

Lexical Semantics 10/1

English Verb Classes and Alternations

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Introduction:

The Theoretical Perspective

The Nature of Lexical Knowledge

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- ❖ Bloomfield (1933)
 - ❖ “The lexicon is really an appendix of the grammar, a list of basic irregularities” (p.274)
- ❖ B. Levin (1985b, in prep.)
 - ❖ Native speakers can make extremely subtle judgments concerning the occurrence of verbs with a range of possible combination of arguments and adjuncts in various syntactic expressions

The Nature of Lexical Knowledge

- ❖ *Diathesis alternation—locative alternation*
 - ❖ (1) a. Sharon sprayed water on the plants.
b. Sharon sprayed the plants with water.
 - ❖ (2) a. The farmer loaded apples into the cart.
b. The farmer loaded the cart with apples.

The Nature of Lexical Knowledge

- ❖ (3) a. *Monica covered a blanket over the baby.
b. Monica covered the baby with a blanket.
- ❖ (5) a. Carla poured lemonade into the pitcher.
b. *Carla poured the picture with lemonade.

The Nature of Lexical Knowledge

- ❖ *Diathesis alternation— transitive alternation*
 - ❖ (7) a. The window broke. (inchoative variant)
 - b. The little boy broke the
window.(causative variant)
 - ❖ (8) a. A rabbit appeared out of the magician's hat.
 - b. *The magician appeared a rabbit out of his hat.

The Nature of Lexical Knowledge

❖ Summary

- ❖ A speaker's knowledge of the properties of a verb goes well BEYOND an awareness of the simple expression of its arguments.
- ❖ Speaker's ability to make subtle judgments about verbs indicates that the speaker's lexical knowledge of a verb may not be included exhaustively in a lexical entry.

Verb Meaning: a Key to Verb behavior

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- ❖ Hale and Keyser (1987) – What enables a speaker to determine the behavior of a verb is meaning (*gally*).
- ❖ *See*
 - **Whales see easily (Whales gally easily)*
- ❖ *Frighten*
 - Whales frighten easily (Whales gally easily)*

A More Complex Example

A More Complex Example

- ❖ Syntactic behavior of verbs is tied to their meanings
 - ❖ The relation can be demonstrated with an investigation of the verbs *break*, *cut*, *hit* and *touch*.
 - ❖ Fillmore (1967), Gussel, Hale, B. Levin, Hale and Keyser(1986, 1987) and Laugren (1988).

A More Complex Example

- ❖ Similarity
 - ❖ The four verbs are all transitive
- ❖ Differences
 - ❖ Their participation in diathesis alternations
 - ❖ Middle alternation
 - ❖ (13) a. The bread cuts easily.
b. Crystal vases break easily.
d. *Cats touch easily.
e. *Door frames hit easily.

A More Complex Example

- ❖ Conative alternation
 - ❖ (14) a. Margaret cut at the bread.
 - b. *Janet broke at the vase.
 - c. *Terry touched at the cut.
 - d. Carla hit at the door.

A More Complex Example

- ❖ Body-part possessor ascension alternation
 - ❖ (15) a. Margaret cut Bill's arm.
 - b. Margaret cut Bill on the arm.
 - ❖ (16) a. Janet broke Bill's finger.
 - b. *Janet broke Bill on the finger.
 - ❖ (17) a. Terry touched Bill's shoulder.
 - b. Terry touched Bill on the shoulder.
 - ❖ (18) a. Carla hit Bill's back
 - b. Carla hit Bill on the back

A More Complex Example

- ❖ Different pattern of behavior with respect to these three verbs, as summarized.

| | touch | hit | cut | break |
|-------------------------------------|--------------|------------|------------|--------------|
| Conative | No | Yes | Yes | No |
| Body-part Processor Ascension | Yes | Yes | Yes | No |
| Middle | No | No | Yes | Yes |

- ❖ Once the shared behavior in diathesis alternation is recognized, what about their semantic properties?

A More Complex Example

- ❖ Body-part possessor ascension alternation
 - ❖ Meaning component contact differentiates *break* from *cut*, *touch* and *hit*
 - ❖ (15) a. Margaret cut Bill's arm.
 - b. Margaret cut Bill on the arm.
 - ❖ (16) a. Janet broke Bill's finger.
 - b. *Janet broke Bill on the finger.
 - ❖ (17) a. Terry touched Bill's shoulder.
 - b. Terry touched Bill on the shoulder.
 - ❖ (18) a. Carla hit Bill's back
 - b. Carla hit Bill on the back

A More Complex Example

- ❖ Conative alternation

- ❖ Meaning components both motion and contact further separate *touch* from *cut* and *hit* (Guerssel et al. 1995).

- ❖ (14) a. Margaret cut at the bread.

- b. *Janet broke at the vase.

- c. *Terry touched at the cut.

- d. Carla hit at the door.

A More Complex Example

- ❖ Middle alternation
 - ❖ Meaning component of causing change of state differentiates cut and break from hit and touch
 - ❖ (13) a. The bread cuts easily.
 - b. Crystal vases break easily.
 - d. *Cats touch easily.
 - e. *Door frames hit easily.

A More Complex Example

- ❖ *Cut vs. break* – both are verbs of change of state
 - ❖ *Cut*
 - ❖ Involves notions of contact and motion
 - ❖ Bringing about a change of state by means of contact through motion
 - ❖ *Break*
 - ❖ Pure change of state verb

A More Complex Example

❖ Summary

- ❖ The four verbs discussed differ as follows
 - ❖ Touch – a pure verb of contact
 - ❖ Hit – a verb of contact by motion
 - ❖ Cut – a verb of causing a change of state by moving something into contact with the entity that changes state
 - ❖ Break – a pure verb of change of state

A More Complex Example

- ❖ The existence of ties is manifested across languages
 - ❖ Australian language Warlpiri
 - ❖ Show conative alternation as in English

The Larger Context

The Larger Context

- ❖ Bloomfield (1993) : “...is all the more evident if meanings are taken into consideration, since the meaning of each morpheme belongs to it by an arbitrary tradition”(p. 274).
- ❖ Chomsky (1986) : only the meaning of a verb needs to be learned.
- ❖ Pinker (1989) : semantic bootstrapping models of children language acquisition are built on the assumption that a word’s syntactic properties are predictable from its meaning.

Challenges

Challenges

- ❖ If the hypothesis that syntactic properties are semantically determined, then the task is to determine:
 - ❖ To what extent the meaning of a verb determines its behavior
 - ❖ To what extent the syntactic behavior is predictable
 - ❖ What kind of lexical representation of verb meaning is necessary?
 - ❖ Why are certain phenomena sensitive to certain meaning components?

The Underlying Research Methodology

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- ❖ Look at subcategorization frame of a verb
- ❖ Examine a wider constellation of properties, particularly a verb's diathesis alternation patterns
- ❖ Find morphological properties
- ❖ Figure out extended meanings

The Scope of this Book

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- ❖ This book offers the results of a preliminary large-scale investigation of the behavior of English verbs.
- ❖ The book provides clustering of verbs that should further the isolation of meaning components.
- ❖ NOT a definitive and exhaustive classification of the verb inventory in English.
- ❖ This book is intended to set the stage for the necessary next steps.

Alternation Involving Argument Within the VP

- ❖ Dative Alternation

- ❖ Jack gives a book to Mary vs. Jack gives Mary a book

- ❖ Alternating Verbs

- ❖ **Give Verbs** (signify acts of giving): *feed, give, pass, sell*

- ❖ **Verbs of Future Having** (commitments that a person will have something at some later point): *assign, guarantee, leave*

- ❖ You guarantee a car to me vs. You guarantee me a car

❖ **Bring and Take**

❖ I will bring some coffee to you vs. I will bring you some coffee

❖ **Send verbs:** *forward, mail, send*

❖ Jack sent a mail to Mary vs. Jack sent Mary a mail

❖ **Slide Verbs:** *roll, slide*

❖ Jack rolled a ball to Mary vs. Jack rolled Mary a ball

❖ **Carry Verbs** (verbs of continuous causation of accompanied motion in some manner): *carry, pull, push, tow*

❖ Tom carried a cake to me vs. Tom carried me a cake

❖ **?Drive Verbs:** *bus, drive, fly*

- ❖ **Verbs of Throwing** (instantaneously causing ballistic motion):
bat, hit, pitch, throw
 - ❖ Tom throws a ball **to Jerry** vs. Tom throws **Jerry** a ball
- ❖ **Verbs of Transfer of a Message:** *ask, read, show, tell*
 - ❖ He told a story **to me** vs. He told **me** a story
- ❖ **Verbs of Instrument of Communication:** *fax, modem, telephone*
 - ❖ I will fax the form **to you** vs. I will fax **you** the form

- ❖ “NP1 V NP2 *to* NP3” *vs.* “NP1 V NP3 NP2”
- ❖ No intransitive counterpart
- ❖ Verbs of change of possession, where possession is rather broadly construed.
- ❖ Transfer of something: substances, non-substances
- ❖ Construction and Verbal meaning

- ❖ Two restrictions
 - ❖ Latinate restriction
 - ❖ Animacy restriction: the nature of the goal phrase
 - ❖ Bill sent a package to Tom/London
 - ❖ Bill sent Tom/*London a package
 - ❖ The terrorists sent London a message ➡ via metonymy

Dative Alternation in Mandarin

- ❖ 給 seems to be must-needed
 - ❖ 張三給李四一隻筆 vs. 張三給一隻筆李四
 - ❖ 張三寄一封信給李四 vs. *張三寄李四一封信 vs. 張三寄給李四一封信
 - ❖ 給 mark the meaning of transferring
- ❖ 把 construction
 - ❖ 張三丟一顆球給李四 vs. 張三把一顆球丟給李四 vs. *張三把李四丟一顆球
 - ❖ 把 construction is not unique for dative alternation
 - ❖ 張三把一顆球丟給李四 vs. 張三把李四臭罵一頓

Alternations Involving Post-verbal “Subjects”

- ❖ The subject of the verb occurs after the verb
- ❖ Locative Inversion
 - ❖ 時鐘掛在牆上 vs. 牆上掛著時鐘
- ❖ With the verb *be*
 - ❖ A flowering plant is on the windowsill
 - ❖ On the windowsill is a flowering plant

- ❖ **Verbs of Existence:** *exist, live, remain, spread*
- ❖ **Verbs of Spatial Configuration:** *hang, lean, sit*
- ❖ **Meander Verbs:** *go, meander, run*
- ❖ **Verbs of Appearance:** *appear, develop, occur*
- ❖ **?Verbs of Disappearance:** *die, disappear*
- ❖ **Verbs of Inherently Directed Motion:** *arrive, ascend, descend*

- ❖ An old woman lives **in the woods** (locative PP)
- ❖ **In the woods** lives an old woman

- ❖ **Verbs of Manner of Motion** (*Run* and *Roll* Verbs): *climb, jump, roll, swim*
- ❖ Manner and direction of motion specified:
 - ❖ A cat jumped **onto the table** (directional PP)
 - ❖ **Onto the table** jumped a cat
- ❖ Manner of motion specified but direction not specified
 - ❖ A cat jumped **on the table** (locative PP)
 - ❖ ***On the table** jumped a cat

- ❖ Extended Uses of Certain Verbs as Verb of Existence
 - ❖ **Run Verbs**
 - ❖ **Verbs of Body-Internal:** flap, flutter
 - ❖ **Verbs of Sound Emission:** beat, ring
 - ❖ **Verbs of Sound Existence:** echo, sound
 - ❖ **Verbs of Light Emission:** flash, shine
 - ❖ **Verbs of Substance Existence:** belch, puff
 - ❖ **Other Verbs:** doze, sing, sleep
- ❖ A choir sang **in the church** (locative PP)
- ❖ **In the church** sang a choir

- ❖ Transitive Verbs Used in the Passive
 - ❖ **Verbs of Perception:** *hear, see*
 - ❖ **Verbs of Image Creation:** *inscribe, paint*
 - ❖ **Verbs of Putting:** *hang, place*
 - ❖ **Tapе Verbs:** *hook, pin*
 - ❖ **Other Verbs:** *add, create*
- ❖ An ancient treasure trove was found **in this cave**
- ❖ **In this cave** was found an ancient treasure trove

- ❖ **Transitive Verbs** (very few): take (place/shape)
 - ❖ A violent demonstration took place **in the main square**
 - ❖ **?In the main square** took place a violent demonstration

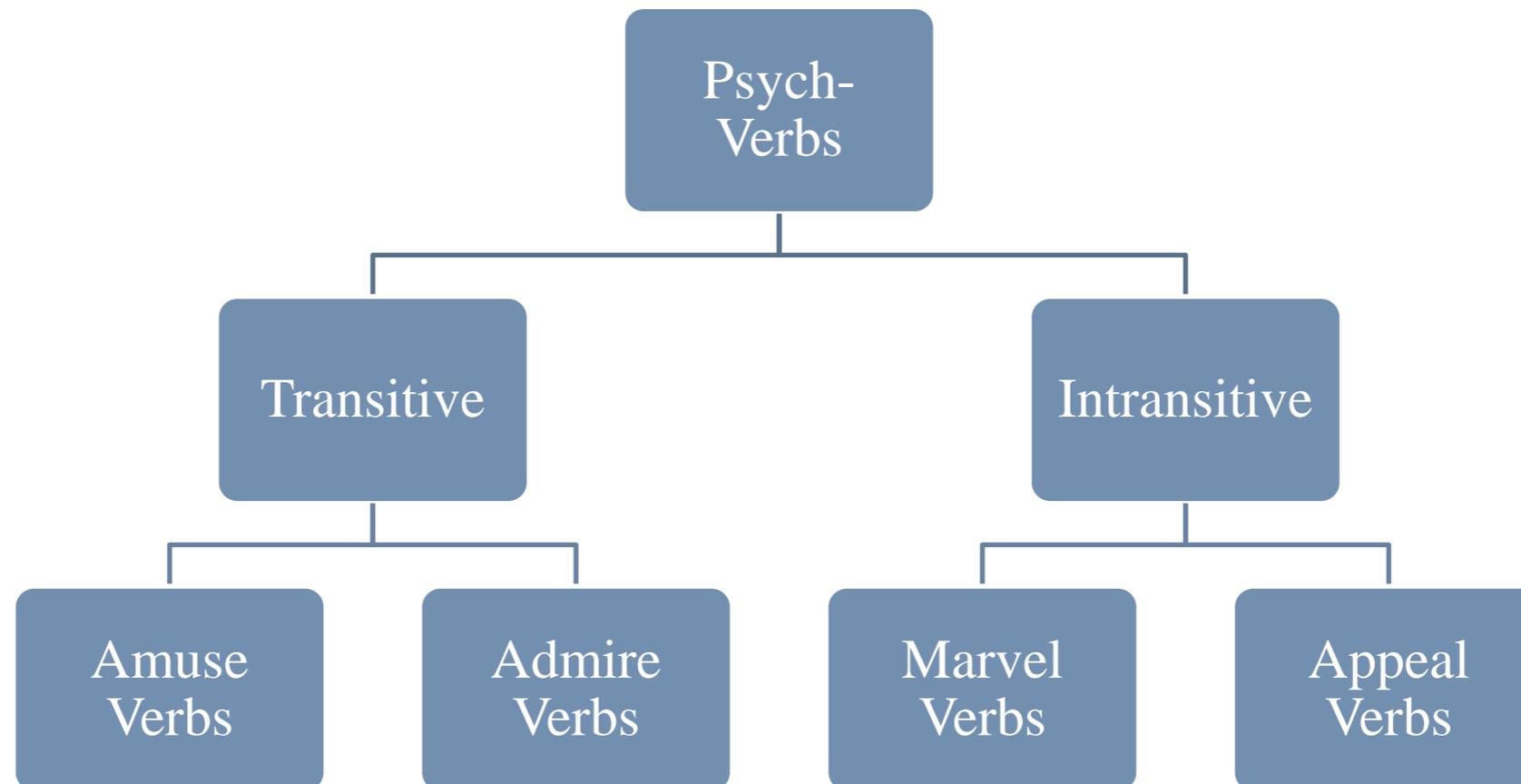
- ❖ ***Change of State Verbs**
 - ❖ A lot of snow melted **in the street of Chicago**
 - ❖ ***In the street of Chicago** melted a lot of snow

Locative Inversion in Mandarin

- ❖ Deletion of the preposition
 - ❖ 一個老太太住在樹林裡
 - ❖ (在)樹林裡住了/著一個老太太
- ❖ Aspectual marker
 - ❖ 鐘掛在牆上 *vs.* 牆上掛了/著鐘 *vs.* ??(在)牆上掛鐘
- ❖ Manner and direction of motion specified
 - ❖ 貓跳上桌子 *vs.* *上桌子貓跳 ➡ related to VR compound?
- ❖ Topic chain
 - ❖ 地下室老鼠出沒，沒有人敢久留

Psych- Verbs

- ❖ Typically take two arguments: Experiencer and Stimulus
- ❖ Four classes



Amuse Verbs

- ❖ Members: affect, amaze, amuse, charm, disgust, offend, wow...
- ❖ Properties:
 - ❖ The clown amused the children
 - ❖ *Causative Alternations
 - ❖ *The children amused (at the clown)
 - ❖ Middle Alternation
 - ❖ Little children amuse easily
 - ❖ PRO-Arb Object Alternation
 - ❖ That joke never fails to amuse little children
 - ❖ That joke never fails to amuse

- ❖ Possessor Subject Possessor-Attribute Factoring Alternation
 - ❖ The clown amused the children with his antics
 - ❖ The clown's antics amused the children
- ❖ Extraposition of sentential complements
 - ❖ That the clown had a red nose amused the children
 - ❖ It amused the children that the clown had a red nose
- ❖ Choice of prepositions in the “passive” depends on the verb
 - ❖ The children were amused at/by/with the clown
- ❖ Resultative Phrase
 - ❖ That movie bored me silly/to tears

- ❖ The clown was amusing to the children
- ❖ An amusing joke
- ❖ Derived nominal has “passive” interpretation only
 - ❖ The children’s amusement (at the clown)
 - ❖ *The clown’s amusement of the children
- ❖ *-er* Nominal
 - ❖ disturber, enchanter, *depresser, *disguser
- ❖ *-able* Adjectives
 - ❖ excitable, irritable, *amusable, *surprisable

- ❖ These are transitive verbs whose **object is the experiencer** of the emotion and whose **subject is the cause of the change in psychological state**
- ❖ Sub-classes
 - ❖ Some verbs allow the subject/stimulus argument to receive an agentive interpretation
 - ❖ Some verbs are used in a physical action sense
 - ❖ The carpenter depressed the lever

Admire Verbs

- ❖ Members: admire, love, miss, trust, worship / dislike, envy, hate
- ❖ Properties
 - ❖ The tourists admired the painting
 - ❖ *Middle Alternation
 - ❖ *Painting admire easily
 - ❖ Possessor Object Possessor-Attribute Factoring Alternation
 - ❖ I admire his honesty
 - ❖ I admire him for his honesty

- ❖ Attribute Object Possessor-Attribute Factoring Alternation
 - ❖ I admire his honesty
 - ❖ I admire the honesty in him
- ❖ *As alternation
 - ❖ I admire him as a teacher
 - ❖ *I admire him a teacher
- ❖ Sentential Complement
 - ❖ The children liked that the clown had a red nose
- ❖ Extraposition of Sentential Complement
 - ❖ The children liked it that the clown had a red nose

- ❖ Derived nominal has “active” interpretation only
 - ❖ The children’s enjoyment of the movie
 - ❖ *The movie’s enjoyment by the children
- ❖ *-able* Adjective
 - ❖ enjoyable, hatable
- ❖ *-er* Nominal
 - ❖ dog-hater, music-lover

- ❖ These are transitive verbs with an **experiencer subject**
- ❖ Sub-classes
 - ❖ Whether they allow sentential complement and, if so, which types → some allow extraposition

Marvel Verbs

- ❖ Intransitive verbs

- ❖ Members

- ❖ about: bother, care, mind

- ❖ at: marvel, thrill

- ❖ for: fear, feel

- ❖ from: hurt, suffer

- ❖ in: delight, glory

- ❖ of: approve, tire

- ❖ on: groove

- ❖ over: anger, puzzle

- ❖ to: react, thrill

- ❖ Properties

- ❖ Megan marveled at the beauty of the Grand Canyon

- ❖ Passive

- ❖ The beauty of the Grand Canyon has been marveled over by countless tourists

- ❖ Take an experiencer subject

- ❖ Expresses the stimulus in a PP

- ❖ Some of these verbs are used transitively as *amuse* verbs

Appeal Verbs

- ❖ Members

- ❖ at: niggle

- ❖ on: grate, jar

- ❖ to: appeal, matter

- ❖ Properties

- ❖ This painting appeals to Malinda

- ❖ *Passive

- ❖ *Malinda is appealed to (by the painting)

- ❖ The smallest subclass of the psych- verbs.
- ❖ Take a stimulus subject
- ❖ Express the experiencer in a PP

Verbs of Putting

- ❖ Put verbs
- ❖ Verbs of putting in a spatial configuration
- ❖ Verbs of putting with a specified direction
- ❖ Funnel verbs
- ❖ Pour verbs
- ❖ Coil verbs
- ❖ Spray/Load verbs
- ❖ Fill verbs
- ❖ Butter verbs
- ❖ Pocket verbs

Put Verbs

- ❖ Members: arrange, place, position, put, set...
- ❖ Putting an entity at some location (via a PP)
 - **I put the book on/under/near the table.**
 - *I put the books.
- ❖ Properties:
 - ❖ a. *I put the book *to* Sally.
 - b. *I put the book *from* Edna.
 - ❖ *Locative Alternation
 - *I put the table with (the) books.

- ❖ *Causative Alternation
 - *The books put on the table.
- ❖ Nominals (some verbs)
 - a position, a lodge

Verbs of putting in a spatial configuration

- ❖ Members: hang, lay, lean, sit, stand...
- ❖ Putting an entity at some location (via a PP), specifying the particular spatial configuration that the placed entity ends up in with respect to the location
 - **Cheryl stood the books on the shelf/next to the magazine.**
 - *Cheryl stood the books.
- ❖ Properties:
 - ❖ *Cheryl stood the books *to/from* Sarah.
 - ❖ *Locative Alternation
 - *Cheryl stood the shelf with (the) books.

❖ Causative Alternation (most verbs)

- a. Cheryl stood the books on the table.
- b. The books stood on the table.

❖ Nominals (some verbs)

- a perch, a stand, *a hang

(The noun *stand* names what one stands something on.)

Verbs of Spatial Configuration

- ❖ Members: bend, nestle, rest, swing, sit, stand...
- ❖ Specifying the spatial configuration of an entity with respect to some location
 - **A statue stood on the corner/next to the building.**
- ❖ Properties:
 - ❖ There-Insertion
 - There stood on the corner a statue of Jefferson.
 - ❖ Locative Alternation
 - a. A statue of Jefferson stood on the corner of the two boulevards.
 - b. On the corner of the two boulevards stood a statue of Jefferson.

- ❖ Causative Alternation (some verbs)
 - a. They stood the statue on the pedestal.
 - b. The statue stood on the pedestal.

- ❖ the hanging gardens
 - the leaning tower

- ❖ *Adjectival perfect participle
 - *hung gardens

Verbs of putting with a specified direction

- ❖ Members: drop, hoist, lift, lower, raise
- ❖ Putting an entity somewhere, typically by moving it in a specific direction. The action involves exerting a force against the action of gravity.
 - **I lifted the book onto the table/out of the box.**
 - I lifted the books.

Properties:

- ❖ *I lifted the book *on* the table.
- ❖ I lifted the books *from* the floor *to* the table. (a trajectory of motion)
- ❖ *Locative Alternation
 - *I lifted the table with the books.

❖ *Causative Alternation

- *The book lifted onto the table.

❖ *Dative Alternation

- a. I lifted the books (up) to him.

- b. *I lifted him (up) the books.

❖ Nominal (some verbs)

- a lift, a hoist

(instruments used to carry out the actions named by the verbs.)

Funnel Verbs

- ❖ Members: dip, dump, spoon, funnel...
- ❖ Putting an entity in some location in some manner
 - **I funneled the mixture into the bottle.**
 - *I funneled the mixture.
- ❖ Properties:
 - ❖ *I funneled the mixture *in* the bottle.
 - ❖ *I funneled the mixture *to* Rina.
 - ❖ *Locative Alternation
 - *I put the bottle with the mixture.

❖ *Causative Alternation

- *The mixture funnels.

❖ Nominal (some verbs)

- a funnel (instrument)

- a wad (result)(a quantity of stuff that is inserted into the location)

Pour Verbs

- ❖ Members: dribble, drip, pour, slop, slosh, spill...
- ❖ Putting things typically liquids on surfaces or in containers
 - **Tamara poured water into the bowl/over the flowers.**
- ❖ Properties:
 - ❖ Tamara poured water *from/out* of the pitcher.
 - ❖ *Locative Alternation
 - *Tamara poured the bowl with water.

❖ Causative Alternation

- a. Tamara poured water onto the plants.
- b. Water poured onto the plants.

❖ Coreferential interpretation of pronouns possible

- *Tamara* poured the water over *her*.

❖ Nominal (few verbs)

- a spill

Coil Verbs

- ❖ Members: coil, curl, loop, roll, twist...
- ❖ Putting something around something else
 - **Cora coiled the rope *around* the post.**
- ❖ Properties:
 - ❖ *Locative Alternation
 - *Cora coiled the post with the rope.

- ❖ Causative Alternation
 - a. Cora coiled the rope *around* the post.
 - b. The rope coiled around the post.
- ❖ Coreferential interpretation of pronouns possible
 - *Cora* twisted the scarf around *her*.
- ❖ Nominal (few verbs)
 - a coil, a twist

Spray/Load Verbs

- ❖ Members: crowd, load, pack, spray, spread, stock...
- ❖ Covering surfaces and putting things into containers
 - **a. Jessica loaded boxes onto/into/under the wagon.**
 - **b. Jessica sprayed paint onto/under/over the table.**

Properties:

❖ Locative Alternation

a. Jessica sprayed paint the wall.

Jessica sprayed the wall with paint.

b. Jessica loaded boxes on the wagon.

Jessica loaded the wagon with boxes.

“holistic” or “affected”



- ❖ Causative Alternation
 - a. Jessica sprayed paint *on the wall*.
 - b. Paint sprayed on the wall.
- ❖ *Causative Alternation
 - a. Jessica sprayed the wall *with paint*.
 - b. *The wall sprayed with paint.
- ❖ Coreferential interpretation of pronouns possible
 - *Jessica* rubbed the lotion on *her*.
- ❖ Nominal (some verbs)
 - a spray

Fill Verbs

- ❖ Members: fill, flood, soak, staff, suffuse...
- ❖ Similar to the *spray/load* verbs in meaning which describing the resulting state of a location as a consequence of putting something on it or in it
 - **Leslie staffed the store *with* employees.**
- ❖ Properties:
 - “holistic”
- ❖ *Locative Alternation
 - *Leslie staffed employees in the store.
- ❖ *Causative Alternaiton
 - *The store staffed with employees.

- ❖ Locatum Subject Alternation
 - a. Leslie staffed the store with *employees*.
 - b. *The employees* staffed the store.
- ❖ *With* alternates with *in* (some verbs)
 - a. - Leigh swaddled the baby with blankets.
 - Leigh swaddled the baby in blankets.
 - b. - Leigh staffed the store with employees.
 - *Leigh staffed the store in employees.

Butter Verbs

- ❖ Members: flour, paper, salt, butter...
- ❖ **Lora buttered the toast. (Lora put butter on the toast.)**
- ❖ Properties:
 - ❖ Cognate *with* phrase  “holistic”
 - Lora buttered the toast with unsalted butter.
 - ? Lora buttered the toast with butter.
 - ❖ *Locative Alternation
 - *Lora buttered unsalted butter on the toast.

❖ *Causative Alternation

- a. Lora buttered the toast (with unsalted butter).
- b. *The toast buttered (with unsalted butter).

❖ Nominal (all verbs)

- The meaning of nominal can be paraphrased as
“put X on/in (something),” where X is the noun that the verb
takes its name from.

Pocket Verbs

- ❖ Members: bag, box, file, house, pocket...
- ❖ **Lydia pocketed the change.**
(Lydia put the change in her pocket.)
- ❖ Properties:
 - ❖ *Cognate Location phrase
 - *Lydia pocketed the change in her pocket.
 - ?? Lydia pocketed the change in her left front jacket pocket.
 - ❖ *Locative Alternation
 - *Lydia pocketed her pocket with the change.

❖ *Causative Alternation

- a. Lydia pocketed the change.

- b. *The change pocketed.

❖ Nominal (all verbs)

- A location where things can be put