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REFERAT

ABSOLUTE USAGE OF TRANSITIVE VERBS IN MODERN ENGLISH

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Nowadays everybody needs to learn foreign languages while Uzbekistan is developing its cultural and economical relations. I.A.Karimov The President of Uzbekistan comments that only the country which manages to educate well-educated, with full of love and kind for sacred national motherland, patriot and knowledgeable youth can create the future of that country [3; 154]. The national project of preparing specialists was also made by this aim. In this project it is written clear that preparing new generations of useful specialists.[4;61].

Graduation data analyzes the general usage of transitive verbs and their peculiarities of semantic and syntactic usage in modern English.

Importance of theme data is considered to learn analysis of transitive verbs, it should be first defined what a verb is. A verb is considered to be the most important constituent in a sentence. Already Webster noted that "the verb is a primary part of speech, and of the most important." According to him, the centrality of the verb is manifested in the fact that the verb occurs in every language in almost all types of utterances.

In modern English the use of transitive verbs is being investigated for the first time as to learn constructions of transitive and intransitive verbs. Transitive verbs are also investigated syntactically, grammatically and semantically in this work. Nowadays it needs a new way of analysis because of traditional syntactical analysis (main and second parts of the speech) in written and oral speech.

The aim of graduation work data is to analyze the transitive and intransitive categories of verbs and internal semantic structure of a group of verbs using object and without object. Attention is also paid to the occurrence of the progressive forms and to transitivity of the verbs.

Besides, there is given the use of transitive verbs in English skills as listening, reading, writing, speaking and also usage in the dictionaries. Every speaker or reader pay attention to the structure of the grammar and the meaning of the sentence. Thus,

in every sentence there is the point of subject, predicate and object peculiarities. In the dictionaries and also dictionaries of special vocabularies tell us where and why to use transitive and intransitive verbs and their objects. According to their meaning we can correctly use them in speaking or writing. English vocabulary is not a stable, finite collection of words. New words and expressions are coming into use, while older ones drop out of use. Additionally, old words often take on new meanings (e.g. mouse, virus, window in computing), and older meanings can simply die out (e.g. the original meaning of computer was a person whose job was to make calculations or do accounts).

That's why there are some **tasks** according to the aim of graduation data:

- Understanding transitive verbs and their objects in the sentence

- Analyzing transitive, intransitive verbs of English grammar.

- Analyzing transitive verbs semantically and using transitional adverbs and prepositions.

- Clarifying transitive verbs in dictionaries and English skills.

The methodological base of graduation data is from the books of I.A.Karimov the President of the Republic of Uzbekistan and general linguistics, stylistics, phraseology books of Ashild, Avialini, N.N.Amosova, N.D.Arutyunova, T.A.Bushuy, Dowty, I.R.Galperin, A.Mamatov, M.I.Rasulova, T.A.Dijk, P.Roberts, S.R.Searle, W.Tones.

In this work comparative type, contextual analysis and definitional analysis are used.

As the **object** of following work, examples of sentences, words from dictionaries and semantic and syntactic meanings are analyzed.

This work is important according to theoretical and practical analysis because the transitive verbs in modern English are used in different way as they differ in usage of objects. Besides, learning the nominative features of transitive verbs in linguistics is important to have new information about the theory of nomination.

The practical importance of this work is essential to teach students of bachelor and master degree, to learn grammar and semantics of transitivity.

Main summaries to protect graduation work:

According to general grammar of English language there are two kinds of the verb according to lexical meaning, they are transitive and intransitive verbs.

Therefore, transitive verbs are in the center of a grammar; if they were absent from the lexicon, a grammar would be much simpler than it actually is. And also there are some peculiarities of transitive verbs that can take one or two object or prepositional object in the sentences. But they are analyzed as substantial object as the second part of speech.

The most robust sub classification of verbs concerns the number of arguments: intransitive verbs have one, transitive verbs have two, and ditransitive verbs have three nominal arguments. This also provides some facts about the relationship of transitive and intransitive verbs and their usage in passive voice.

Besides that, verbs are sub classified of whether they take a clausal complement (verbs of mental attitudes), which under some conditions can also be reduced to an infinitive or a similar non-finite verb form.

Furthermore, at least some languages have a subclass of verbs that take a locational argument, e.g., a prepositional phrase.

Sometimes one also finds a class of verbs that take prepositional objects in which the preposition is lexically fixed (without contributing a particular meaning: 'think at someone', 'hope for something', and 'believe in something').

If two nominal arguments occur with a verb, the meaning of the verb sometimes requires one argument to be animate and the other to be inanimate (read, sew, enter), however, more than often this is not the case. The second argument of see, for instance, can be inanimate or animate; in the latter case, the two arguments can in principle be exchanged, thereby shifting the intended reading

If the number of arguments counts, there must be some way to make the arguments recognizable in their specific role: which nominal functions as which argument. In

English, this decision is made by position: usually the 'subject' precedes the verb, and the 'object' follows it. Other languages primarily use morphological case on nominal, or they use pronominal affixes attached to the verb.

Lastly, general information about transitive and intransitive verbs, their grammatical and syntactical peculiarities and absolute usage in English skills nowadays is given in this work and analyzes according to present facts and details.

Structure of the graduation work. Following graduation work consists of introduction, three chapters, conclusion and bibliography.

The practice grammar material includes a wide range of topics to reflect both everyday language use and kinds of subjects learners might be studying schools, colleges and universities. Many learners are likely to use English to learn another subject during their education and their choice of text tries to reflect this fact. Some examples contain information which learners should find challenging and interesting. The intention in general is that language should have a familiar context and that learners should have something to use English grammar language for.

There are many types of grammar, but the aim is to encourage grammar rules and differentiate them realistically. In English grammar there are morphology and syntax, and morphology has some parts of speech according to function, form and meaning. So, according to those functions morphology is also divided into two groups: notional and seminotional (or structural) parts of speech, and the verb is considered notional part of speech which denotes the action of the sentence.

Thus, verbs can be classified as transitive or intransitive. A transitive verb always has a direct object – a noun or pronoun that receives the action of the verb. The object shows who or what completes the action expressed in the verb. Some verbs can be followed by two objects and usually the first object (the indirect object) is a person or group of people and the second object (the direct object) is a thing. These verbs are usually used as transitive (verb + object): *arrest, avoid, copy, describe, do, eat, enjoy, find, force, get, grab, hit, like, pull, report, see, shock, take, tell, touch, want, and warn.*

For example:

*James **hit the ball.***

Hit is a transitive verb. The direct object is *ball.*

Ball tells you what *James **hit.***

*Roger **eats** a big **breakfast** every morning.*

Eats is a transitive verb. The direct object of *eats* is *breakfast.*

Breakfast tells you what *Roger **eats.***

An intransitive verb does not have an object. It does not need an object to complete the action expressed in the verb and they can't have a passive form. There are some verbs which usually used as intransitive (verb + no object): *appear, arrive, come, cough, faint fall, go, happen, hesitate, interact, matter, occur, remain, sit, sleep, sneeze, swim and wait.*

For example:

a) *The little girl **sat** quietly in the chair.*

b) *Margaret **walked** slowly down the street.*

c) *Sat* and *walked* are intransitive verbs.

They do not have a direct object to complete or receive the action. Some verbs can be either transitive or intransitive, depending on how they are used in the sentence.

*We **read the news** with great care.*

In this example *read* is transitive and has the direct object *news.*

a) *We **read** until late at night.*

b) *The customers **formed** long **lines** outside the shop.*

In this example *read* is intransitive. There is no object to receive or complete the action. But in the next example the verb *formed* is transitive and it takes the object *lines.*

Many intransitive verbs can be transitive, and many transitive verbs can be made intransitive. Some of these shifts have no overt marking on the verb. However, many languages have a transitive marker, and often one finds two (or even more) of these markers: the causative, which adds an agent who functions as the cause, and the

applicative, which adds an affected object of some sort(an object on which the results are spelled out, a beneficiary, a possessor, a location or even an instrument). The transitive verbs formed from intransitives are mostly prototypical and those that undergo intransitive (either marked or unmarked) again are mostly prototypical transitive. Thus, the property of control can be assumed to play a crucial role: [+control] marks the presence of an agent, and [−control] marks the presence of an affected object. The relationship between transitive and intransitives can then be systemized and this relationship is overwhelmingly symmetric.

These possibilities are the following:

(a) [+control] intransitives can add a lower argument, a so-called 'cognate' or 'internal' object (*dream a nightmare, dance Tango*);

(b) [−control] intransitives can add a higher argument, an agent or causer (*dry the shirts, gallop a horse*);

(c) Transitive verbs with dominant subject-related meaning allow the object to be bound existentially (the so-called anti passive or object deletion), thus yielding a [+control] intransitive (*he was eating, I can see again*);

(d) Transitive verbs with dominant object-related meaning allow the subject to be lacking (the so-called anti causative middle), thus yielding a [−control] intransitive (*break, ring*).

This illustrates these possibilities with examples:

Intransitive	Transitive
a. *She **drove** fast.*	*She **drove the Porsche** fast.*
b. *The shirts **dried**.*	*She **dried the shirts**.*
c. *She **ate** slowly.*	*She **ate the soup** slowly.*
d. *The bells **were ringing**.*	*She **rang the bells**.*

For [−control] verbs it is not always clear whether the basic verb is intransitive or transitive, i.e., whether it belongs to class (b) or (d). Intransitive *'dry'* is a +telic verb derived from the adjective *'dry'*, and denotes a process that takes place without human instigation; it is therefore feasible to classify it as basically intransitive. Verbs of this class can easily be transitive, and this is the background to consider them to have an 'underlying object' – the subject of the intransitive verb becomes object of the transitive verb; thus, the transitive verb always has an object-related meaning. By contrast, *'ring'*, although it also derives from an adjective (*'loud'*), is [–telic]; it became idiomatic (*for ringing bells*) in the history of German and was already transitive in Old High German, denoting a process that usually needs a human instigator; it is therefore feasible to classify it as basically transitive. (This is not necessarily true for English *ring*).

A further possibility not considered so far is that the two variants coexists, forming a hybrid verb. This can especially be expected for deadjectival verbs. From adjectives both intransitive and transitive verbs are derivable, and it is only due to conceptual reasons whether the verb is preferred to be intransitive (*'fade'*, *'ripe'*) or transitive (*'empty', 'open'*); nothing excludes that both options are equally possible, regardless of whether they are differently marked or not. Such a hybrid pattern for deadjectival verbs could have been generalized to cover also not derived verbs such as *'break'*, which also has two options. For the transitive variants of basically intransitive verbs it is evident that they are lexically decomposed.

  a) *Mary **opened** the can to cook dinner.*

  b) *He **emptied** the box and replaced it in his car.*

In these sentences the verbs open and empty are transitive and their function are demanding their object in the sentence and make clear the meaning of the verb.

Some verbs can be transitive or intransitive, depending on how they are used in a sentence. To cheer is one example.

*a) They **cheered.***

*They **cheered** the band.*

*b) She **sang.***

*She **sang** a song.*

*c) Larry **tripped.***

*Larry **tripped** Alex.*

*d) We **visited.***

*We **visited** Aunt Ruth.*

Transitive verbs require an object. For example, filled is a transitive verb and the cup is the object in the sentence She filled the cup. It doesn't make much sense to have filled without an object. She filled is incomplete.

The tip for remembering the name is to think of transitive verbs as transferring their action to the object. Transitive and transfer both start with the prefix *trans-*.

Transitive verbs seem to be one of the most ingenious inventions of human language, because they denote a relation between two participants of an event, and because this relation is structurally asymmetric. Therefore, transitive verbs are in the center of a grammar; if they were absent from the lexicon, a grammar would be much simpler than it actually is. Typical (or canonical) transitive verbs are *chase, hit, kill, eat, kiss* and many more. Obviously, they do not form a characteristic class by semantic similarities in a certain field of human activities (hunting-gathering, nourishing and social behavior), but rather reflect a very deep structural generalization (which must have been an important step in the evolution of human language).

According to the subject and object selection rules of Dowty's paper, "Thematic Proto-roles and Argument Selection" (1991) are intended to determine which argument of a verb with two or more arguments will be the subject and which the object, assuming that it is known that the verb is transitive. This approach, then, presupposes that there is a way to determine whether or not a two-argument verb is transitive. There are, however, two-argument verbs that are not transitive; these verbs express their arguments as a subject and a PP complement, as in Parents depend on their children. One might expect that if there were a pair of semantically close two-

argument verbs, one transitive and one intransitive, they might differ systematically in the number of proto-role properties associated with their arguments. Three plausible hypotheses regarding the nature of such a difference follow:

Hypothesis 1: The subject of the transitive verb has more proto-agent properties than the subject of the intransitive verb; the non-subject arguments of both verbs have the same number of proto-patient properties.

Hypothesis 2: The non-subject argument of the transitive verb has more proto-patient properties than the non-subject argument of the intransitive verb; the subjects of both verbs have the same number of proto-agent properties.

Hypothesis 3: The subject of the transitive verb has more proto-agent properties than the subject of the intransitive verb and the non-subject arguments of the transitive verb have more proto-patient properties than the non-subject argument of the intransitive verb.

According to those hypotheses, there are some examples to evaluate these three hypotheses with respect to three of the five data sets below. On the basis of our analysis of these data sets we discuss whether Dowty's proto-role approach to argument selection can be profitably extended to non-transitive two-argument verbs.

(1) a. *Sally **admired** the carving's detail.*

    b. *Sally **marveled at** the carving's detail.*

(2) a. *Tracy **saw** the gallery's newest painting.*

    b. *Tracy **looked at** the gallery's newest painting.*

(3) a. *The teacher **read** the book.*

    b. *The teacher **read from** the book.*

(4) a. *Martha **climbed** the mountain.*

    b. *Martha **climbed up** the mountain.*

(5) a. *The horse **kicked** the rider.*

    b. *The horse **kicked at** the rider.*

The name "voice" reminds us at active and passive, which also promote one of the arguments to the most prominent one. However, passive binds the agent existentially (it could only be expressed by an oblique adjunct, such as English (*he was seen*) *by the policeman*), while the corresponding object voice (OV) leaves the agent in a structural case. Only transitive verbs (verbs with an object) can be made passive. But some transitive verbs cannot be made passive: *become, fit, get, have, lack, let, like, resemble, suit.* Transitive verbs are used in passive voice to move important information to the beginning of the sentence and to be impersonal in a scientific or technical process.

        a) ***The new swimming pool*** *has just been opened*

        b) *The plastic casings **are produced** in China*

Transitive verbs are also used when the performer of the action is general (e.g. people) or obvious from the context, or unimportant, or is intentionally not named.

        a) *All pupils **are taught** computer skills*

        b) *The match **has been** cancelled*

        c) *The workers **have been told** that the factory will close next week*

We can also use *it + passive decide* construction to show an impersonal decision.

    It has been decided *to close the factory*

Verbs such as *bring, give, lend, pass, pay, promise, sell, send, show, and tell* can be made passive in two ways:

    *They gave **Sarah a prize***

    ***Sarah was given** a prize*

    ***A prize was given** to Sarah*

These examples suggest that the possibility of passive depends on the transitive verbs and their objects whereas the basic formation is *be + past participle*. In this construction all tenses and simple or continuous forms are possible but some are much more than others.

We can also consider effected objects as direct objects. Some researchers have proposed that different semantic roles should be assigned to the direct objects of the verbs build and damage, in their basic senses illustrated following:

a) *Toby **built** a lovely house.*

b) *Penelope **damaged** the loom.*

Specifically, they claim that the object of the verb damage is a Patient in the strongest sense—that is, an affected entity. However, the object of build has been opposed to the object of damage in traditional grammar, via what is known as the "effected" versus "affected" object distinction: an effected object is an object whose existence is brought about by the action denoted by the verb, while an affected object is an object that is in some way affected by the action denoted by the verb.

There are some subclasses of interaction verbs:

1. Verbs of communication/social gesture (rather than transmission of a proposition that changes knowledge): *listen to, answer, greet, call for, wave to, congratulate, thank, read to, threaten, and give notice to.*

For example:

> a) *He **listened to** the radio on the way.*
>
> b) *They **congratulated** their parents on 20 anniversary of wedding party.*
>
> c) *I **thanked** my teacher for well education.*

2. Motion verbs: *follow, dodge, and meet* both participants show autonomous activity, performing actions independently of each other.

For example:

> a) *The wolf **followed** little red and riding cap in the forest.*
>
> b) *He desperately **dodged** a speeding car trying to run him down.*
>
> c) *I have just **met** the man I want to spend the rest of my life.*

3. 'Obey' verbs: *obey, work for, serve* "Nominative participant that has to conform to particular standards and/or purposes presupposed on the part of the dative participant"[1]

For example:

    a) *Cassia **obeyed** her mother without question.*

    b) *Weiner **works for** the U.S. Department of Transport.*

    c) *Soldiers **serve** their country well for many years.*

Verb semantic classes are then constructed from verbs, modulo exceptions, which undergo a certain number of alternations. From this classification, a set of verb semantic classes is organized. For example, the classes of verbs of putting, which include Put verbs, Funnel Verbs, Verbs of putting in a specified direction, pour verbs, Coil verbs, etc. Other sets of classes include Verbs of removing, Verbs of Carrying and Sending, Verbs of Throwing, Hold and Keep verbs, Verbs of contact by impact, Image creation verbs, Verbs of creation and transformation, Verbs with predicative complements, Verbs of perception, Verbs of desire, Verbs of communication, Verbs of social interaction, etc. As can be noticed, these classes only partially overlap with the classification adopted in Word Net. This is not surprising since the classification criteria are very different.

The verbs *hike, pad, saunter, stroll* does not allow inanimate actors at all. This is a direct consequence of the semantic properties of these verbs: *hike* emphasizes an exertion of energy, *pad* emphasizes motion of feet, and *saunter* and *stroll* focus on the leisure or self-confident manner of the motion; all these semantic properties then seem to exclude inanimate objects.

For example:

    a) *We plan to **hike** the Samaria Gorge.*

    b) *Freddy speaks very quietly and **pads** around in soft velvet slippers.*

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[1] Blume "Subclasses of "Interaction" verbs" 1998:274

*c) Students **sauntered** a strange building.*

*d) He **strolled** in the flower garden.*

In general, there seems to be a tendency for the verbs to be used intransitively. The table below shows an overview of results for transitive and intransitive use; the verbs which are by definitions from the OED only intransitive are marked with an asterisk, the other verbs may be both transitive and intransitive. According to the results, even though the verbs basically denote the same meaning, i.e. *a slow walk*, the verbs in this semantic group differ to great extent. Most of the verbs focus on a specific feature of the motion or has a tendency to occur in specific contexts and the verbs are thus normally not interchangeable. The only verb that has a tendency to take over the meanings of other verbs is the verb wander. The frequencies of animal and inanimate actors seem to depend on the semantic properties of the verb; they range from zero results to relatively high occurrences. Majority of the verbs prefer an intransitive use. The progressive seems to be used only when some specific emphasis is needed, but in overall the verbs does not occur in the progressive aspect very frequently. The motion is frequently directed towards an aim.

*a) Well, Fred, it looks like we'**ve got a slight delay** as a pit-bull strays on to the pitch.*

*b) They **left** the tractor in the sun and **wandered** to the crumbling mansion.*

In her book, B. Levin shows, for a large set of English verbs (about 3200), the correlations between the semantics of verbs and their syntactic behavior. More precisely, she shows that some facets of the semantics of verbs have strong correlations with the syntactic behavior of these verbs and with the interpretation of their arguments.

It is clear that these alternations are specific to English. They are not universal, even though some are shared by several languages (e.g. the passive alternation). Every language has its own alternation system, and has a more or less important number of alternations. The characteristics of the language, such as case marking, are

also an important factor of variation of the form, the status and the number of alternations. English seems to have a quite large number of alternations; this is also the case e.g. for ancient languages such as Greek. French and Roman languages in general have much fewer alternations; their syntax is, in a certain way, more rigid. The number of alternations also depends on the way they are defined; in particular the degree of generality via constraints imposed on context elements is a major factor of variation.

Dowty explains the differences between the verb classes in terms of lexical decomposition system in which stative predicates (e.g. *know, be, have*) are taken as basic and other classes are derived from them. It is clear that verb is one of the most central syntactic categories in language. They have deep relations with the other categories: nouns because they select arguments which are often nominal, adverbs because adverbs modify verbs, prepositions, since they introduce PPs. Verbs assign thematic roles to their arguments and to prepositions, which, in turn assign thematic roles to NPs. Verbs associated with adverbs permit the computation of aspect.