

## 1.3 CONCEPTS - SYMBOLS - THE MODEL

Several linguists, within their conceptualization of language, offer partial solutions to answer the questions of CA. DiPietro (see preface) designed a method for contrasting any language pair, by fusing essential points of different theories, modifying them and adding from his own when his purpose required it. The nature of his purpose, to develop a contrastive method valid universally, was a rather general one. It forbade the itemized or particularized regulation of feature-choices that is needed automatically when a series of analyses has to be made on the same language pair. For the present methodology, thus, the need arose - although DiPietro's model was adopted in the principal - to suggest more detailed techniques of different kinds. They will be justified in footnotes.

Each utterance derives from a semantico-syntactic structure that defines the "setting", the elements, and the interrelations of these elements of a sentence.

The setting is labeled MODALITY = M and contains the following information items, if the sentence requires them:

- The AFFIRMATIVE is only marked when absent, as /+neg/  
- The DECLARATIVE is only marked in the opposite case as /Q/.  
/Q/ must further be specified as /+inf/ in information questions, i. e., in questions that begin with a wh-word or 'how'. Yes/no questions remain unmarked.

- The TIME setting, often called 'tense', is marked as either "+" or "-" /past/.

- The ASPECT<sup>1</sup> comprises several specifications:  
The perfective must be marked as either "+" or "-" /perfv/. For the non-marked English past form, for instance 'went', that corresponds to Spanish "iba" (/perfv/) as well as "fue" (/+perfv/), the "±" sign is proposed.

The progressive is only marked when overtly expressed or when it determines the verb inflection, as it is often the case in the Spanish imperfective form.

The habitual feature requires the application of the same criterion.

-VOICE is marked as /-active/ in the analysis of a passive construct, as /±active/ if it is necessary to show a surface contrast.<sup>2</sup>

<sup>1</sup>For discussions of ASPECT in English and/or Spanish, see Jakobson, Hadlich, Gili y Gaya, and Bull. Additional observations from a study carried out by a group of students (ITESM) will be taken into consideration.

<sup>2</sup>see p. 21

-The POTENTIAL<sup>1</sup> gives information about anything that in English and Spanish is normally expressed by means of modal auxiliaries, i. e.: expectation, subsequence, possibility, probability, obligation, logical inference, ability, request for and grant of permission. It has to be marked as one of these concepts.

-MODE is only marked if the utterance is performed in imperative: /+imp/. The use of indicative and subjunctive is language-specific and does not appear in the deep structure.

- The ASSERTORIAL is marked with /+ / only when it is expressed overtly, as, for instance, in 'He did say so'.

- TIME ORDER correlates conjoint or embedded sentences in terms of /anteriority/, /simultaneity/, or /posteriority/.

These, and maybe other items of modality provide the setting for the proposition with its intricate relations.

Footnote #2 from p. 20: DiPietro presents active and passive sentences as generated from the same deep structure. The present analysis will show that the choice of voice depends upon a special emphasis given to certain elements. 'The hunter killed the bear' provokes the image of a man with a rifle, while 'The bear was killed by the hunter' makes one think of the animal falling or fallen to the ground. So, /-active/ shifts the focus onto the patient or object element. If the marker occurs in the modality, it must be accompanied by /+emph/ on the corresponding case category.

<sup>1</sup>see Jakobsen, p. 490

Before going into the discussion of the latter, examples and problems will be provided for modality analysis.

## Examples

1- Many people don't like to go to the bull fights.  
A mucha gente no le gusta ir a los toros.

M → Aff/+neg/ + T/-past/ + Asp/-perfv/

2- Did you finish your dessert?  
¿Acabaste/acabó/acabaron tu/su postre?

M → Decl/Q/ + T/+past/ + Asp/+perfv/

3- Peter could have done it.  
Pedro ~~habría podido hacerlo~~ podría haberlo hecho,

M → T/+past/ + Asp/+subs/<sup>1</sup> + Pot/possibl/ + Asp/+perfv/

Exercises<sup>2</sup>

1- They should help him.  
Le deberían de ayudar.

2- Get me a Coke.  
Tráeme una Coca.

<sup>1</sup>The /subsequent/ feature is overtly expressed in Spanish by the /r/ morpheme. In English it is present in 'will' and 'would', depending on time order. In the given case, 'could have' refers to a subsequent, i. e., future, time, with respect to a 'past time axis'. The dynamic equivalent of both sentences allows for admitting the existence of that common underlying feature.

Hadlich quotes Spanish grammarians who classify cases of that kind as showing "relative use of tenses for communication" (p. 55), and Bull coins the terms 'nonsystemic' (p. 160, also p. 156).

<sup>2</sup>See answers in the Appendix under A

- 3- Why didn't you give the boy a nickel?  
¿Porqué no le diste un peso al muchacho?
- 4- The lawn was cut yesterday.  
Ayer cortaron el zacate.
- 5- Are the kids still watching TV?  
¿Están los niños todavía viendo la tele?
- 6- We have to do it again.  
Tenemos que hacerlo otra vez.
- 7- You will receive a letter tomorrow.  
Mañana vas/va/van a recibir una carta.
- 8- He was not happy in Europe.  
No se sintió feliz en Europa.
- 9- Every morning, she went to mass.  
Todas las mañanas iba a misa.
- 0- He has been living there for ten years.  
Ha estado viviendo ahí desde hace diez años.

The other component of the sentence (S) is the proposition (P). It consists, as in the Fillmore model, of a tenseless set of relationships involving verbs and case categories. Following DiPietro's suggestion, the term VERB will be avoided and that of VERBOID (V) adapted.

We coin the term in keeping with both scientific and linguistic traditions (cf. Hockett's 1958 *contoid*, *vocoid* as labels for consonantlike and vowellike sounds). The suffix *-oid* (as in *celluloid*) conveys the general meaning of form or shape without limitation to a precise shape or form. Since the verboid is the syntactic prime which encompasses all verbal func-

tions regardless of how these functions are expressed in the surface grammar of a language, we find this neologism a useful one. Later on, we shall see how verboids are associated with semantic features which result in a remarkable variety of surface phenomena.<sup>1</sup>

It has proved useful to classify the verboids with the labels proposed by Chafe: state, process, action, action/process. The verboid denomination together with the set of accompanying case categories coincides more or less with what Fillmore expresses in his frame-feature formulae. The analysis, however, is not so all-encompassing because it does not cover the whole range of the verb, but its context-specific function only. The label, then, will be marked below the V as shown in the following example for verbs like 'go', 'travel', 'arrive', etc.: V /action. Other categories of verboids might change their nature in different contexts. In "Harriet sang", the verboid 'sang' is a V/action. In "Harriet sang a song", 'sing' is a V/action process.

<sup>1</sup>DiPietro, p.55

The case categories (C-CAT) that together with the verboids (V) form the proposition (P) of the sentence (S) have been established by expanding, modifying, and fusing the suggestions made by Fillmore, Chafe, and DiPietro. They will be used in the following manner:

A AGENT	animate, instigator of the action
P PATIENT	animate, occurs together with state and process verboids
E EXPERIENCER	animate, someone whose mental disposition is affected (perception included)
B BENEFICIARY	animate, receives the positive or negative benefit of the verboid
F FACTITIVE or RESULTATIVE	it comes into being through the action/process
O OBJECT	inanimate, the semantically most neutral case; most embedded sentences derive from O.
C COMMITATIVE	animate, accompaniment role
I INSTRUMENT	inanimate, used for the accomplishment of the action
SO SOURCE	origin, cause, or starting point ~
G GOAL	objective or end point
T TIME	temporal <sup>orientation</sup> <del>location</del> of state, process or action
L LOCATIVE	spatial <sup>orientation</sup> <del>location</del> of state, process, or action (It allows for a subclassification of /motion/ vs. /static/ features.)

MR MANNER	indicates how or in which manner processes and actions take place
CN CONDITION	allows for the derivation of embedded 'if'-clauses

One of the principal rules for the classification of case categories is that each type of them can occur only once in the deep structure of a simple sentence<sup>1</sup>.

Before going into further discussions of more narrow specifications, examples and problems will be provided for the first steps in proposition analysis:

Examples	P	V + C-CAT <sub>(x)</sub>
1- John drank the wine. Juan tomó el vino.		Vact/proc + A + O
2- The teacher prepared the exams. El maestro preparó los exámenes.		Vact/proc + A + F
3- John broke the window with a stone. Juan quebró la ventana con una piedra.		Vact/proc + A + O + I

<sup>1</sup>The latter is called 'kernel' (as in transformational grammar).

- 4- Bob is sick.  
Roberto está enfermo. Vstate + P
- 5- It's raining.  
Está lloviendo. Vact
- 6- Tom saw a snake.  
Tomás vió una serpiente. Vproc + E + P
- 7- Harry showed Tom a snake.  
H. le enseñó una serpiente a Tomás. Vact/proc + A + E + P
- 8- Tom wanted a drink.  
Tomás quiso/quería un trago. Vstate + E + O
- 9- Last week, Father bought Sam a bike/  
a bike for Sam.  
La semana pasada, papá le compró una  
bici para Samuel. Vact/proc + A + O + B + T
- 10- We went to the movies.  
Fuimos al cine. Vact + A + L

Perform verb and C-CAT analysis on the following sentences:

Exercises <sup>1</sup>

- 1- The students took the exam.  
Los estudiantes presentaron el examen.
- 2- The children sang a song.  
Los niños cantaron una canción.
- 3- This summer was hot.  
Este verano estuvo caluroso.

<sup>1</sup>See answers in the Appendix under A.

- 4- The refrigerator broke down.  
Se descompuso el refrigerador.
- 5- Mary made the beds.  
María tendió las camas.
- 6- The carpenter made a bed.  
El carpintero hizo una cama.
- 7- The book is interesting.  
El libro es interesante.
- 8- The man saw the bear.  
El hombre vio al oso.
- 9- The man feared the bear.  
El hombre le tuvo miedo al oso.
- 10- The bear killed the man.  
El oso mató al hombre.
- 11- Henry knew the answer.  
Enrique supo/sabía la respuesta.
- 12- Henry taught Tom the answer.  
Enrique le enseñó la respuesta a Tomás.
- 13- Tom learned the answer.  
Tomás aprendió la respuesta.
- 14- It is not difficult.  
No es difícil.
- 15- We studied for the test.  
Estudiamos para el examen.
- 16- Richard went with Mary to the theater.  
Ricardo fue con María al teatro.
- 17- Last year, we traveled by bus across the continent.  
El año pasado viajamos en camión a través del continente.
- 18- Ann helped mother with the dishes.  
Ana ayudó a su mamá a lavar los trastes.

- 19- It had been snowing for three days.  
Había estado nevando durante tres días.
- 20- She writes her letters with the typewriter.  
Ella escribe sus cartas con la máquina de escribir.

When the term 'verboid' was justified, the possibility of surface structures other than verbs was mentioned. One of the most frequent cases of that kind is the surface structure that contains an adjective or a noun together with 'be' in English, or either "ser" or "estar" in Spanish. The nature of those sentences is that of state. Other, similar ones, have instead of 'be' a linking verb, e.g., 'become', 'get', 'remain', etc. in English; "parecer", "volverse", "hacerse", "ponerse", etc., in Spanish. These structures express either state or process. Other surface structures might show forms as 'have' and "tener" for expressing a state of being.

Proposals for the resolution of that problem are several: Fillmore places the adjective, for example, in the verb position, eliminates the surface verbs from the deep structure, and assigns them to the surface structure, only. To Chafe, the adjective is the verboid, but he does not care about realization rules. DiPietro exposes three different models for the adjective. They will be presented in a simplified form:

Fig. 1.3-1

The book is red  
El libro es rojo

(Vstate + O)

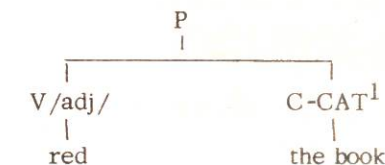
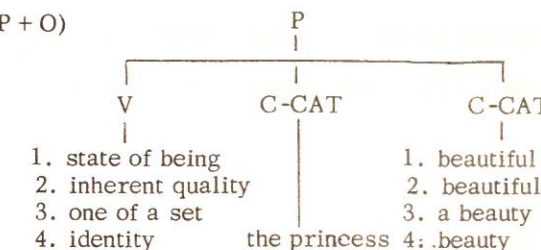


Fig. 1.3-2

The princess is 1- beautiful (está)  
2- beautiful (es)  
3- a beauty  
4- beauty

(Vstate /+inherent/ + P + O)



<sup>1</sup>Since DiPietro's labels for C-CAT are partly different from those used here, they have been dropped from the models. The classifications recommended for the present approach appear in the deep structure string between parentheses below the surface sentences.

<sup>2</sup>The verboid/state for a sentence type 2 must carry the feature notation /+inherent/ for the correct selection of the Spanish verb ("ser" vs. "estar")

Fig. 1.3-3

The charming princess  
La princesa encantadora  
The charmed prince  
El príncipe encantado

(Vaction/process + P + A

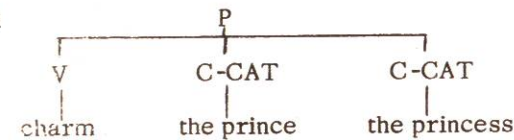


Fig. 1.3-1, 2, 3: Analyses of propositions with embedded adjective, according to DiPietro (modified)

In DiPietro, thus, the adjectives of 1 and 3 are verboids, that of 2 is a case category. The present approach, on the other hand, considers all adjectives as verboids, and "be", "become", and "get" and their Spanish equivalents as surface elements.

Exercises:

Draw the deep structure models and label their elements, as far as discussed up to here, for the following sentences:

- 1- The boy is sick.  
El muchacho está enfermo.
- 2- The sky got dark.  
El cielo oscureció.

- 3- He is a teacher.  
El es profesor.
- 4- The summer was hot.  
El verano estuvo caluroso.
- 5- The grass became green.  
El pasto se puso verde.
- 6- CA is a problem.  
Análisis comparativo es un problema.
- 7- The analysis is a bore.  
El análisis es aburrido.
- 8- We were busy.  
Estuvimos ocupados.
- 9- Those words are convincing.  
Esas palabras son convencedoras.
- 10- The windows are open.  
Las ventanas están abiertas.

As said above, "have" and "tener" can appear in the surface when a state is expressed. The sentence pairs

I am hungry                      Tengo hambre  
She is ten years old            Tiene diez años

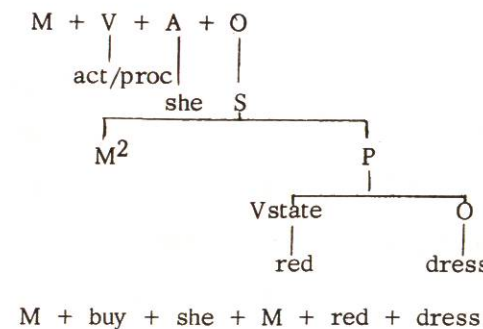
will be analyzed each as            Vstate + P.

If surface elements appear as nominal modifiers, an embedded sentence must be generated. An embedded sentence is one that functions as a case category, or, as DiPietro defines:

Embedding is the generation of a constituent which is of a higher hierarchical order than the one that immediately dominates it.<sup>1</sup>

'She bought the red dress' ((Ella) compró el vestido rojo) derives, thus, from the following deep structure:

Fig. 1.3-4



<sup>1</sup>DiPietro, 1976 b, p. 65

<sup>2</sup>It is normally not necessary to specify M in embedded sentences that generate modifiers.

An embedded sentence is also required for the expression of possessive. The topic is complicated and the discussions about it differ in several authors' treatments<sup>1</sup>.

For the purpose of the present approach, the following suggestion will suffice: possessive is always treated as derived from embedding, under the correspondent case category. The embedded sentence consists of a state-verboid, a beneficiary, and an object, the latter being the possession, the former the owner. If B is an inanimate element and/or O an animate one, which would be a contradiction to the characteristics of the case categories as established before, the respective C-CAT has to receive the notation /pos/ to justify that contradiction. The state-verboid can be further specified as /own/, /human relationship/, /part of/, and, possibly, other ones.

Examples

Tom has a car	Tomás tiene un coche	
Tom's car	el coche de Tomás	
his car	su coche	Vstate + B + O /own/
Tom has a nose	Tomás tiene una nariz	
Tom's nose	la nariz de Tomás	
his nose	su nariz	Vstate + B + O /part of/

<sup>1</sup>Chafe, p.148; Fillmore, pp. 61-81; Nida, 1974, pp.43-46; Nida, 1964, pp.205-208; DiPietro avoids the problem.