všech 22 případech, kdy je **O<sub>i</sub>/O<sub>prep</sub> realizován substantivem a O<sub>d</sub> zájmenem**, se objevuje pouze větný typ s předložkovou vazbou SVO<sub>d</sub>O<sub>prep</sub>, což potvrdilo naši hypotézu. Jelikož je přímý předmět téměř vždy (s jednou výjimkou) vyjádřen kontextově zapojeným anaforickým zájmenem a předložkový předmět kontextově nezapojeným substantivem, předměty jsou řazeny podle ZRVD (principle of end-focus), a zároveň i podle principu postpozice rozvitějších členů (principle of end-weight). Jedinou výjimkou je případ, kdy jsou oba předměty kontextově zapojené a rematem je sloveso. Zdá se, že při této realizační formě předmětů alternativní řazení předmětů (tj. větný typ SVO<sub>i</sub>O<sub>d</sub>) není možné. Navíc zde opět hrají roli lexikální faktory, neboť kdykoli se v pozici přímého předmětu objeví některá zájmena (např. *it* nebo *them*), je automaticky vyžadován větný typ s předložkovou vazbou SVO<sub>d</sub>O<sub>prep</sub>.

V případech, kdy je **O<sub>i</sub>/O<sub>prep</sub> realizován zájmenem a O<sub>d</sub> substantivem** (298 případů), jednoznačně nejčastější větný typ je bezpředložkový SVO<sub>i</sub>O<sub>d</sub> (289 případů, 96.9%). Předložkový větný typ SVO<sub>d</sub>O<sub>prep</sub> se vyskytuje v 7 případech (2.4%) a SVO<sub>prep</sub>O<sub>d</sub> jen ve 2 případech (0.7%). Ve většině případů (282 z 298 případů, 94.6%) je nepřímý předmět vyjádřen kontextově-zapojeným anaforickým zájmenem a přímý předmět kontextově nezapojeným substantivem; předměty jsou tedy řazeny podle ZRVD (principle of end-focus), a zároveň i podle principu postpozice rozvitějších členů (principle of end-weight). Vyskytlo se celkem 16 odchylek od ZRVD (5.4%): v 10 je rématem slovesa (oba předměty jsou kontextově zapojené) a v 6 případech je rématem přímý předmět (kontextově nezapojené substantivum stojí před kontextově zapojeným předložkovým předmětem).

Z výše uvedených výsledků vyplývá, že z celkového počtu 652 ditranzitivní komplementace s oběma vyjádřenými předměty v 583 případech (89.4%) odpovídá řazení předmětů základnímu rozložení VD. Můžeme tedy říci, že ve většině případů je gramatický slovosled v souladu se základním rozložením VD. Odchyly od ZRVD se vyskytly celkově v 69 případech (10.6%): ve 36 případech (5.5%) je rématem sloveso, ve 32 případech (4.9%) první předmět a v jednom případě je rematem podmět (0.2%). Všechny odchylky od ZRVD vznikají pravděpodobně působením gramatického slovosledu v angličtině. Bylo rovněž potvrzeno, že oba principy (principle of end-focus a principle of end-weight) působí ve větě současně a jeden s druhým spolu souvisí, neboť je většinou třeba novou informaci vyjádřit pomocí více slov.

Kromě již zmíněných faktorů ovlivňující řazení předmětů (tj. „**the principle of end-focus**“, „**the principle of end-weight**“ a **lexikální faktory** (v případě zájmenné realizační formy)) jsme se v průběhu analýzy setkali se dvěma dalšími potenciálními faktory: silná asociace mezi substantivem v pozici přímého předmětu a předložkou *to* („the strong association between the lexical item in direct-object position and the preposition *to*“), a příslovečné určení vložené mezi dva předměty („insertion of an adverbial between the objects“).

**Silná asociace mezi substantivem v pozici přímého předmětu a předložkou *to*** je faktor, který zmiňuje Mukherjee (2005). Mukherjee tvrdí, že pokud je substantivum stojící v pozici přímého předmětu úzce spjata s předložkou *to* (např. *give an incentive / help / credence to*) mluvčí spíše použije větný typ s předložkovou vazbou  $SVO_dO_{prep}$ . Je otázkou, do jaké míry lze tento faktor, pomocí kterého je možno vysvětlit řazení předmětů celkem v 6 příkladech, považovat za další relevantní faktor. Ukazuje se totiž, že tento faktor se zdá být relevantní pouze v případech, kdy jsou oba předměty vyjádřeny substantivy. Pokud je však  $O_i/O_{prep}$  vyjádřen zájmenem, častější řazení předmětů je bezpředložkové ( $SVO_iO_d$ ). Zdá se tedy, že silnou asociaci mezi substantivem v pozici přímého předmětu a předložkou *to* za další relevantní faktor považovat nelze.

V průběhu analýzy se v 16 případech vyskytlo **příslovečné určení vložené mezi dva předměty**: nejčastěji v rámci větného typu  $SVO_dO_{prep}$  (13 případů) a ve třech případech v rámci větného typu  $SVO_iO_d$ . Vystala otázka, zda by vložené příslovečné určení mohlo být dalším faktorem ovlivňujícím řazení předmětů. Z výsledků totiž vyplývá, že se vložené příslovečné určení častěji objevuje v syntaktickém vzorci  $SVO_dO_{prep}$  než v  $SVO_iO_d$ . Nicméně, jelikož lze ve všech případech tyto odchylky od gramatického slovosledu zdůvodnit základním rozložením VD, ani v tomto případě se nedomníváme, že se jedná o relevantní faktor.

Přejdeme nyní k „neúplnému“ ditranzitivnímu větnému typu. Z celkového počtu 1000 příkladů se vyskytl **větný typ s jedním vynechaným předmětem** ve 342 případech (34.2%). V rámci tohoto větného typu se zdaleka nejčastěji objevuje vzorec  $SVO_d$ , tj. větný typ s vynechaným  $O_i/O_{prep}$ . Větné typy s vynechaným přímým předmětem se objevuje méně často:  $SVO_{prep}$  se vyskytl ve 4.1% a  $SVO_i$  ve 3.2% případů. Tato zjištění jsou v souladu s předpokladem stanoveným v teoretické části, že přímý předmět má těsnější vztah ke slovesu než nepřímý předmět, tudíž je nepřímý předmět snadněji vypustitelný.

Kromě větného typu s jedním vynechaným předmětem se v 6 případech (0.6%) vyskytl i větný typ s oběma vynechanými předměty (SV). Bylo nicméně zjištěno, že tento ditranzitivní

větný typ se vyskytuje poměrně zřídka a je omezen na určitá slovesa, jejichž sémantika vypuštění obou předmětů umožňuje. V této studii se všechny případy vyskytly u slovesa *lend*.

Jak již bylo řečeno, ditranzitivní konstrukce s jedním vynechaným předmětem je poměrně častá – představuje více než třetinu analyzovaných příkladů. Analýza větných typů u slovesa *offer* ukazuje, že větný typ s vynechaným nepřímým předmětem (119 případů) dokonce převažuje nad větným typem s oběma vyjádřenými předměty (81 případů). V případě vynechaného předmětu nemusí být referent explicitně vyjádřen, jelikož je buď zřejmý z kontextu (contextual deletion) nebo odkazuje na všeobecného lidského recipienta (indefinite deletion). Tyto příklady dokazují, že sémantická struktura těchto sloves zahrnuje vždy tři aktanty, přestože syntakticky nemusí být vyjádřeny.

Další zajímavá zjištění přinesla analýza **sémantické struktury ditranzitivní konstrukce**. Jak bylo zmíněno v teoretické části, ditranzitivní slovesa se objevují ve dvou sémantických vzorcích. Kromě **základní sémantické struktury**, kde  $O_i/O_{prep}$  má funkci recipienta a  $O_d$  funkci zasaženého předmětu (889 případů, 88.9%), se vyskytlo 111 případů (11.1%) odlišné struktury, skládající ze sémanticky prázdného slovesa a událostního  $O_d$  a zasaženého  $O_i/O_{prep}$  (**eventive object construction**), připomínající tak verbonominální konstrukci. Tato konstrukce původně neměla být součástí této studie, neboť jsme na základě teoretických poznatků z gramatik předpokládali, že v případě událostního  $O_d$  a zasaženého  $O_i/O_{prep}$  alternativní řazení předmětů není možné (cf. Quirk et al. 1985 *I gave Helen a nudge. ?I gave a nudge to Helen.*). Výsledky analýzy však ukázaly, že slovesa *give* a *lend* mají poměrně často funkci sémanticky prázdného slovesa a jejich předměty se objevují v obou větných typech  $SVO_iO_d$  i  $SVO_dO_{prep}$ . Vzhledem k tomu, že sloveso *lend* není tradičně chápáno jako sémanticky prázdné sloveso, ukazuje se, že repertoár těchto sloves je mnohem širší než jak jsou popsány v současných gramatikách.

Z celkového počtu 111 případů sémanticky prázdného slovesa a událostního předmětu se tato konstrukce objevuje u slovesa *give* ve 74 případech a u slovesa *lend* ve 37 případech. Ukazuje se, že se tento typ ditranzitivní konstrukce objevuje ve dvou větných vzorcích: jednak ve větném typu s oběma vyjádřenými předměty (72 případů), jednak ve větném typu s jedním vynechaným předmětem (39 případů). V případě větného typu s oběma vyjádřenými předměty bylo zjištěno, že se tato konstrukce objevuje v oboou vzorcích:  $SVO_iO_d$  i  $SVO_dO_{prep}$ . Je zajímavé, že vzorec s předložkovou vazbou  $SVO_dO_{prep}$  (59.7%) dokonce převažuje nad větným typem  $SVO_iO_d$ . Výsledky studie jsou tak v rozporu se *CGEL* (1985: 1396), kde se tvrdí, že se této konstrukce neužívá, pokud má být  $O_i/O_{prep}$  rematem. Analýza ukázala, že větného typu s



předložkovou vazbou se užívá velmi často i v těchto případech. Fakt, že se ditranzitivní konstrukce s událostním předmětem poměrně často vyskytuje i ve větěném typu s jedním vynechaným předmětem, je v rozporu s tvrzením Huddlestona & Pulluma (2002: 312), podle nichž je nemožné  $O_i/O_{prep}$  v této konstrukci vypustit.

Dále byly zmíněny základní důvody, které vedou mluvčího k užití ditranzitivní konstrukce s událostním předmětem, přestože existuje alternativní jednoslovesné vyjádření. Hlavní důvody jsou: větší syntaktická flexibilita (možnost děj vyjádřený předmětem modifikovat, kvantifikovat atd.) a aktuální členění větne (odlišné rozložení výpovědní dynamičnosti; vyčlenění jednoho případu slovesného děje, který se stává rematem).

Dále bylo zjištěno, že v 76 případech  $O_i/O_{prep}$  vyjadřuje **neživotného účastníka děje** a v převážné většině případů v ditranzitivní konstrukci s událostním přímým předmětem. Quirk et al. (1985) ilustrují tuto konstrukci příklady, kde je  $O_i/O_{prep}$  vždy životný. Analýza nicméně ukázala, že  $O_i/O_{prep}$  poměrně často vyjadřuje neživotného účastníka. Neživotný předmět se objevil převážně ve větěném typu s předložkovou vazbou  $SVO_dO_{prep}$ , ale poměrně překvapivě i ve větěném typu  $SVO_iO_d$ . Případy neživotného  $O_i$  ve vzorci  $SVO_iO_d$  tak zpochybňují pravidlo Levinové (1993: 48), podle kterého se pouze životné nepřímé předměty mohou vyskytnout v konstrukci  $SVO_iO_d$ .

V několika případech ditranzitivní konstrukce s událostním předmětem se ukazuje, že tato konstrukce zahrnuje specifický **kauzativní význam** (20 případů *give*, 7 případů *lend*), což dokazuje možná parafráze pomocí opisného slovesa *make* (*make* + sth/s.o. + adjective/verb). Bylo navíc zjištěno, že podstatné jméno vyjadřující přímý předmět je obvykle deadjektivní.

V závěru je třeba říci, že *give/lend* tvoří s událostním předmětem jakési idiomatické spojení, a proto nebylo vždy snadné jednoznačně rozlišit idiomatická spojení s ditranzitivním slovesem (např. *give s.o. an idea of*) od ditranzitivní konstrukce s událostním předmětem (např. *give expression / meaning to sth*). V současné literatuře detailní popis této konstrukce chybí a pozornost je věnována většinou pouze prototypickým příkladům, kde bývá událostní přímý předmět vyjádřen konkrétním substantivem, např. *give a push / kiss*. Proto se tato práce pokusila ditranzitivní konstrukci s událostním předmětem detailněji popsat a ukázat, že skupina substantiv, která může vyjadřovat událostní předmět, je mnohem komplexnější a zahrnuje nejen substantiva konkrétní, ale i abstraktní.

V této práci byl učiněn pokus systematicky popsat ditranzitivní komplementaci a vysvětlit tak nejen faktory mající vliv na řazení předmětů, nýbrž i detailněji popsat sémantickou strukturu ditranzitivních sloves.

## APPENDIX

The appendix contains 1000 examples of ditransitive constructions examined in the present analysis, i.e. 200 examples of each verb (*give*, *lend*, *send*, *offer* and *show*). All examples are assigned an identification number and a BNC code of the text from which they were extracted. The identification number consists of a two-letter symbol indicating the type of the verb involved (e.g. Gi for *give*, Le for *lend*) and a number from 01 to 200, which provides a univocal reference to the particular example. Those examples that are accompanied by a number in brackets are discussed in greater detail in the analysis (section 4) where they are numbered successively from 1 to 235 to enable quick reference.

The examples in the appendix are arranged in the following way. First, they are classified on the basis of the ditransitive pattern in which they occur, i.e. ditransitive pattern with both realized objects, ditransitive pattern with one object omitted and ditransitive pattern with both objects omitted. In the case of ditransitive pattern with both realized participants the examples are then sorted according to the realization form of the objects (i. NOUN + NOUN, ii. PRON+PRON, iii. NOUN ( $O_i/O_{prep}$ ) + PRON ( $O_d$ ), iv. PRON ( $O_i/O_{prep}$ ) + NOUN ( $O_d$ )) and according to their clause pattern ( $SVO_iO_d$  /  $SVO_dO_{prep}$  /  $SVO_{prep}O_d$ ). Moreover, the context-dependence / independence and the FSP function of the objects are added to each example. Context-dependent objects are inherently thematic (Th) and in the present paper their actual FSP function (i.e. diatheme or another function within the thematic section) is mostly considered irrelevant and thus left aside. Their function is regarded relevant in several cases of both context-dependent objects; the actual FSP function of the two objects (the theme proper ( $Th_{proper}$ ) or the diatheme (DTh)) is then noted in the appendix. Context-independent objects, on the other hand, are inherently rhematic (Rh). Where relevant, particularly in the case of both context-independent objects, it is determined whether the object functions as the rheme proper ( $Rh_{proper}$ ) or a component of the rheme ( $Rh_{comp}$ ). If the rhematic function is performed by another element than object, it is stated in the appendix.

In the case of ditransitive pattern with one or both objects omitted the examples are classified on the basis of their clause pattern and realization form of the object ( $(SVO_d / SVO_{prep} / SVO_i)$ ). The context-dependence / independence and FSP function are in these examples disregarded.

Where an example requires a wider context, the context is provided in the text.

## GIVE

### I. Ditransitive pattern with both realized participants (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>d</sub>O<sub>prep</sub> / SVO<sub>prep</sub>O<sub>d</sub>)

#### i. Realization form: NOUN + NOUN

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Gi01 (26)	A00,202	I have also campaigned for the Government to <b>give AIDS greater recognition</b> , not as a disease affecting specific sectors of the community, but as a social problem for which there must be adequate welfare provision. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi02	A00,419	To reduce the number of new HIV infections by <b>giving young people the facts about AIDS</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi03 (28)	A01,202	EDUCATION ACET through its schools education programme aims to reduce the number of new infections by <b>giving young people the facts about AIDS</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi04	A01,532	Our aim is to reduce the number of new HIV infections by <b>giving young people the facts about AIDS</b> and by encouraging them to think about their future. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi05	A04,100	His unusual topic <b>gave Fry trouble with the title of his lecture</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi06 (22)	A04,140	Some authorities might argue for a shorter span, <b>giving Baudelaire a title as father of modern art criticism</b> or Wölflinn the key part in the development of art history. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi07 (27)	A0A,290	This will <b>give the beer a head</b> when you pour it. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi08 (23)	A04,1346	The politicising of Western art <b>gives the existence of a manifesto special relevance</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi09 (29)	A05,464	Ackroyd has <b>given some readers the impression</b> that the modern narrative, the paler of the two, is paler on purpose. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi10	A0B,101	We live in the fading twilight of an 'overpubbed' urban world; a world which, even within living memory, <b>gave the citizens of a small city like York the choice to drink in a different pub</b> for every day of the year. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi11	A06,104	And one of the main advantages of these very compressed and arduous courses is that they <b>give students approaching drama school entry an opportunity of seeing what will be required of them</b> should they gain a place at drama school. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi12	A06,345	This is sometimes regarded as old fashioned thinking, unfortunately, and it's a shame, for although clothes don't actually make you perform better a good comfortable appearance does <b>give the panel a chance to see how you see yourself and how your body uses clothes</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi13	A06,352	For example, if you are embarking on Julia in Two Gentlemen of Verona and her Proteus letter, it is as well to have a sheet of paper that you can tear up to make the scene start with a dramatic focus and <b>give the lines some action</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi14	A06,1347	The language of a classical play is challenging but it does <b>give the student chance</b> to see how early voice training can be used with a very demanding text. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi15	A06,1429	' Showcase ' productions Depending on the school's theatre resources, a full term of productions may mean that at least three or more plays will be staged, <b>giving agents, directors and casting pundits a chance to evaluate your work</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi16	A06,1433	Any programme of final drama school productions will present a variety of styles and the casting is aimed at <b>giving students a chance to do well in suitable roles</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi17	A06,1513	Membership of Equity, then, is no guarantee of employment - it simply <b>gives the member a chance to be considered for the work that is available</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi18	A08,484	<b>Give each viewer the chance to do just that</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi19	A08,2808	And finally <b>gives charts the kind of breathing space they didn't quite have before</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi20	A0A,141	In the North a nozzle called a sparkler is often attached to the spout on the bar to <b>give beer the creamy head preferred there</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi21	A0B,37	With them have gone much of the outrageously condescending theorising expressed by professionals such as Watney Mann's head designer Roy Wilson-Smith, who declared in the early 70s: 'I want to <b>give the people who</b>

		use my houses a rare and primitive relationship with the raw forces of nature'. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi22	A0B,85 kauz.	We have also included the observations of a leading pub designer in order to <b>give the report more breadth</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi23	A0B,101	We live in the fading twilight of an `overpubbed' urban world; a world which , even within living memory, <b>gave the citizens of a small city like York the choice to drink in a different pub</b> for every day of the year. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi24	A0B,206	He must also have felt that a new timber framed facade, despite its inauthenticity, would <b>give the pub an `historic' character that was more readily recognisable and instantly attractive to potential customers</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi25	A0B,250	As such, the brewery has resolved to `improve &hellip; the operational efficiency of the building generally ' by remodelling the cellar area and the annexe building to the north and by <b>giving the pub a frontage on Fleet Street</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi26	A0C,498	The primary role of technology is to <b>give the guest a better experience</b> at the hotel. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi27	A0C,843	The Wine and Spirit Association will be reviewing this and other instances of apparent abuse of authority by EHOs in order to <b>give its members the best advice</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi28	A0C,1038	This , according to the company , <b>gives the pasta a home-made look and a porosity which allows better sauce absorption</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi29	A0C,1246	The kitchen's perception of the restaurant manager is also fragmented in that the kitchen expects that manager to feed back customer response. So many chefs feel their restaurant managers fail to do this adequately . Similarly , a good front-of-house manager can <b>give the customer an insight and appreciation of the chef 's ideas and foods</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi30	A0C,1505	And potatoes are great. They <b>give a chef the opportunity to be creative</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Gi31	A0D,89	'Capri, old girl,' Lord Woodleigh said, <b>giving the name its Italian rather than its popular song emphasis</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi32	A0D,334	He had <b>given Arabella Buckley a quick glance</b> then. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi33	A0D,354	He <b>gave Jilly Jonathan a brief bow</b> from his enormous gangling height. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi34	A0D,1335	She <b>gave Buntly a very sharp look</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi35	A0D,2098	It was only after extensive reading through the writings of many authors that I came across the work which undoubtedly <b>gave the author this particular inspiration</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi36	A0D,2785	We think we can <b>give the vegetables a clean bill of health</b> , sir. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi37	A0D,2826	Constable Bewman here pointed out that each guest had their plate handed to them by Edith but I can't see how that would <b>give the murderer any scope</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Gi38	A0F,492	I had no experience of teaching art to anyone, but the headmaster assured me that it simply involved <b>giving the boys some paints to play with</b> and then telling them to get on with it. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
<b>Total</b>		<b>38</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Gi39 (223)	A00,161	Like ACET, CAH will <b>give both medical and practical help to AIDS patients</b> in the home. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi40	A00,236	International Adviser Professor Jonathan Mann , former director of the WHO Global AIDS Programme, <b>has given his backing to ACET</b> by joining Dr Everett Koop the former US Surgeon General , as an International Adviser. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>comp</sub> ; Rh <sub>proper</sub> = Adv "by joining..."]
Gi41 (33)	A01,233	From 1st October 1990 , there is also a new scheme called GIFT AID which allows you to <b>give sums of £600 or more to a charity</b> tax-effectively (with a maximum of £5 million for your total charitable donations in any one tax year). [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>comp</sub> ; Rh <sub>proper</sub> = Adv "tax-effectively"]
Gi42 (31)	A01,384	If for any reason you wanted to <b>give each monthly payment direct to ACET</b> , we could hold the money in an account in your name until the amount accumulated reaches the £600 threshold . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi43 (34)	A01,388	If you wish to <b>give a capital sum to ACET</b> (e.g. from an inheritance you have received) or an amount of money that exceeds your taxable for the tax year of the gift, ACET can still get tax relief on your gift. [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Gi44 (30)	A01,517	The church can <b>give care and compassion to those affected by AIDS</b> and help prevent infection. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]

Gi45 (18)	A02,40	SIR JOHN FORD KCMG MG CHAIRMAN OF TRUSTEES ACET's mission To <b>give practical care to men, women and children</b> ill at home with HIV/AIDS. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi46	A03,689	It is also AI's practice to <b>give its material to governments</b> before publication for their views and additional information and the organization will publish these in its reports. `. [O <sub>d</sub> – indep = comp <sub>Rh</sub> ; O <sub>prep</sub> – indep = comp <sub>Rh</sub> ; Rh = Adv “before publication”]
Gi47	A03,864	In November 1990, a further letter arrived, saying the young woman's father was ill: he wanted 150,000 Dirham , and his wife should <b>give 100,000 Dirham to the guard</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi48 (37)	A03,1013	I am afraid that by taking the extraordinary measure of stapling this report ` because some of the contents are so disturbing ' , Amnesty has again <b>given credence to the belief</b> that recent torture in Kuwait has been more terrible than in any other part of the world , whereas the repugnant patterns of pain-infliction described are all too familiar from Iran , from Myanmar , Amin's Uganda , a South America , South Africa etc. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi49 (20)	A04,24	One of Pater's subjects for a perceptive essay was Leonardo da Vinci; it <b>gave special prominence to the painting now generally known as the Mona Lisa</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi50	A04,196	By the 1850s the tradition had declined, so that Baudelaire was seeking to <b>give new life to a decayed literary genre</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi51	A04,668	If a critic has a very decided political or religious point of view, this can override other considerations in judgements about art; the viewpoint may also <b>give a bias to the description or interpretation made</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi52 (36)	A04,673	We have already mentioned in passing the state policies regarding the arts in Germany , the USSR and China ; there have been writers who followed the party lines by <b>giving attention to those artists favoured by patronage</b> , while neglecting others. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi53 (35)	A04,713	In either case, the absence of colour <b>gave an incentive to the authors to provide evocative descriptions</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – dep = Th; Rh <sub>proper</sub> = postmodifying infinitive phrase “to provide...”]
Gi54	A05,424	Both books mingle old times and new times, and both <b>give expression to fantasies of replication</b> , with Hawksmoor a hard act to follow. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi55 (195)	A05,1568	He has dumped down the notes for a greyhound, has <b>given his heart to the beast</b> , and is derided for this by his friends in the pub. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi56	A06,803	Not that I disapprove rural Pleasures, as the Poets have painted them; in their Landschaft every Phillis has her Coridon, every murmuring Stream, and every flowry Mead <b>gives fresh Alarms to Love</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi57	A07,8	The two societies <b>gave expression to their own dominant interests</b> as far as possible unhindered by each other's interference. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi58	A07,284	This foundational belief <b>gives meaning to the more popular belief</b> in the right of the people to violence. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi59	A07,746	Article 42 went on to <b>give an almost supplementary right to the state</b> in providing for a child 's education by acknowledging the right of parents to school their children in their own home should they wish it. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – dep = Th; Rh <sub>proper</sub> = adverbial “in providing...”]
Gi60	A0A,34	Caramel is sometimes added to <b>give darker colouring to the finished beer</b> . [O <sub>d</sub> – indep = comp <sub>Rh</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi61 (38)	A0A,43	Hops on the vine: the oils in the hop <b>give bitterness to beer</b> and also act as a preservative against infection. [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Gi62	A0A,83	In order to further speed and cheapen the process , inferior ingredients such as maize , rice , triticale , wheat flour and potato starch are used and helped on their way by chemicals that hasten fermentation , cut down on the yeast head in the vessels to allow more wort to be treated , and to <b>give a lively fake head to the finished product</b> . Beer is classified as a food stuff and yet it is excluded from the legal requirements to list ingredients. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi63	A0E,36	The film and television industries are important ingredients of the city's culture and the Festival reflects this life-style in its informal atmosphere , <b>giving endless pleasure to the many cinema goers</b> from the city and to the numerous professionals who visit the city for the Festival. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Gi64	A0E,601	As a flexible voluntary programme Eureka Audiovisual aims to <b>give new impetus to the European market</b> by promoting the establishment of networks of partners based on concrete projects, from the creation to the distribution of audiovisual and cinematographic works. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – dep = Th; Rh <sub>proper</sub> = adverbial “by providing...”]
Gi65	A0F,479	Also , we need to <b>give an especially big Berkeley welcome to Dr Dorothy Streeter</b> , who 's joining our art department, 'intoned the headmaster during my first school assembly there. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]

Gi66 (32)	A0F,145	Paul Spence has kindly agreed to <b>give a few revision classes on seventeenth- and eighteenth-century architecture to final-year BA students.</b> [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
<b>Total</b>		<b>28</b>

## ii. Realization form: PRON + PRON

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Gi67 (39)	A05,1633	If you want your weans to get homework then <b>give it to them</b> your tucking self. [O <sub>d</sub> - dep = Th <sub>proper</sub> ; O <sub>prep</sub> - dep = DTh; Rh - verb]
<b>Total</b>		<b>1</b>

## iii. Realization form: NOUN (O<sub>i</sub>/O<sub>prep</sub>) + PRON (O<sub>d</sub>)

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Gi68 (40)	A0D,2847	There were some glazed onions and Duchesse potatoes round the fillet &hellip; our host put those on the individual plates before he handed them to Edith. ' ` We thought of that, sir, 'said the inspector , a touch of melancholy in his voice . ` Both were brought in from the garden -- home grown -- and never left the kitchen until Cook <b>gave them to Edith</b> for the table. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
<b>Total</b>		<b>1</b>

## iv. Realization form: PRON (O<sub>i</sub>/O<sub>prep</sub>) + NOUN (O<sub>d</sub>)

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Gi69 (41) (212)	A01,139	They can't <b>give you a purpose or meaning in life.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi70	A01,280	Using the ` Deposited Covenant ' procedure you can pay over the whole of the donation in one go , and we can <b>give you full details of how to do this.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi71 (7)	A01,385	Care would be needed with the wording used in any such scheme and ACET can <b>give you more details about this.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi72 (21)	A01,457	Practical Support ACET volunteers are available to help whenever you need them , as long as you make arrangements with our volunteer coordinator and <b>give us as much notice as possible.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi73	A01,496	WHAT DO OTHERS SAY? ` One of the nurses has been coming in to <b>give me injections</b> every day. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi74	A03,687	When you've done research on a country for years, you also get a sense of which groups have vested interests or political agendas, who can be trusted and who has <b>given us reliable information,</b> ' said Smart. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi75	A04,56	Her college library has interesting books, as well as the latest art magazines. Her course teacher has <b>given her a reading list,</b> and the library staff are good at helping students with all sorts of interests. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi76	A04,652	I am grateful, and can only show my gratitude by <b>giving them the text</b> to criticise under more agreeable conditions. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi77	A04,848	Rhyme, measure, and the turning of verses, which is indispensable and which <b>gives them so much vigor,</b> are analogous to the hidden symmetry, to the equilibrium at once wise and inspired, which governs the meeting or separation of lines and spaces, the echoes of color, etc. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi78	A04,1148	Both writers and readers are affected by generally accepted ideas, without necessarily having <b>given them independent thought.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi79	A06,2123	L.M Gauging the kind of people you are going to meet in the way of <b>giving you work.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]

Gi80 (42) (214)	A04,238	Parisian cultural life between the wars was close-knit; writers and artists <b>gave each other mutual support.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi81 (24)	A06,66	All of these recommendations, however, are only to <b>give you a first taste of the scope of theatrical writing.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi82	A06,290	Although every moment of the lovers ' experience is drenched in imagery, there is still a fine feeling of reality about the characters which <b>gives them bone and muscle.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi83	A06,1197	'ORINTHIA <b>Give me a goddess 's work to do</b> ; and I will do it . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi84	A06,1313	The emphasis will be on developing an actor's mental and physical concentration, and <b>giving him/her sufficient craftsmanship</b> to sustain a performance. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi85	A06,2131	It's a very physically demanding business; dancing is a wonderful way of keeping in training and also <b>gives you a bigger scope</b> in theatre these days. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi86	A06,1489	The drama school will <b>give you some advice</b> on when and where to write to, and how you organise your letters, but outside advice is very important in helping you to see yourself in perspective. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi87	A06,1581	I wish to express my sincerest thanks to `all those taking part', and for <b>giving me their time.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi88	A06,1691	So they asked me to go away and come back again in a week which <b>gave me breathing space and time</b> at least to learn it properly. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi89	A06,1809	It <b>gave me a temporary Equity card</b> -- mind you they took it away again as soon as I had done the four weeks work. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi90	A06,1849	After all, becoming a provisional member of Equity doesn't <b>give them work</b> , it merely gives them the opportunity to work in the career for which they have trained. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi91	A06,1849	After all, becoming a provisional member of Equity doesn't give them work, it merely <b>gives them the opportunity to work</b> in the career for which they have trained. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi92	A06,1883	Drama school isn't going to teach anybody to act but it does give the vital techniques with which to act and <b>gives you a chance</b> to make mistakes, experiment and find out about yourself. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi93	A06,1959	I had been offered two leading roles at other reps that couldn't <b>give me the vital Equity card</b> - so Sabbo it was. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi94	A06,2123	L.M Gauging the kind of people you are going to meet in the way of <b>giving you work.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi95	A06,2131	It's a very physically demanding business ; dancing is a wonderful way of keeping in training and also <b>gives you a bigger scope in theatre</b> these days . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi96 (25)	A06,2371	Sometimes they <b>give you the feeling that they have done you a great favour by attending rehearsals</b> and at the end of the rehearsal period it's ` Bye-bye loves, now you do your thing and I 'll go off and do another ' . Directors should keep their finger on the pulse of a production throughout it's run. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi97	A08,442	He was quite frank about the whole thing, told us H. had <b>given him a fiver</b> to turn up, asked Madge if she wanted to go through with it , which of course she didn't. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi98	A08,849	Winning the John Moores would have <b>given me just the confidence I needed.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi99	A08,1414	And McGrindle, very matter of fact though drunk as usual : I have sixteen children , seven by my first marriage , four by my second , my second wife had two of her own , that makes thirteen , and three from my third , sixteen , and I am proud to say I have been able to <b>give them all a good education and every chance in life</b> without ever compromising my integrity. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi100 (44)	A08,1625	I <b>gave them a three-hour lecture on the basic principles of stochastics</b> , he said. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi101	A08,1670	I wanted to <b>give him supper</b> but he said he would take sandwiches up to his room and get on with his work. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi102	A08,2156	I had to put the project aside for a while , he wrote , as the rent had to be paid , not to speak of alimony , school fees and the rest , and , coming back to it after a considerable period , much longer , unfortunately , than I had anticipated , and I will not even try to apologize since you <b>gave me a completely free hand.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi103	A08,2516	Milky Way and Oculist Witnesses <b>give me most satisfaction</b> , he wrote. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]

Gi104	A08,3036	I <b>gave him a cup of coffee</b> . Wouldn't answer his questions. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi105	A0B,176	To <b>give you the total reckoning of it</b> : it is the busy man 's recreation , the idle man 's business , the melancholy man 's sanctuary , the stranger 's welcome , the Inns of Court man 's entertainment. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi106	A0C,660	Basic discipline can save you hours of wasted time, preserve years of carefully built up data and <b>give you peace of mind</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi107	A0C,785	It offers users benefits through greater accuracy of input and <b>gives them more time</b> to respond to customers. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi108	A0C,971	This <b>gives it a whitish sparkle</b> as light catches millions of tiny prisms and reflects white light. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi109	A0C,1012	Generally frozen pasta has whole egg in it , <b>giving it a softer, smoother texture</b> which goes well with cream and lighter tasting sauces. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi110	A0C,1056	Alibert fresh pasta from Olga Catering is also in special packaging, which is said to <b>give it a guaranteed shelf-life of 60 days</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi111	A0C,1141	The Delicious Donut Co are made from a flour which is said to <b>give them a light, fluffy, and non-greasy consistency</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi112	A0C,1484	In the USA, mustard is the most commonly used spice after pepper . It 's time to <b>give it more of a chance</b> here. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi113	A0D,28	'It is just that after much brainwork in Rome I have thought to <b>give myself a little holiday</b> on this famous Capri Island.' [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi114	A0D,149	Lord Woodleigh <b>gave him a look that would have quelled in an instant any insolent groom or keeper</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi115 (19)	A0D,213	Then I am able to <b>give you a reassurance</b> , madam, ' he said . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi116	A0D,325	Only a handful of people, it had been established, had been near enough to the leading car of the funicular to have been able to <b>give it the fatal extra push that had sent Woodleigh and Jilly Jonathan tumbling down the steep hillside</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi117	A0D,977	It <b>gave her a rather unique 360-degree view of the place</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi118	A0D,1234	I <b>gave him an even chance</b> , of course. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi119	A0D,1359	She bounced to the mirror to powder and tweak for a moment, catching Conroy's eye and <b>giving him a wink</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi120	A0D,1385	<b>Give her air</b> , for God's sake. Let her breathe, man. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi121 (45)	A0D,1431	We - we knew Ronny 'd be back soon, it was near the half-hour, so we tidied up and I kissed her and - <b>gave her a hug</b> &hellip; [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi122	A0D,1485	She <b>gave him a little push</b> and, in a daze , he followed Dorothy and one or two of the others up the stairs to the room that had been and still seemed to be Bunty 's. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi123	A0D,1747	I could <b>give them the key to Father 's safe</b> and they'd be so grateful they'd have a pair of boots made specially for me . German secret policemen are funny. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi124	A0E,457	I <b>gave her a gruesome murder</b> to deal with &hellip; [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi125	A0F,289	On the last day of that term, my final-year class all came up to my office to <b>give me a `thank-you' present</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi126	A0F,459	Anne is abroad at the moment, doing some research, but she left a message with someone that I 'm to <b>give her a ring</b> when she gets back. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi127	A0F,503	I You can learn a lot from Dr Streeter , so <b>give her a chance</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Gi128	A0F,626	Anyway, Jeff had now <b>given me something new - something really important to me</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
<b>Total</b>		<b>60</b>

No.	Code	SVO <sub>prep</sub> O <sub>d</sub>
Gi129 (43)	A07,718	Do hereby adopt , enact , and <b>give to ourselves this Constitution</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]



## II. Ditransitive pattern with O<sub>i</sub>/O<sub>prep</sub> omitted (SVO<sub>d</sub>):

### i. Realization form: O<sub>d</sub> = NOUN

No.	Code	SVO <sub>d</sub>
Gi130	A00,9	It is not transmitted from: <b>giving blood</b> /mosquito bites/toilet seats/kissing/from normal day-to-day contact.
Gi131 (68)	A00,190	Despite the publicity <b>giving the facts surrounding the transmission of the disease</b> , ignorance was such that they became afraid of normal social contact.
Gi132	A00,212	Two BBC World Service broadcasts at the end of the week with Patrick <b>giving his assessment of the Conference</b> .
Gi133	A00,224	All volunteers are trained in a programme designed to: <b>give a broad knowledge of HIV and AIDS</b> - equip an individual on an emotional and practical level to enable them to give compassionate and unconditional care.
Gi134 (69)	A00,224	All volunteers are trained in a programme designed to: give a broad knowledge of HIV and AIDS - equip an individual on an emotional and practical level to enable them to <b>give compassionate and unconditional care</b> .
Gi135	A00,316	P.A.L.S. provides counselling and general family support, the Link Project deals with drug-related problems and <b>gives general advice</b> , while ACET provides practical home care not only to the Portsmouth area but also along the South Coast.
Gi136	A00,369	In Ealing, social workers, H.E.A.R.S ( Hounslow & Ealing AIDS Response Service ) and the Ealing Home Support team have made referrals to ACET to provide for needs where a single agency can not <b>give all of the support required</b> .
Gi137	A01,234	A separate leaflet <b>gives details of that scheme</b> .
Gi138 (46) (229)	A01,266	You can use the GIFT AID scheme if you wish to <b>give another £600 or more</b> .
Gi139	A01,317	Gift Aid is a scheme which <b>gives tax relief</b> for ` one-off ' contributions to charity and it came into force on 1st October 1990.
Gi140	A01,381	What if I wish to <b>give small amounts</b> regularly over a period?
Gi141	A01,387	What if I wish to <b>give a sum of capital or a sum</b> in excess of my annual taxable income?
Gi142 (53)	A01,590	If there is to be an effective Christian response to AIDS we need to support organisations like ACET who are in the front line <b>giving practical care and support</b> .
Gi143	A02,55	We are the largest independent provider of professional home care in the capital <b>giving pain control</b> , nursing and medical advice, 24 hour on call, emotional support and practical volunteer help, including nightsitting.
Gi144	A02,218	In our opinion the financial statements <b>give a true and fair view of the company's affairs</b> at 31 March 1991 and of its deficit and source and applications of funds for the year then ended and have been properly prepared in accordance with the Companies ACT 1985.
Gi145	A03,728	At least one member of the jury said he would not have <b>given a sentence of death</b> (which must be unanimous) had he known that Prejean had suffered prolonged mental and physical abuse from his guardians.
Gi146 (51)	A03,763	At a recent meeting in London on human rights in Sri Lanka , MP Fernando Pulle Jeyaraj <b>gave a graphic description of the torture and detention houses</b> in which JVP ` suspects ' are held by the security forces. `
Gi147	A03,768	There have been some events which <b>give qualified cause for optimism</b> .
Gi148	A03,789	Such developments, along with the continuing work of the International Committee of the Red Cross within the country, are welcome in themselves and also <b>give some evidence</b> that the Sri Lankan Government is responsive to criticism from outside the country.
Gi149	A04,4	Leo Tolstoy asked the question, and in 1898 his remarkable book with that title <b>gave his reply</b> .
Gi150 (47)	A04,184	While this first chapter has outlined what that criticism is, the next <b>gives sketches of half a dozen critical types</b> .
Gi151	A04,397	Newer approaches to history can <b>give accounts</b> which do not have landmark events and which tell us about different aspects of the past, such as social conditions.
Gi152	A04,737	I can not doubt that this peculiar method which <b>gave such valuable results</b> in water-colour, influenced Cézanne to apply it at least to the early stages of his oil paintings , and that gradually it grew to be his habitual practice in the succeeding period.
Gi153 (54)	A04,960	But you may not actually learn much, simply because the main object of the group will not be to help you but to get on and do the play, relying on the skills available and hoping that the audience will <b>give adequate support</b> .

Gi154	A04,969	The results of this process can be read in detail in catalogues raisonnés, which often <b>give a blow-by-blow account of the arguments of scholars</b> over the years.
Gi155	A04,1024	Making Their Mark ' could equally well have been called a mixed exhibition; but this is a term more often used for a show put on by an exhibiting society, that type of artists ' organisation whose importance in Europe was created by the middle classes , who sought in the eighteenth century to buy pictures rather than <b>give commissions</b> , as aristocratic patrons had been accustomed to do.
Gi156	A04,1119	Sometimes subjects require considerable explanation or interpretation, and in these cases the museum catalogue can <b>give definitive help</b> .
Gi157	A04,1159	In 1959 Dore Ashton was dismissed by the New York Times, the charges being that her articles were not aimed at a wide newspaper audience, and her articles on work by artist friends <b>gave evidence of bias</b> (her husband , whose work she was forbidden to review , was a painter and print-maker called Adja Yunkers).
Gi158	A04,1342	It may also <b>give a misleading impression</b> : for example, the work of German Expressionist painters under the banner of the name Die Brücke, Kirchner, Nolde and Pechstein was affected by their practice as print-makers, where some motifs and treatment originated.
Gi159	A04,1399	The notice board at a show where notices are pinned up will <b>give the general idea of what sort of reviews have been written</b> .
Gi160	A04,1509	A difficulty is that psychology has narrow terms of reference which can <b>give only a few useful results</b> , for example on the question of illusion.
Gi161	A04,1570	The critic may be willing to share an experience with the reader, sometimes only of the circumstances in which a work was seen , as might be included in a personality article; but on other occasions the critic may <b>give a fuller account of a personal response</b> to a work of art.
Gi162	A05,296	The testimonies in the book were obtained mostly from the underlings of the house, led by sly, supportive Bert , a man who was able to take and to <b>give pleasure</b> - a fine portrait, which is also a self-portrait, of a second father.
Gi163	A05,953	T. Behrens <b>gives the impression</b> that he has more to say about himself than the progress of this mad love.
Gi164	A05,1337	The tradition <b>gives many convincing pictures</b> of the inwardness and invasiveness of friends and rivals.
Gi165	A06,80	But you may not actually learn much, simply because the main object of the group will not be to help you but to get on and do the play, relying on the skills available and hoping that the audience <b>will give adequate support</b> .
Gi166	A06,103	The summer schools or workshops offered by the drama schools last approximately five weeks, and <b>give a clear idea of what full-time drama training involves</b> .
Gi167	A06,106	( Monday to Friday ), <b>giving a taste of the kind of stamina that will ultimately be required over a much longer period</b> .
Gi168	A06,171	LAMDA have a small number of awards ` some of which can <b>give financial assistance</b> .
Gi169	A06,340	Valuable coaching can often come from drama school tutors who can <b>give a fair assessment of the possibilities</b> you may have prior to auditioning.
Gi170	A06,1373	Galsworthy <b>gives very precise details on the dimensions of the cell</b> , the things that are in it and the character 's sequence of actions .
Gi171	A06,1432	In many cases students will also tour in productions mounted by the school, and this <b>gives good audience experience</b> away from the greenhouse of school performances , where the people who sit in the audience are usually either professionally interested , or are fellow students and friends .
Gi172	A06,1883	Drama school isn't going to teach anybody to act but it does <b>give the vital techniques with which to act</b> and gives you a chance to make mistakes , experiment and find out about yourself .
Gi173	A06,2032	<b>He gives an example about lifting a heavy weight</b> and doing a multiplication sum at the same time and says you can't do it.
Gi174 (48)	A06,2079	Don't worry about going out there to <b>give the greatest performance of any particular speech</b> and then come away depressed because you know you 've done it badly.
Gi175	A07,850	The C[atholic] C[urate] was sent out to patrol the roads and anybody found or seen on the roads had to <b>give their names</b> .
Gi176	A07,1288	According to the Liberal-Irish alliance , the Irish party was supposed to abstain from the 1901 Conservative bill , aimed at bringing denominational schools in England and Wales into the national education system while at the same time absenting them from local government control: that is, <b>giving finance</b> while maintaining the system of denominational clerical control .
Gi177	A08,965	As when asked to fill in questionnaire and <b>give details of age, sex, height, colour hair, etc</b> .
Gi178	A08,972	What do I mean by that? he wrote . I mean that the novel has always <b>given the impression that third person narration can narrate what it is I am feeling</b> .
Gi179 (52)	A0A,151	While the gravity falls during the fermentation process, the OG does <b>give a useful indication of the strength of beer</b> .

Gi180	A0A,202	Although the invoicing system is long redundant, the use of the shilling in the name of a beer <b>does give a useful indication of its strength</b> .
Gi181	A0C,184	The Home Office told Caterer & Hotelkeeper that consultation was under way on an amendment to the Fire Safety and Safety in Places of Sport Act 1987, <b>giving mandatory powers of re-inspection</b> . US BAN Director of the UK 's Fire Protection Association , Stewart Kidd , said the US law would require a smoke detector in each room and a sprinkler system for hotels more than three storeys high . `
Gi182	A0C,555	When analysed at this more fundamental level, the database will also <b>give clear guidelines about overall corporate image</b> .
Gi183	A0C,914	The chromium and nickel are added to <b>give shine and prevent rusting</b> .
Gi184	A0C,938	Medlock <b>gives the following advice</b> : Examine the finish very carefully, particularly the forks .
Gi185	A0C,1284	She sometimes puts slices of smoked guinea fowl around the edge to <b>give added texture</b> .
Gi186	A0C,1418	In Provence, anchovy is mixed in with it , which <b>gives a very good taste</b> .
Gi187	A0C,1426	A vinaigre d'alcool will <b>give a different taste</b> from a vinaigre de vin vieux.
Gi188	A0C,1478	This <b>gives a lighter, cleaner taste</b> which doesn't overpower and illustrates the fact that it is not just the obvious oily herring, mackerel and salmon which have the body to withstand a mustard onslaught.
Gi189	A0D,308	And Jill did not tumble down the hill without somebody <b>giving a push</b> .
Gi190	A0D,1338	Coolly Bunty turned to <b>give a final look</b> in the mirror; then put her fingers to her lips and, as she passed Conroy, pressed them against his.
Gi191	A0E,89	Shot entirely on location in South Central LA, the film aims to <b>give the first true picture</b> of what life is like in the 'LA Hood'.
Gi192	A0E,271	FORUM Madam Gopal Singh, film writer and lecturer at Delhi University will be giving the Third Focus Forum keynote speech and introducing a screening SUBARNAREKHA.
Gi193	A0E,321	Ritwik Ghatak PETER WOLLEN, FILM TEACHER AND FILM-MAKER GIVES HIS VIEW OF THE SIGNIFICANCE OF RITWIK GHATAK IN THE ARTICLE BELOW . IT IS REPRODUCED COURTESY OF ` SIGHT & SOUND ' MAGAZINE.
Gi194	A0F,26	During the final year of office of the previous Director, Ralph Youngman , Charles had given a series of public lectures at the school on Canaletto.
Gi195 (49)	A0F,98	I 'm upset , as you put it , because you did n't even have the courtesy to warn me that I might not be giving a lecture that 's due in eight days ' time .
Gi196	A0F,118	All that's happened is I decided I was going to give the Bernini lecture this year.
Gi197	A0F,119	If you 've got some new material on him that you want to share with us, I 'm more than happy to arrange another lecture for you later in the term , but frankly , as you 've apparently given the same lecture on him for the past ten years , I can hardly be accused of interfering with academic freedom, can I?
Gi198 (50)	A0F,329	In his speech, Charles praised my ` sterling contribution ' to the school and shortly after it Paul came up to me and made the touching suggestion that I should give some classes in the summer term -- if I was still free.
<b>Total</b>		<b>69</b>

## ii. Realization form: O<sub>d</sub> = PRON

No.	Code	SVO <sub>d</sub>
Gi199	A05,56 8	Lecture after lecture, accompanied by complaints about the futility of lectures and his reluctance to <b>give them</b> .
<b>Total</b>		<b>1</b>

## III. Ditransitive pattern with O<sub>d</sub> omitted (SVO<sub>prep</sub>):

### Realization form: O<sub>prep</sub> = NOUN

No.	Code	SVO <sub>prep</sub>
Gi200 (55) (231)	A01,313	GIFT AID GIFT AID GIVING TO ACET BY GIFT AID This leaflet tries to answer some of the questions you might have on <b>giving to ACET</b> through the Gift Aid scheme.
<b>Total</b>		<b>1</b>

**LEND**

**I. Ditransitive pattern with both realized participants (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>d</sub>O<sub>prep</sub> / SVO<sub>prep</sub>O<sub>d</sub>)**

**i. Realization form: NOUN + NOUN**

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Le01	A0K,1002	However, I find Turner's work on the results of such movement into the liminal state to be a very useful way of interpreting what an insider experiences when he moves to the margins of his own domain , and I suspect that many such transformations across fiercely defended boundaries of cultural experience <b>lend the individual the chance</b> to stand aside and reflect on his subjective place in the order of things . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le02 (76)	A1G,46	Behind it all was the hand of Nelson Mandela, which may <b>lend the event much significance</b> should it turn out that President FW de Klerk is serious about negotiating with black leaders. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le03	A2T,21	Sotheby 's <b>lent Bond 15m pounds</b> to buy ` Irises ' : Australian entrepreneur hopes to pay off debt to auctioneers by selling important Manet painting By GERALDINE NORMAN. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Le04	A6U,250	Having <b>lent Hale money</b> to pay her rent she had been angered to discover her spending enormous sums on an haute-couture dress , and refused to turn up to what , in retrospect , became Hale 's farewell party. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le05	A7C,992	It so happened, entirely by coincidence , that Coghill <b>lent Lewis a copy of Williams 's novel The Place of the Lion</b> at precisely this moment . [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>comp</sub> Rh <sub>proper</sub> = Adv]
Le06 (65) (191)	A88,530	The policy unit will also discuss an alternative London School of Economics private sector scheme under which the financial institutions, rather than the Treasury, would <b>lend students money</b> , with repayments collected through National Insurance contributions. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Le07 (64)	A96,1001	Scotland Yard is <b>lending Mr Porceddu 10 officers</b> to help him to keep tabs on the 100 ooligans whose names have flashed up on Fifa's ticket computer. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le08 (63) (190)	ABG,2494	Without chapter 11, if a firm were shut down and its assets sold off, the spoils would go first to senior creditors - banks and others that had <b>lent the firm money</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le09	ABG,2699	What is known is that the bank has <b>lent Pathe \$250m</b> to finance the MGM purchase, plus an undisclosed sum linked to the sale of some of the rights to the studio 's film library. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le10	ABG,2740	C. Itoh is said to be the largest creditor, having <b>lent Asahi Juken around ¥50 billion</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le11	ADS,497	All he knew was that the Eckleys were <b>lending the Brownings their best carriage</b> so they might travel the more comfortably to Rome for the winter. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le12	ADY,965	Sam Yaeger , ever an exhibitionist , had come in a white dinner jacket , having <b>lent Gareth his black</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le13	ADY,2389	Tremayne would doubtless have <b>lent me some of the quarter-advance due</b> at the end of the month but my lack was my own choice , and as long as I could survive as I was , I wouldn't ask. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le14	AEA,1278	Elling clung to a cliff face that <b>lent its dwellings protection from the wind</b> and provided the inhabitants with an uninterrupted view over the sound. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Le15	AJ9,374	Perhaps Sir Ian should <b>lend Mr Major a hand</b> by telling us what the average shopper's trolley contained in 1979, and what it contains today. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le16	AJN,327	I've a horrible suspicion that Harwood wants us to be genuinely moved , but after all the superficial comedy, his attempt to <b>lend the play emotional depth</b> arouses embarrassment rather than pity. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le17	AND,1427	Working with publishers and book distributors Almost as an off-shoot to <b>lending children good books</b> from their libraries many schools are now acting as agents in selling popular titles. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Le18	AHF,1265	Obituary of Harry Neubauer HARRY NEUBAUER, who has died aged 59, was a psychiatrist of multifarious qualities -- not least an exuberant personality which <b>lent his earnest profession a splash of much-needed colour</b> . [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Le19	AS7,295	The Isbisters had <b>lent Father their car</b> and we spent the day exploring. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le20	ASD,1171	This <b>lends the whole house a satisfying blush</b> softened by the addition of authentic nineteenth-century lime and horsehair to the mix. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]

Le21	ATA,1018	Ruby Rich 's critical comments on Not a Love Story , a documentary film about the <u>pornography</u> industry and one of the big hits of feminist realist film-making , were especially powerful in this respect . In an analysis of camera angles Rich demonstrated that despite its ostensible anti-porn content Not a Love Story in fact reproduced the voyeuristic position which <b>lends pornography its appeal</b> . [O <sub>d</sub> - indep = Th; O <sub>d</sub> - indep = Rh]
<b>Total</b>		<b>21</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Le22	A12,1034	These <b>lent brilliance to the footwork</b> which became more intricate and thus more interesting. [O <sub>d</sub> - indep = Rh ; O <sub>prep</sub> - dep = Th]
Le23	A17,722	Her partner reads the magazine, too , and sometimes she <b>lends a copy to a friend</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le24	A1B,1046	If this suggests that there are other sorts of English people than the sort Auden has in his sights, on the other hand it <b>lends point and force to his censure of Beerbohm</b> , and of what Beerbohm stands for in English life. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le25	A1N,287	First they had to <b>lend some maroon LX Club shirts to a Northampton side</b> who had forgotten to bring theirs along, and then the students gave a lesson in speed about the field , quick thinking and teamwork. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le26	A1Y,585	Inner Circle claim over RUC fuels security row By DAVID MCKITTRICK , Ireland Correspondent THE ALLEGATION that the Royal Ulster Constabulary contains an ` Inner Circle ' of officers preparing private lists of IRA suspects and working against the Anglo-Irish agreement has <b>lent a new dimension to the security force-loyalist collusion saga</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le27	A24,94	Of course , distance <b>lends enchantment to the work of developers of the past</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le28 (67)	A28,352	EC keen to reward East Bloc reform From DAVID USBORNE in Luxembourg FOREIGN ministers of the European Community <b>lent enthusiastic support yesterday to a Commission plan</b> to give Poland and Hungary food and financial aid worth \$215m ( £140m ), together with loans worth up to £700m. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le29	A28,352	He said: ' How would a political party as totally committed as the Labour Party to equality of treatment and of opportunity for girls and women, <b>lend its support to the introduction of schools</b> in which men exercise all the power , and women are assigned a subordinate and restricted role? [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le30	A3Y,88	But Dr Jones's involvement with industry has led him into difficulties -- which <b>lend a critical edge to the parable</b> . [O <sub>d</sub> - indep = Rh ; O <sub>prep</sub> - dep = Th]
Le31	A4R,12	de Klerk said Mr Mandela was fully aware of the proposed releases, <b>lending substance to the belief</b> that the world 's most famous political prisoner has played a decisive negotiating role with the government way beyond the political limitations normally placed on prisoners. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le32	A5Y,863	These stories also demonstrate the need for policemen and women to be continually prepared for ` a big one ' and to be ever vigilant, which <b>lends further significance to some ` little crimes</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le33	A5Y,1163	This <b>lends further significance to the distinction</b> Easton 's section police make between ` big ' and ` little ' crime. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le34 (68)	A64,1347	Foreign relief organizations and subsequent students of their work have tended to exaggerate this dichotomy with regard to the Famine , but internal Soviet sources <b>lend credence to the view</b> that the sudden withdrawal of many kinds of domestic relief was premature. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le35	A66,1254	Partly by way of compensation , the government <b>lent its favour increasingly to the allegedly more cost-effective polytechnics</b> (now made independent of local authorities), and to more practically or vocationally orientated institutions such as business schools. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le36	A6D,88	That individuals prosecuted for sodomy did not necessarily identify themselves with the demonized sodomite of official discourse also <b>lends credence to Foucault's distinction between sodomy as a kind of behaviour, and homosexuality as a modern identity</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le37	A6J,1285	They have <b>lent forms and skills even to the great serpent</b> who beguiled Eve, who swallowed Jonah and who wrestled in the wilderness with the young man from Nazareth. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le38	A6W,38	Stanzani was also responsible for the involvement of the French aerospace company, Aerospatiale, which <b>has lent its considerable expertise with carbon-fibre and Kevlar to the project</b> . [O <sub>d</sub> - indep = Rh ; O <sub>prep</sub> - dep = Th]
Le39	A7A,1712	`So it wasn't about <b>lending money to Bodo at all ?</b> ' [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le40	A7D,1872	Just looking thanks ' in a town where stock is displayed in authentic settings ; where you can walk the patch in a

		day ; where dealers make time to talk and where Bath 's famous light <b>lends allure to even the diciest piece.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le41	A7P,162	Prices start from £8.50 . Equité from Christian Dior <b>lends elegance to your cleansing routine.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le42	A8F,395	She might even feel that he has at least <b>lent a new understanding to such lines as ` There 's nothing serious in mortality.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le43	AAS,105	But it is understood that most of the banks who have <b>lent money to Bond</b> have secured their loans against assets or have made provisions against ultimate default . ` [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le44	ABE,2988	The widespread opposition , especially from some army members of parliament , to <b>lending Soviet troops in any form to the anti-Iraqi coalition</b> was one factor in the resignation last December of the Soviet foreign minister , Edward Shevardnadze. [O <sub>d</sub> – indep = Rh ; O <sub>prep</sub> – dep = Th]
Le45	ABF,2602	As a result, banks want to <b>lend money only to the most creditworthy.</b> [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Le46	ABG,2569	Italy's other big state-owned banks have also <b>lent money to the bust group.</b> [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Le47	ABG,2707	Rather less simply, some people close to Crédit Lyonnais think it may also have <b>lent money to Florio Fiorini</b> , a Swiss-based Italian associated with Mr Parretti . [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Le48	ABG,3244	The bank <b>lent money to a speculator</b> charged with extortion. [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Le49	ABK,2412	Recruit Cosmos , once the centre of a political scandal , has through its finance affiliate been <b>lending money to would-be buyers of its flats</b> at only 0.6% annual interest for the first five years. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>comp</sub> ; Rh <sub>proper</sub> = Adv “at only...”]
Le50	ABM,1465	It thus <b>lends support to the materialistic view</b> that it makes sense to think of objects in abstraction from a mind which perceives them. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le51	AC7,1732	Of late my father had <b>lent the greater part of this ground to a retired gardener and his wife</b> , who had little garden of their own. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le52 (60)	ACS,1724	After the Nobel announcement, Novy Mir 's letter of rejection of two years before was hastily published to <b>lend justification to Pasternak's expulsion from the writers ' union as a traitor.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le53	ACX,1846	This is a perfect study in controlled design, the bold log steps <b>lending stability to the awkward change of ground level.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ] =stabilize
Le54	ADD,931	Where he did intervene in public , it was generally to <b>lend support to ` legal ' discriminatory measures</b> -- for the most part popular and meeting with widespread approval -- excluding Jews from German society and the economy. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le55	ADK,935	Like lighting, sound creates atmosphere and <b>lends authority to the proceedings.</b> [O <sub>d</sub> – indep = Rh ; O <sub>prep</sub> – dep = Th]
Le56 (74)	ADL,1238	North <b>lent a good deal of encouragement to Thomas Dowling</b> , ` the priest for the contras ', who was called in by Calero to say Mass in the camps in Honduras. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le57	ADM,728	` Simmetry ' would be a place for dead people, <b>lending new meaning to Blake's poem about the tiger.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le58	AHN,1962	It has <b>lent credence to such manifest absurdities as the equality of the sexes and the equality of races.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le59	AJD,892	Camra is also worried by proposals from the Dutch brewers Heineken and their rivals , the makers of Grolsch , to buy into the makers of Pilsner Urquell ( Original ) , based in the Czech town which <b>lent its name to the brewing process.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le60	AJH,516	He has never recovered from <b>lending £120m of his bank's gold to the busted flush of Wall Street</b> , Drexel Burnham. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le61	AJU,1266	HAVING shepherded the Tories through the general election, Charles and Maurice Saatchi are <b>lending a hand to Eduard Shevardnadze</b> , the former Soviet Foreign Minister now chairing the State Council of Georgia. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le62	AJV,284	Planners hope that fashionable street furniture will <b>lend Continental glamour to our city centres.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le63	AK4,666	It is already known that Strauss worked to a system of keys associated with particular characters and situations , but Professor Gilliam identifies his primary concern in Elektra as ` establishing a sense of motivic continuity in the orchestral line ', thus <b>lending extra point to Strauss 's description of Salome</b> as ` a symphony in the medium of drama'. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le64	AK9,590	As in hundreds of communities across Central Europe , the Jews and Germans who <b>lent a cosmopolitan air to</b>

		<b>towns and villages in Poland , Czechoslovakia and Hungary</b> were murdered or expelled. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le65	AKD,35	Under the scheme , a building society would <b>lend money to a housing association</b> at a low interest rate to buy homes , whose former owners would become tenants of the association. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le66	AKL,217	Mr Parretti has now been removed from the company by his banker Credit Lyonnais , which <b>lent more than \$1½ billion to his group of companies</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le67 (69)	AKL,318	But global expansion has been an expensive objective for banks : they <b>lent vast sums on poor terms to borrowers</b> who could shop around for money , starting in Japan. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le68 (70) (198)	ALU,1183	Their publication coincided with the Red Anchor period of the Chelsea porcelain factory in the mid 1750s, when many beautiful floral paintings decorated <u>plates and other pieces</u> . These came to be known as 'Hans Sloane plants', although he died before their reproduction. The use of his name and his connection with the area, particularly with the Physic Garden and also his reputation abroad , <b>lent an air of authority to these pieces of china</b> -- as no doubt Mr Sprimont, the astute manager of the factory appreciated. [O <sub>d</sub> – indep = Rh ; O <sub>prep</sub> – dep = Th]
Le69 (58)	AMC,798	We knew that we should have to find this for ourselves, as the Billing Office would not be prepared to move us again, nor <b>lend a very sympathetic ear to our complaints</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le70	AMK,1216	Real concrete problems , such as the fact that Germany is the biggest trading nation in Europe , 50% more populous than France or Britain , that she holds half of the Soviet Union 's debt and has <b>lent more money in government-guaranteed credit to Eastern Europe and the Soviet Union</b> , can not be made to disappear with words. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le71	ANO,54	It is essential that the Security Service should be kept absolutely free from political bias or influence and nothing should be done that might <b>lend colour to any suggestion</b> that it is concerned with the interests of any particular section of the community, or with any other matter than the Defence of the Realm as a whole. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le72	AN3,1035	Research in Mexico , Colombia and Venezuela , carried out several years after Turner 's work , <b>lends support to some aspects of the Turner thesis</b> , but not others ( Gilbert and Ward 1985 ). [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le73 (59)	AN3,1335	A closer look at the bourgeoisie , in terms of their social background , relationships with other classes and political opinions , <b>lends support to the argument</b> that, in practice, they are not the class that is going to bring about radical change. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le74	AN3,1534	Most of the evidence from Mexico <b>lends support to the spalding view</b> , while the data on the Allende period in Chile show very distinct revolutionary potential. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le75 (75)	AN5,324	The findings of a major study in Sheffield between 1976 and 1978 <b>lent `no support to the view</b> that formal action encourages parents to ensure that their children attend more regularly in the future'. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le76	AN9,287	The underwater explorer Jacques Cousteau was among those who <b>lent his name to the protest</b> . ` [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le77	AP8,181	Girls have been seen in Italy, spinning with spindles over a balcony, while their sisters sat knitting below , which <b>lends support to such a theory</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le78 (71) (199)	AP8,182	This is <u>an idea</u> which has fascinated spinners. Girls have been seen in Italy, spinning with spindles over a balcony, while their sisters sat knitting below, which lends support to such a theory. There is also a picture (Church and School of the Carita) by Canaletto in the National Gallery, London, of a woman on a balcony with a distaff and spun thread in her hand, which <b>lends further credence to the idea</b> . [O <sub>d</sub> – indep = Rh ; O <sub>prep</sub> – dep = Th]
Le79 (61)	APE,49	Ironically, this intervention was felt to be unhelpful to the Prime Minister because it seemed to <b>lend legitimacy to the possibility of a contest</b> in the autumn. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le80	APE,1020	In the shire districts, the spectacular advances which enabled Labour to claim more than 50% of the vote in many authorities <b>lend a further twist to the puzzle</b> of why the party has not been able to match consistently good local results in these areas with comparable general election support. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le81	APS,1219	A favourite device of Borges, for example, is to toy with the reader by sprinkling his fictions with references to real people and places, a technique used to good effect in ` Tlön, Uqbar, Orbis Tertius ', whose realistic trappings <b>lend credibility to the story of a non-existent world</b> which is the reverse of our own, while the fictional world in its turn calls into question the reality of the one in which we live. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le82	AR7,1605	Women in nightdresses peeping out of roadside houses <b>lent a surreptitious air to the first few miles</b> . [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Le83	ARF,253	Sharpening the focus on penicillin appears to have been a gradual process. Various stories <b>lend drama to the ` decision ' to concentrate on penicillin</b> . [O <sub>d</sub> – indep = Rh ; O <sub>prep</sub> – dep = Th]

Le84	ARJ,327	But Parents for Safe Food are <b>lending their support to the Soil Association's efforts to ensure that by the year 2000</b> , 20% of our food will be organic. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le85	ASE,436	To attempt such a separation tends to <b>lend colour to a distinction</b> often drawn within the curriculum at school or within the range of subjects studied in higher education between the useful and the useless. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le86	AYP,58	We've been <b>lending money to individuals</b> for over 50 years so we're certainly experienced in keeping our customers satisfie. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le87	AT3,57	I had written to hundreds of firms asking for material support, and had asked royalty , influential people and famous explorers to <b>lend their names to a list of patrons</b> , but all without success. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Le88 (66) (193)	AYP,1113	The Mortgage Corporation has <b>lent over £3 billion to over 55,000 mortgage customers</b> since they opened for business in 1986. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
<b>Total</b>		<b>67</b>

No.	Code	SVO <sub>prep</sub> O <sub>d</sub>
Le89 (72)	AAV,866	They <b>lend to an airport lounge the look of a grotesque, sprawling creche peopled by monster babies.</b> SVO <sub>prep</sub> O <sub>d</sub> - [O <sub>prep</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Le90 (73) (201)	AHX,339	Election ` 92 : Vengeful undertaker waiting in the wings Godfrey Barker on the man who may succeed Kinnock if Labour lose By GODFREY BARKER GORDON BROWN , the heir presumptive to Neil Kinnock in the event of disaster next Friday , is heir also to John Knox . A son of the manse, he <b>lends to Labour the dark Church of Scotland tones</b> that can make the recession sound as bleak as the wind that whips off the Firth of Forth in midwinter . ` SVO <sub>prep</sub> O <sub>d</sub> [O <sub>prep</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
<b>Total</b>		<b>2</b>

## ii. Realization form: PRON + PRON

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Le91	AC5,1167	` It takes time to build a country appetite. But we'll see if we can't <b>lend you one</b> before too long.' [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Le92 (77)	AC5,2582	Dot didn't have a milk-mug but the teacher <b>lent her one.</b> [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Le93 (78) (202)	ACV,267	Then, offering the razor: ' I'll <b>lend you this</b> if you want. ' [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Le94 (79)	AEB,1271	` I was wondering, that money you collected &hellip; ' Jackie looked at her warily. ` That's for emergencies . ' ` I've got an emergency at home. ' ` What about the extra Biff gave you ? ' ` There 's never enough. ' She waited, measuring him with her eyes . He looked at his feet. ` Union funds. For the workers. ' ` All right , I 'll join the union. If you <b>lend me some</b> to tide me over. [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
<b>Total</b>		<b>4</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Le95 (80) (205)	ADY,853	Gareth's appearance surprised everyone, especially Tremayne: he made a bravado entrance to cover shyness in a dinner jacket no one knew he had , and he looked neat , personable and much older than fifteen . ` Where did you get that ? ' his father asked , marvelling . ` Picked it off a raspberry bush . ' He smiled widely. ` Well, actually, Sam said I was the same height as him now and he happened to have two. So he's <b>lent it to me.</b> OK? ' [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
<b>Total</b>		<b>1</b>



iii. Realization form: NOUN (O<sub>i</sub>/O<sub>prep</sub>) + PRON (O<sub>d</sub>)

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Le96	A64,1132	Those peasants who continued to own draught animals had <b>lent them to relief organizations</b> at the height of the Famine , but by the spring of 1922 they refused to do this any longer , since they now found many profitable uses for them [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Le97 (81)	ACS,364	Instead of putting their money into business, people <b>lent it to the government</b> in the hope that ERNIE (the nickname of the Electronic Random Number Indicator) would select their number for the top prize (then) of a modest £1,000. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Le98 (82)	ACV,404	' Jos used to work in the forest. He was lent to a forester when he was a child.' 'Lent?' 'Emily nodded. ' His parents were too poor to keep him so they <b>lent him to a forester</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
<b>Total</b>		<b>3</b>

iv. Realization form: PRON (O<sub>i</sub>/O<sub>prep</sub>) + NOUN (O<sub>d</sub>)

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Le99	A0K,1208	For they never stay long enough to experience the depth and complexities of the activities which <b>lent him his ' special knowledge '</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le100	A0Y,576	If you are disconnected, they may be able to <b>lend you heating, cooking and lighting appliances</b> (such as Calor Gas fires and cookers). [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le101	A6E,1339	Er, he said, while we're about it, you couldn't <b>lend me your bass</b> as well, could you? [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le102	A6N,708	Yet Moran made no move towards her, promised nothing , gave no hint of any reciprocation of interest, <b>lent her no support</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le103 (86)	A7A,1678	'You did <b>lend him the money</b> , didn't you?' [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Le104 (86)	A7A,1679	' <b>Lend him money?</b> ' [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le105	A7A,2750	I'll <b>lend you my suitcase</b> , yours isn't fit to be seen &hellip; [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le106	A7D,298	The Rural Development Commission has <b>lent us £10,000</b> to top up what we raised. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le107 (83)	A7G,483	If you're able to <b>lend us the entire amount of your covenanted donation</b> at the outset ( e.g. £100 if you decide to covenant £25 a year ) we can invest your contribution as a lump sum and earn extra interest over the years and still reclaim the tax . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le108 (84) (215)	A7N,530	I had to ask Mum to <b>lend me the money</b> -- it was the most humiliating moment of my life. [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Le109	A8B,23	Rover gave us some materials which would normally have gone on the scrap heap, <b>lent us a hall</b> and judged the competition . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le110 (90)	A8F,688	For my twentieth century British Design retrospective exhibition , he <b>lent me , with a good deal of fussing and commotion, his last remaining ' Heartsease ' cup and saucer</b> , a Wedgwood design of the early 1950s. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le111 (91)	A8X,132	Lord Justice McCowan said he found it quite impossible to hold that Mr Hurd's political judgment - that the appearance of terrorists on programmes increased their standing and <b>lent them political legitimacy</b> - was one that no reasonable home secretary could make. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le112	AAF,856	I wish I could remember the name of the functionary who pronounced on the news that a union vote had gone 70/30 , at least three to one in favour: I would gladly <b>lend him my copy</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le113 (92)	ABL,331	There is no doubt that my masters often <b>lent me dignity and subtlety</b> altogether beyond my needs. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le114	AC3,2022	The main problem these days, however, was Gina's appearance, especially the clothes she wore. She now had a young designer friend who <b>lent</b> - Nigel sincerely hoped it wasn't sold - <b>her a wide variety of sixties and seventies</b>

		<b>gear of the cheaper kind.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le115 (85)	AC3,2548	He was going out with a silly cow of an art student and she <b>lent him the book.</b> [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Le116 (6)	AC3,2588	Nigel decided to take up jogging again in the grounds and got Flora to <b>lend him a sewing kit</b> to mend his trousers. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le117	ACP,1533	They <b>lend her the viability of shared experience</b> , giving her the confidence to shrug her shoulders when she feels like it. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le118	ADL,1637	On his first visit to Washington in September , the Second Channel demonstrated his piety by asking for a rug to pray on on the Friday evening ; Craig Coy , wonderingly , <b>lent him his gym towel.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le119	ADS,874	Now they have brought forward a plan which is that they should <b>lend me sufficient money</b> to rent another house in which Mr Landor is to have the first floor, comprising three rooms, a book closet, and a terrace. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le120	ADY,459	Tremayne <b>lent me his Volvo</b> to go to the boatyard in the morning, reminding me before I set off that it was the day of the awards dinner at which he was to be honoured. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le121	ADY,2389	Tremayne would doubtless have <b>lent me some of the quarter-advance due</b> at the end of the month but my lack was my own choice, and as long as I could survive as I was, I wouldn't ask . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le122	AE8,1731	No one , therefore , would <b>lend them money</b> and the estates went undeveloped . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le123 (62)	AHA,1156	DRINKING is no newer a theme than the quest for truth or the pursuit of friendship , but the startling originality of Stephen Amidon 's Thirst at least <b>lends it a fresh sheen.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le124	AHT,388	The received wisdom is that such people are more likely to be Labour supporters , but their ` disappearance ' also makes it harder to <b>lend them money.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le125	AM6,102	For instance , ` You are going to try to persuade a friend to <b>lend you some money</b> ' places the participant in the experiential frame , as the negotiation will occur and the outcome could take different forms. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le126	AMC,1647	She kindly <b>lent me dishes and pans</b> , which were almost unobtainable, and in any case needed coupons for their purchase. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le127	AN3,310	It is they , too , who <b>lend him/her money</b> for the journey and help him/her look for a job in the urban environment . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le128	ANF,354	Fernande Olivier , Picasso 's mistress , described him as stingy , but he was a good friend to Modigliani , encouraged him to paint and <b>lent him colours , brushes and canvas.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le129	ANF,823	Kisling allowed Modigliani to use his studio , often <b>lent him brushes and paints</b> and behaved with a careless generosity towards him , but the two men were too different in temperament to become intimate friends. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le130	ANH,1210	The fact that anti-perfectionism is based on restraint , on not doing as much good as one can , <b>lends it a slightly paradoxical air.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le131	AHN,1957	That being said, it remains true that whatever their view of its deficiencies, our readers have a duty to <b>lend</b> their influence to support the Tory faction. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le132	ANK,1634	<b>Lend us a few pence</b> for a pint, mate. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le133	ANY,713	Robyn 's father <b>lent her the money</b> for the deposit. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le134	APH,551	However plausible this suggestion, empirical investigation has <b>lent it no support .</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le135	APK,628	His adoptive father <b>lent him his old Kershaw 450 bellows camera</b> and six weeks into the job Clayton admits he fluked his first page one picture. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le136	AR2,92	Or at least tell him how to get there, or give him the money to get in when he did get there , or at least <b>lend him a map with a cross marked on it</b> , or give him an address. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le137	AR3,336	This , and the fact that the Hayes Society tended to be a rather secretive body, <b>lent it much mystique</b> for a time, ensuring that the pronouncements it occasionally issued on professional matters were received as though hewn on tablets of stone. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Le138	AR8,1002	The transport problem was solved by the silver-tongued Stirling who persuaded Robin Gurdon to <b>lend him one of the LRDG Chevrolets</b> , swearing that it would be returned intact.

		<b>[O<sub>i</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
Le139	ARA,486	Building Society or Bank: they may be willing to <b>lend you money</b> for extra security, and to add it to your mortgage. <b>[O<sub>i</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
Le140 (89)	ARB,1057	A very small pocket penknife (with hoof-pick and corkscrew) hadn't been <b>lending me much courage</b> . <b>[O<sub>i</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
Le141	ARJ,2864	The language is ugly and violent, yet it is fitting ; she handles her characters with sympathy and a rare insight . <b>LEND ME YOUR ERAS</b> On a gentler note, two richly evocative novels which look back to different eras. <b>[O<sub>i</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
Le142	AT4,2986	Well , they already <b>lend us their swimming-bath</b> . <b>[O<sub>i</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
Le143	AT4,3119	You can <b>lend us all some clothes</b> to go home in , ' Nutty decided . <b>[O<sub>i</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
Le144	AT4,3149	Oh , do <b>lend me your anorak</b> , Seb dear , ' Nutty said , and he nobly took it off and handed it over. <b>[O<sub>i</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
<b>Total</b>		<b>46</b>

No.	Code	<b>SVO<sub>d</sub>O<sub>prep</sub></b>
Le145	A1E,189	If - so his argument goes - consenting adults in the private sectors of different countries <b>lend money to each other</b> , all that shows is that capital markets are usefully redirecting the surplus savings of one economy to the investment opportunities in another. <b>[O<sub>d</sub> – indep = Rh; O<sub>prep</sub> – dep = Th]</b>
Le146 (87) (220)	APE,210	The Times hypothesised in the course of the election campaign that it was leaders who lost elections, not challengers who won them. The circumstances which led to the inconclusive ballot result <b>lend some credence to this</b> . <b>[O<sub>d</sub> – indep = Rh; O<sub>prep</sub> – dep = Th]</b>
<b>Total</b>		<b>2</b>

No.	Code	<b>SVO<sub>prep</sub>O<sub>d</sub></b>
Le147 (88) (222)	A10,1226	This book shows something of what has emerged out of religious interpretations of death, not as a history of death but as an indication of what lies at the root of the major religious traditions, <b>lending to each its characteristic style</b> . <b>[O<sub>prep</sub> – dep = Th; O<sub>d</sub> – indep = Rh]</b>
<b>Total</b>		<b>1</b>

## II. Ditransitive pattern with one participant omitted

### 1. Ditransitive pattern with O<sub>i</sub>/O<sub>prep</sub> omitted (SVO<sub>d</sub>):

#### i. Realization form: O<sub>d</sub> = NOUN

No.	Code	<b>SVO<sub>d</sub></b>
Le148	A0C,296	The IMF will not <b>lend any money</b> unless India shows it is doing something about putting its house in order, ' he explained.
Le149	A2U,200	More often than not , each melodic line stands perfectly well by itself , and hearing it thus at least <b>lends something of the sense of familiarity and recognition</b> that the thirteenth-century literati might have enjoyed if they attempted to disentangle aurally the separate strands of the motet.
Le150	A31,121	Take up references before giving credit, <b>lending money</b> , letting in tenants, taking on staff . Ask banks, building societies , former landlords , present and past employers .
Le151	A00,224	Without a satisfactory agreement the banks could refuse to <b>lend more money</b> on top of the £6bn in total committed to the project and demand that Eurotunnel be replaced.
Le152	A5S,151	We have <b>lent over £1m</b> this year , above our target , ' Mr Lowman says . In line with its principles, the Ecology chooses its business carefully .
Le153	A5T,167	In contrast , the price of ` average ' properties , those on which the Halifax has <b>lent mortgages</b> , has risen by only about 85 per cent.
Le154	A6A,1040	Although record companies are n't in the business of promoting tours ( see the agent 's article in this book ) , they will <b>lend their support</b> to ensure their artists ' performances are in the right venues .
Le155	A6G,,887	When the Colonies had a huge back-log of demand for essential equipment ; when at last the British government

		was equipped with power to give or <b>lend considerable sums</b> to top up what the Colonies could afford to invest from their own accumulating surplus.
Le156	AAA,156	The institutions are now prepared to <b>lend larger multiples of income</b> , and higher proportions of the purchase price .
Le157	AAA,170	The recent OECD study (2) shows that households also benefited from innovations such as the securitisation of mortgage debt -- making mortgages tradeable between lenders , so that the institution which originally <b>lent the money</b> might sell its mortgage claim to another bank or thrift when it needed cash .
Le158 (94) (230)	AB9,2339	A credit crunch is the name economists give to a sudden reluctance among banks to <b>lend money</b> .
Le159	ABG,2741	It will now have to lend <b>another ¥30 billion</b> .
Le160	ABG,2742	Only on this condition have four creditor banks, the Industrial Bank of Japan , the Long-Term Credit Bank , Mitsui Taiyo Kobe Bank and Nippon Credit Bank , and five creditor non-banks agreed to <b>lend an additional ¥27 billion</b> .
Le161	ABP,1231	The business of pawnbrokers, which consists in <b>lending money</b> upon pledges of goods, is the subject of special statutory regulation.
Le162	ABW,1164	It 's hard to refuse a neighbour , as you have to go on living near them , so she agreed to <b>lend the front lawns</b> for a folklore festival, attended by ` ethnic ' people with flowing skirts and hair .
Le163	ACY,181	Their stately spikes of white flowers <b>lend a certain elegance</b> in early autumn and I will always remember the display at Brodick Castle on the Isle of Arran. <b>causative – make elegant, deadjectival</b>
Le164	AJX,163	Japanese banks will also <b>lend less money</b> overseas.
Le165	AK4,1277	Maggie Smith and Bob Hoskins excel, and <b>lend a much-needed British integrity</b> .
Le166	AKD,786	Royal Bank won its first gold star when it <b>lent £70,000</b> to help Mr Miller, a professional caterer, to buy a restaurant business in Hampstead, north London.
Le167	AL8,1145	Sprowston branch ( Norfolk ) arranged an exhibition of Victoriana in the village school, with local firms and libraries as well as members themselves <b>lending material</b> .
Le168	ALF,319	Education is important in enabling rural people to organise and plan , as much as it is in ensuring that the urban majority understand the nature of rural problems and <b>lend their support</b> to solving them.
Le169	ALJ,116	The wrinkled skin, while rubberised to <b>lend some semblance of naturalism</b> , was dry and fragile .
Le170	AM5,1447	Big , old-established unions may <b>lend up to £5,000 or even more</b> ( the legal maximum is £10,000 ) , but smaller unions may have a limit of a few hundred , and a new member may only get £100 .
Le171	AMB,525	English is the lesson here , So open your book and <b>lend an ear</b> .
Le172	AN7,1163	I thought I 'd come along and <b>lend a hand</b> , ' he smiled at Maggie .
Le173	ANP,55	The Trust itself will be <b>lending Largillière 's famous portrait of Sir Robert Throckmorton</b> from Coughton Court , pictures by Batoni and Vernet from Uppark , and Nicholas Dall 's views of Shugborough , as well as furniture from Knoke , porcelain from Ascott and items from Lord Curzon 's Indian Museum at Kedleston .
Le174	AP6,109	Their business is that of <b>lending money</b> below the point of usury , but above the point of boredom , i.e. reasonable interest , and not insurance salesmen .
Le175	ARH,1467	The enormous variety in the clinical descriptions of the primary sores , from ` dwarf to ` giant ' , ` transient ' to ` phagedenic ' ( destructive of tissue ) , and follicular ' to ` papular ' might be taken as <b>lending a little indirect support for this heresy</b> .
Le176 (93)	ARH,1680	This may simply be a matter of explaining once again the implications of the diseases in terms of any personal relationships, giving advice about contraceptive clinics, or just <b>lending a sympathetic ear</b> while the patient unburdens his or her problems.
Le177	ASC,502	John hung around the theatre and <b>lent a hand</b> in any way he could .
Le178 (96)	AT1,343	I suppose the early days were more exciting to write about, distance <b>lends enchantment</b> and when you 're younger , things have more impact on your life , ' he told the NME in September 1988 .
Le179	AT3,870	I met them leeward of the middle vehicle , where they <b>lent a hand</b> to tip the wheelbarrow into a stable position .
<b>Total</b>		<b>32</b>

## ii. Realization form: O<sub>d</sub> = PRON

No.	Code	SVO <sub>d</sub>
Le180	A05,115	He speaks of them with enthusiasm, and he <b>lends them</b> with abandon.
Le181 (95)	A64,929	When the colony ran short of horses, the manager of the Economic Section of Rabkrin offered to <b>lend some</b> in exchange for wheels and wheat.
Le182	AT4,2982	` Has Seb got a pistol then?' `Yes. They all have their own.' `Well, he can't use it every day. Not every day. Would he <b>lend it</b> , do you think? '
<b>Total</b>	<b>3</b>	

## 2. Ditransitive pattern with O<sub>d</sub> omitted (SVO<sub>prep</sub>):

### i. Realization form: O<sub>prep</sub> = noun

No.	Code	SVO <sub>prep</sub>
Le183	A5G,425	Figures published on Thursday show <b>lending to property companies</b> grew by 50 per cent in the year to August to £30bn.
Le184	ABF,2694	Hongkong Bank steered clear of the mania to <b>lend to third-world countries</b> that peaked in the early 1980s.
Le185	ABF,3248	There was, however , a swing from bonds and bank <b>lending to equity-related bonds</b> .
Le186 (97) (232)	ABG,64	In effect, they oblige the Bank <b>to lend to governments</b> .
Le187	ABH,2803	Mr Reichardt 's admirers say that if any American banker knows how <b>to lend to property developers</b> it is he -- he was once one himself -- and where better to do it than California?
Le188	ABJ,2300	It proposes setting up a sort of Federal Reserve system of central banks in which all 15 republics would be represented -- and which would be told not <b>to lend to the government</b> .
Le189	ABJ,4015	Like America's thrifts , mutual banks and credit unions rushed <b>to lend to property developers</b> in the hope of finding new sources of profit .
Le190	ABK,2774	Some insiders argue that the Bank is ill-adapted to encourage private enterprise, because its articles of agreement forbid it <b>to lend to the private sector</b> .
Le191	AKD,293	The bank would use the funds raised to <b>lend to projects and businesses in Hungary</b> , avoiding the currency risk involved in borrowing abroad .
Le192	ATG,162	Despite great efforts to ` bottle up ' sources of funds within regional boundaries , some banks find themselves with excess liquidity which they are not allowed to use for expanding credits to local enterprises , and this has led to some inter-regional flows of bank funds ( and to the uncontrolled expansion of bank <b>lending to firms</b> such as Agrokomerc )
<b>Total</b>	<b>10</b>	

### ii. Realization form: O<sub>prep</sub> = pronoun

No.	Code	SVO <sub>prep</sub>
Le193	A59,656	The best answer , Dr Holman said , was credit unions , local organisations of residents who save and <b>lend to each other</b> at low interest rates .
Le194 (98)	ABG,2693	Mr Afman was unwilling to <b>lend to him</b> .
<b>Total</b>	<b>2</b>	

## III. Ditransitive pattern with both O<sub>d</sub> and O<sub>i</sub>/O<sub>prep</sub> omitted (SV):

No.	Code	SV
Le195	A6M,844	Overwhelmed by the number of donors pushing their desire to <b>lend</b> , recipient governments were frequently unable to sort out their own priorities in a meaningful way.
Le196	AB6,1220	The bankers will take the risk of getting stung again , of course , because that is the way of the banking world . They will be under political pressure to <b>lend</b> and there will be inducements to do so.
Le197 (99) (235)	AB9,367	When times are good, ever-optimistic bankers still <b>lend</b> ; in hard times , mysterious accounts add to creditors ' suspicions .
Le198	ABD,2585	If European bankers now want to keep their newly won crown , they must resist the same temptation to <b>lend</b> , lend , lend.
Le199	ABJ,2640	When they do <b>lend</b> , banks will increasingly favour big companies.
Le200	AHT,281	Mr Mendham says: ` Small firms are at a critical crossroads , with cashflow drying up and less willingness by the banks to <b>lend</b> .
<b>Total</b>	<b>6</b>	

**SEND**

**I. Ditransitive pattern with both realized participants (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>d</sub>O<sub>prep</sub> / SVO<sub>prep</sub>O<sub>d</sub>)**

**i. Realization form: NOUN + NOUN**

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Se01 (106)	A08,1210	Perelman's publishers <b>sent Groucho Marx a copy of P's first book</b> soliciting a puff. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Se02	A08,3064	I <b>sent Moira a card</b> : Glass definitively abandoned, collect as soon as possible. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se03 (101)	A1G,130	Russians <b>send Kabul 2,000 supply trucks</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se04	A1Y,499	He <b>sent Mr Leventis the weigh bill</b> and the Cypriot embassy in Bonn picked them up and sent them to Cyprus. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se05	A2J,142	But he dreamed of a free Namibia, and asked the conference to <b>send Swapo a message of solidarity and support</b> for a massive victory in a free Namibian election. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Se06 (105)	A4X,9	A bizarre aspect of the case is that Mr Devaty's `crimes' include the apparently punishable offence of <b>sending the authorities papers about their human rights abuses</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se07	A5G,357	Caird is <b>sending shareholders an external environmental audit</b> which it commissioned from consultants Mott MacDonald. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se08	A5V,185	We never even had the courage to <b>send De Gaulle a copy of one of our books</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se09	A6G,481	Canada had already told the US embassy in Ottawa about the results of the London talks, and in February 1944 <b>sent the State Department a draft 23-page convention</b> for use in the proposed international conference. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Se10	A6B,1408	In the Criterion generally, after 1927 when he <b>sent Frederic Manning the latest works of Frazer</b> , Eliot kept anthropology away from creative writers, with the exception of Charles Madge, who was a trained sociologist. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Se11	A7C,1411	In return for a book of her own -- God Persists - Lewis <b>sent Sister Penelope The Pilgrim's Regress</b> , and she noted his acerbic satire on High Anglicans. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
<b>Total</b>		<b>11</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Se12	A03,216	AI also <b>sent urgent appeals to the governments of the United States, Kuwait and Saudi Arabia</b> in April, urging them to ensure that Iraqi refugees then under the control of United States-led coalition forces were guaranteed effective and durable protection against human rights violations by Iraqi Government forces. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se13	A03,419	The authorities said that Hong Song-dam was not imprisoned merely for <b>sending</b> his paintings to North Korea and <b>books to Koreans</b> in Germany, but because his paintings and contributions to a magazine Art Movement were aimed at promoting a Marxist-Leninist revolution. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se14	A03,573	Please <b>send courteous letters appealing for his immediate and unconditional release to: MOROCCO Mohamed Abbad : a 37-year-old student and ex-president of the Union Nationale des Etudiants Marocains ( UNEM )</b> , National Union of Moroccan Students, he is serving a 15-year prison sentence in Safi Prison . Mohamed Abbad is one of 31 people tried in May 1984 in Marrakech following demonstrations in January 1984 against price rises and the imposition of an examination fee for the baccalaureate examination. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se15	A06,1504	You will need to <b>send a photograph to Spotlight</b> , too. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se16	A0V,134	The stress and strain on muscles and joints is considerable, but why has she not <b>sent the doctor's certificate</b> as a matter of courtesy <b>to the tournament authorities</b> ? [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Se17 (9)	A0Y,66	Sometimes a doctor will <b>send the certificate direct to the Registrar</b> , but it is always necessary for whoever is arranging the funeral to attend at the Registrar's office, this is usually a close family member but does not have to be. [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh, due to direct)]
Se18	A14,379	If you already have the book, and want the glossary, <b>send two firstclass stamps to Richard</b> , at 42 Mansfield Road, London NW3 2HT. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se19	A16,1625	For more details, <b>send an sae to the Association of British Insurers</b> , Aldermary House, 10-15 Queen Street , London EC4N 1TT , for the free leaflet , Legal expenses insurance. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]

Se20	A17,558	To enter, <b>send a postcard (or closed envelope) with your name and address to Bona-Fido.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se21	A1V,601	General Ulomi also accused Britain of <b>sending more Blowpipes to the mujahedin.</b> [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Se22 (102)	A1V,998	Last month President George Bush announced that the US was <b>sending \$100m in food aid to Poland.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se23 (109) (197)	A1Y,24	The principle indicated in those cases was a long way from the circumstances of the present case and was far from warranting the conclusion that by making a photocopy of a document which in the hands of the maker of the photocopy was not privileged, and then <b>sending the photocopy to a solicitor</b> for the purposes of obtaining advice, privilege was thereby cast on the copy sent to the solicitor. [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Se24 (11)	A2A,598	Mr Watts <b>sent 10,000 copies of the pamphlet to MPs, peers, the Press , neighbours of Lord Aldington, the parents of pupils at Winchester and to former pupils,</b> in an attempt to force Lord Aldington's resignation as Warden. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se25	A2M,415	The House Armed Services Committee has turned down his request, but Mr Tallon yesterday <b>sent a letter to all members</b> asking them to petition President Bush. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se26 (111)	A37,142	The Takeover Panel yesterday rapped Meat Trade Suppliers , the Smithfield sausage casings company , and its financial advisers Lloyds Merchant Bank, for <b>sending a ` seriously misleading ' circular to its shareholders,</b> writes Alexandra Jackson. [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Se27	A37,147	The panel has asked MTS to <b>send a correction to its shareholders.</b> [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Se28	A3G,285	At the start of the Pilkington Glass Semi-finals, Mrs Thatcher did <b>send a welcoming letter to the grandmasters:</b> ` I wish all the players every success but I must send my particular good wishes to Jon Speelman'. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se29	A3G,285	At the start of the Pilkington Glass Semi-finals, Mrs Thatcher did send a welcoming letter to the grandmasters: ` I wish all the players every success but I must <b>send my particular good wishes to Jon Speelman.</b> ' [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se30	A3K,60	Write a letter stating your objections or support for the application and <b>send a copy to every member</b> as well as the chief planning officer. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se31	A40,145	Those actions could hit Jansher hard if, as seems possible, the Malaysian Squash Rackets Association decides to <b>send the world champion's prize money to the ISPA</b> to do with as it thinks fit. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se32	A50,769	Yesterday Amnesty International <b>sent an urgent letter to Timothy Renton,</b> Minister of State at the Home Office, urging him to reconsider Mr Osberk 's case. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se33	A5B,80	One of the other highlights this week is a salute to George Romero (who <b>sent a message of thanks to the organisers</b> urging them to ` Stay Scared '). [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se34 (113) (226)	A5G,488	This enables it to <b>send video, audio and data</b> from any point in the UK, via satellite, <b>to closed groups of users.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se35	A5G,489	Initial trials are beginning with the Press Association, which will <b>send news and pictures</b> via satellite to <b>six customers.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se36	A5S,45	I <b>sent a letter to Mrs Thatcher</b> saying if she was so hard up as only to pay us 40p, then she could have the money back. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se37 (114) (227)	A63,185	You <b>send P14s</b> together with a completed Employer's Declaration (P35) <b>to the Inspector of Taxes.</b> [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Se38	A63,185	<b>Send also any balance NI contributions or tax due with a payslip, to the Inland Revenue Accounts Office.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se39	A67,179	While <b>sending hearty congratulations to the trophy winners,</b> Central Council also offers sincere thanks to all the Branches whose extra endeavours led them to beat their own previous records. [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Se40 (107)	A67,896	Mr Crick has <b>sent a full account of his involvement to Lt Col William Feder</b> who has made an appeal for information to anyone concerned with the mission. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se41	A67,1740	Please help by giving all you can for an emblem during Wings Week or <b>send a donation to: THE ROYAL AIR FORCES ASSOCIATION APPEALS DEPT. , ( DS ) PORTLAND ROAD , MALVERN , WORCESTERSHIRE.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Se42 (112)	A68,331	When Frank heard that Michael thought of going in for the prize on this set book he was indignant and <b>sent a message to Michael ,</b> ` Who in his senses would read a book by a bishop ? ' [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]

Se43	A6A,145	<b>Sending tapes to the A&amp;R departments</b> is almost a total waste of time. [O <sub>d</sub> - indep = Rh; O <sub>prep</sub> - dep = Th]
Se44	A6A,210	<b>Send your record to every DJ and radio producer in the country</b> who you think might give it a play, and follow up your mail-out with a phone call. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se45 (110)	A6A,211	Also, <b>send your record to journalists</b> on all of the popular music press and phone them as well. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se46	A6A,1359	Artists interested in both publishing and recording contracts should <b>send demo tapes to each company</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se47	A6A,2302	The ideal situation for the artist is that all money should be paid to the artist. Then the agent either <b>sends an invoice to the artist</b> for the commission, or arranges for the commission to be paid by the promoters. [O <sub>d</sub> - indep = Rh; O <sub>prep</sub> - dep = Th]
Se48	A6G,120	Before this dinner took place, Seely <b>sent a copy of his letter to the King</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se49 (108)	A6G,504	On 21 February 1944, the British <b>sent a draft agenda of their thinking on civil aviation to the State Department</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se50	A6G,582	Roosevelt <b>sent a note to Ambassador Winant</b> two days later saying: ` please take the following message personally to Winston and convince him that he has got to come through. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se51	A6G,642	Within days, the civil aviation group of the Parliamentary Labour party <b>sent a memorandum to Cabinet</b> arguing for the complete nationalization of the European and South American companies. [O <sub>d</sub> - indep = Rh; O <sub>prep</sub> - dep = Th]
Se52	A6G,663	To ensure that they were not , US Secretary of State James Byrnes <b>sent a message to Ambassador Winant</b> in London that the USA was satisfied with the Bermuda agreement and a quick signature ` would contribute materially toward a favourable recognition in Congress to the loan agreement ' . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se53	A70,2801	If you'd like to submit to the fiction page , please <b>send your manuscripts ( 1,400 words approx ) to the Fiction Editor</b> at the address on page 3 in April or October only. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se54	A73,1971	Stick her neck out and her life would be a succession of errands for Mrs Fanshawe, running about the town <b>sending crazy messages to a girl who didn't exist</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se55	A79,514	Having decided upon a recommendation that a particular church should be declared redundant, the Pastoral Committee <b>sends the papers relating to the proposal to the bishop of that diocese</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se56	A7D,191	For a catalogue, <b>send an sae to Myriad Designer Tapestry Kits</b> , 16 High Street, Hadleigh , Suffolk IP7 5AP . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se57	A7D,288	Organisations that have produced maps for their own areas can <b>send copies to Dr A Tatham</b> so others can benefit. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se58	A7D,627	For a catalogue <b>send 50p and a sae to John Drake</b> , Hardwicke House, Fen Ditton, Cambridge CB5 8TF; quote Country Living as your reference when you order. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se59	A7D,870	For more information about hedgehogs , and membership details, <b>send a large sae to The British Hedgehog Preservation Society</b> , Knowbury House , Knowbury , Ludlow , Shropshire SY8 3LQ ( 0583-890287 ) . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se60	A7D,2176	Where listed buildings stand empty and completely abandoned they are able to carry out emergency work themselves and <b>send the bills to the owners</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se61	A7F,1169	Creating an autumn-winter weekend break package and Christmas programme, and promoting them by <b>sending a mailshot to all past guests</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se62	A7P,1089	<b>Send a postal order or cheque payable to Helen Furber</b> , for £2 ( inc p&p ), to Marigold Hats , 4 High Street , Shrewsbury SY1 1SP. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Se63	A7W,109	In further pressure on East German leaders, academics at the influential Potsdam Academy <b>sent an open letter to the central committee</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
<b>Total</b>		<b>52</b>

No.	Code	SVO <sub>prep</sub> O <sub>d</sub>
Se64 (115) (200)	A7W,501	He has <b>sent to the Prime Minister and the Cabinet and Shadow Cabinet a copy of his book on his experiences</b> . [O <sub>prep</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
<b>Total</b>		<b>1</b>



**ii. Realization form: PRON + PRON**

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Se65 (116)	A0L,817	It's Maui Wauai, I got my surfer-ex to <b>send me some</b> . [O <sub>i</sub> - dep = Th <sub>nom</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Se66 (117)	A27,357	Security and my creature comforts were cared for by a dry-cleaners on the street level; a cafe on the first floor that would <b>send me up something</b> on a tray when I came home late and tired. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep; Rh = verb]
<b>Total</b>		<b>2</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Se67 (118) (206)	A0G,1993	Just jot down your tips and ideas, including drawings if appropriate, and <b>send them to us</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - dep = Th; Rh = verb]
Se68 (119) (209)	A17,1220	Any readers who want to collect aluminium cans can either <b>send them to me</b> or contact local scrap metal dealers and take them there, where they can then donate the cash to a charity of their own choice. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh <sub>comp</sub> (contrast); ]
Se69	A7J,329	Wrap up a sausage and <b>send it to him</b> for proof, ' Arty called as the door swung to behind him. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - dep = Th; Rh = verb]
Se70 (10) (208)	A6A,1886	Put the song down into a physical form , as described above , and <b>send it to yourself</b> by REGISTERED POST. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh (contrast); Rh <sub>proper</sub> = Adv “by registered post”]
<b>Total</b>		<b>4</b>

**iii. Realization form: NOUN (O<sub>i</sub>/O<sub>prep</sub>) + PRON (O<sub>d</sub>)**

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Se71 (120) (210)	A03, 273	If you have had your letters to Dr Nguyen Dan Que from Vietnam returned, could you please <b>send them to Dr Que's brother</b> , Dr Nguyen Quoc-Quan. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se72	A0F,1287	I am going to <b>send it to Sarah</b> when it's finished and the final word on its fate will be hers. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se73 (122)	A0R,648	I then drafted a statement for the management side and <b>sent it</b> by hand <b>to Mellowes</b> who was sufficiently impressed by this initiative to pop his head around the door an hour later with a look of something less than mistrust. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se74	A14,129	Members with suggestions for new entries should <b>send them</b> without delay <b>to Roger Protz at CAMRA HQ</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se75	A18,629	Then he wrote a novel and <b>sent it to a magazine</b> which rejected it. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se76	A1Y,6	The second defendant was sent a photocopy of the affidavit and he <b>sent it to the defendants' solicitors</b> for advice in the context of the wrongful dismissal claim. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se77 (123)	A63,185	Having completed all P14 forms (or whichever substitute you are using), bundle Parts 1 and 2 separately and <b>send both</b> , together with the P35 , <b>to the Inspector of Taxes</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se78 (121)	A63,185	In this case, fill in a Changeover form SSP1 and <b>send it to your employee</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se79	A67,1596	If you wish to join , you should complete the membership form below and <b>send it to The Royal Air Forces Association</b> , 43 Grove Park Road, Chiswick , London W4 3RX, together with your remittance for the appropriate membership fee. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se80	A67,1597	If you wish to pay by Bankers Order then please complete the form below and <b>send that to the RAFA</b> with your membership application form. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Se81	A6V,1899	When I took her to a school for admission they <b>sent us to the Education department</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]

Se82 (124)	A89,85	ASHINWARI or Afridi tribesman in Afghanistan grows the poppies and <b>sends them</b> by donkey or truck <b>to his cousin</b> a few miles away in Pakistan for processing. [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
<b>Total</b>		<b>12</b>

**iv. Realization form: PRON (O<sub>i</sub>/O<sub>prep</sub>) + NOUN (O<sub>d</sub>)**

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Se83 (125)	A03,865	<b>Send me photographs of the children.</b> [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se84	A08,589	He <b>sent me a card</b> , Paz said , just one line, Did Dada do dis or did e do dat ? [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se85	A08,2157	Though there is a good deal there which I found deeply offensive , he wrote , as you must have realized when you <b>sent me the stuff</b> , though , knowing you as I do , I suspect it may not even have crossed your mind, anyway, to be brief, I have, of course, put my feelings to one side and decided to honour the integrity of. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se86	A08,2460	She said she understood .promised to <b>send me photos of the gallery.</b> [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se87 (127)	A0C,956	Identify a selection of cutlery distributors, <b>send them one of your pieces of cutlery</b> and ask them to match it and send their sample and yours back. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se88	A0D,2034	And <b>send me greate crymes</b> to investigate. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se89	A0D,2313	Still, he 's a married man , and his wife is in her seventh month , from what I hear : that 's why she had to <b>send her apologies</b> at the last moment &hellip. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se90	A0F,1325	Sarah <b>sent me a Christmas card</b> that year. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se91	A0G,1958	Everyone has their own favourite gardening wheeze, and if yours is original enough to print on this page we'll <b>send you a £50 cash prize.</b> [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se92	A0K,399	He <b>sent me a memorandum</b> directing me to inform him in future before I write to any newspaper periodical on matters appertaining to the force. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se93	A0U,670	Janey <b>sends me Christmas cards.</b> [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se94	A0U,672	I send <b>her cards.</b> [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se95	A0U,673	Last Christmas she <b>sent me a bluetit</b> and I sent her a robin redbreast, a bloody great Robin Redbreast. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se96	A0U,673	Last Christmas she sent me a bluetit and I <b>sent her a robin redbreast</b> , a bloody great Robin Redbreast. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se97	A0U,2299	She ivented a new history for herself, one of privilege , with distant relatives living in colonies who would <b>send her ivory totems from Nairobi , tea from Ceylon</b> , a three-eyed , many-armed brass Devi with a moon on her head. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se98	A0X,1107	He <b>sent me a photograph of it</b> recently. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se99 (4)	A15,181	All you have to do is send a signed statement from your pacer(s) together with a receipt from the charity, and Joss will <b>send you a tankard.</b> [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se100	A17,137	Please <b>send us a photograph and a tape recording of your dog's best singing efforts</b> - or even a video. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se101	A17,731	<b>Send us your photo</b> and tell us how similar you are to our average reader. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se102	A17,949	Some of you are also <b>sending me labels and leaflets</b> because you find the information on them confusing. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se103	A17,1176	Please <b>send us a photo</b> and tell us what sets your dog apart from the crowd. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se104	A1A,402	The only effective response is ` I'll <b>send you a booklist</b> ', for feminist criticism can only be defined by the multiplicity of critical practices engaged in by feminists. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se105 (128)	A1B,183	Hewlett, I rashly said I would <b>send him some of the letters I had received from him.</b> [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Se106	A1B,236	Pound <b>sent me a card</b> , which I still have, naming place and date, and saying, rather peremptorily, ` I think you had better take this in. ' [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]

Se107	A1B,339	According to Noel Stock's Life, Pound first met Binyon in the second week of February 1909, and early in March he found `intensely interesting` a lecture by Binyon on European and Oriental art, for which the lecturer had <b>sent him a ticket</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se108 (126) (213)	A1V,704	Amadeo Franco Perez allegedly spent six years <b>sending himself more than £1.25m of pay cheques for non-existent employees and selling fake tax receipts</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se109	A35,39	The producer <b>sent him the script</b> , in case he was curious, but assured him there was no question of him appearing on stage in the role. Had Kingsley been ill, the performance would have been cancelled. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se110	A3K,25	As a result of recent changes in the copyright laws, if you can not see the application at the council's offices then you can ask the planning department to <b>send you a copy of the application and the drawings</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se111	A4B,332	Sangster intends to continue <b>sending him horses</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se112	A5S,185	The Pru has half a million motorists on its books and is <b>sending them each a booklet</b> when their policies are renewed explaining the benefits of conversion. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se113	A5W,185	Mr Healey: `I did <b>send her a copy of what I wrote about her</b> to see that she didn't object. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se114	A63,185	When you, as an employer, first take on an employee, you must tell the Inspector of Taxes, who then sets a Pay As You Earn (PAYE) scheme and <b>sends you an `Employers` Starter Pack`</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se115	A65,185	In reply I <b>sent him a cutting from the catalogue of a well known UK mail order equipment company</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se116	A67,498	<b>Send us your subscription</b> now -- there is a form included on page 37 of this issue of Air Mail. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se117	A67,762	At the memorial service at Blessington, Sir Nicholas Fenn, the British Ambassador, unveiled a plaque; also well represented were RAFA Branches, the British Legion and the Irish Army Air Corps. Relatives of the four airmen had been traced by air historian, 14 travelling from England for this special occasion. Paddy Sutton of the Lisburn Branch kindly <b>send us this story which demonstrates that remembrance is a continuous process</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se118	A67,1533	After the auction Joint Services Public Relations, HQ British Forces Cyprus have thoughtfully <b>sent us information about those recently retired Shakletons</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se119	A67,1747	Please debit my Credit Card no: Name Address I am ex RAF, please <b>send me details about membership</b> ( tick if required ). [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se120	A6A,179	It may be worth <b>sending them your demos</b> , as well as pictures and biographies, and hope that someone takes an interest in you. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se121	A6A,610	If we can write back to somebody, or <b>send them the CD or shirt they want</b> , we will almost certainly have them for life. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se122	A6A,621	They <b>send me exactly the same as unsigned bands except the tape is invariably a finished</b> master of high quality. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se123	A6A,1100	Diesel park West <b>sent us incredible demo tapes</b> , but I would not do a deal without seeing them perform live. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se124	A6N,2423	I'll expect they'll be <b>sending us money</b> before long. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se125	A6V,2451	Ask him if he would like me to <b>send him a print of his hut</b> , Odd-Knut. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se126	A74,1284	She said she'll <b>send me a letter</b> , but I reckon it's too early to go and have a look. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se127	A74,1286	It's nice that she's going to <b>send me a letter</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se128	A7G,472	Later we shall <b>send you another form to sign</b> , so we can claim the tax. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se129	A7G,508	We'd like to <b>send you our free booklet `A Will to Leave</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se130	A7G,542	Please <b>send me more information about schizophrenia</b> and the Fellowship, including a publications list, covenant form, and details of how to join. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se131	A7G,622	Yours sincerely David Gee Director PS. If you are able to send a total of £35 or more we will show our thanks by <b>sending you a free copy of `How to be Green`</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se132	A7G,757	Please <b>send us a donation</b> and keep CND's peace message at the forefront of a changing world. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]

Se133	A7G,761	A Banker 's Order would help us enormously and if you are able to fill in the form enclosed and <b>send us £5</b> a month we will send you a FREE copy of our monthly magazine `Sanity'. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se134	A7G,761	A Banker's Order would help us enormously and if you are able to fill in the form enclosed and send us £5 a month we will <b>send you a FREE copy of our monthly magazine `Sanity '.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se135	A7G,1061	If you can afford a donation of £18 or more , we will be delighted to <b>send you our special WWF pen.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se136	A7G,1133	A maximum of 5% of your contribution is used to <b>send you reports on the practical help your money provides and letters from your sponsored child.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se137	A7G,1169	All you have to do is pick up a pen, or phone and <b>send your first ten pounds.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se138	A7G,1242	Write to us and we 'll <b>send you official sponsor forms</b> , a CRC running vest , a fixtures calendar and a discount card worth 15% on selected mail order sportswear. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se139	A7G,1263	Please <b>send me a sponsorship package and free t-shirt</b> as soon as possible. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se140	A7G,1269	Please <b>send me a free Running Vest and Sponsor Pack.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se141	A7G,1355	Please pledge your support below and we will <b>send you a Running Vest or ` T ' Shirt and sponsor pack.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se142	A7G,1368	Please complete form overleaf and we will <b>send you a free vest and sponsorship package.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se143	A7G,1389	We'll <b>send you a special St. John running vest and a leaflet giving you hints on fund raising.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se144	A7G,1408	EXCLUSIVE OFFER Join now and we'll <b>send you a quality reproduction print of a beautiful woodland scene,</b> FREE. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se145	A7J,1274	During the succeeding weeks he had not written - except to <b>send her an enigmatic note warning her to keep away.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se146	A7K,1689	Please <b>send me the membership form.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se147	A7N,1431	All you have to do is to decide you want a complete transformation, find a partner who also wants one and <b>send us a recent photograph of each of you</b> (we'll return them if you enclose an SAE). [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se148	A7Y,270	Mrs Thatcher cares about the environment so we <b>sent her a letter</b> too. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se149	A83,84	Please don't <b>send us any more slides</b> for the time being. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se150	A89,6	I can, as yet, rate only the cheaper of these because I have yet to summon up the chutzpah to ask Tesco to <b>send me all their other examples to sample.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se151	A89,104	A common response is: You <b>send us wine</b> , why shouldn't we send you heroin? [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Se152	A89,104	A common response is: You send us wine, why shouldn't we <b>send you heroin?</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
<b>Total</b>		<b>70</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Se153 (129) (218)	A19,931	As printers became more powerful, it became necessary to <b>send more control information to them</b> , such as to set margin widths or select fonts. [O <sub>d</sub> - indep = Rh; O <sub>prep</sub> - dep = Th]
Se154 (130) (219)	A65,185	Central Council <b>sends its good wishes to her.</b> [O <sub>d</sub> - indep = Rh; O <sub>prep</sub> - dep = Th]
Se155 (131) (221)	A6N,2177	And he did not <b>send any word to anybody</b> when he knew you were coming home? [O <sub>d</sub> - indep; O <sub>prep</sub> - indep; Rh = verb]
<b>Total</b>		<b>3</b>

## II. Ditransitive pattern with O<sub>i</sub>/O<sub>prep</sub> omitted (SVO<sub>d</sub>):

### i. Realization form: O<sub>d</sub> = NOUN

No.	Code	SVO <sub>d</sub>
Se156	A01,302	However, it can be possible for the documents to be signed after you have <b>sent a payment</b> by cheque provided that you arrange for us to hold the cheque and not pay it into the bank until we have received the signed Deed of Covenant.
Se157	A03,180	The Commission kept under review the human rights situation in Afghanistan, Romania , El Salvador and Iran but <b>sent a clear signal</b> that it may terminate special scrutiny Se the latter two countries at its next session .
Se158	A0C,398	We would <b>send a copy of our most recent edition</b> with a short, explanatory letter.
Se159	A0D,605	And how better would a kidnapper do such a thing than to <b>send a letter</b> by his Majesty 's Mail.
Se160 (132)	A0D,1822	I can not <b>send this letter</b> because I am always watched and I must never be a disloyal German.
Se161	A0D,1900	Father didn't even <b>send the car</b> .
Se162	A0L,571	And then she decided , one Lucyless evening of Marvin Gaye and Millie Jackson , Come Live With Me Angel , I wan na kiss you all over -- she decided to <b>send the poem</b> .
Se163	A0L,2486	Some weeks she would <b>send a dozen poems</b> , sometimes none.
Se164	A0Y,178	After the cremation the crematorium will <b>send details of memorials and their cost</b> .
Se165	A0Y,186	A few words can be said by a relative or friend, or, if there is no wish for a religious ceremony , a non-religious one can be planned . Societies such as the British Humanist Association (14 Lamb's Conduit Passage, London , WC1R 4RH . Tel. 071 430 0908), or the National Secular Society ( 702 Holloway Road , London , N19 3NL . Tel. 071-272 1266 ) may be able to arrange for someone to conduct a non-religious ceremony, or can <b>send a form of words that could be used</b> ( leaflets are available from these organisations on receipt of an sae ).
Se166	A10,813	Individuals can now be banned from estate agency work if they have engaged in `undesirable ' practices such as failing to inform the vendor about services being provided to prospective purchasers , discriminatory conduct against purchasers who are not accepting services from the agent , misrepresenting the existence or status of a prospective purchaser and failing to <b>send written details of offers made by prospective purchasers</b> .
Se167	A14,91	McCartney <b>sent his apologies</b> .
Se168 (5)	A15,181	All you have to do is <b>send a signed statement</b> from your pacer(s) together with a receipt from the charity, and Joss will send you a tankard.
Se169	A19,716	George Heye Somerset West South Africa For those not familiar with the effects of earth energy lines , Mr Heye <b>sent further documentation</b> with his letter that listed some of the tell tale signs that may show someone is suffering from bad earth vibes.
Se170	A1V,149	We have <b>sent lots of messages</b> that we are outraged.
Se171	A44,243	President Kennedy <b>sent a telegram</b> , Richard Nixon praised ` one of those who began with nothing but his own ability , and achieved greatness on just that '.
Se172	A45,155	Peking has made clear that it will continue <b>sending arms</b> until the Vietnamese-installed government of Hun Sen agrees to some form of power-sharing that includes the Khmer Rouge.
Se173	A67,383	The Editorial staff much appreciate the keen interest in the magazine shown by the membership, and thank all who <b>send information on activities</b> and who contribute articles .
Se174	A67,999	Station mags My item about station magazines in the Summer issue has prompted Clifford H Frost of Torquay branch to <b>send a copy of The Tiger Rag</b> , the official magazine of No 5 Air School, Witbank, Transvaal .
Se175	A67,1523	Gp Capt R C Hockey <b>sent Air Mail the excellent photograph of what happened at Kinloss on a dark night in October 1943</b> when an Anson was approaching to land at the same time.
Se176	A67,1809	<b>Send a Donation</b> -- I enclose a donation of £- payable to the Royal Air Forces Association.
Se177	A6A,615	Those still looking for a record deal usually <b>send a tape</b> , some photographs and a biography.
Se178	A6G,485	In that same month, the British embassy in Washington <b>sent an assessment of US attitudes</b> .
Se179	A6G,584	Under this threat, Churchill <b>sent a long reply</b> on 28 November, explaining why Britain could not accept Berle 's proposals.
Se180	A6N,1404	Maybe he just <b>sent the telegram</b> and a letter will come after a few days, ' Maggie tried to soothe .
Se181	A6N,1774	She <b>sent lots of love</b> and a whole line of kisses.
Se182	A6X,489	They will <b>send the issue</b> by return
Se183	A6X,1127	After he told them about this , they <b>sent one letter from Siam covered with stamps</b>
Se184	A70,660	Never <b>send any cash</b> with your order.
Se185	A73,1967	I should have <b>sent a telegram</b> .
Se186	A7D,2178	In fact , there is almost always someone keen to take over a neglected historic building , so when a council serves

		a repairs notice , or the planning committee <b>sends a warning letter</b> , the owners tend to realise there may be some value in the property and either sell it or repair it themselves .
Se187	A7F,789	First call could be to the CHP Association, an independent body which will <b>send lists of member companies and general information</b> .
Se188	A7G,88	Please help, by <b>sending a donation</b> today.
Se189	A7G,233	Please <b>send your gift</b> in the envelope provided.
Se190	A7G,616	Please support us today by joining Friends of the Earth . Or if you prefer, by simply <b>sending a donation of £100 , £35 , £20 , £10</b> or whatever you can afford .
Se191	A7G,622	Yours sincerely David Gee Director PS. If you are able to <b>send a total of £35 or more</b> we will show our thanks by sending you a free copy of ' How to be Green '.
Se192	A7G,748	One way you can support us is by <b>sending a donation</b> .
Se193	A7G,1048	Please support this appeal by <b>sending a donation</b> today.
Se194	A7G,1424	We'll <b>send all the details</b> with the catalogue.
Se195	A7H,1722	Charles could not, but <b>sent a message</b> instead; not the tame few words that Woodward had drafted for him, but something much more forthright.
Se196	A7H,1133	He <b>sent the paintings</b> but none were for sale.
Se197	A7W,597	But he reckons he must be sympathetic, because he hasn't <b>sent one of the BMA 's pro-forma protest letters</b> .
<b>Total</b>		<b>42</b>

## ii. Realization form: O<sub>d</sub> = PRON

No.	Code	SVO <sub>d</sub>
Se198 (133)	A0L,545	Just in case there was any doubt about it , she decided the woman needed flowers every day , and she would be the one to <b>send them</b> .
Se199	A73,1968	I should have sent a telegram. I think I'll get you to <b>send one</b> for me.
Se200	A73,373	They always forgot to <b>send it</b> with the papers.
<b>Total</b>		<b>3</b>

## OFFER

### I. Ditransitive pattern with both realized participants (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>d</sub>O<sub>prep</sub>)

#### i. Realization form: NOUN + NOUN

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Of01 (136) (192)	A01,232	Since 1987 it has been possible to ask your employer to deduct regular sums from your pay through the PAYROLL GIVING SCHEME up to a maximum of £600 per annum ( <u>not all employers offer their employees this facility</u> ). [O <sub>i</sub> - dep = Th <sub>proper</sub> ; O <sub>d</sub> - dep = DTh; Rh = S (due to the rhematizer <i>not</i> )]
Of02 (134)	A07,485	An example of the strength of this animus occurred in 1982-3 in the celebrated case of the Revd David Armstrong, censured by the elders of his congregation for entering the Roman catholic church across the road to <b>offer its worshippers Christmas greetings</b> , and eventually forced to leave his ministry (Armstrong and Saunders 1985). [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Of03	A0A,241	<b>Offering drinkers a wide range of regional beers</b> : one of many Campaign beer festivals. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Of04	A0C, 231	All those surveyed by Caterer & Hotelkeeper made sure charges were displayed and also <b>offered guests the choice of using telephone call boxes in the hotel lobby</b> . [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Of05 (135)	A0C,457	It is said to <b>offer independent hotels the kind of exposure which hotels in big groups can derive from international booking systems</b> -- owned, typically, by the big airlines. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Of06	A0C,783	The terminal <b>offers Maxial users a facility</b> to enter restaurant and bar menu items with a single key stroke. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Of07	A0C,785	It <b>offers users benefits</b> through greater accuracy of input and gives them more time to respond to customers. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Of08	A0L,3332	So relaxed was Lucy that she <b>offered Jay wine</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Of09	<b>A0U,1349</b>	<b>Offering the blond English boy -- the one I was throwing water at now -- half my lunch</b> , and sitting there full of gratitude because he smiled, because he liked the taste of the piece of chicken dipped in cumin and saffron and he had smiled at me for the first time. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Of10	AOV,325	Tennis World has teamed up exclusively with Ellesse UK to <b>offer our readers a fabulous 30 by 40 inches signed and limited edition print</b> . [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Of11	AOV,932	It's called 'Visual Tennis' and <b>offers the viewer a comprehensive approach to learning the game</b> based on visualisation and mental imagery. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Of12	AOX,62	The Melpash Agricultural Show will this year include a marquee for Woodlands and Woodcraft, and will <b>offer woodworkers the opportunity to display their skills</b> on 29 August. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Of13	A11,1109	Preparation of the food 'on shore' now <b>offered private contractors a foothold in the core of the business</b> , and this in turn led in 1987 to the highly symbolic step of privatising the railway sandwich. [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
<b>Total</b>		<b>13</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Of14	A03,208	CLASSIFIED ADS AI member and stamp collector <b>offers free stamp packets (limited number) to AI groups</b> for sale at their book sales, stalls, etc. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of15	A06,95	The British Theatre Association, mentioned in the first edition of this book, has for decades <b>offered professional and all-embracing training courses for actors, directors, and young people</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of16 (144)	A06,147	Some schools <b>offer a two-year course for students who have more experience</b> , particularly those from overseas. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of17 (145)	A06,170	RADA <b>offers two to three scholarships</b> per year for UK students, Webber Douglas offers two, RSAMD offer a small number of scholarships and Guildford School of Acting offers one to an acting student, for fees only. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of18 (145)	A06,170	RADA offers two to three scholarships per year for UK students, Webber Douglas offers two, RSAMD offer a small number of scholarships and Guildford School of Acting <b>offers one to an acting student</b> , for fees only. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]

Of19	A06,201	All major drama schools audition in the USA, and <b>offer places to students who can show talent</b> and raise the money to accept a place. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of20	A06,322	Berkoff demands high technical skill, but is wide open to raw interpretations, and as such <b>offers a lot to the auditioning student.</b> [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Of21	A06,1439	On the other hand, plays like Tom Stoppard 's Jumpers or Max Frisch 's Andorra <b>offer good opportunities for large numbers of students.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of22 (137) (194)	A06,1544	These can <b>offer real support to new actors seeking their first taste of work</b> and such co-ops do show enormous interest in the work of drama students in their last term. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of23	A0C,501	The company is expected to <b>offer shares to its employees</b> when it is allowed to do so, and a Stock Market flotation could follow in `two, three or four years 'time ' according to Mr Smith. [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Of24 (138)	A0C,644	Joseph Houghton <b>offers tips for beginners.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of25	A0E,358	MAC <b>offers a varied programme of events</b> (theatre, cinema , dance and music performances , literary events , festivals and puppet shows) <b>and courses</b> (art , crafts , music , dance and drama) <b>for adults and children.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of26	A0G,110	We have joined Mr Fothergill 's to <b>offer 200 sets in each colour to our readers</b> : a total of 1,000 packets to give away! [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Of27 (139)	A0G,323	1 Plans a series of barbecues 2 Plants quantities of sun-loving plants ( see Nigel Colborn , August ) 3 Buys new garden furniture with a view to relaxing in the sun in style 4 Cancels foreign holiday in view of expected superb weather at home 5 <b>Offers his garden to a local theatre company</b> for its summer season of outdoor plays. [O <sub>d</sub> – dep = Th; O <sub>prep</sub> – indep = Rh]
Of28 (8) (142) (224)	A0H,1636	To achieve crosswind landing exactly on the spot without using the engine and in a strange machine <b>offers a strong challenge even to the most experienced pilot.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ; (foculiser even)]
Of29 (141)	A0J,1516	The national breast screening programme is free and <b>offers mammography breast X-rays every three years to all women between the ages of 50 and 64.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of30 (143)	A0J,1635	A GP is generally in the best position to advise, but advice can also be obtained from a pregnancy advice bureau registered by the Department of Health or one or more of the voluntary bodies which may include religious organisations which <b>offer help to pregnant women.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of31	A0J,1683	GPs must <b>offer an annual health check to all their patients aged 75 and over.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of32	A0J,1686	When necessary, the health and social services can <b>offer help to people</b> to keep their independence with a range of special services including domestic help , delivery of cooked meals , sitters-in and night attendants. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of33	A0K,310	And of course I knew that this hierarchical organization <b>offers the possibility of reward and incorporation into the highest ranks to those who conform to such dictates.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of34	AOV,165	The will point to his agreement, however reluctantly, to the introduction of the Compaq Grand Slam Cup last year -- the ITF's official end of the season competition -- which <b>offered \$2m to the winner</b> and \$6m overall, more than double the amount on offer at the ATP Championships and which even some of the players, including Boris Becker and John McEnroe, described as exorbitant. [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of35	AOV,406	Each <b>offers slightly different and more appropriate benefits to the players</b> , so that the individuals have a secure platform from which we hope they will make serious bids for international success. [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Of36 (140)	AOV,415	This month's winning letter comes from Donna Davidson who, amidst a big postbag on the subject of Steffi Graf 's popularity, <b>offers her support to the German</b> in an honest and fair way. [O <sub>d</sub> – indep = Rh; O <sub>prep</sub> – dep = Th]
Of37	AOX,73	The latest one-day courses at the Somerset Rural Life Museum have been announced , <b>offering another mix of subjects for woodworkers .</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of38	AOY,488	Prepayment or ` Slot ' Meter Both the local gas region and the electricity company can offer you a prepayment meter where it is safe and practical to put one in , although some local fuel boards have been reluctant to <b>offer pre-payment meters to people who are not in debt.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]
Of39	AOY,682	Some offer a chance to meet other people and share activities and a meal; <b>others offer specialist care, for instance to people with dementia.</b> [O <sub>d</sub> – indep = Rh <sub>comp</sub> ; O <sub>prep</sub> – indep = Rh <sub>proper</sub> ]



Of40	A0Y,691	Instead , many social services departments are now introducing a new type of service , <b>offering more ` care ' to people who need a lot of help and assistance .</b> [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of41	A10,386	British Rail and some coach companies <b>offer reduced fares to older people.</b> [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of42	A10,439	Leisure activities <b>offer opportunities for older people</b> to meet others who share similar interests. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of43	A10,730	Further information from Chris Lewis-Ashley, Business Development Officer , Imperial War Museum , Lambeth Road , London SE1 6HZ . ARTS -- THERAPY The Sesame Institute UK <b>offers training for people working in therapeutic situations.</b> [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of44	A10,1264	All the services listed <b>offer free guidance to anyone over the age of 19</b> who has been away from education for a significant period. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of45	A10,1374	The new contracts may improve accounting procedures , but do not appear to <b>offer more choice to either doctors or consumers</b> , who will be bound by contractual arrangements , which the government recommends should be on a three-year rolling basis. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of46	A10,1385	There is evidence from America that costing by ` Diagnosis Related Group ' may provide a disincentive to <b>offering support and aftercare to elderly people</b> , as average figures for ` cost per case ' may not take into account the higher costs incurred by some elderly people who need longer recovery times or more aftercare. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of47	A12,1549	e.g. Natalia and the Tutor when they open their arms to each other ; or merely proffering a hand at the beginning of a dance , e.g. Paris <b>offering his hand to Juliet.</b> [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of48	A14,221	The brewers are moving over to leases not to improve the running of their pubs or to <b>offer better service to customers</b> but simply to avoid new government legislation aimed at giving tenants greater protection. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of49	A15,177	Joss is now <b>offering inscribed and signed pewter tankards to the first twenty over-50s who complete the route.</b> [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Of50 (146)	A15,1473	Something has obviously got to be done to make sure that these simple shelters, which are there to <b>offer overnight shelter for anyone in need of it</b> , are not used for holiday centres and the like. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
<b>Total</b>		<b>37</b>

## ii. Realization form: PRON + PRON

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Of51 (147) (203)	A0F,1216	How long have you got to wait before they'll <b>offer you something?</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep; Rh= verb]
Of52 (149) (204)	A0R,1232	I won't offer <b>you one.</b> [O <sub>i</sub> - indep = Rh; O <sub>d</sub> - dep = Th]
Of53	A0R,1253	See my hands? She offered <b>him one.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - dep = Th; Rh= verb]
Of54 (148)	AOU,2541	I wanted to <b>offer him something no one else would.</b> [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
<b>Total</b>		<b>4</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Of55 (150)	A0R,171	He extracted a small, oddly-shaped, yellow and white stone from the bag at his feet and <b>offered it to her.</b> [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - dep = Th; Rh= verb]
Of56	A0R,2870	Luke had come into the kitchen with the hat. He had <b>offered it to her.</b> [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - dep = Th; Rh= verb]
<b>Total</b>		<b>2</b>

iii. Realization form: NOUN (O<sub>i</sub>/O<sub>prep</sub>) + PRON (O<sub>d</sub>)

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Of57 (151)	A15,127	The bid failed because the estate's value was considered to be less than the 'knockdown price' of £10 million at which the Prince had persuaded Mr Kluge to <b>offer it to the nation</b> , with some assessments valuing the estate at between £2 and £7 million. [O <sub>d</sub> -dep = Th; O <sub>prep</sub> -indep = Rh]
<b>Total</b>		<b>1</b>

iv. Realization form: PRON (O<sub>i</sub>/O<sub>prep</sub>) + NOUN (O<sub>d</sub>)

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Of58 (152)	A06,643	Angelo <b>offers her a bargain</b> : if she will sleep with him her brother shall live. [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of59	A06,1466	Drama school productions are staged with an awareness of the kind of demands the profession will make, and students are naturally anxious to be seen in the final production by people who're likely to <b>offer them work</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of60	A08,354	He <b>offered me a cigarette</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of61	A0C,1043	Cooke says: 'Egg pasta is certainly preferred by many chefs not only because of its excellent colour and flavour, but because it <b>offers them the possibility of upgrading their pasta menus</b> , thus increasing their profits.' [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of62	A0F,1146	'Er, yes,' I said, and I <b>offered her my hand</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of63 (153)	A0F,1594	'Try and eat something,' she said, <b>offering me the sandwiches</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -dep = Th; Rh= verb]
Of64	A0F,2994	Kathleen <b>offered me the use of her office telephone</b> and so, one morning, I settled down to make some enquiries. [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of65	A0F,3111	'They've definitely <b>offered you a place</b> ?' [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of66 (225)	A0J,1735	They will also be able to give information about local voluntary agencies which may be able to <b>offer you advice or support</b> , and also about local services for people with special difficulties such as problems with alcohol, drugs or gambling. [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of67	A0J,1829	They will ask you further information about your finances and/or your situation and may then in certain circumstances be able to <b>offer you a loan</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of68	A0L,1761	When I <b>offer you champagne</b> you laugh in a way that only you have, like a stream all at once a delighted cascade into this deep swirling pool of warm humour. [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of69	A0N,827	'Maybe some of these nice gentlemen will <b>offer us meat</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of70	A0N,862	James bowed ironically and <b>offered them the document</b> ; Alexander Menzies pretended to think about it for a full five minutes and signed it with extraordinary flourishes that made the pen splutter and seemed to say, 'Very well, I will humour your ridiculous ritual.' [O <sub>i</sub> -dep = Th; O <sub>d</sub> -dep = Th; Rh= verb]
Of71	A0N,1643	Byers was <b>offering him the bottle</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -dep = Th; Rh= verb]
Of72	A0N,2070	The thunder thumped from some nearer point, the glass vibrated in the window, and Cameron came out of his doze to find Menzies grinning quizzically at him and <b>offering him some more claret</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of73	A0N,2126	Menzies looked at him in astonishment, then took his flask from his hip pocket and <b>offered him a dram</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of74 (154) (217)	A0R,2770	Caroline returned, 'Everything all right?' and <b>offered them both more wine</b> . [O <sub>i</sub> -indep = Rh <sub>comp</sub> ; O <sub>d</sub> -indep = Rh <sub>proper</sub> ]
Of75	A0U,1394	I began to alter my standards of hospitality, <b>offering them my pale, cold face</b> when their music grew louder, when they began laughing among themselves and didn't take the trouble to explain their jokes to me as they had before, or repeat their words until I understood what they were saying. [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]

Of76	AOU,1542	I decided to <b>offer him some food</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of77 (155) (216)	AOX,111	Now those unused tomes of practical or technical information can be donated to a worthy cause, <b>offering others the opportunity to gain from our over-filled bookshelves</b> . [O <sub>i</sub> -indep = Rh <sub>comp</sub> ; O <sub>d</sub> -indep = Rh <sub>proper</sub> ]
Of78	AOY,488	Prepayment or ' Slot ' Meter Both the local gas region and the electricity company can <b>offer you a prepayment meter</b> where it is safe and practical to put one in , although some local fuel boards have been reluctant to offer pre-payment meters to people who are not in debt . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of79	AOY,494	Some electricity companies may be able to <b>offer you a token meter</b> , operated by a token or rechargeable key depending on the type available. [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
Of80	AOY,550	However, if your circumstances change , and you can not keep to an arrangement , tell the fuel supplier , who should not cut you off without <b>offering you another arrangement or a pre-payment meter</b> . [O <sub>i</sub> -dep = Th; O <sub>d</sub> -indep = Rh]
<b>Total</b>		<b>23</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Of81 (156)	A0F,163	I would write to all the publishing houses that regularly produced art books and <b>offer my services to them</b> . [O <sub>d</sub> -indep = Rh; O <sub>prep</sub> -dep = Th]
<b>Total</b>		<b>1</b>

## II. Ditransitive pattern with O<sub>i</sub>/O<sub>prep</sub> omitted (SVO<sub>d</sub>):

### i. Realization form: O<sub>d</sub> = NOUN

No.	Code	SVO <sub>d</sub>
Of82	A03,290	Can anyone <b>offer a holiday cottage</b> ?
Of83	A03,721	If challenged to justify why blacks are struck from the jury, prosecutors <b>offer the most ridiculous reasons</b> -- ' he looked dumb ' , ' he lived in the same part of town as the defendant ' ( most blacks live in the same part of town ) , ' he was a mason and I was worried about masonic links ' ( the prospective juror was a stone mason by profession).
Of84	A04,324	Rather, ' the Museum does not intend to sponsor a particular aspect of modern art, but rather to make a report to the public by <b>offering material for study and comparison</b> '.
Of85	A04,1164	The article appeared in an Italian magazine Metro , who had intended to pay \$300 for an article ; but when Johns ' dealer , Leo Castelli , knew that Steinberg was considering an article , he arranged for the magazine to <b>offer \$1,000</b> , paying the difference of \$700 himself .
Of86	A04,1437	As we can now see , the displacing of the ' linear ' and quasi-geometrical as the dominant mode in New York ( and Parisian ) abstract art after 1943 <b>offers another instance of that cyclical alternation of non-painterly</b> , or linear , and painterly which has marked the evolution of Western art since the sixteenth century.
Of87	A06,149	A limited number of schools <b>offer post-graduate courses which are scheduled over one year</b> .
Of88	A06,170	RADA offers two to three scholarships per year for UK students, Webber Douglas <b>offers two</b> , RSAMD offer a small number of scholarships and Guildford School of Acting offers one to an acting student , for fees only.
Of89	A06,170	RADA offers two to three scholarships per year for UK students, Webber Douglas offers two , RSAMD <b>offer a small number of scholarships</b> and Guildford School of Acting offers one to an acting student , for fees only .
Of90	A06,328	Few auditions seem to be chosen from the works of Samuel Beckett -- Waiting for Godot and Endgame are the only two which seem to <b>offer possibilities</b> .
Of91	A06,1371	Most schools now <b>offer classes</b> on radio, television and film techniques.
Of92	A06,1382	Students may compete for the BBC Carlton Hobbs award which is given annually to two students from any of the drama schools ; the award <b>offers a six month contract with BBC radio</b> , as well as guaranteeing that vital entry into British Equity
Of93	A06,1566	The Actors ' Centre in Covent Garden has functioned since 1980, and <b>offers a variety of professional classes in a relaxed atmosphere</b> .
Of94	A06,1569	RADA holds regular annual classes for the professional during vacation periods ; they <b>offer refresher classes in both voice and movement</b> which many actors find extremely valuable.
Of95	A06,2275	I <b>offered tapes of myself</b> .
Of96	A0A,244	CAMRA and Alma Books <b>offer a growing list of national and regional guides covering good beer , accommodation and food</b>

Of97	A0B,356	These <b>offered a variety of recreational activities , swimming , sports , dancing</b> and so on in addition to basic victualling, and borrowed from the ordinary pub the opprobrium of encouraging immoral behaviour.
Of98	A0B, 426	These are not just fizzy lager joints , but environments where a bank of six beer engines can sit happily on the bar counter <b>offering a wide selection of real ales.</b>
Of99	A0C, 368	True , in some instances the USA does <b>offer better conditions</b> than the UK , but Americans also possess a positive mental attitude towards success and achievement.
Of100	A0C,514	HOTECH 91 , the technology exhibition for the industry, <b>offers the solutions</b> to help you run a better business .
Of101	A0C,600	Innsite , however , is realistic in its view of the market , for it also <b>offers a budget start-up package</b> that teaches the fundamental of Innfront in five consecutive days, which can be topped up later with further training.
Of102	A0C,781	Maxial system <b>offers accuracy and speed</b>
Of103	A0C,1052	As well as <b>offering 21 standard items</b> , the company makes specialist pastas for customers and has more than 500 specialist lines
Of104	A0C,1116	Together with design consultant Jackie Snaith and managing director Helen Flanagan, he will <b>offer advice on all aspects of foodservice</b> , including kitchen design and training.
Of105	A0C,1155	DE-ANNE <b>offers garlic &amp; herb, onion Provençale, smoky bacon and cheese-flavoured potato powders.</b>
Of106	A0C,1252	A good sommelier or restaurant manager can persuade the customer to choose a super bottle of wine which <b>offers marvellous value and drinks</b> perfectly , rather than just a grand name in a superlative vintage which, inevitably, will have a premium attached to it
Of107	A0C,1267	When they joined Wolsey Lodges -- a consortium of private houses <b>offering overnight accommodation</b> -- their transformation to hoteliers had begun
Of108	A0C,1292	The fixed menu idea came from Michael Vaughan, who finally convinced his reluctant wife to stop <b>offering a choice of four dishes</b> at every dinner two years ago. indefinite deletion
Of109	A0C,1502	But I was <b>offering a meal</b> that didn't run any cholesterol risks.
Of110	A0D,1072	But then Mr Clancy and Mr Venables, who had been standing by to <b>offer encouragement</b> , had fallen into an argument concerning position.
Of111	A0E,305	On the contrary, it <b>offers great possibilities.</b>
Of112	A0G,400	Sussex gardens <b>offer a glimpse of sheep</b> , while Norfolk gardens go one better with hydraulic rams.
Of113	A0G,1425	For earwigs bend on molesting your chrysanthemums, wood-wool or hay stuffed into a small flowerpot hung upside down at the top of a cane <b>offers a similarly unsafe and temporary lodging.</b>
Of114	A0G,1930	Many garden centres <b>offer a great deal more</b> than the stock range of houseplants , I have seen unusual specimens like daturas laden with superbly scented flowers , anthuriums ( aptly named the flamingo flower ) , streptocarpus , the new pot gerberas ( huge flowers in fabulous colours ) and the much improved New Guinea hybrid impatiens.
Of115 (158)	A0G,2016	A gentleman from Peebles called our phone-in to ask for help with whitefly on his fuchsias, and Carole was able to <b>offer some advice.</b>
Of116	A0G,2711	Unless very dense , the shady conditions produced by most garden trees can be turned to advantage by creating a miniature woodland that will suit shade-loving plants and <b>offer a cool oasis</b> in a hot summer
Of117	A0J,251	It may be advisable to speak to your local pharmacist who is professionally qualified to <b>offer advice</b> on how to cope with the symptoms of flu.
Of118	A0J,1369	All will <b>offer general health checks</b> , write prescriptions and immunise against disease .
Of119 (157)	A0J,1377	Different doctors <b>offer different services.</b>
Of120	A0J,1478	If you are depressed, see your doctor, who will be able to discuss your difficulties with you and <b>offer advice.</b>
Of121	A0J,1990	The Mail Order service <b>offers a range of most widely used items</b> that are not too expensive
Of122	A0J,2056	For those who wish to buy their cars, Motability <b>offers a finance scheme</b> under which both new or used cars can be purchased in exchange for part of the mobility allowance.
Of123	A0L,1834	Jay was now In Love with the impossible Lucy , Dionne went for butch crewcut teenagers, and they hugged each other's hurt away and made love like some people <b>offer Kleenex and brandy</b> in times of stress.
Of124	A0P,114	They <b>offer a microcosm of his mental world</b> in their range: Zen Buddhism, poetry, English and French literature, mysticism and spirituality ( not least that of Simone Weil ), music, a few general books.
Of125	A0P,990	Unlike his rabbinic forebears who were not allowed ` to use the Torah as an axe, ' to earn their keep from its knowledge and application , this was a métier which both claimed him and <b>offered a fulfilling vocation.</b>
Of126	A0P,1646	If Let Us Compare Mythologies is a young man 's book , this is one ( though still of a young man , at 26 ) that <b>offers poetic maturity</b> , whose lyrics are charged with that mellow wistfulness , that trembling of angst , that vibration of incipient guilt and the plunging sensuality of a knowing , searching man ; a book whose range -- for all that -- is narrower than Let Us Compare Mythologies
Of127	A0R,220	Sometimes she did this by <b>offering an incentive.</b>
Of128	A0T,893	It is these internally generated or endogenous components , lasting sometimes as long as a second after the triggering stimulus, which <b>offer the most potential</b> for investigating mental activities.
Of129	A0T,1479	For nature, after all, <b>offers no other examples of causal chains</b> in which events causally downstream refer back to the objects that are involved in producing their causal ancestors.
Of130	A0U,1547	` Are you sure ? ' they ask without fail , regardless of whether you are <b>offering help or an invitation to lunch</b> , giving them a cup of tea or paying their bus fare.

Ofl31	A0U,2450	Rosenberg 's railroad apartment, one room following the next, <b>offered little privacy.</b>
Ofl32	AOV,798	The field of players, and the facilities they enjoy, are far superior to some tournaments on the world tour <b>offering much more prize money.</b>
Ofl33	AOV,817	It is soon replaced though, by tears or a brave smile after yet another setback, with family and friends <b>offering support</b> and comforting words of ` Bad luck.
Ofl34	AOV,821	Grand Slams are virtually the only tournaments <b>to offer the light-hearted social event</b> , but it fits perfectly into the scheme of things at Beckenham.
Ofl35	AOV,891	Head are <b>offering three fantastic first prizes</b> , consisting of a Ventoris tennis racquet, a pair of Ventora tennis shoes and a Head deluxe tennis thermo bag.
Ofl36	AOX,142	Workshop manual For anyone setting up a workshop , or in the midst of that eternal task , a new publication may <b>offer some assistance .</b>
Ofl37	AOX,208	Again it will be they who will become the cutting edge when it comes to the readiness of woodland owners to <b>offer the use of their woods and premises</b> for other business.
Ofl38	AOX,496	The winner will be awarded £100 by Turn-a-Round, who <b>offer a full woodturning service</b> from their base at Rockland St Mary, Norwich .
Ofl39	AOX,612	To give more power to the carver 's elbow there are now a wide range of electric carving systems , and here we test a selection of machines and tools that may <b>offer more than a saving in time</b> SuperCut carving disc Price : £18-£24
Ofl40	AOX,631	I believe that the original Arbortech Woodcarver was one of the most dynamic inventions for woodworkers of recent time, <b>offering fast cutting</b> with a good finish and potential for fine detailing .
Ofl41	AOX,633	I see that someone terrified of using any woodworking tool involving the slightest of danger may be attracted by the SuperCut , and it might have potential for novices , but then what tool <b>offers complete security ?</b>
Ofl42	AOX,644	With a sharp edge this method of power carving <b>offers a degree of control</b> more difficult to achieve with conventional carving techniques.
Ofl43	AOX,674	These come in a variety of shapes and grades, but the silver Karbide Kutzalls are the most powerful , with gold ones <b>offering a finer finish .</b>
Ofl44	AOX,678	Amongst the alternatives are tungsten, diamond and ruby carvers <b>offering a range of benefits</b> from longer life to precise detailing , which is vital for wildfowl carving .
Ofl45	AOX,748	Other effects start with Fig. 1 ( top , left-hand column ) leaf design with silhouette shapes in the right-hand column Marquetry Guide Lines in wood Gerald James ' concluding feature on marquetry methods looks at the use of line to create wooden decoration , and <b>offers advice on choice of veneers</b> , composition , the use of line and grain, and mirror images.
Ofl46	AOX,1010	Such is the wear of a Teddy that a textured finish is unnecessary , and most of it is sanded to look warn Notice how the grain goes up the body of Teddy , and his elbow nestles in the cushion Testing the Cogelow Angle Ray Gonzalez tests the new range of Cogelow carving tools from Henry Taylor, and <b>offers some advice on bevel grinding</b>
Ofl47	AOX,1152	I bought that because I suppose it seemed to <b>offer nearly everything the equivalent Wadkin moulder had to offer</b> but at £2-300 less.
Ofl48	AOX,1606	The Spectator article secured him an invitation to Hampton Court and, having <b>offered his specification</b> for the repair work , he was duly hired.
Ofl49	AOX,1766	Peter Sztencel , Wakefield Handson in association with Stanley Stanley Tools are <b>offering £100 worth of Stanley and Rabone tools</b> as shown below for the winner of Hands On competition for readers ' tips .
Ofl50	AOX,1798	For those more concerned with the professional aspects of woodworking , Loretta Radeschi <b>offers advice on the best ways to find publicity</b> through local papers and magazines .
Ofl51	AOY,116	Members of the Association <b>offer a basic funeral</b> which can be requested .
Ofl52	AOY,125	Many funeral directors will submit the bill , and <b>offer a discount</b> for payment within a certain time .
Ofl53	AOY,177	The Cremation Society of Great Britain (Brecon House, 2nd Floor, 16 Albion Place, Maidstone, Kent, ME14 5DZ. Tel. (0622 688292) <b>offers free advice and help</b> on any aspects of cremation and publishes a leaflet.
Ofl54	AOY,272	Some insurance companies <b>offer small sum policies</b> , with monthly or annual premiums, which may pay for the funeral when someone dies, however much has been put into the scheme .
Ofl55	AOY,275	Abbey Life Assurance , Direct Mailing Dept., 80 Holdenhurst Road, Bournemouth , BH8 8AL or telephone free of charge on ( 0800 ) 262422 (maximum age 70) is one of the companies <b>offering this type of policy.</b>
Ofl56	AOY,292	Dignity in Destiny, a joint operation between the charity, Help the Aged and P F G Hodgson Kenyon International plc, <b>offers prearranged funeral plans</b> with guaranteed services and prices.
Ofl57	AOY,297	This scheme does not <b>offer set funerals</b> but customers decide on the details of a specific funeral paying in advance at current local prices.
Ofl58	AOY,322	The following organisations may <b>offer counselling and support</b> through their groups.
Ofl59	AOY,325	Some groups <b>offer bereavement counselling.</b>
Ofl60	AOY,327	CRUSE -- Bereavement Care, Cruse House , 126 Sheen Road , Richmond , Surrey , TW9 1UR , Tel. 081-940 4818, <b>offers a counselling service and practical advice</b> after a bereavement.
Ofl61	AOY,331	They also <b>offer a free advice service</b>
Ofl62	AOY,336	Lesbian and Gay Switchboard <b>offer a telephone counselling service.</b>
Ofl63	AOY,505	Some electricity companies and gas regions <b>offer weekly budget schemes.</b>

Of164	AOY,643	All local authority social services departments <b>offer different kinds of help and support.</b>
Of165	AOY,677	Help the Aged Community Alarms Department <b>offers advice on alarms.</b>
Of166	AOY,682	Some <b>offer a chance to meet other people</b> and share activities and a meal; others offer specialist care, for instance to people with dementia.
Of167	AOY,690	Some local authorities no longer <b>offer the traditional 'cleaning' service.</b>
Of168	AOY,694	In some areas , private agencies <b>offer help</b> at home ( see p10 ) .
Of169	AOY,702	Many <b>offer meals</b> for special diets .
Of170	AOY,767	Cruse - Bereavement Care is a national charity which runs a counselling service for all bereaved people throughout the UK, <b>offering understanding, advice and information.</b>
Of171	A10,437	There is also a growth in the number of commercial organisations <b>offering information , services and activities .</b>
Of172	A10,1339	The White Paper <b>offers no reassurance</b> that resources will be made available to provide appropriate support facilities .
Of173	A11,112	Of ancient multiple units that keep going well beyond their years , the bane of commuters but still <b>offering forward views of stunning coastal and moorland scenery .</b>
Of174	A11,460	Yet while InterCity is supposed to be one business , <b>offering consistent standards</b> throughout Britain , many regional differences in what the traveller actually experiences die slowly .
Of175	A11,528	As the APT was so ideally suited to the needs of the West Coast main line and <b>offered the possibility of major train service improvements</b> , BR -- regrettably as matters transpired -- became wedded to the project to the extent that no other traction possibility was considered.
Of176	A11,538	To offset the loss of Glasgow business, extra stops were added to the daytime service which was revamped to serve towns such as Warrington, Wigan, Lancaster, Oxenholme and Penrith which <b>offered greater business prospects.</b>
Of177	A11,1105	And technology was now <b>offering a key to this problem</b> also.
Of178	A11,1114	Freed from railborne restrictions, the new menus could <b>offer much greater sophistication .</b>
Of179	A14,177	We want our tenants to be able to <b>offer good beers</b> at the right price,' he said .
Of180	A14,321	I have also heard it argued that the term Weizenbier <b>offers a better guarantee</b> that the beer was made according to the convention that specifies a minimum of 50 per cent wheat.
Of181	A14,592	This may not worry a small brewer unduly since other effects <b>offer greater potential for variability</b> but it is anathema to bulk production which must couple closely to marketing and customer perception.
Of182	A14,607	Carbon dioxide also <b>offers the flexibility to separate the hop components</b> into bitter and flavour fractions.
Of183	A14,1044	or is it the Wicked Witch ? -- offering to wave the magic wand and change the bulk of the debt into convertible preference shares could have <b>offered a reprieve.</b>
Of184	A15,44	In addition it <b>offers the latest avalanche conditions</b> in Scotland as supplied by the Scottish Mountain Safety Group , and winter climbing conditions in the major Scottish centres .
Of185	A15,1431	My concerns were unfounded because Roland Smith has managed to select walks over 60 of some of Britain 's finest hill and high places which <b>offer excellent viewpoints</b> ranging from Quiraing on Skye to the Dorset Coast .
Of186	A16,728	<b>WINDOW FILM OFFERS PROTECTION AND PEACE OF MIND</b>
Of187	A16,757	<b>TILING</b> For a lasting impression Ceramic tiles <b>offer an excellent range of properties</b> for use on wall and floor surfaces .
Of188	A16,1153	The Wolfcraft Bench Sander normally sells for £35.35 but we are <b>offering the complete kit</b> for only £34.95 , saving over £3 on the usual prices .
Of189	A16,1180	You can pay up to £20 for similar valves but we are <b>offering the C.K. non-return valve</b> for only £16.95 including VAT and carriage -- a small price for such a sensible permanent accessory.
Of190	A16,1197	Now the range has been extended with the Makita ` Pro-Range ' and in this exclusive competition , we are pleased to <b>offer compendium kits of these fabulous tools</b> as prizes .
Of191	A16,1215	It is a light-weight , yet incredibly powerful machine which <b>offers finger-tip control</b> and over 12,000 sanding orbits per minute .
Of192	A16,1288	The association <b>offers specialist advice</b> , literature and information free of charge .
Of193	A16,1582	<b>FITTING</b> There are literally thousands of firms that <b>offer a supply-and-fit service</b> nowadays , and choosing the best one for your home can be difficult .
Of194	A16,1585	If you want to save money and fit your own patio doors , builders ' merchants and timber merchants <b>offer a small range of standard-sized doors .</b>
Of195	A16,1586	Some window and door specialists also <b>offer a supply-only, made-to-measure service .</b>
Of196	A16,1722	Most major companies in the shower pump market, like Stuart Turner , <b>offer a technical advisory</b> service which can advise on the correct choice of pump and its installation .
Of197	A16,1847	Apart from the basic security arrangements that we're probably all familiar with by now , he <b>offered some interesting information .</b>
Of198	A17,534	More than 170 Consort hotels welcome dogs, with about a third <b>offering something a bit special</b> -- Bona-Fido -- which operates a bit like the AA 's rating , but with stars switched for bones .
<b>Total</b>		<b>117</b>

ii. Realization form: O<sub>d</sub> = PRON

No.	Code	SVO <sub>d</sub>
O <sub>f</sub> 199	A0N,1673	Byers felt the pressure on him to <b>offer something</b> and was restive under it like a dog on a tether.
O <sub>f</sub> 200 (159)	A0R,2821	He turned, took a plate of food from the hall table and <b>offered it</b> , making sure his hand just grazed hers in the passing.
<b>Total</b>		<b>2</b>

## SHOW

### I. Ditransitive pattern with both realized participants (SVO<sub>i</sub>O<sub>d</sub> / SVO<sub>d</sub>O<sub>prep</sub>)

#### i. Realization form: NOUN + NOUN

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Sh01	A01,1627	Just <b>show your social security office the certificate of pregnancy</b> which you can get from your doctor or midwife. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh02	A0K,502	As it is , when I <b>showed close colleagues my first working paper</b> ( Young 1979a ) on experiences in a police bridewell (see Chapters 2 and 3), they were alarmed. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh03	AOL,1188	I don't think you are in love with me, you cut in, fixing me with your eyes. My heart double flips. Something in the air . Written you four stories, <b>showed you one</b> . Show you two. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh04	AOL,1189	Written you four stories, showed you one. <b>Show you two</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh05	AOL,2643	Weren't they -- if Lucy could roll out this announcement like she might <b>show a friend a new carpet</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh06	A0T,639	John and Mary (the two experimenters) <b>show a child of three years of age a red box and a blue box and a pound coin</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh07 (164)	A23,54	The allegation was made to a Belfast newspaper by an individual who <b>showed a journalist documents containing the names of 233 people</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh08	A30,377	Historical footnotes put value on clocks By GERALDINE NORMAN What apparently made all the difference to the price was that the clock came from a historic house , Cassiobury Park , and that it is illustrated in an important book on the craftsman -- Thomas Tompion , His Life and Work by R W Symonds . Collectors love to be able to <b>show friends the book with their own clock illustrated in it</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh09	A3X,206	The fish and fruit diet sustained them well , though a doctor diagnosed Mr Glennie , who lost 22lb , as being malnourished , and he <b>showed reporters folds of skin hanging off his buttocks</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh10	A6A,1857	The union is constantly looking out for ways like this to <b>show promoters, record companies and the rest of the music industry the right way to treat musicians</b> , and to remind the business yet again of their responsibility to put back into music just a small part of the rewards which they enjoy , thanks to the skills of musicians. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh11	A6C,545	He liked with me , even though that someone was more likely to be Mr Slieman , the manager , who with his pencil moustache looked more like a used car salesman and was constantly trying to <b>show Louise , the cashier and kiosk girl , his collection of prophylactics</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh12	A6N,878	Rose 's mother <b>showed the girls the house and the fowl and farm animals</b> , including a pet goat who would n't let Rose milk her unless she sprayed herself with a perfume that the mother used . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh13 (165)	A6T,2377	<b>Odd-Knut</b> suggests he will cook us another of his specialities , blåbærsuppe , a fish stew . He disappears to collect the ingredients from his sledge , ` Tony and I start feeding the dogs , and Nathan decides to <b>show Odd-Knut an English dish - pancakes</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh14	A7A,2915	` Only a week, and you must have a good week. And you must have a good morning tomorrow with <u>Karl</u> . ' Erika had a sudden thought . ` Why not come with me? ' she asked. A half-smile played on Omi 's lips. ` I think not , ' she said . ` Not in this weather, but thank you for the thought , my dear one . Thank you . ' The flat fell quiet . Erika slipped into the bathroom and met her father coming out . ` Good-night , Liebchen , ' he said . ` Oh , just one thing . ` Tomorrow &hellip;. ' ` Yes ? ' Erika said. <b>Show Karl Bebel-Platz</b> , ' Herr Nordern said . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh15	A7H,251	Mountbatten proposed that he and Amanda should accompany Charles , so he could <b>show ` the two young people I love so much &amp;hellip; the country which means so much to me '</b> , but the Duke of Edinburgh thought this a bad idea . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh16	A8X,39	Proud tenants <b>show visitors the beautifully designed prefabricated homes</b> , with central heating , air-conditioning , and fitted kitchen , which a team from Italy completed in July . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh17	AA3,275	The worst is unlikely to be over yet . NFC 's caring approach makes it more reluctant than most companies to <b>show employees the door</b> . [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]



Sh18	AB5,21	On his return from the song contest his father died , and David 's mother remembers how David rushed back in time to <b>show his father the trophy he had won</b> . [O <sub>d</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh19 (166)	ABS,1819	Once , as she was heading towards the gate ( thus walking in the direction opposite to that which Agnes was to take somewhat later , followed by the gaze of her unfortunate schoolfriend ) , the secretary turned , smiled and lifted her arm out in the air in an unexpected gesture , easy and flowing . It was an unforgettable moment : the sandy path sparkled in the rays of the sun like a golden stream , and on both sides of the gate jasmine bushes were blooming . It was as if the upward gesture wished to <b>show this golden piece of earth the direction of flight</b> , while the white jasmine bushes were already beginning to turn into wings. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh20	ABW,2001	Orkney, in fact -- my mother was the only schoolteacher there. ` Quite a change, ' said Jane, wondering what mother would have thought of this fashion plate. ` Alastair -- my husband -- is Scottish too, born and bred, like me. I went to the school in Edinburgh where Miss Jean Brodie had her prime! It's the job that dictates where we live now, I'm afraid . Alastair is based in London, but goes abroad now and again. He speaks Arabic. 'Jane, as the nearest thing to a next-door neighbour, asked them to drinks that weekend . She didn't dislike Flora, who wasn't as brittle as she seemed, and was knowing enough to play down her fashionable side to Jane. She realised that this was not a woman to whom one chatted about shops or clothes. Jane had not visited her on impulse, nor yet as a premeditated plan. She was activated by something in between. To <b>show Christopher the human face of the dreaded development</b> . [O <sub>i</sub> - indep = Rh <sub>comp</sub> ; O <sub>d</sub> - indep = Rh <sub>proper</sub> ]
Sh21	ABX,335	<u>Philip</u> stopped twisting the wire . He wondered if the mice were white. When they said he could n't have a parrot he 'd said ` Well , mice , then , white ones , ' but his Dad had said he could n't have them either . No reason . ` I 've got four of them , white ones , ' said the boy holding up his handkerchief and <b>showing Philip the holes</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
<b>Total</b>		<b>21</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Sh22 (167)	A0K,367	This tendency to ignore those on scholarships is mentioned by Smith ( ibid. 154 ) : with one exception , all [ scholars ] contacted have expressed strongly that the service did not appear to see the practical relevance of university training , did not know how to exploit the benefits gained by the individual and in many cases <b>showed noticeable coolness to those who were part of it</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Sh23	A49,632	The tribunal was told that Mr Nicholson had <b>shown a vibrator to a class of teenage boys</b> , and also invited pupils to chalk four-letter words on the blackboard and to shout-out ` the F-word ' and other swear words. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Sh24 (196)	A4B,347	Earlier , Mr Justice Judge had ruled in the Manchester High Court that the terms of a temporary injunction be lifted, allowing him to <b>show financial details of the club to his advisers</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Sh25	A67,1059	German soldiers guarded the coal wagons into which this ship was unloading , but Harry attracted the attention of <u>crew members</u> on deck and , nodding to the German nearest , boldly strode up the gangway , <b>showing his RAF-decorated cigarette case to the crew</b> and asking if any spoke English. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Sh26	A68,1663	When he went home to Basle he <b>showed the photographs to his family</b> and pointed out to them ` my very good neighbour Canon Ramsay [ sic ] from Durham , an authentic Anglo-Catholic , with strange views concerning tradition , succession , ontology and so on. [O <sub>d</sub> - dep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh]
Sh27 (169)	A6T,1463	I <b>show the snippet to Tony</b> and the resulting peals of laughter from the pair of us bring disapproving stares from all over the plane. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Sh28 (170)	A7C,218	In February 1926 , Lewis plucked up courage and <b>showed the poem to his colleague in the English Faculty , Nevill Coghill</b> . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Sh29	A7C,791	In later years, when Lewis <b>showed Mere Christianity to four clergymen</b> , of four different denominations , for their criticisms , he received hostile comments from two of the four . [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Sh30	A7P,657	Jeff Banks <b>shows Amy's design to the judges</b> . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Sh31	A7P,966	To start with, Alison planned to wear a white evening dress. ` But I <b>showed one or two to Nick</b> and he said, ` I hope you 're not wearing white ; I expect you to wear something colourful . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Sh32	A7Y,234	He <b>showed ` excessive ' courtesy to the House of the Senate</b> , saying once ` You will, I hope , forgive me if I trespass on my rights as a senator by speaking rather more plainly than I should. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
Sh33	ABJ,1797	<b>SHOW an adder to a Scotsman</b> and he will reach for his dirk. [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]

Sh34	ABJ,1801	Show an adder to a southerner and -- provided it is a safe distance away -- he will deliver a lecture on endangered species . [O <sub>d</sub> - indep = Rh <sub>comp</sub> ; O <sub>prep</sub> - indep = Rh <sub>proper</sub> ]
<b>Total</b>		<b>13</b>

## ii. Realization form: PRON + PRON

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Sh35	A0L,636	Hey presto! a magic mauve flower at her feet, a reason to go to Lucy, touch her arm, say come here I want to <b>show you something</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep; Rh = verb]
Sh36 (171)	A0R,192	Let me <b>show you something</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep; Rh = verb]
Sh37	A6V,1416	We want to prove something, <b>show them something</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep; Rh = verb]
<b>Total</b>		<b>3</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Sh38 (172)	A08,1685	The clerk then dug out an umbrella and <b>showed it to him</b> . [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
Sh39	A68, 1042	Thanks be to God for being what He is, for <b>showing Himself to me</b> &hellip; -- and then comes a list of benefactors. [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
Sh40 (173) (207)	A74,2589	If I had the address on a yellow card I could <b>show it to someone</b> and they'd tell me. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Th; Rh = verb]
Sh41	A7H,1322	Letters were lost, and time and again Charles would discover that his staff had failed to show him a document or letter , or turned down an invitation on his behalf without ever <b>showing it to him</b> . [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
Sh42	AB9,1749	Not to me, to Angela , but she <b>showed it to me</b> . [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
Sh43	ABS,1532	She then admits she does n't know the difference between the head line and the heart line , although she 's able to identify the little crinkle at the side of the hand that tells you how many children you 're going to have . She <b>shows it to us</b> . [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
Sh44	AC3,1872	He had been looking forward to <b>showing it all to her</b> . [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
<b>Total</b>		<b>7</b>

## iii. Realization form: NOUN (O<sub>i</sub>/O<sub>prep</sub>) + PRON (O<sub>d</sub>)

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Sh45	A0L,376	But a remnant of caution urged that she tone it down, after all, Lucy &hellip; She began. I first met you &hellip; Four pages later she lit a cigarette. Hmm. Hedging. She had n't even touched the dream. Then she decided to leave it . You do n't mess with El Dorado. The four pages were an introduction, a portrait. And she typed the dream exactly as it had come to her. No way she could <b>show this to Lucy!</b> [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Sh46 (174)	A6E,1256	I <b>showed it to Malcolm</b> and he said to call up and offer £1000 blind. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Sh47 (176)	A6J,818	She had <b>shown him with pride to both her mother and grandmother</b> and had carried him to bed more deeply satisfied than at any time since she had been weaned from Phoebe 's now forgotten breasts. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Sh48	AB5,589	We decided to <b>show it to a booking agent who books cabaret</b> , so I spoke to Harry Dawson who did a lot of , cabaret work and we auditioned it for him. [O <sub>d</sub> - dep = Th; O <sub>prep</sub> - indep = Rh]
Sh49 (175) (211)	ABU,841	A week or two before they had got into trouble when Norman Tebbit had come to Cambridge and in the words of one of the policemen they had not ` <b>shown him ' to the demonstrators</b> . [O <sub>d</sub> - dep = Th <sub>prop</sub> ; O <sub>prep</sub> - dep = DTh; Rh = verb]
<b>Total</b>		<b>5</b>

iv. Realization form: PRON (O<sub>i</sub>/O<sub>prep</sub>) + NOUN (O<sub>d</sub>)

No.	Code	SVO <sub>i</sub> O <sub>d</sub>
Sh50	A03,832	The woman <b>showed her a bundle of tiny packages, secret notes</b> , from some of the disappeared me, smuggled out of their secret jail by one of the guards. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh51	A08,1695	Sit and thought about Xenakis. How he was tortured in '44. He <b>showed me the scars</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh52	A08,2729	I <b>showed him the contents of the Green Box</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh53	A0K,164	These are taught to the initiate to <b>show him the accepted response to the vagaries of order, disorder , ambiguity, and ambivalence</b> which lies in the complexities of social behaviour. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh54 (177)	AOL,1190	You <b>show me an article you've written</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh55	AOP,871	After the second or third week of starting his course, Leonard asked to speak to Professor Dudek , and <b>showed him some of his own poetry</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh56	A0R,3045	Rats, 'I told him , but he opened the cover on the drain outside my back door and <b>showed me the trap to stop rats climbing up</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh57	AOT,582	In one condition he <b>showed them a series of objects</b> which had been bought from a joke shop: a piece of rubber cheese , a chicken 's egg made of stone , and so forth. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh58	AOT,966	This , I would argue , though not all would agree , may tell us something interesting about the way the brain compartmentalizes different aspects of visual processing and it may tell us that subjects are more conservative about admitting to seeing a very degraded image than about trying to move their eyes to it , but it sheds little light on the actual experiences the patients are having when we <b>show them a light</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh59	AOU,360	Well, he <b>showed them his real find</b> , the Rivera murals , the white-clothed indigenos who were being liberated , the obese bosses with their cigars tumbling , the beautiful Mayan prostitute cheeking the bourgeois couple in Almeida Park. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh60 (181)	AOU,1395	The English boy <b>showed the others all the implements and products I had collected for cleaning and disinfecting</b> , telling them I had a mania for cleanliness. [O <sub>i</sub> – indep = Rh <sub>comp</sub> ; O <sub>d</sub> – indep = Rh <sub>proper</sub> ]
Sh61	AOU,1638	Once he had said I <b>showed him a concern</b> which he had never met with before , even from his parents , and that he would love to visit my country one day. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh62	AOU,2140	They <b>show us an exquisite quantity of French cured meats</b> , smoked crayfish , mayonnaise , salads , champagne , pâté , patisserie and chocolates . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh63	A11,820	He was ( in retrospect ) surprisingly luke warm about the potential of cross-London links -- ` <b>show me the market</b> ' -- although he was no doubt pleased to accept in this first year in office an offer from the GLC to fund the third-rail electrification over 8½ miles between Dalston and North Woolwich. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh64	A15,796	We were taken to the chief who instructed four young boys to <b>show us the path up to the top</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh65	A1B,305	Moreover - and more to the point -- if as literary intellectuals we feel frustrated at having no channel of access to the figures who exercise decision-making power in our societies , Mrs Lowndes <b>shows us a society</b> in which literary intelligence had direct access to such centres of power , by way of the conjugal bed as well as over the dinner table . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh66	A1U,152	Driving away , I noticed that the vast chimney was still not functioning , but when I called at a neighbouring house a woman <b>showed me videos</b> she had taken of smoke coming from the plant , settling in her garden. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh67	A1X,113	` At this time , I was living in a sort of Walter Mitty world . I had a husband who was pretending that I did not have cancer , and a mother who tried to inspire me by <b>showing me pictures of Page Three girls</b> under banner headlines of ` How I conquered cancer ' . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh68	A2P,81	The days must go when they can wake up a judge at dead of night , give him a drop of brandy , <b>show him a headline from The Sun</b> and get him to sign an injunction , ' Mr Todd said. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh69	A3A,33	Quote Unquote By EDWARD LUCIE-SMITH THE days must go when they can wake up a judge at dead of night, give him a drop of brandy, <b>show him a headline in The Sun</b> , and get him to sign an injunction. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh70	A3P,308	Hilly Janes found Bruges full of foreign hordes and historical haunts By HILLY JANES The first thing the lady in

		the hotel pointed out when she <b>showed us our room</b> overlooking the canal was an electric mosquito killer. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh71	A53,123	Eddy Shah , the former national newspaper owner , has submitted a sworn affidavit that Knighton <b>showed</b> him confidential financial details of the club when he offered to sell the Edwards 's shares on for a £6m profit . A40,89 The deference the government is <b>showing him points to the recognition</b> , finally , that Mr Mandela is the symbolic leader of the disenfranchised black majority , and that he is , accordingly , a key player . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh72	A59,484	When surveyors started sizing up her land , ` I got my shotgun out and <b>showed them the gate</b> , ' she said . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh73	A5U,35	The emphasis on athleticism , power play , sustained long-ball assaults , blitzkrieg , has bred a proliferation of muscular but blunderingly naive defenders who appear to be alarmingly , untidily vulnerable when required to cope with more subtle forms of attack ; <b>show them dribblers</b> , runners with the ball or an incisive exchange of sharp passes , and panic sets in . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh74	A5Y,291	This was reiterated from time to time by <b>showing them pages from the field notes and extracts from the data</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh75	A61,2428	Twenty minutes later the Sergeant was <b>showing me my accommodation for the night</b> : a bare cell except for a wooden bunk in one corner and two blankets. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh76	A67,717	The RAF would be happy to <b>show me their trophy-winners</b> -- while my cunning instincts told me that this would be the best place to do food-tasting ! [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh77	A67,1004	The mine manager <b>showed us a gold watch</b> which Churchill gave to his father for hiding him. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh78	A68,707	He introduced Ramsey to modern German thought . He <b>showed him the work of Karl Barth</b> , who , though a Swiss , then taught at the Protestant faculty at Münster in North-West Germany , and was the leader of European reaction against the conventional liberal schools of divinity. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh79	A68,1966	When the head of the Commissioners , Sir Malcolm Trustram Eve , who was no man to be trifled with , arrived a few days after the Commissioners approved the expenditure , the butler Alexander <b>showed him the restoration already complete</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh80 (179)	A69,1134	<b>Show me the results</b> in advance , ' says the barbarian state , ` and then I will give you money. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh <sub>comp</sub> ; Rh= Adv "in advance"]
Sh81	A6B,2611	It is in fact the privilege of dramatic poetry to be able to <b>show us several planes of reality</b> at once. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh82	A6C,155	Years later he will <b>show me the sketches he made</b> with mud and chalk in the trenches, of fragile running men and tangled machines, lit up by exploding shells like arrested frames of film. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh83	A6C,1283	In its final moments a sophisticated urbane man in a nightclub is led discreetly through a back door into a room which is a mortuary run by nuns, one of whom <b>shows him a dead body drawn out of a wall on a slab</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh84	A6E,175	They <b>showed us a spinette</b> and asked if anyone could play the piano. [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh85	A6E,230	How about this instead? said the guy , <b>showing me ` The Story Of The Blues</b> ' . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh86 (180)	A6E,824	The trouble was , although they 'd got me to do it -- maybe because they knew it would save them money , or maybe because you ca n't get that kind of work done by your usual process shop -- I didn't know how to do colour separations . I knew what they were. A photographic process which breaks a picture down into four colours -- well, three colours plus black -- and lots of little dots. That's how all photographs are reproduce , be it for T-shirts or newspapers or books. That I knew , But I had no idea how to make them so I had to ask my tutor and <b>show him the work</b> . [O <sub>r</sub> – dep = Th <sub>prop</sub> ; O <sub>d</sub> – dep = DTh; Rh = verb]
Sh87	A6J,532	He took them for drives, <b>showing her the extraordinary beauties of Umbria</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh88 (178)	A6J,872	Not a children's book at all, but a modern illustrated coffee-table book with careful, delicate photographs . As a child she had not had time for many fairy stories and did not now know them to tell to her daughter again, but instead she <b>showed her the pictures</b> . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]
Sh89	A6N,877	In fact , the response was so uniform and repetitious that it started to irritate him before long . Rose wished that they could be married quickly but now that there was nothing in the way of it Moran grew cautious and evasive . She saw the way it was and moved differently . An invitation through Moran brought the <u>three girls</u> and the boy <u>to her house</u> for a long Sunday . As it came through Rose he encouraged it as much as he would have discouraged visits to any other neighbouring house . She <b>showed them the small lake</b> in its ring of reeds, took them to the first slopes of the mountain , rigged up a fishing rod for Michael and took him to the part of the lake she used to fish as a girl , and soon he was shouting out in glee as he missed the ravenous little perch or swung them out over his head on to the bank . [O <sub>i</sub> – dep = Th; O <sub>d</sub> – indep = Rh]

Sh90	A6N,1228	All the girls helped her to get the fire going, spread the tablecloth , put out the cups and plates , laughing and whispering and bustling about as they <b>showed her the places and secrets of the kitchen</b> , the room that was now her room . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh91	A6N,1232	As they <b>showed her the house</b> , Rose seemed to enter completely into the terrible awareness of Moran now sitting in the car chair meditatively rotating his thumbs about one another. [O <sub>i</sub> - dep = Th <sub>prop</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Sh92	A6T,1814	Odd-Knut <b>showed us a video of the Iditarod</b> , intriguing for what it did n't tell you which, as it turned out, was quite a lot . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh93	A6T,2177	One Lapp <b>shows me his reindeer skin boots</b> , and shrugs when I ask him why the toes curl up. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh94	A73,613	Just <b>show me the bastard who killed Charlie Hatton</b> and I'll ... ' [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh95	A74,985	I don't pay them too much attention cos I 'm busy , but I think Marie <b>shows him the letter she got this morning</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh96	A74,1257	I know cos she <b>showed me a picture</b> once .
Sh97	A74,1297	I told him all about Marie and <b>showed him the pictures we took in that photo booth</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh98	A74,2055	They told us at school to ask a policeman if we got lost , and <b>show him our yellow card with our name and address on it</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh99	A74,2177	He tells me what to do, and <b>shows me his stump</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh100	A74,2792	I wanted to go home , but Mum told this old woman my name who smiled at me and <b>showed me my bed and that</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh101	A7A,1137	And Erika might <b>show you some sights</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh102	A7C,936	Supremely , however , this generous desire to <b>show us the best in an author</b> is manifested in his long chapter about Spenser , and there he marks himself out not as a kindly eccentric , but as a pioneer of modern taste . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh103	A7C,1013	The reading of it has been a good preparation for Lent as far as I am concerned : for it <b>shows me</b> ( through the heroine ) <b>the special sin of abuse of intellect to which all my profession are liable</b> , more clearly than I ever saw before . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh104	A7D,701	When I arrived , Small <b>showed me the bodies of two lambs killed by foxes the previous night</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh105	A7F,409	I would like to <b>show him a folder overflowing with letters from visitors to Llanged Hall</b> , praising the warmth and professionalism of the staff. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh106	A7H,1322	Letters were lost, and time and again Charles would discover that his staff had failed to <b>show him a document or letter</b> , or turned down an invitation on his behalf without ever showing it to him. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh107	A7J,660	He was <b>showing me the ships that were lost in the battle</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh108	A7K,1393	He wants us to be with Him , so that He can <b>show us His Love</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh109	A7N,625	The Clothes Show Magazine team invited Alison to <b>show us some of her favourite outfits</b> , as well as a selection of clothes that Betty wears . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh110	A7P,208	Instead of <b>showing me the door</b> , he roared with laughter : ` So what if I clothe gangsters on the screen? [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh111	A7Y,20	You <b>show me someone who says they come from such a set-up</b> and I will show you a very clever liar. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh112	A7Y,20	You show me someone who says they come from such a set-up and I will <b>show you a very clever liar</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh113 (182) (228)	A8F,841	She and the film <b>show us</b> in corruscating detail <b>the real difficulties of the character's position</b> , and asks us not for approval but for understanding and perhaps the grace of mercy. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh114	AA2,255	For once it does n't treat the audience as idiots. This Aladdin goes right back to the 1,001 Nights , <b>showing us Scheherazade</b> ( Eartha Kitt ) being turned into the Genie of the Ring and the Caliph of Baghdad ( Sylvester McCoy ) into the Slave of the Lamp by the Grand Vizier Abanazer ( Peter Blake as a deliciously over-the-top wicked uncle ) . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh115	AAE,268	' A pity they did not have TV to <b>show us Christmas cattle</b> grazing the Alpine pastures . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh116	AAF,243	You must take our hands and <b>show us the way</b> , like Mum did . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]

Sh117	AAV,583	Some of its relics are scrupulously cared for in the English Circle headquarters ; they <b>showed me a pair of jockey scales</b> , caricatures of riders clambering redfaced out of ditches , group paintings of the hunt moving off . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh118	AB3,882	And that we have an obligation to listen to noise because it <b>shows us the grim truth of reality</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh119	AB3,1185	He was actually asking God to <b>show me some sign</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh120	ABE,521	Mr Winchester 's guide somewhat spoils that last triumph by <b>showing him a press release</b> -- written , of course , on a Macintosh -- from a man who had followed Balboa 's footsteps two months earlier . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh121	ABE,590	But Rat , I am going to <b>show you the World</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh122	ABF,404	Kathleen Claar , custodian of the Last Indian Raid Museum in Oberlin , Kansas , took him to a small cemetery to <b>show him the grave of her husband and of Rick Read</b> , the last man lynched in the state . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh123	ABJ,507	In a public statement he agreed meekly that ` the resolution has <b>shown us the goals towards which we need to strive</b> to serve the Soviet people better ' . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh124	ABL,840	Last night I was in a furious rage because Edward asked me to go to his home this afternoon , and he would <b>show me some flowers and nests</b> he thought I would like to see . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh125	ABS,666	Barbara takes off her shirt and wraps a blue chiffon nightie around her waist ; while Elena is in the loo , she opens her purse and <b>shows me a picture of her six-year-old daughter</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh126	ABS,1297	Late that night , they returned to Suzy 's to <b>show her Joey 's gift</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh127	ABS,1503	When we get back to our table , Denice decides to <b>show us a trick with a toothpick</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh128	ABS,1530	Denice <b>shows us her own life line</b> , which goes about halfway up her arm . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh129	ABS,1775	` Oh , that 's the Eiffel Tower , ' and he says it in the same tone of voice as if you had <b>shown him a portrait of Grandpa</b> , and he had said : ` So that 's your grandfather I 've heard so much about . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh130	ABS,1792	He obviously had thought out everything in advance , because he led her quite briskly to a deserted passage , under the rather trite pretence that he wanted to <b>show her a certain painting</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh131	ABS,1968	She finds time to sit down with the patient before she 's wheeled off to X-Ray , explaining exactly how the lung will be sealed off , that pain is inevitable and how it will be controlled. She then <b>shows me the various x-rays</b> , and we discuss the discharge arrangements. [O <sub>i</sub> - dep = Th <sub>prep</sub> ; O <sub>d</sub> - dep = DTh; Rh = verb]
Sh132	ABW,42	Riborg <b>showed her a photograph album</b> , with herself by a fjord in a miniscule bikini . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh133	ABW,537	But come , let me <b>show you my office</b> , ' he held out his hand , ` Ray Shallows , Promotions Manager . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh134	ABW,2062	He 's going to <b>show me a bit of Scotland</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh135	ABW,2151	If you feel inclined , ' it said non-committally, ` join me at the Station Hotel , Edinburgh on Friday , then I 'll <b>show you the smugglers ' den</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh136	AC2,128	Now I 'd like to <b>show you sometin' which I 'm sure you would appreciate</b> , ' he said pleasantly , wagging a finger at the objects ahead . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh137	AC2,1380	I want to <b>show you the clematis</b> . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh138	AC3,2185	He had been to see a palmist and <b>shown him her photo</b> . He knew that their karma dictated that they would be together in various incarnations. [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
Sh139	AC3,2275	One of them , with a yard of snot hanging from his nose , insisted on <b>showing him some manuscripts</b> he kept under his well-peed mattress . [O <sub>i</sub> - dep = Th; O <sub>d</sub> - indep = Rh]
<b>Total</b>		<b>90</b>

No.	Code	SVO <sub>d</sub> O <sub>prep</sub>
Sh140 (183)	AC3,918	Maybe he would <b>show Eleanor to her</b> as a sample of the younger woman who was not a gold-digger. [O <sub>d</sub> - indep = Rh; O <sub>prep</sub> - dep = Th]
<b>Total</b>		<b>1</b>

## II. Ditransitive pattern with one participant omitted

### 1. Ditransitive pattern with O<sub>i</sub>/O<sub>prep</sub> omitted (SVO<sub>d</sub>):

#### i. Realization form: O<sub>d</sub> = NOUN

No.	Code	SVO <sub>d</sub>
Sh141	A03,801	A Jaffna schoolboy <b>shows a drawing</b> he made of helicopters strafing his home town.
Sh142	A04,292	This exhibition of ` degenerate art ' in Munich <b>showed Abstract and Constructivist paintings</b> which were stated to express ` total madness ' and the ` height of degeneracy '.
Sh143	A04,652	I indulge in it now because the audiences who heard them endured, with much patience, extremes of heat and cold. I am grateful, and can only <b>show my gratitude</b> by giving them the text to criticise under more agreeable conditions.
Sh144	A0E,301	So, his Bengal is also an invented framework, a device, and yet a device which, he hopes, will enable him to <b>show more of the truth than simple realism could</b> .
Sh145	A0G,123	Easy the congestion with a very special binder for our pull-out-and-keep Gardeners ' Manual, and keep this invaluable reference work together and always to hand. See our offer on p50. <b>Show your onions</b> Around 22,000 visitors are expected at the North of England Horticultural Society's autumn show on September 13 and 14.
Sh146	A0JT,824	You can reassure your children that there are ways to make love which are safe , and there are many ways of <b>showing love</b> other than sex.
Sh147	A0K, 527	In 1985, Cressida Dick, a probationary constable, wrote a prize-winning essay which clearly <b>showed an awareness of this politicization</b> , and asked the sort of questions which few senior officers seemed to be thinking or voicing.
Sh148	AON, 1982	We will be meeting them with a hail of stones if they <b>show their faces</b> .
Sh149 (184)	AOP,2	Children <b>show</b> scars like medals.
Sh150	A11,411	Management where the job is actually being done may <b>show the way forward</b> in other ways, though the granting of extra power to Cornish Railways was a short-lived experiment.
Sh151	A12,546	The art or science dealing with a language 's inflexions and other means of <b>showing</b> the relation between words '
Sh152	A15,742	Which is why , for this On the Rock , I climbed Eastern Terrace alone in the rain, and with every bright flower glowing out through the dismal weather in that majestic place, as I struggled to identify it, in my memory Evan was there behind me , as he always will be now , nodding with that peculiar wise grace of his, smiling, <b>showing the way</b> , ` &hellip; as when our days were a joy , and our paths through flowers.
Sh153	A1V,645	Sok Hay, the 35-year-old head of propaganda for the Kampot People 's Committee, proudly <b>showed the two-storey villa</b> he had bought for 20,000 riels (£65).
Sh154	A1Y,209	The party leaders <b>show no sign of relenting</b> .
Sh155	A21,17	Statistics for the years 1975 to 1987 <b>show an 18 per cent drop</b> in the number of visitors to the palaces , while the National Trust has seen a 48 per cent rise.
Sh156	A28,257	In some prisons, inmates have <b>shown solidarity</b> with their jailers by refusing to return to their cells after exercise .
Sh157	A2U,116	It's easy to sway the emotions by <b>showing monkeys</b> with their brains cut open , genetically stunted pigs or smoking beagles , less so to drag on someone suffering from a vile disease and say ` this person will die unless we keep on chopping up small furry.
Sh158	A5U,64	And when the time came for the A's big bats to <b>show their muscle</b> , they froze like rabbits in the spotlight of Orel Hershiser 's fastball.
Sh159	A5Y,789	It is not that policemen and women fail to achieve emotional detachment, even though one policeman once remarked that at postmortems he was appalled by the way pathologists treat the body simply as a lump of meat and fail to <b>show respect</b> .
Sh160	A67,1084	As cyclists ahead were made to dismount and <b>show documents</b> , Harry left the road, took a cart track into woods and crossing fields rejoined the main road again.
Sh161	A67,1091	At Borkel-en-Schaft, in another cafe, Harry <b>showed</b> his RAF cigarette case and notes that Dutch friends had prepared for him, and he was taken to a back room for food , and to have his blood-stained shirt and vest washed .
Sh162	A6J,1293	Fenna <b>shows those great scaled flanks</b> , untouched for centuries, uncaressed, unloved.
Sh163 (185)	A6N,1149	He hurried up the aisle of the church, <b>showing his palms</b> by way of apology when he reached his place.
Sh164	A6V,1489	It was the Grunwick dispute which was to <b>show conclusively the effectiveness of ACAS</b> , hailed till then as ` a concession to the workers '.
Sh165	A6V,1768	As for the position of Asian women, the immigration laws <b>show the government 's attitude</b> -- that there is no need even to pretend that they are equal.

Sh166	A6V,2202	But on the specific question of ` <b>showing ' one's legs</b> , after talking to Muslim girls in Bradford and London I feel convinced that they share the views of their parents .
Sh167	A6V,2212	You can say religion forbids us to <b>show our legs</b> .
Sh168	A6V,30	Taken at its first test session at Michelin's Clermont Ferrand test track , they <b>show the car</b> still under heavy disguise but revealing some of the characteristics that should give it a place among the great supercars .
Sh169	A6W,316	The new company also <b>showed a new formula for a race car</b> based around the 2-litre , four-cylinder , 16-valve engines that nearly all the big manufacturers have (See sports news).
Sh170	A6W,737	In some increments the Calibra <b>shows the way</b> , while in others the Corrado shows the Vauxhall a lead-free tailpipe .
Sh171	A6X,176	At Geneva the company <b>showed the Sogna</b> (in plaster model form only), a two-seat mid-engined sports car with very aggressive Bertone-like lines .
Sh172	A70,554	Changing a man is a way women can <b>show their power</b> .
Sh173	A73,63	He <b>showed a setof perfect white teeth</b> which no one there but Jack knew were false.
Sh174	A77,1055	A chance to <b>show the flag!</b>
Sh175	A7A,1194	Marx yawned, <b>showing blackened teeth</b> .
Sh176	A83,178	I 'm really making a plea in the lectures that if the British want to get involved in Europe , they should <b>show a few signs</b> , be prepared to learn other languages, open up to other cultures.
Sh177	A83,216	The only character who <b>shows any internal conflict or dramatic progress</b> is Sohy who gets a glimpse of Westernised freedom (symbolised by the abandonment of her veil) but who can not easily shake off a lifetime of enslavement.
Sh178	A87,433	No amount of crystal-gazing can <b>show the outcome of this debate</b> .
Sh179	A8J,73	Buyers of certain subsidised goods could be required to <b>show their identity cards</b> in shops.
Sh180	A8R,230	Bob Abel and his pals, when they <b>show this system</b> , make the mistake of using the word empower when describing the value of this approach to learning.
Sh181	A93,55	Then Astrik, smiling dazzlingly, holding up Gohar to <b>show her husband</b> in the street below . After the earthquake a neighbour told her ` Do n't cry.
Sh182	ABD,461	Simply to <b>show photographs of inmates</b> , and to display the grisly collections of 3,500 suitcases , 29,000 toothbrushes and yards of human hair is no longer enough .
Sh183	ABJ,689	But VMI's lawyers suggested at the court hearing that West Point has ` gone soft ' , that its discipline records <b>show a pattern of sexual tension</b> in the 15 years since women were admitted -- and that these have led to ` substantial , deep-seated problems.
Sh184	ABV,1562	The third aspect <b>shows a connection between this life and the one to come</b> .
Sh185	ABV,1649	Campbell is arguing that Christ <b>shows God's love</b> by identifying with us in our guilt and sinfulness and by standing before God as a perfect penitent.
Sh186	ABV,2073	First, Kolbe's death brought meaning and hope to dying men. It <b>showed the importance of human dignity and love</b> .
<b>Total</b>		<b>46</b>

## ii. Realization form: O<sub>d</sub> = PRON

No.	Code	SVO <sub>d</sub>
Sh187 (186)	A6C,372	Some of the classics were in excellent condition, as he had seldom <b>showed them</b> .
Sh188	ABL,576	The kind of modesty Tennyson speaks of I hate. It means nothing, it <b>shows nothing</b> , except sometimes betrays its very vileness it would hide.
<b>Total</b>		<b>2</b>

## 2. Ditransitive pattern with O<sub>d</sub> omitted (SVO<sub>i</sub> /SVO<sub>prep</sub>):

### i. Realization form: O<sub>i</sub> = noun

No.	Code	SVO <sub>i</sub>
Sh189 (187) (233)	A74,2492	One day I 'll learn to swim real good , so I can go up to Scotland and <b>show Marie</b> and she 'd be real surprised .
Sh190	AC3,2330	At the next turning he ran into Moira on her way home from school. He'd <b>show the bitch</b> .
<b>Total</b>		<b>2</b>



**ii. Realization form: O<sub>i</sub> = pronoun**

No.	Code	SVO <sub>i</sub>
Sh191	A0D,1674	Annabel, taking advantage as usual , wanted to know how to curtsy properly , and Kezia <b>showed her</b> .
Sh192	A0F,1666	Attacking it with a nailfile is the next best thing -- hang on, I'll <b>show you</b> .
Sh193	A0D, 2640	I was going to <b>show them</b> later.
Sh194 (188) (234)	A6E,776	Malcolm saw me and said, hey what are you reading, boy? I <b>showed him</b> .
Sh195	A74,1970	I stop this man in a black uniform and ask him where it is, and he <b>shows me</b> .
Sh196	A74,2490	I'd just lie on my back like Marie <b>showed me</b> and float like a fag packet.
Sh197	ABX,2686	What's in your pockets? ' `Nothing.' ` <b>Show me</b> .
Sh198	ABX,3045	How'll I find it? 'Caspar was howling now, long howls like they said wolves did to the moon. ` I'll <b>show you</b> , ' he said.
Sh199	AC2,1846	You'll win through. You'll <b>show them all!</b>
<b>Total</b>	<b>9</b>	

**iii. Realization form: O<sub>prep</sub> = pronoun**

No.	Code	SVO <sub>prep</sub>
Sh200 (189)	AOR,1699	He lifted the object he was carving, lifted it with both hands to <b>show to her</b> .
<b>Total</b>	<b>1</b>	

## Abstract

The subject of the present study is an analysis of five ditransitive verbs: *give*, *lend*, *send*, *offer* and *show*. The study focuses on the position of the two objects and on the factors that have an impact on the object ordering. An attempt is here made to provide a systematic overview of the position of the two objects with respect to their realization (i.e. substantival or pronominal). As regards the realization of the two objects, four types are distinguished: i. both  $O_i/O_{\text{prep}}$  and  $O_d$  realized by nouns; ii. both  $O_i/O_{\text{prep}}$  and  $O_d$  realized by pronouns; iii.  $O_i/O_{\text{prep}}$  realized by a noun and  $O_d$  by a pronoun; iv.  $O_i/O_{\text{prep}}$  realized by a pronoun and  $O_d$  by a noun. The position of the objects is assumed to be associated with the distribution of communicative dynamism or in other words with the principle of end-focus, i.e. that given information tends to precede new information. The second principle that operates in the ordering the two objects is the principle of end-weight. Of the three (or four, including intonation) factors whose interplay determines the FSP function of a clause element, in the case of ditransitive complementation the most important role is played by the contextual factor. Therefore, particular attention is paid to the context-dependence / independence of the two objects. The present study attempts to demonstrate whether the position of the two objects is in accordance with these principles and whether there are other potential factors that might play a role in object ordering.

## Abstrakt

Tato studie se zabývá analýzou pěti ditranzitivních sloves *give*, *lend*, *send*, *offer* a *show*. Studie zkoumá pozici předmětů a faktory, které jejich řazení ovlivňují. Práce je snahou podat systematický přehled pozice předmětů s ohledem na jejich realizaci. Jsou zde proto rozlišeny čtyři různé druhy realizace předmětů: i. oba předměty  $O_i/O_{prep}$  i  $O_d$  jsou realizovány substantivy; ii. oba předměty  $O_i/O_{prep}$  i  $O_d$  jsou realizovány zájmeny; iii.  $O_i/O_{prep}$  je realizován substantivem a  $O_d$  zájmenem; iv.  $O_i/O_{prep}$  je realizován zájmenem a  $O_d$  substantivem. Pozice předmětů bývá ovlivněna dvěma principy. Dle prvního principu jsou předměty řazeny podle základního rozložení výpovědní dynamičnosti. Druhý princip lze charakterizovat jako princip postpozice rozvitějších větných členů; rozvitější předmět bývá v koncové pozici. Ze tří (popř. čtyř, včetně intonace) faktorů určujících aktuálněčlenskou funkci větného členu, v případě ditranzitivní komplementace hraje největší roli okolní kontext. Zvláštní pozornost je proto věnována kontextové zapojenosti / nezapojenosti obou předmětů. Tato práce si klade za cíl zjistit, zda jsou předměty řazeny v souladu s těmito principy, nebo zda v řazení předmětů hrají roli i jiné faktory.