

(people) | tried + |β to accept | (her)
 (she) | tried + |β to be accepted |

(see analysis in Figure 7-24). The extending complex is a two-part process, in which the Subject fills a dual participant role: Behavior (in the conative component) plus Actor, or some other role, in the happening itself.*

For the same reason, Adjuncts in the clause may relate semantically to the conative component like *hard*, *quickly* in *she tried hard to write well*, *she quickly learnt to tell them apart*. There is no need in the analysis to tie these structurally to the primary verbal group; but it is useful to specify their function, by labelling them as 'conative Adjunct'.

(a) people | tried | to accept | her

Mood	Residue	her
Subject	'past' Finite	Complement
Behavior Actor/Agent	try	to accept
	Process: material	Goal/Medium
	$\alpha \rightarrow +\beta$	

(b) she | tried | to be accepted | by people

Mood	Residue	by people
Subject	'past' Finite	Adjunct
Behavior Initiator/Medium	try	to be accepted
	Process: material	Actor/Agent
	$\alpha \rightarrow +\beta$	

Fig. 7-24 Active/passive with conation

(iii) Enhancing: modulation. Many of the 'enhancing' verbal group complexes are simply inappropriate in the passive; they characterize an approach or attitude to the process, and this is likely to apply to an Actor but not to a Goal — it does not make much sense to say *she hastened to be reassured*, or *your word ventures to be doubted*. Others, such as *happen* and *tend*, are impersonal and so are indifferent to the selection of voice; e.g. *the house happened to have been built facing the wrong way*. Since they are all metaphorical, in the sense that the verbal group

* Note the incongruence of the form *people failed to accept her*, meaning 'people did not accept her despite her efforts'. Here *failed to* is functioning as a simple negative, such that there is a proportion she was not accepted: *people did not accept her* : : she failed to be accepted: *people failed to accept her*
 Compare examples such as *I sent them a letter but it failed to arrive*, *the banks failed to support them*. These should perhaps be interpreted as a form of enhancement, meaning 'do negatively'!

(a) hastened happened | to assist | her

Mood	Residue	her
Subject	'past' Finite	Complement
Actor/Agent	Process: material	Goal/Medium
	$\alpha \rightarrow x\beta$	

(b) she | happened | to be assisted | by two guards

Mood	Residue	by two guards
Subject	'past' Finite	Adjunct
Goal/Medium	Process: material	Actor/Agent
	$\alpha \rightarrow x\beta$	

Fig. 7-25 Active/passive with modulation

is representing a circumstance and not some aspect of a process, the functional analysis provides only a partial interpretation; to get the full picture we would need to take account of the congruent form (see Chapter 10), e.g. *by chance the house had been built facing the wrong way*. There would be no change of role in the passive (Figure 7-25).

(2) Causative

We saw in Chapter 5 that there is a causative element in the structure of the English clause. For example, *John rolled the ball* can be interpreted either as 'John (Actor) did something to the ball (Goal)' or as 'John (Agent) caused the ball (Medium) to do something'.

We can always express this agency analytically, by saying *John made the ball roll*. In the ergative analysis this looks the same as *John rolled the ball*; but in the transitive it does not, and this enables us to interpret the difference between them: in *John rolled the ball*, he acted directly on it, whereas in *John made the ball roll* he may have done so by leverage, psychokinesis or some other indirect force (Figure 7-26).

transitive: ergative:

John	rolled	the ball
Actor		Goal
Agent		Medium

John	made	the ball	roll
Initiator		Actor	
Agent		Medium	

Fig. 7-26 Interpretation of causative form