Key Concepts

1. **Compositional meaning**: sentences in which by combining and relating the meaning of words and morphemes we reach and understand the meaning of the phrases and also by combination of the meaning of phrases, we understand the sentence meaning, the whole meaning is a compositional meaning.

Behavioral Objectives

After studying this section the students can:

1. Define the concept of compositionality and its types.
2. Find discontinuous and continuous constituents in sentences.
3. Find examples of 'wh-fronting' and 'extraposition' in English sentences.

Compositional meaning: sentences in which by combining and relating the meaning of words and morphemes we reach and understand the meaning of the phrases and also by combination of the meaning of phrases, we understand the sentence meaning, the whole meaning is a compositional meaning.



Two kinds of Compositionality

Linear compositionality	Nonlinear compositionality.
In linear compositionality our mind combines and processes the constituents one by one simultaneously and from bottom to the top. This kind of processing is called parallel processing.	Non-linear compositionality of meaning happens in sentences which have discontinuous constituents.

discontinuous constituents are of two kinds:

1.Extraposition

2.wh-fronting





This sort of discontinuity, in which a clause is separated from the subject noun phrase which it modifies,is known as **extraposition**

Wh- fronting happens in sentences in which objects or adverbs are moved to the beginning of the sentence in the form of wh-word.



Although the meaning of discontinuous constituents is understood compositionally, it needs extra processing.

You know that 'ask' as a transitive verb, wants an object in VP, but the object is fronted before subject in the form of Wh-word.



You will learn more about Wh-fronting or Wh-movement in "Chomsky's Universal Grammar'

1- Which of the following sentences is NOT true?

- Non-linear compositionality of meaning happens in sentences which have continuous constituents.
- This sort of discontinuity, in which a clause is separated from the subject noun phrase which it modifies, is known as extra position.
- Wh- fronting happens in sentences in which objects or adverbs are moved to the beginning of the sentence in the form of wh-word.
- In linear compositionality our mind combines and processes the constituents one by one simultaneously and from bottom to the top. This kind of processing is called parallel processing.

Key Concepts

1. **Non-compositional meaning**: is the one which cannot be built up as the sum of its parts. One of the linguistic units which have non-compositional meaning is idiom.
2. **Phrasal verbs**: are combination of a verb plus a prepositional adverb or better say a particlesuch as "up" in "look up" or "out" in "fill out".

Behavioral Objectives

After studying this section the students can:

1. Define the non-compositional meaning.
2. Name the linguistic elements with non-compositional meaning.

Non-compositional meaning: idioms

Non-compositional meaning is the one which cannot be built up as the sum of its parts. One of the linguistic units which have non-compositional meaning is idiom.

Idioms have non-compositional meaning and their meaning is usually derived by semantic extension such as metaphor. For example the following phrase is an idiom because its meaning is not the sum of its parts:

[[[get up] [[on[the wrong side]NP]PP [of [the bed]NP]PP]PP]VP]s. =be surly or be in a bad mood.

Idioms are listed in the lexicon as a whole because the phrase as a meaning associated to the whole not its parts.

Other linguistic items which have non-compositional meaning are **phrasal verbs**.

Phrasal verbs are combination of a verb plus a prepositional adverb or better say a particle such as "up" in "look up" or "out" in "fill out".

1- Idioms and .... Are similar in the sense that they have non-compositional meaning.

- Discontinues constituents
- ✓ Phrasal verbs
- Adjective clauses
- Verbal phrases

2- Idioms have .... Meaning.

- Extended
- ✓ Non-compositional
- Compositional
- Non

Key Concepts

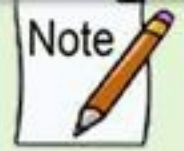
1- **Semsntic role**: Each noun or noun phrase in each sentence has a relation to the verb meaning in which we call semantic role.

2- **Grammatical relations** such as subject, object, object of preposition. These relations given to NPs are formal relations based up on sentence structures.

Behavioral Objectives

After reading this part the students can:

1. Identify the semantic roles associated with noun phrases in each English sentence.
2. Refer to the differences between semantic roles and grammatical relations.



There is not an agreement among all linguistics about the number and definitions of θ-roles

Some semantic roles along with their definitions are as follows:

Some semantic roles along with their definitions	
Agent	doer, actor
Patient	entity affected by the deed of agent or cause
Location	location of deed or event
Instrument	entity employed by an agent in a deed
Time	time of deed or event
Recipient	receiver of result of deed of agent
Experience	perceiver of a stimulus
Stimulus	entity perceived or experienced by an experience
Cause	cause not an agent
Goal	targeted location

Relations in sentences

Relations in sentences are of two kinds:

1. Grammatical relations such as subject, object ,object of preposition.These relations given to NPs are formal relations based upon sentence structure.

2.Semantic relations or θ-roles such as agent, patient, instrument, goal, etc.

These relations, given to NPs, are semantic relations based upon sentence meaning.



In paraphrasing, the grammatical relations of nouns usually changes,while the semantic relations of nouns are always constant.



In changing or paraphrasing an active sentence in to passive one, first of all the verb must be a transitive verb and also the subject must have cause or agent semantic role and the active verb must have the patient as object.

Representation of grammatical relations

Unlike semantic roles, grammatical relations are expressed by the grammar in some way . For example English has five grammatical characteristics to represent subjects:

1. The place of subject in the sentence: subjects ordinarily precede the verbs
2. Agreement between subject and verb: for example a present tense verb has a special suffix if the subject is third-person
3. Replacement of subjects with subject pronouns (and objects with object pronouns)
4. Auxiliary- subject inversion in yes/no questions.

Other languages use other grammatical characteristics to express subjects and objects.

For example Amharic like Persian uses affixes on verbs to mark the subjects. For example in Persian the morpheme 'æm' in 'ræftæm' is marker of subject or the morpheme 'ra' in the object marker,>

Japanese also morphologically marks the grammatical relations subject, object and Topic using /ga/ after subjects, /o/ after objects and /wa/ after topics.

Latin also uses different suffixes for a number of different grammatical relations traditionally called as **cases**. Some of these cases are:

In Nepali the subjects of transitive verbs and intransitive verbs have different suffixes, whereas **the subjects of an intransitive verb** and **object of transitive verb** have the same suffixes. Languages with this pattern of grammatical morphology are called **ergative languages**.

Nominative: suffixes for subject, ***accusative***: suffixes for direct object**,** ***genitive***: suffixes for possessive.



An ergative language maintains a syntactic or morphological equivalence (such as the same word order or grammatical case) for the object of a transitive verb and the single core argument of an intransitive verb, while treating the agent of a transitive verb differently.

This contrasts with nominative–accusative languages, such as English, where the agent of a transitive verb and the single argument of an intransitive verb are treated alike (called a subject) and kept distinct from the object of a transitive verb.



Ergative alignment



Accusative alignment



Accusative alignment

These different arguments are usually symbolized as follows:

- **O** = object of transitive verb (also symbolized as **P** for 'patient')
- **S** = core argument of intransitive verb
- **A** = agent of transitive verb

The relationship between ergative and accusative systems can be schematically represented as the following:

	Ergative–absolutive	Nominative–accusative
O	same	different
S	same	same
A	different	same

1- Languages in which the subjects of an/ a ... and ... of transitive verb have the same suffixes are called ergative languages.

- ✓ intransitive verb, object
- transitive verb, subject
- intransitive verb, subject
- transitive verb, object

2- In the sentence "Fish may be frightened by noise" the subject receives .... Theta role.

- Agent
- ✓ Patient
- Theme
- Cause

Key Concepts

Classification of English verbs based on the semantic roles they can give to NPs: Verbs with cause/agent and patient, Change of state verbs, Verbs with agent, patient, and recipient, Verbs with source and goal, Verbs with agent=patient

Behavioral Objectives

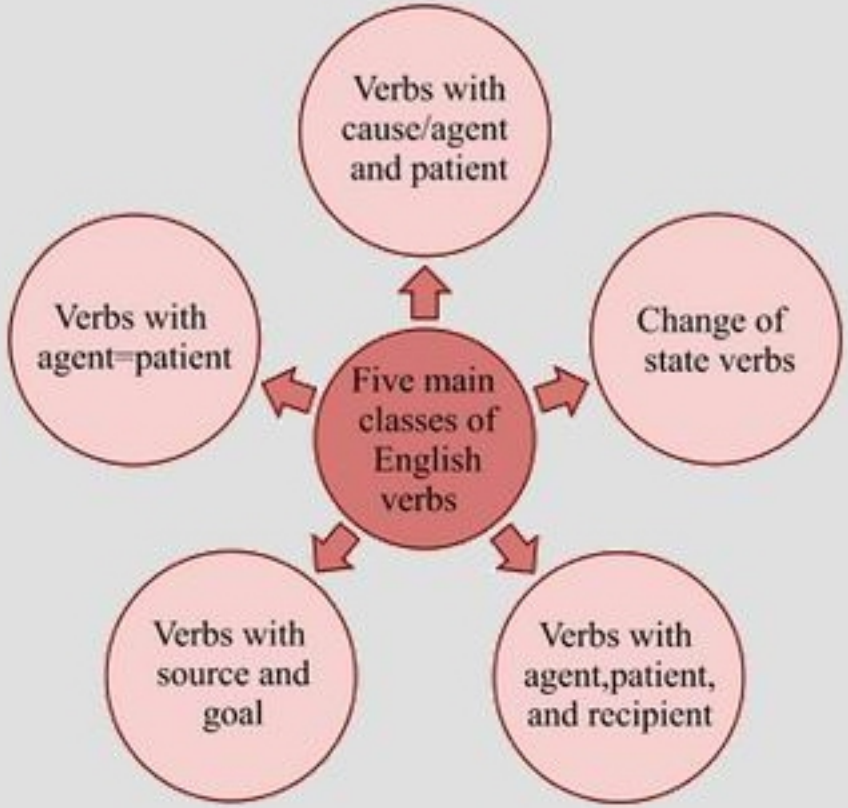
After reading this part the students can:

1- Explain the five classes of English verbs with the semantic roles of their associated nouns when used in the sentences.

2- Paraphrase the sentence in another form.

Five Classes Of English Verbs

In this part five classes of English verbs will be mentioned. The cases are according to semantic roles that the verbs give to their associated nouns in the sentence. Using theses verbs in the sentence we can paraphrase the sentences in another form:



1. Verbs with cause/agent and patient

These are the transitive verbs, which usually have the cause/agent as subjects and patient as object. Hen this class of verbs are used in active sentences their paraphrases would be a passive sentence.

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2. Change of state verbs

These verbs don't have agent and their patient, that undergoes a change of state, is in subject position.

Example: these logs light easily / Someone lights these logs easily.

3. Verbs with agent, patient, and recipient

These may have the patient as direct object and recipient as object of 'to' or both patient and recipient as co-objects without 'to'.

Example: the buyer still hasn't sent the check to me / the buyer still hasn't sent me the check.

Note: these constructions are called double object construction.

4. Verbs with source and goal

In the sentences with these verbs, if the goal is subject, the source is object of 'from' and if the source is subject, the goal is object of 'into'.

Example: little acorns grow into mighty oaks / mighty oaks from little acorns grow.

5. Verbs with agent=patient

These have the agent as a subject and the same time noun phrase agent may be optionally expressed as an object reflexive pronoun.

Example: Fred shaved / Fred shaved himself.

1- In the sentence "these logs light easily" the verb is ...

- [x] A change of state verb
- [ ] An ergative verb
- [ ] A transitive verb
- [ ] An objectless verb

2- In the sentence "little acorns grow into mighty oaks" the subject's theta role is ...

- [ ] Agent
- [ ] Patient
- [x] Source
- [ ] Goal

Technical Terms

Phrasal verb: a type of verb consisting of a sequence of a lexical element plus one or more particles, such as 'come in', 'sit down'.

Extension: is the widening or extending of the meaning of a word. For example in English we use 'silverware' to refer to table utensils such as knives or forks whether made of silver or not.

2- In the sentence "The children put away their books" the theta role of the underlined words are .... respectively.

- Patient, agent
- Agent, goal
- ✓ Agent, patient
- Agent, source

3- In the sentence "My mom sent a check to a professional association in Chicago" the theta role of the underlined words are .... Respectively.

- ✓ agent, patient, recipient, place
- agent, patient, recipient, goal
- agent, patient, goal, source
- agent, patient, source, goal

4- In the sentence "Winter brings snow which refills the mountain lakes" the theta role of the underlined words are .... Respectively.

- source, patient, place
- source, patient, goal
- agent, patient, goal
- patient, patient, source

5- In the sentence "A sorcerer can change a lizard into a princess." the theta role of the underlined words are .... Respectively.

- Agent, source, goal
- Agent, goal, source
- Agent, patient, patient
- Agent, theme, goal

6- In the sentence "The midday sun feels hot to me" the theta role of the underlined words are .... Respectively.

- Experience, stimulus
- ✓ Stimulus, experience
- Agent, patient
- Patient, agent

7- In the sentence "The sun melted the ice" the theta role of the underlined words are .... Respectively.

- ✓ Cause, patient
- Patient, cause
- Source, stimulus
- Stimulus, source

1- In the sentence "Mary got a letter from her father" the theta role of the underlined words are .... respectively.

- recipient , patient, source
- Recipient, theme, goal
- Goal, recipient, agent
- Recipient, theme, source

2- In the sentence "The children put away their books" the theta role of the underlined words are .... respectively.

- Patient, agent
- Agent, goal
- Agent, patient
- Agent, source