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# On the proper forms of the predicate for Pedagogical English Grammar: A preliminary study, theoretical and historical †, ††

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This paper is a preliminary study primarily concerned with the formal analysis of the predicate in Pedagogical English Grammar and seeks what kind of predicate is best suited for learning English grammar. The discussion starts with the Five Sentence Forms traditionally taught in Japan, showing their advantages. Then, alternatives, which attempted to resolve the shortcomings of the Five Sentence Forms are introduced, discussing their advantages and disadvantages. The discussion focuses on the treatment of obligatory adverbs and double objects from both theoretical and historical viewpoints.

**Key words: the Five Sentence Forms, obligatory adverbials, indirect object, cross-classification, valency**

## 1. Introduction

In Pedagogical English Grammar (henceforth PEG), as well as scientific syntactic analyses, sentences are first divided into Subject and Predicate. Subjects consist of a head noun and other elements, such as a determiner and attributes<sup>2)</sup>. Predicates consist of a head verb and some other obligatory elements, such as an object and/or a complement<sup>3)</sup>. The sentences are usually analyzed as below in PEG

- (1) 1 Sarah and Michael<sub>[S]</sub> disappeared<sub>[V]</sub>  
 2 She<sub>[S]</sub> changed<sub>[V]</sub> her dress<sub>[DO]</sub>  
 3 The Swiss cheese<sub>[S]</sub> has gone<sub>[V]</sub> bad<sub>[SP]</sub>  
 4 Marc<sub>[S]</sub> was<sub>[V]</sub> in the bathroom<sub>[A]</sub>  
 5 You<sub>[S]</sub> gave<sub>[V]</sub> her<sub>[IO]</sub> the wrong kind of egg<sub>[DO]</sub>  
 6 That<sub>[S]</sub> makes<sub>[V]</sub> me<sub>[DO]</sub> so mad<sub>[OP]</sub>  
 7 They<sub>[S]</sub> 're sending<sub>[V]</sub> us<sub>[DO]</sub> to Disneyland<sub>[DO]</sub>  
 S: subject, V: verb phrase,  
 DO: direct object, IO: indirect object  
 SP: subject predicative, OP: object predicative,  
 A: adverbial

(Biber et al 2002, p. 47)

The syntactic elements of (1) are summarized as below.

- (1)' 1 S + Vi.  
 2 S + Vt. + O  
 3 S + Vi. + SC<sup>4)</sup>  
 4 S + Vi. + A  
 5 S + Vt. + IO + DO  
 6 S + Vt. + O + OC  
 7 S + Vt. + DO + DO

In (1)', the verbs are not well organized for two reasons. Firstly, the transitive and intransitive verbs in 1 and 2 are paired. However, the other verbs are not syntactically related to each other. Secondly, adverbials are included as obligatory elements in the sentence in 4. Sentences with a transitive verb and an adverbial are not given here. (1)' should include a sentence with a transitive verb and an adverbial: such as 'Marc put his car in the garage.'<sup>5)</sup>

Japan has had a unique way of presenting the forms of the predicate in one pack, which is dubbed "the Five Sentence Forms"<sup>6)</sup>.

- (2) I Stars [twinkle].  
 S + [Vi].  
 II James [is kind].  
 S + [Vi. + SC]  
 III Cats [catch mice].  
 S + [Vt. + O]  
 IV He [gives me a dog].  
 S + [Vt. + IO + DO]  
 V Father [made me a merchant]  
 S + [Vt. + O + OC].

(Excerpted from Hosoe 1917, 20-28)

The Five Sentence Forms were first introduced into Japan by Hosoe (1917). Hosoe first divided the five verbs into two major categories: intransitive and transitive.

Intransitive verbs were further divided into intransitive verbs of complete predication and those of incomplete predication (henceforth, complete and incomplete verbs,

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respectively). Transitive verbs were divided into three subcategories: transitive verbs of complete predication, dative verbs, and factitive verbs<sup>7)</sup>. These divisions are shown in the table below.

(2)'	{	Intransitive	I Complete
			II Incomplete (+SC)
		Transitive	III Complete (+O)
			IV Dative (+ IO, +DO)
			V Factitive (+O, +OC)

Syntactic analyses of the Five Sentence Forms base themselves on the classification of (2)', which looks simpler and easier to learn than (1)'. .

The Five Sentence Forms gained popularity in Japan<sup>8)</sup>, and in 1958, they appeared in the 2nd Revised Course of Study for Junior High School. The course of study before 1958 had “draft” in its title. The 1958 Course of Study was the first without “draft” in its title and had legal force. After this, the Five Sentence Forms have been thought of as dogma for both teachers and learners of English in Japan.

This paper will examine the advantages and disadvantages of the Five Sentence Forms respectively in Section 2 and 3, in comparison with alternative models.

We will first see why the Five Sentence Forms gained popularity in Japan by having a look at the advantages of the Five Sentence Forms in section 1, and discuss their disadvantages and see alternative models in section 2<sup>9)</sup>.

## 2. Advantages of the Five Sentence Forms.

The reception and prevalence of the Five Sentence Forms in Japan lies in their simplicity. Almost all fundamental English sentences fall into one of the five categories<sup>10)</sup>.

Of course, it is argued that the Five Sentence Forms cannot analyze every English sentence. One major exception is *there*-constructions, such as “There lies a problem of the Five Sentence Forms.”<sup>11)</sup> However, the learner-friendliness of the Five Sentence Forms outweighs their defects.

In the Five Sentence Forms, each verb is classified in terms of four syntactic elements: subjective and objective complement, and direct and indirect object, with each class of verb making up their own predicate respectively. These

predicates, combined with subjects, make up the Five Sentence Forms.

Another advantage of the Five Sentence Forms is that they can incorporate complex sentences or sentences with verbals by including clauses or verbals into the equivalents of objects or complements.

Take the sentences below.

- (3) a. I know the painting.  
 b. I know how to appreciate the painting.  
 c. I know that the painting is incomprehensible.

The underlined parts of (3b, c) function as objects, and all the three sentences in (3) can be regarded as instances of the Third Form. The essential elements in the Five Sentence Forms, aside from verbs, consist of only two parts of speech: nouns and adjectives and their equivalents. Subjects, and direct and indirect objects, consist of nouns and noun equivalents. Subjective and objective complements consist of nouns, adjectives, and their equivalents<sup>12)</sup>.

These four obligatory elements are indispensable in distinguishing one verb class from another.

Nominal elements in the sentence are optionally modified by adjectives, in our term, attributes. The other elements, like verb, adjective, adverb, and the sentence itself, are optionally modified by adverbs, in our term, adjuncts. Then, the simple sentence seen, say, in the Fourth Form below, is extended with optional modifiers.

- (4) An <old> man gave a <young> boy a book (last month)<sup>13)</sup>.

The sentence above is further extended by phrases, clauses, infinitives, gerunds, participles, and so on, which act as attributes or adjuncts. These are called equivalents (nominal, adjectival, adverbial).

- (5) An <old> man gave a <young> boy a (very) <difficult> book <to read> (last month) <that he thought would be of some use to him>.

the Five Sentence Forms were said to “resolve the dissatisfaction to the grammar”<sup>14)</sup> by putting the five sorts of syntactically analyzed predicates in one pack and extending their analyses to complex sentences and so on.

Still, some defects were pointed out about the the Five Sentence Forms. In the next section, we will discuss them and introduce some alternatives proposed in the past.

### 3. Disadvantages of the Five Sentence Forms and Their Alternatives

Notwithstanding the popularity in Japan, the Five Sentence Forms have some disadvantages.

First and foremost, the formal analysis of the Five Sentence Forms neglects meaning, seen in (6 a, b) having almost the same meaning.

- (6) a. 4th He gives [me] [a dog].  
           S      V      IO   DO  
       b. 3rd He gives [a dog] (to me).  
           S      V      O

However, (6a) is classified as the Fourth Form with double object and (6b) is classified as Third form with an object and a prepositional phrase, which functions as an adjunct. This is because prepositional phrases are not regarded as equivalent of nouns, but that of adjuncts.

Furthermore, the Five Sentence Forms have not been the only model that has classified sentences in one pack. Before and after the Five Sentence Forms were introduced, some other models have been proposed.

We will see below the disadvantages of the Five Sentence Forms and show the alternatives which attempted to solve their problems. We will further examine the advantages and disadvantages of the alternative models.

#### (1) Disadvantage 1: Obligatory Adverbs, and Seven Clause Types

Among those who insisted on analyzing the sentences more in detail, it has been argued that the five forms of sentences cannot adequately describe the sentences with obligatory adverbs, which are, in most cases, adjuncts, and are not obligatory as represented in (7).

- (7) I (often) met John (in the park) (last week).

However, the sentences below are ungrammatical without the underlined adverbial phrases<sup>15)</sup>.

- (8) a. My car is in the garage.  
       b. I put the car in the garage.

The underlined adverbial phrases in (8a, b) behave differently from the subjective or objective complements for two reasons. First, complements usually have the same references as the nouns in the sentence.

- (9) a. *He* has become [<sub>SC</sub> a **philosopher**].  
       b. We call *him* [<sub>OC</sub> a **philosopher**].

In (9a, b) **philosopher** functions as a complement of the incomplete verbs. Semantically *he* and *him* are taken to be the individuals identified as **philosopher**<sup>16)</sup>. On the other hand, in the garage in (8a, b) does not co-refer with “my car”<sup>17)</sup>.

Second, as we have also seen in Section 2, in PEG (at least in Japan), those elements that can serve as complements are the predicative nouns or adjectives, or their equivalents such as phrases or clauses.

One solution for the second problem is to modify the definition of complements so as to include the obligatory adverbs. This is not entirely impossible, since the definition of complements varied in the past.

Fowler (1937, p. 602) argued that “as a term of grammar, complement means that which completes, or helps to complete, the verb, making with it the predicate”<sup>18)</sup>. He showed four types of complements as summarized below.

Type	Elements
A the widest sense	<ul style="list-style-type: none"> <li>• predicate adjective or noun</li> <li>• object of the transitive verb<sup>19)</sup></li> <li>• adverb</li> </ul>
B the 2nd widest	<ul style="list-style-type: none"> <li>• predicate adjective or noun</li> <li>• adverb</li> </ul>
C further restriction	<ul style="list-style-type: none"> <li>• predicate adjective or noun</li> <li>• essential adverb</li> </ul>
D the narrowest	<ul style="list-style-type: none"> <li>• adjective or noun predicated by means of a copulative verb or a factitive verb</li> </ul>

**Table 1** (adapted from Fowler 1937, 602-603)

By “essential adverb” in (C), Fowler meant the adverb which forms one semantic unit together with the verb. Take, for example, the following pair.

- (10) a. He put his affairs in order.
- b. He replaced the books (in order).

In (10a), the sentence is ungrammatical without in order, whereas in (10b) the sentence is grammatical without *in order*, which functions as an adjunct, merely adding some details which can be dispensed with.

Fowler described the complement in (C) type as “a serviceable use, especially if it were established as the only one.”

What the complements (A) through (D) have in common is predicative adjective or noun, and in (D) they are the one

and only elements.

Complement in type (D) is common in the present-day PEG, which is why obligatory adverbs are not included in complements.

Now, it is palpable that obligatory adverbs have no place in the Five Sentence Form grammar, because they are not complements, nor are they adjuncts.

Quirk et al. (1985) proposed Seven Clause Types. In addition to the five verbs in the Five Sentence Forms, Seven Clause Types have two more verbs with obligatory adverbials: SVA and SVOA, shown with ■ and ■■ respectively below.

Clause Types					
	S(ubject)	V(erb)	O(bject(s))	C(omplement)	A(dverbial)
Type <i>SV</i>	Someone	was laughing			
Type <i>SVO</i>	My mother	enjoys	parties		
Type <i>SVC</i>	The country	became		totally independent	
■ Type <i>SVA</i>	I	have been			<u>in the garden</u>
Type <i>SVOO</i>	Mary	gave	<u>the visitor</u> a glass of milk		
Type <i>SVOC</i>	Most people	consider	these books	rather effective	
■■ Type <i>SVOA</i>	You	must put	all the toys		<u>upstairs</u>

Table 2 (Quirk et al 1985, 53) <sup>20)</sup>

Seven Clause Types can be regarded as the model that changes Fowler’s complement (C) into independent obligatory elements, not as complements.

While the Seven Clause Types can classify the sentences in more detail, it is more complicated and more difficult to learn, because learners need to distinguish the obligatory adverbs from adjunct adverbs, even though the two are identical in spelling and in pronunciation. Semantic judgements are required to distinguish them, which may give the learners some extra burden.

This may be the reason why these Seven Clause Types are not widely accepted, at least in Japan.

**(2) Disadvantage 2: Cross-classification and the Four Types of Sentences**

The verbs forming the predicates of the Five Sentence Forms are well classified except for one, the Fourth Form.

First, the verbs are classified as transitive or intransitive according to whether or not they take the object.

Next the verbs are classified into perfect or imperfect verbs according to whether or not they take a complement.

Then, the two minimal pairs of transitive/intransitive and perfect/imperfect verbs are cross-classified as below.

	-complement	+complement
-object	perfect intransitive	imperfect intransitive
+object	perfect transitive	imperfect intransitive

Table 3 (Cross-classified four verbs)

The methodology of cross-classification was first proposed in the 1950’s at the period of structural linguistics. However, formal analysis, in the spirit of cross-

classification, was proposed as early as the beginning of the twentieth century.

Okakura (1909) may not have been familiar with the methodology of cross-classification, but his analysis was based on the cross classification, when he first classified

verbs into four types: perfect intransitive, imperfect intransitive, perfect transitive, and imperfect transitive. Then, based on the four verbs, he proposed the Four Sentence Types.

Classes of Verbs	Subject	Predicate			
		Verb	• • •	• • •	
I Perfect Intransitive	The sun	Verb shines.	• • •	• • •	
II Imperfect Intransitive	London	Verb is	• • •	Compl. a city.	
III Perfect Transitive	The men	Verb pick	Obj. the apple	• • •	Modifier from the heavily-laden boughs.
IV Imperfect Transitive	The kind gardener	Verb made	Obj. the poor boy	Compl. his servant	Modifier at once.

Table 4 (Translated from Okakura 1909, 40-41)

Okakura excluded the sentence with double objects by arguing that an indirect object was an adverb. This reasoning is actually flawed, mixing syntagmatic (functional) and paradigmatic (categorical) classification.

However, this idea was proposed as early as in the 18th century. Lowth (1762, 131-132) argued that the preposition is “understood” with the indirect object in such a sentence as “Give me the book”. Murray (1795), which was to be a dominant English grammar book for half a century, followed Lowth’s understood preposition.

At this time, English grammar did not analyze sentences syntactically. It merely parsed each word in terms of declensions of number, gender, case and so on. In the 1850’s, when syntactic analysis rose in English Grammar, the argument for an understood preposition gradually lost its popularity, and the notion of indirect object replaced the notion of understood preposition in Mason (1858) <sup>21)</sup>. Since then, in English grammar, indirect objects have been

regarded as independent elements.

We are not sure whether Okakura was familiar with the method of etymological parsing, but as a result, he employed the same methodology as Lowth proposed in his syntactic analysis.

Okakura’s Four Types of Sentences were simpler than the Five Sentence Forms and may have been regarded as the preliminary model before learners are exposed to the Five Sentence Forms.

Some English grammar books followed Okakura’s analysis, and the Four Sentence Types were seen for another thirty years, but did not become the mainstream of the sentence analysis, and ceased to be seen in the 1940’s.

The idea of keeping cross classification and including an indirect object was proposed by Katayama (1916)<sup>22)</sup> as Katayama’s Five Sentence Forms.

(a) First Form (Including Complete Intransitive Verb)		
S	V	
Birds	sing.	
(b) Second Form (Including Incomplete Intransitive Verb)		
S	V	C
Lincoln	became	President.
(c) Third Form (Including Complete Transitive Verb)		
S	V	O

Lincoln	met	a very sad death.	
(d) Fourth (Including Incomplete Transitive Verb)			
S	V	O	C
Flowers	make	us	happy.
(e) Fifth (Including Dative Verb)			
S	V	I-O	D-O
He	teaches	us	algebra.

Table 5 (Excerpted and translated into English from Katayama 1916, 70-71)

Katayama’s Five Sentence Forms may be better than the standard Five Sentence Forms in that they first show the cross-classified four forms. However, Katayama’s Five Sentence Forms also have a problem in that it cannot show in what way (e) is related to the cross-classified (a) ~ (d).

Kawashima (2014) was the first to attempt to show the mutual relations of the five forms in one pack.

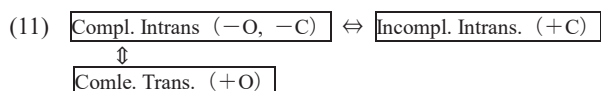
**(3) Disadvantage 3: Irrational Arrangement and Alternative Model by Kawashima (2014)**

The Five Sentence Forms may seem easy to learn. However, the five orders are not well classified.

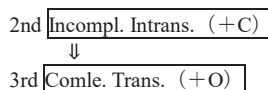
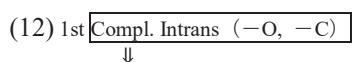
Kawashima (2014) pointed out the problems of the order of the Five Sentence Forms, arguing that the order of the five forms is unintelligible for learners. The First Form starts with the simplest complete intransitive verbs consisting of SV. Then Second Form, which consist of SVC follows.

These two make up a minimal pair with the syntactic feature of ±C. So far, so good. However, Third Form, which consists of SVO, follows Second Form.

The problem here is that Third Form has nothing to do with Second Form, but it makes up a minimal pair with First Form by the syntactic feature of ±O. These two pairs, each of which contains a complete intransitive verb, are illustrated as below.



As it is, these three forms are illustrated as First through Third Form as below.



The fixed order of the Five Sentence Forms causes a further problem. If Fourth Form consisted of SVOC, the three Forms in (11) and the Fourth SVOC Form could be shown in one pack in a cross-classified way.

	-C	+C
-O	SV (1st)	SVC (2nd)
+O	SVO (3rd)	4th SVOC (4th)

Table 6 (Cross-classified Four Forms)

However, Fourth Form in the Five Sentence Forms is the sentence with double object, and this intervenes, as Fourth Form, with the minimal pair of perfect and imperfect transitive verbs. The transitive minimal pair in terms of ±C: SVO and SVOC is classified as Third and Fifth Form.

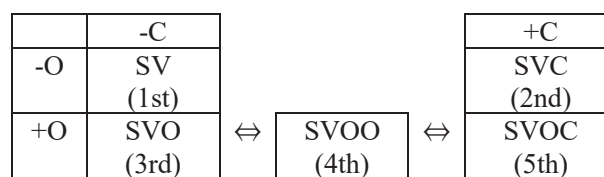


Table 7 (Intervention of SVOO)

Also, considering the nature of the double object verbs, it turns out that the SVOO Form should be classified without resorting to cross classification.

In order to solve the above problems, Kawashima (2014) proposed an alternative model of the Five Sentence Forms based on cross-classification and valency.

In terms of valency, the intransitive verbs are the one-place predicates, and the transitive verbs are two-place predicates. The double object verbs, or ditransitive verbs,

are three-lace predicates. See below.

(13) **One-place predicate**

V (S)  
twinkle (stars)

**Two-place predicate**

V (S, O)  
catch (cats, mice)

**Three-place predicate**

V (S, IO, DO)  
gives (father, me, a dog)

Unlike subjects and objects, complements do not serve as arguments in valency. They only help to make the predicate complete.

In the case of intransitive verbs, complete and incomplete intransitive verbs function as one-place predicates. In other words, SV and SVC are classified as the minimal pair of one-place predicates, distinguished by the existence of complements.

For the same reason, SVO and SVOC are classified as a minimal pair of two-place predicates.

Predicate	-complement	+complement
One	SV	SVC
Two	SVO	SVOC

**Table 8** (one and two place predicates, ±C)

Now, it turns out that the problem of the order of the Five Sentence Forms shown in Table 7 is that the three-place predicate intrudes into the minimal pair of the two-place predicates.

(14) 1st. one-place predicate without complement)

2nd one-predicate with complement

3rd two place predicate without complement

**4th three place predicate**

5th two place predicate with complement

In Hosoe’s time, ditransitive verbs were classified as a mere variation of monotransitive verbs, with the option of an indirect object. This might have been why the SVOO Form directly followed the one consisting of SVO as Fourth Form.

The Sentence Forms primarily based on valency was proposed in Kohinata (1925).

	Subject	Predicate	Object	Complement
<b>I</b>	Flowers	bloom.		
<b>II</b>	Artist	paint	pictures.	
<b>III</b>	Father	gave	{ me a watch.	
<b>IV</b>	Roses He	are became		fragrant. a general.
<b>V</b>	The people They	elected made	him the boy	president. happy.

**Table 9** (Excerpted from Kohinata 1925, 2)<sup>23)</sup>

In (I) ~ (III), one through three-place predicates were first presented, and the minimal pair of incomplete verbs (SVC, SVOC) followed the three.

However, this model also has a problem of not showing how (IV) and (V) are related to the one through three-place predicates.

Both Katayama (1916) and Kohinata (1925) proposed a classification based on some features. Katayama’s model was good for (a) ~ (d) in cross-classifying these four. Kohinata’s model was good for (I) ~ (III) in classifying them in terms of valency. However, the problem was that they both attempted to classify the five sentences in one order.

Kawashima (2014) rejected the idea of presenting the five forms in a one order. Instead, he classified the three sentences with SV, SVO, and SVOO Forms vertically in terms of valency, dubbing them Type I through III. When Type I and II need sentences with complements: SVC and SVOC Forms, they are classified laterally.

predicate	Type	-complement	Type	+complement
one	I	SV	I'	SVC
two	II	SVO	II'	SVOC
three	III	SVOO <sup>24)</sup>		

**Table 10** Five Sentence Types (Kawashima 2014, 134)

Kawashima’s Five Sentence Types presented the five sentences in one pack, with their syntactic relations clearly shown, so learners can grasp the relations of the five sentences in terms of syntactically distinctive features<sup>25)</sup>.

Kawashima did not name the alternative model the Five Sentence ‘Forms’, because valency involves semantic interpretations. Since valency is not based on a formal analysis, it faces one major problem: how the meaning is taken into consideration.

Valency admits other adjuncts which are essential in the predicate as arguments. Obligatory adverbs, which cannot function as complements, can function as arguments. Then the sentences with obligatory adverbs marked with ■, and ■■ in Table 2 are classified as two and three-place predicates respectively.

- (15) a. ■ V (S, Place)  
have been (I, in the garden)  
b. ■■ V (S, O, Place)  
must put (you, all the toys, upstairs)

#### 4. Summary

So far, we have seen the Five Sentence Forms, traditionally taught in Japan, and some of their advantages and disadvantages. The Five Sentence Forms have the advantage of showing essential five forms seen in the matrix sentence. The Five Sentence Forms can be extended by adding attributes and adjuncts, modifying nouns and mainly verbs respectively. Phrases, Clauses, Verbals are interpreted as equivalents of nouns, verbs, adjectives and adverbs. In this way, it is argued that almost all sentences fall into one of the Five Sentence Forms.

The disadvantage of the Five Sentence Forms in not incorporating obligatory adverbials with intransitive and transitive verb led to an alternative: Seven Clause Types.

Another possible and proper analysis of the predicate into four classes, excluding the predicate with double objects, was proposed by Okakura (1909).

Katayama (1916) attempted to incorporate an indirect object into Okakura's Four Sentence Types.

Kohinata (1925) proposed the Five Sentence Types primarily based on the valency with a minimal pair of incomplete verbs SVC and SVOC following the one through three-place predicates.

Each of the four alternatives shown above has an advantage over the Five Sentence Forms, but they also have their own disadvantages and have not successfully replaced the Five Sentence Forms in Japan.

Kawashima (2014) proposed an alternative primarily based on valency in one linear order (vertical) and showing the incomplete intransitive and transitive verbs in another dimension (lateral).

Our future research will be to solve the problems inherent to the alternatives discussed in this paper.

† This paper is the enlarged and modified version of “Toward the Comprehension-based Teaching of English Grammar” read by Masashi Kawashima at Hungarian Research Centre for Linguistics on September 9, 2022. The four authors discussed and wrote this version.

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#### Notes

1 Kawashima wrote the 1st draft. With the discussion and suggestion from den Dikken, Kishimoto, and Dékány, the final draft has been finished.

2 In the DP analysis assumes the determiner heads the determiner phrase. We will not consider generative or some other scientific analysis in this paper, but discuss on the pedagogical grammatical basis. Refer, for example, to Huddleston and Pullum (2002) for the theoretical framework of pedagogical grammar.

3 The term predicative is also used for complement in some English grammar books: of Huddleston and Pullum (2002) and Biber et al. (2002). The term complement is employed in other English grammar books: Quirk et al. (1985), Aarts (2011), Huddleston et al. (2022). Since the term complement is exclusively employed in PEG in Japan, we will not employ the term predicative in this paper.

4 SC, OC, IO, DO, and A stand for subjective complement, objective complement, indirect object, direct object, and (obligatory) adverbial respectively.

5 Some grammarians consider adverbials as essential elements to complete the predicate. We will discuss this in 3 (1).

6 Sentence Forms are also called Clause Types (Quirk et al. 1985), or Sentence Types (Okakura 1909). We will call them Five Sentence Forms, since in Onions (1904), which is believed to have presented the archetype of the Five Sentence Forms first and influenced Hosoe (1917), the archetype was called Five Forms of the Predicate.

7 Dative verbs should be more correctly called ditransitive verbs, since in English, the verb takes double object in the accusative case in such a sentence as ‘He taught me English’, or ‘He asked me a question’. Factitive verbs are also called transitive verbs of incomplete predication.

8 As for the development of the sentence analysis until 1917, see Kawashima (2020) As for the shift of sentence analysis until 1947, refer to Kawashima (2019).

9 The effect of the teaching English by means of Five Sentence Forms have been controversial. We put these problems aside in our paper.

10 The order of the five forms is fixed, and is taught in the order of (2) now as if it were the dogma. However, we had various orders before the prewar period. We will show the major variations in 3(2) and 3(3).

11 Also, what could be called the Sixth Form can be seen, such as “Heat me these irons hot (SVOOC)”, or “You can iron these trousers flat wet (SVOCC).” Since these constructions are not frequently seen, we confine the



formal analysis to the Five Forms.

12 We consider pronouns as equivalents of nouns. The notion of equivalents is not unified. In such an example as ‘The cozy corner of the cat is under the table’, some argue the underlined elements is complement, while others argue that it is an exceptional usage of the phrase, since the phrase cannot function as predicate noun or predicate adjective. We leave this problem open in this paper.

13 < > and ( ) respectively stand for an attribute; ( ) an adjunct.

14 Otsuka (1968, 216).

15 For most syntacticians, the underlined phrases in (8) aren’t adverbial phrases. However in the framework of the Five Sentence Forms, the prepositional phrases are defined as adverbial phrases.

16 Basically, subjective complements equal subject, and the objective complements equal objects, with some exception “He struck me [oc a **philosopher**]”.

17 From the syntactic point of view, it might be argued that the location denoted by “the garage” \*is\* co-extensive with the location of “my car”. So there is no fundamental difference here between nominal and adpositional predication. We will leave this question open for the future discussion.

18 The grammatical term complement was first proposed by Arnold (1848). After several modifications, Mason (1858) defined the complement in the way seen in the present-day pedagogical grammar. For the historical study of complement, see Kawashima ( ).

19 The idea of including object(s) in complement tracks back to Morell (1852). Morell did not distinguish an object from a complement, but argues they both complete the predicates which is incomplete in that they lack something.

20 ■ and \_\_\_ are by the authors. ■ stands for what is not shown in Five Sentence Forms. \_\_\_ shows the obligatory adverbs.

21 For the development of syntactic analysis in the 19th century, refer to Kawashima 2022.

22 It is an interesting fact that Katayama taught for Tokyo School of Foreign Languages (TSFL) since 1900. Hosoe was a TSFL student from July 1903 through 1906 July. Hosoe also taught for TSFL from April 1915 through September 1916. This includes the period when Katayama published his grammar book in 1916. Hosoe also was thought of writing Hosoe (1917) while he was in TSFL.

The influence of Katayama (1916) on Hosoe (1917) or vice versa has not been made clear yet.

23 The same order had been presented in Inoue (1903, 84-86) and Walter (1908, 135 -136). However, the two gave different analysis not based on valency. For the detailed study of Inoue and Walter, refer to Kawashima 2021 CC.

24 The three-place predicate may have another complement in such sentences as below.

Heat me these irons hot.

V O O OC

She would consider John attractive nude.

S V O OC SC/OC?

The first instance is called ethical dative, and the second depictive secondary predication.

However, these sentences are not canonical in English, and may be regarded as kind of exceptional cases.

25 Kawashima (2015) reported the result of experiment of the comparison between Five Sentence Forms and Five Sentence Types. The learning effectiveness of Five Sentence Types excelled that of Five Sentence Forms.

**References** (“(J)” means that the reference is written in Japanese. [ ] after the Japanese title is its English Translation either associated in the original reference, or translated by the authors.

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