

**ON THE HOLISTIC EFFECT IN THE LOCATIVE ALTERNATION IN ENGLISH:
A CORPUS-BASED STUDY**

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Abstract

This paper provides an overview of the English locative alternation, and it specifically focuses on the syntactic and semantic aspects of the type ‘*spray/load* alternation’, exemplified in sentences such as *Sarah spread butter on the bread* and *Sarah spread the bread with butter*. Secondly, this paper also presents a corpus-based study which aims to explore the holistic effect attributed to the *with*-variant through the analysis of the feature of definiteness in the direct object of the construction, as well as to conduct an online survey to observe native speakers’ assumptions on this subject.

Keywords: corpus linguistics, definiteness, holistic effect, locative alternation, *with*-variant

Autor: Javier Martín García

Tutora: Carolina F. Rodríguez Juárez

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1. INTRODUCTION

1.1. Description and justification

This final degree dissertation presents an overview of the English locative alternation, illustrated in sentences such as *Sarah spread butter on the bread* and *Sarah spread the bread with butter*, and provides a description of its syntactic and semantic characteristics based on a close reading of what scholars have written about that subject, being the main reference of this paper Beth Levin's *English verb classes and alternations: A preliminary investigation* (1993). In addition, this final degree dissertation explores the difference in meaning that can be perceived in the *with*-variant with respect to the locative variant in a specific type of locative alternation, the *spread/load* alternation, through a corpus-based study that focuses on the analysis of the location argument in the construction.

The main reason why I chose to write about the English locative alternation, especially the *spray/load* alternation and the factor that causes the change in meaning in the *with*-variant, has to do with my interest in the linguistic side of the English language. I have always considered grammar a crucial aspect to master if one wants to speak proper English. This has made me opt to choose optional courses related to this branch during these four years of degree: *Phonetics and Phonology*, English Morphology and Syntax, or *English Varieties*, among others. Thanks to the competencies acquired in these courses (e.g., recognising different accents, being aware of the syntactic functions of phrases in an utterance, learning about different types of sentence constructions, etc.) not only did my English level improve, but I also felt even more fascinated by linguistics. What is more, I had the guidance of my supervisor to decide on a worth-writing topic so that it was not one that everybody was familiar with. All this explains the motivations for my writing and learning more about the locative alternation, something that I found quite interesting and challenging at the same time.

1.2. Objectives

Below are listed the main objectives to be achieved with this study:

- To describe the semantics and syntax of the English locative alternation and to show the subtle difference in meaning between the two variants participating in this alternation.
- To gather a corpus of a selection of verbs that participate in both variants of the locative alternation in order to subsequently study the type of phrase (definite or indefinite) functioning as direct object in the *with*-variant.

- To prove if, apart from the different configuration of the arguments in both variants, the feature of definiteness associated with the location argument plays a crucial role in the difference in meaning in the *with-variant*.
- To conduct a survey so as to demonstrate if native speakers are able to perceive the holistic effect when the location argument is an indefinite NP in the *with-variant*.

1.3. Structure and methodology

This final degree dissertation has been structured into four different parts, and the following methodology has been followed in order to obtain the desired results. The first part includes an overview of the concept of ‘alternation’ and a description of the English locative alternation from a purely theoretical perspective so as to understand the main grammatical concepts related to this construction, and specifically, to the type of locative alternation concerning this final degree dissertation, the *spray/load* alternation. Thus, in order to achieve the first objective, we present the syntactic and semantic differences of the *spray/load* alternation in Section 2. In Section 3, we provide a corpus-based study of a selection of verbs (which have been previously gathered from the British National Corpus) participating in both variants of the *spray/load* alternation to study the degree of definiteness in the noun phrase functioning as direct object (location argument) in the *with-variant* (objective 2). Once the results obtained from the corpus have been analysed, we describe them in Section 3.2 by providing the percentages obtained as for the degree of definiteness of the location argument concerning the *with-variant* (objective 3). In Section 4, we survey a group of native speakers to observe whether they can perceive the holistic effect in the *with-variant* when the location argument is an indefinite NP (objective 4). Finally, section 4 consists in the conclusions drawn from this final degree dissertation.

2. THE LOCATIVE ALTERNATION: AN OVERVIEW

The aim of this final degree dissertation is to study a specific type of construction within the English locative alternation: the *spray/load* alternation. Nevertheless, before focusing on this specific alternation, it is important to have an overview and understand the concept of ‘alternation’ first.

2.1. What is an alternation?

According to the *Collins Dictionary*, an alternation is (in American English) “the act of alternating [shifting]; occurrence, position, etc. of things by turns.” In other words,

to alternate means to change or switch the position of something. In linguistics, this concept describes the change of the position of a syntactic unit (e.g., a phrase) within the sentence, or, in other words, an alternation refers to the different positions the arguments¹ of a verb can take in a sentence.

Instinctively, native speakers of English use these alternations in their speeches, since they are able to know how words function in their language, the grammatically correct constructions and those that are totally unacceptable, the different syntactic combinations and sentence patterns, etc. Surprising though it may seem, they possess this knowledge not because they study the language, but because they use it naturally and in a native way. Let's see this idea through an example:

(1) I was given a surprise by my friends last night.

(2) Yo fui dado una sorpresa por mis amigos anoche.

(3) Mis amigos me dieron una sorpresa anoche.

An English speaker can perfectly produce, and they know that it is perfectly valid, utterance (1). The use of the passive voice is, in this case, grammatical in English although it may sound slightly more formal. However, if we try to do the same in Spanish, a Spanish native speaker would never say utterance (2). First, it sounds unnatural, and second, the way the Spanish language is constructed does not allow the use of the passive voice in this case. They would rather produce a sentence like the one exemplified in (3).

With this example, I want to illustrate that native speakers “master” somehow their language in the sense that they know just for the sake of being native speakers the natural constructions of the language. Of course, this hypothesis is not universal, and all native speakers make mistakes and sometimes use their own mother tongue in a way which is not accepted by descriptive grammarians. The origin of these errors might be due to cases of analogy with other similar structures in the language; however, that is not the point at issue concerning this final degree dissertation.

Getting back to verb alternations, and keeping in mind this idea of their innate knowledge of their mother tongue, native speakers know which verbs participate in which alternation (a point that I will explain later) simply because of the use and the meaning of certain verbs. They group verbs sharing the same meaning components and pattern of behaviour, and, as a consequence, they assume and know that those verbs participate in the same specific constructions/alternations. In the words of Levin,

Native speakers can make extremely subtle judgements concerning the occurrence of verbs with a range of possible combinations of arguments concerning the occurrence of verbs with various syntactic expressions. For instance, speakers of English know which diathesis alternations—alternations in the expressions of arguments, sometimes

¹ In linguistics, arguments are the different obligatory phrases that the verb must take in a sentence.

accompanied by changes of meaning—verbs may participate in. They know that verbs such as *spray* and *load* may express their arguments in two different ways displaying the so-called *locative alternation*. (1993, p. 2)

This is the reason why they know that in English it is possible to say either *I spread butter on the bread* or *I spread the bread with butter*. However, it is not possible to say **Loren puts the table with stones* (it should be *Loren puts the stones on the table*) since *put* is a verb that does not participate in both variants of the locative alternation.

Native speakers are aware of the properties of a verb. In their minds, they relate verbs that are closely related in terms of meaning and use. To illustrate and support this idea, Levin (1993, pp. 4-5) provides an example by Hale and Keyser (1987) with the verb *gally*. In this case, the alternation discussed is the middle transitivity alternation. Given the sentence *The sailors galled the whales*, a native speaker who is not familiar with this verb might interpret the meaning of *gally* as *see* (*The sailors saw the whales*), and another speaker might interpret it as *frighten* (*The sailors frightened the whales*). In the middle transitivity alternation, “the subject of the intransitive use of a verb corresponds to the object of the transitive use” (Levin, 1993, p. 4), as illustrated in *The man opens the door* (transitive use of *open*: *the door* is the DO) and *The door opens easily* (intransitive use of *open*: *the door* is the subject). If *gally* means *see*, the middle construction would not be possible (*Whales gally easily* – **Whales see easily*); but if it means *frighten*, this construction is possible (*Whales gally easily* – *Whales frighten easily*). Despite the real meaning of the verb *gally*, these two speakers have been able to make judgements and assume certain information about this verb. Only one of them is right, and this proves what I said before about making mistakes on analogy with other similar constructions/predicates, etc. *Gally* meaning *frighten* is the correct answer, and this is why it can participate in the middle alternation since change of state verbs can participate in this construction, and *see* is not a change of state verb.

These examples of how native speakers know the verbs that can participate in different alterations (not only the locative one) prove that knowing the meaning of a verb helps to know more about its syntactic behaviour (Levin, 1993, p. 5). After her investigation, Levin concluded that,

[Certain verbs] have in common a range of properties, including the possible expression and interpretation of their arguments, as well as the existence of certain morphologically related forms. Furthermore, the existence of regular relationships between verb meaning and verb behavior suggests that not all aspects of a verb's behavior need to be listed in its lexical entry, a conclusion also suggested by a speaker's ability to make judgments about possible and actual verbs and their properties. (1993, p. 11)

To sum up, an alternation in linguistics shows the various syntactic options in which the arguments of a verb revolve around, thus giving birth to sentences having

different syntactic orders but conveying almost the same meaning. Native speakers of English are the ones who can distinguish the possible correct combinations of arguments for a specific verb just because they are the ones who use the language naturally.

2.2. Types of alternations

Now that the concept of alternation has been explained, it is important to highlight Levin's classification of alternations. The American linguist (1993) groups alternations into three main categories which, together, are divided into smaller groups: "Transitivity Alternations", which involve changes in the transitivity of a verb; "Alternations Involving Arguments Within the VP (verb phrase)", which will be explained in detail in Section 2.2.1 of this dissertation; and the so-called "'Oblique' Subject Alternations", whose verbs allow "oblique" subjects (Levin, 1993, p. 22).

So as to exemplify the first group of alternations ("Transitivity Alternations"), consider the following pairs of sentences (Levin, 1993, p. 26):

- (4) a. The butcher cuts the meat.
b. The meat cuts easily.

In sentence (4a), *cuts* is a transitive verb whose DO is *the meat*. However, in sentence (4b), the verb's transitivity has changed: *cuts* is now intransitive (there is no DO taken by the verb). These two sentences, which belong to the subgroup of "middle alternations" within "Transitivity Alternations", are an example of how "the semantic role of the subject of the intransitive use of the verb is the same as the semantic role of the object of the transitive use of the verb" (Levin, 1993, p. 25).

As for the third group of alternations ("'Oblique' Subject Alternations"), unlike the previous group, there is no change in the verb's transitivity but a change in the number of noun phrases revolving around the verb, having the verb one less noun phrase in one of the variants of this alternation (Levin, 1993, p. 79). In one of its variants, the verbs contain "agent" subjects, and in the other variant, the subject is the noun in the prepositional phrase of the first variant (Levin, 1993, p. 79). Below there is an example, belonging to the "Container Subject Alternation" subgroup, illustrating this idea (Levin, 1993, p. 82):

- (5) a. I incorporated the new results into the paper.
b. The paper incorporates the new results.

In (5a), *I* is the "agent" subject and *the paper* is the noun of the prepositional phrase introduced by *into*. In (5b), the other variant, the "agent" subject of (5a) has been replaced by the noun in the prepositional phrase in (5a), being now the new subject of the sentence. The subject of the verb varies in the two sentences; it is an "oblique" (not direct) subject.

2.2.1. The *spray/load* locative alternation

The locative alternation is a subcategory belonging to Levin's second group of alternations mentioned before: "Alternations Involving Arguments Within the VP". The characteristic of this group is that the verbs belonging to it (most of them transitive verbs) allow more than one way of expressing its arguments; that is, the different arguments of the same verb can take different positions and the resulting meaning is practically identical (Levin, 1993, p. 45).

In order to understand what the locative alternation is, it is necessary to be familiar with the etymology of this word. *Locative* comes from the Latin word *locus*, which means *place*. As an adjective, it refers to the place where something or someone is placed (Merriam-Webster Dictionary, n.d., Definition 1). In linguistic terms, the locative alternation is constructed with verbs related "to putting substances on surfaces or things in containers, or to removing substances from surfaces or things from containers" (Levin, 1993, p. 50). In this alternation, both the object being placed and the location where it is placed are the two crucial arguments that can take a different position in the sentence: they can alternate. In technical terms, the substance/entity being placed is known as the *locatum* argument, and the surface where it is placed is known as the *location* argument (Levin, 1993, p. 50).

The *spray/load* alternation is a type of locative alternation that is constructed with transitive verbs that have to do with putting and covering (Levin, 1993, p. 51). Depending on the configuration (syntactic order) of the arguments of the VP, there are two variants for the *spray/load* alternation (Mateu, 2001, p.3):

(6) Locative variant:

The farmer loaded hay (*locatum* argument=DO) on the truck (location argument=object of a preposition).

(7) *With*-variant:

The farmer loaded the truck (location argument=DO) with hay (*locatum* argument=object of a preposition).

The syntactic difference between these two variants has to do with the role (i.e., the syntactic function) the *locatum* and locative arguments play in the different variants. In the case of the locative variant, the *locatum* argument (*hay*) is the DO of the sentence, and the location argument (*the truck*) is the object of the preposition *on*. In the *with*-variant, the *locatum* argument (*hay*) is the object of the preposition *with*, whereas the location argument (*the truck*) is the DO of the sentence.

What is more, there are verb classes that participate in both the locative variant and the *with*-variant. These are called alternating verbs (group A below) since they accept the configuration of their arguments following any of these two variants. On the

other hand, there are other verb classes that can only participate (due to their nature) in either one variant or the other. They are known as non-alternating verbs (groups B and C below). They cannot switch from one variant to another; only one combination is viable. Below I reproduce Levin's list including these three groups of verbs participating in the locative alternation together with some sentence examples illustrating these changes in the order of arguments (1993, pp. 50-51, 118).

A. Alternating verbs (locative variant and *with*-variant)

These are the alternating verbs that participate in the locative alternation: brush, cram, crowd, cultivate, dab, daub, drape, drizzle, dust, hang, heap, inject, jam, load, mound, pack, pile, plant, plaster, pump, rub, scatter, seed, settle, sew, shower, slather, smear, smudge, snow, spatter, splash, splatter, spray, spread, sprinkle, spritz, squirt, stack, stick, stock, strew, string, stuff, wash, wrap.

Examples sentences (my own examples):

- (8) a. Jennifer piled the books on the shelf.
- b. Jennifer piled the shelf with the books.
- (9) a. My grandfather planted leek seeds in the vegetable patch.
- b. My grandfather planted the vegetable patch with leek seeds.

In these two pairs of sentences, the configuration of the arguments is feasible and grammatically correct, although with a subtle difference in meaning that will be analysed more thoroughly later on, either with the locative variant (8a, 9a) or with the *with*-variant (8b, 9b).

B. Non-alternating verbs (locative variant or *with*-variant only)

The verbs included in this section, unlike those in section A, can only participate either in the locative variant or in the *with*-variant. Let's analyse some examples and study the configuration of the arguments these verbs take.

- Some of the verbs participating in the locative variant only: arrange, immerse, install, mount, place, put, set, situate, stash, stow, dangle, lay, lean, rest, sit, bang, channel, dip, funnel, push, scoop, scrape, shake, shovel, siphon, squeeze, squish, squash, sweep, wedge, wipe, wring, drop, hoist, lift, lower, raise, drip, pour, slosh, spill, coil, loop, spin, twirl, twist, whirl, wind.

Examples sentences (my own examples):

- (10) a. The ice cream seller scooped the nougat ice cream into the cup.
- b. *The ice cream seller scooped the cup with nougat ice-cream.
- (11) a. The crane hoisted the broken pieces of iron into the lorry.
- b. *The crane hoisted the lorry with the broken pieces of iron.

In this case, as already explained before in the theoretical part, only the locative variant is possible with this class of verbs. Having only this possible combination of arguments (sentences 10a, 11a) the *locatum* argument will always fulfil the syntactic function of DO ((10a) *the nougat ice-cream*, (11a) *the broken pieces of iron*) and the location argument that of object of a preposition (10a *into the cup*, 11a *into the lorry*). Consequently, sentences (10b) and (11b) are not possible in English; they are ungrammatical.

- Some of the verbs participating in the with-variant only (known as *fill verbs*): adorn, bathe, bind, blanket, block, blot, bombard, carpet, cloak, clog, coat, contaminate, cover, dapple, deck, decorate, dirty, drench, edge, embellish, encircle, encrust, endow, enrich, fill, fleck, flood, frame, garnish, impregnate, infect, inlay, interlace, inundate, lard, lash, line, litter, mask, ornament, pad, plate, plug, pollute, replenish, repopulate, riddle, ring, ripple, saturate, soak, soil, speckle, splotch, spot, staff, stain, stipple, stop up, stud, suffuse, surround, swaddle, swathe, trim, veil, vein.

Examples sentences (my own examples):

- (12) a. *Sarah embellished pottery figures in her new bedroom.
b. Sarah embellished her new bedroom with pottery figures.
- (13) a. *Iranian women veil a dark hijab on their faces.
b. Iranian women veil their faces with a dark hijab.

Finally, considering those verbs that can only take the *with*-variant, the syntactic functions are the opposite to those applied in the locative variant. The *locatum* argument will always fulfil the syntactic function of object of a preposition ((12b) *with pottery figures*, (13b) *with a dark hijab*) and the location argument that of DO ((12b) *her new bedroom*, (13b) *their faces*).

2.2.1.1. The holistic effect

Now that the syntactic difference of the locative alternation in the *spread/load* verbs has been analysed, it is time to study whether it is possible to observe any semantic difference between the two possible configurations of the arguments for the same *spread/load* verb.

Native speakers of English use both variants with a subtle difference in meaning (Levin, 1993, p. 2). Despite being unconscious, they are able to make the choice of one or the other (the locative variant or the *with*-variant) depending on the meaning they want to express. The difference in meaning between the variants is closely related to the so-called holistic effect, which has been discussed and studied by various authors such as Levin (1985) or Pinker (1989) (Brinkmann, 1995, p. 38). However, it is Anderson (1971,

as cited in Brinkmann, 1995, p. 38) who is considered to be the one who coined this term and the one who first talked about and analysed this phenomenon. Anderson (1971, as cited in Brinkmann, 1995, p. 70) states that,

when the theme [the *locatum* argument] is the direct object [...] the state of the goal object [the *location* argument] is irrelevant; if it is a container, it might or might not be full, and if it is a surface, it might or might not be completely covered. In contrast, when the goal is the direct object [...] the goal is usually interpreted holistically: the container is understood to be filled, and the surface to be completely covered.

In other words, the holistic effect affects the *with*-variant, which means that this configuration of arguments seems to add the meaning that the location argument is perceived as being completely affected (i.e., filled or covered) by the substance or entity in the *locatum* argument (e.g., *apples* in sentence (14b) or *paint* in sentence (15b) below). The following sentences (Brinkmann, 1995, p. 38) illustrate how the holistic effect is perceived in the *spray/load* alternation:

- (14) a. He loaded apples onto the cart. (locative variant)
b. He loaded the cart with apples. (*with*-variant)

According to Anderson (1971, as cited in Brinkmann, 1995, p. 38), it is the *with*-variant that undergoes the holistic effect or holistic interpretation; that is, in sentence (14b), the reader assumes that the cart is completely filled with apples. Nevertheless, this is not necessarily the inference drawn after reading sentence (14a), in which the reader pictures a cart with apples on it, but not a cart full of apples as in (14b).

Example 15 (Levin, 2006, p.1) also illustrates Anderson's idea of the holistic effect:

- (15) a. Jill sprayed paint on the wall.
b. Jill sprayed the wall with paint.

In this case, only sentence (15b) is interpreted as having the wall completely covered with paint: the location argument (*the wall*) is the DO of the sentence, and it is in this case when the holistic effect takes place. However, in sentence (15a), the location argument (*the wall*) is not functioning as the DO but as the object of the preposition *on*, hence the holistic effect is not appreciated.

As stated at the beginning of this section, native speakers use the locative variant and the *with*-variant differently. To prove so and to confirm Anderson's idea about the holistic effect, this phenomenon has been tested in children by some researchers, and the results show how, in most cases, even native children tend to use the *with*-variant with a holistic interpretation rather than the locative variant when they want to express that a surface is completely affected by something (Brinkmann, 1995, p. 46).

What is more, Bleotu (2004, pp. 184-185) suggested that the holistic effect may also be due to the fact that the DO (or location argument) is definite in the *with*-variant,

and that if the DO is indefinite in this variant, the holistic effect may not be perceived. This claim has sparked our interest in analysing whether this is indeed the case.

2.2.1.2. Other types of locative alternations

It is important to highlight that there are other types of locative alternations in English (not only the *spread/load* one, which is the focus of this paper) that will be described below according to Levin's classification (1993, pp. 50-55).

Clear alternation (transitive)

As its name suggests, the verbs participating in this alteration are transitive verbs. In this type of alternation, the holistic effect takes place in the *of-variant* (16b), and this variant is generally preferred when the *locatum* argument is an abstract noun (17a and 17b) (Levin, 1993, p. 52):

- (16) a. Henry cleared dishes (*locatum* argument=DO) from the table (location argument=object of a preposition). (locative variant)
b. Henry cleared the table (location argument=DO) of dishes (*locatum* argument=object of a preposition). (*of-variant*)
- (17) a. Clear someone of guilt.
b. ?Clear guilt from someone.

Wipe alternation

This type of alternation has several dissimilarities in comparison with the previous ones. The most remarkable one is that this construction does not allow the *of-variant*, that is, the *locatum* argument cannot "be expressed when the location argument is expressed as the direct object" (Levin, 1993, p.53).

- (18) a. Helen wiped the fingerprints (*locatum* argument=DO) off the wall (location argument=object of a preposition).
b. Helen wiped the wall (location argument=DO) *of fingerprints (*locatum* argument=object of a preposition).

Despite not allowing the *of-variant* (the one in which the holistic effect normally occurs), in this construction, the holistic effect takes place when the location argument "is expressed as the object of the verb" (Levin, 1993, p.53), for example, in sentence (18b).

Swarm alternation

Something to highlight from this alternation is that it occurs with intransitive verbs unlike the ones explained thus far (Levin, 1993, p. 54). Due to this intransitivity, another

difference in relation to the rest of the alternations is that the verbs participating in this alternation only have two arguments (i.e., subject and adverbial) (Levin, 54, 1993).

- (19) a. Bees (*locatum* argument=subject) are swarming in the garden (location argument=object of a preposition). (locative variant)
b. The garden (location argument=subject) is swarming with bees (*locatum* argument=object of a preposition) (*with*-variant)

Regarding the holistic effect, it has to do with the subject of the *with*-variant and not with the object like in the *spray/load* alternation (Levin, 1993, p. 54).

Clear alternation (intransitive)

This alternation is the intransitive counterpart of the *clear* alternation in its transitive use (Levin, 1993, p. 55). In the same way as the *swarm* alternation, the intransitive clear alternation lacks an argument, that of the DO (Levin, 1993, p. 55). Furthermore, the holistic effect is perceived in the subject of the *of*-variant (Levin, 1993, p. 55).

- (20) a. Clouds (*locatum* argument=subject) cleared from the sky (location argument=object of a preposition). (locative variant)
b. The sky (location argument=subject) cleared (?of clouds) (*locatum* argument=object of a preposition). (*of*-variant)

2.3. On the notion of definiteness

The following subsection offers an overview of the notion of 'definiteness' since it is closely related to one of the main aims of this final degree dissertation. In linguistics, the term 'definiteness' refers "to something which can be identified uniquely in the contextual or general knowledge shared by speaker and hearer. The 'something' referred to may be any kind of noun phrase referent" (Quirk et al., 1985, pp. 265-266). In other words, it is an entity already mentioned in the speech or known by both the interlocutor and the addressee. When the word 'definite' is used, it is common to straightforwardly associate it with the definite article *the*. However, the definite article is not the only grammatical category related to definiteness, as will be shown below (Abbott, 2008, p. 122).

On the other hand, the counterpart of definiteness is indefiniteness. An indefinite noun phrase (NP) is that phrase whose referent is not familiar to the hearer, it is a general concept or is not shared by both interlocutors (Quirk et al., 1985, p. 272). In the same way as with *the*, the indefinite article *a/an* may be thought as being the only grammatical category to modify an indefinite NP (Abbott, 2008, p. 122). Nevertheless, the head noun of a definite and indefinite NP can be pre-modified by other grammatical categories

besides the definite and indefinite articles respectively. The following tables (Abbott, 2008, pp. 123-124) illustrate the different ranges of NP types expressing definiteness (Table 1), on the one hand, and indefiniteness (Table 2), on the other.

	NP type	Examples
1	Pronouns	<i>I, you, she, them</i>
2	Demonstratives	<i>this, that, this chair over there</i>
3	Definite article <i>the</i>	<i>the king of France, the table</i>
4	Possessives	<i>my best friend's, wedding, our house</i>
5	Proper names	<i>Julia, Julia Child</i>
6	Quantifiers such as <i>each, every, all</i>	<i>each problem, every apple, all (the) girls</i>

Table 1. List of definite NPs (adapted from Abbott, 2008, pp. 123-124)

	NP type	Examples
1	Zero article (bare NPs) Zero article (general use)	<i>Children [are crying], snow [was piled high] pencils [are plentiful/ made of wood], beauty [is eternal]</i>
2	<i>Any</i>	<i>[hardly] any books, Any idiot [can lose money]</i>
3	<i>No</i>	<i>No thought(s), no music</i>
4	<i>Most</i>	<i>Most (of the) apples, most snow</i>
5	Indefinite article <i>a/an</i>	<i>A cook, an idea</i>
6	<i>Some</i>	<i>some (of the) space</i>
7	<i>Several, a few, many, few</i>	<i>Several (of the) answers, few (of the) athletes</i>
8	Indefinite <i>this</i>	<i>This weird guy [came up to me]</i>

Table 2. List of indefinite NPs (adapted from Abbott, 2008, pp. 123-124)

3. A CORPUS-BASED STUDY OF THE WITH-VARIANT

This is the central part of this final degree dissertation, where I will analyse the *with*-variant in the *spray/load* alternation. The section is devoted to presenting the process followed in the gathering of the verbs participating in both variants of the English locative alternation that will constitute our corpus of analysis and to the subsequent analysis of the type of noun phrase functioning as DO in the *with*-variant (see Section 1.2. Objectives).

3.1. Description of the corpus

The British National Corpus (BNC), a well-known and prestigious source for linguistic investigation, has been the tool chosen so as to gather my final corpus to be analysed. The BNC consists of a collection of 100 million words representing both spoken (10%) and written (90%) real British English language from the later 20th century (a synchronic gathering of the language). The BNC includes several different and varied genres in its written part (newspapers, school and university essays, journals, etc.) as well as in the spoken transcriptions (informal conversations, radio shows, business-related formal conversations, etc.). The latest updated edition of the corpus was released in 2007, and it has been the one used in this research.

In order to create my own corpus for this investigation, I have gathered examples taken from the BNC that include alternating verbs in Levin's list. Specifically, I have selected eight out of the 46 alternating verbs that she provides (see Section 2.2.1.1. list A), that is, the final results of this paper are approximately based on a 20% of the original list. The verbs selected are the following: *load*, *pack*, *pile*, *heap*, *spray*, *spread*, *splatter* and *shower*. The reasons explaining this choice are explained below:

- First, these are the typical verbs which experts refer to when research about the *spray/load* alternation is conducted.
- On the other hand, I decided to analyse four verbs whose *locatum* argument is a solid entity (*load*, *pack*, *pile*, *heap*) and four verbs whose *locatum* argument is a substance (*spray*, *spread*, *splatter*, *shower*).
- Finally, these are common verbs that native speakers of English use on a daily basis.

The first step after choosing the verbs was to create a set of searching strings to be used with each of the eight verbs in order to gather as many examples as possible. Table 3 illustrates the searching strings used in the BNC to obtain the results:

Searching string	Number of examples
verb* [n*] with	58
verb* [p*] with	110
verb* [d*] [n*] with	4
verb* [a*] [n*] with	125
Total	297

Table 3. Searching strings table. Original population

By using an asterisk with the verb in the searching string (e.g., *spray**), the corpus provides you with examples containing that verb in any form (present, past, continuous, form, etc.). The letters between square brackets stand for the grammatical categories

that can participate in a NP ('n' for noun, 'p' for pronoun, 'd' for determiner, 'a' for article). In this case, I created four searching strings using the grammatical categories any NP can include, and the result was the following: four strings times eight verbs equals 32 searching strings that have been used to collect the examples. As illustrated in the table, the number of examples obtained with each of the strings varies considerably, being the string *verb* [d*] [n*] with* the one to provide the fewest number of examples and the string *verb* [a*] [n*] with* the one providing the highest number of sentences. After this first step, the population obtained was 297 sentences.

As a second step, a thorough and manual filtering of the original population was accomplished in order to reduce the population obtained to real examples of the *with*-variant in the *spray/load* alternation. All those examples that were not useful or related to the aim of this investigation were rejected. The criteria used in the filtering process was the following:

- Sentences where the verbs were being used as nouns or adjectives were eliminated (e.g., Maman put down the loaded fork with a sigh [...]. (BNC_H7H_W_fict_prose)).
- Those sentences containing verbs whose meaning was not that of “putting substances on surfaces or things in containers” (Levin, 1993, p. 50) were also rejected (e.g., [...] you can choose all you need now and spread the cost with our 16 weeks FREE CREDIT. (BNC_HKE_W_misc)).
- Finally, incomplete or ambiguous sentences were dismissed (e.g., Daily Times er yesterday, where a ship open in half, so th-- they load it with a grab and that go to sea and (unclear) ship open in half. (BNC_H5H_S_interview_oral_history)).

The final sample was reduced to 230 examples (see Appendix 1) (out of the 297 from the original population) after the manual filtering. Table 4 illustrates the final number of sentences obtained in each searching string.

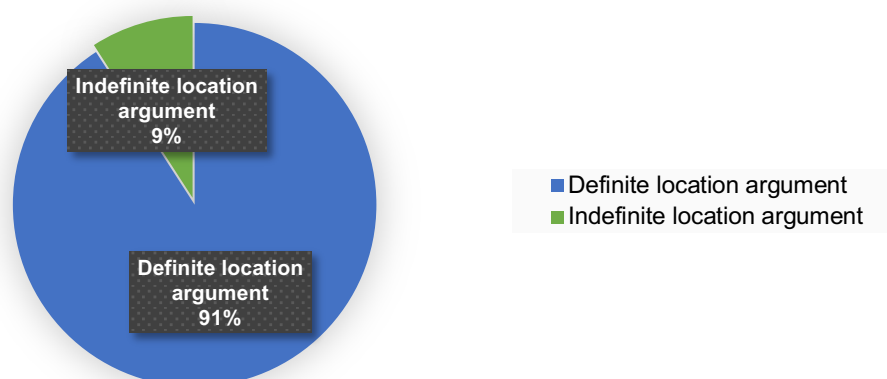
Searching string	Number of examples
verb* [n*] with	15
verb* [p*] with	99
verb* [d*] [n*] with	3
verb* [a*] [n*] with	113
Total	230

Table 4. Searching strings table. Final population

3.2. Findings and results

Once the final sample was obtained, I proceeded to analyse the type of NPs functioning as DO in the *with*-variant. The aim was to classify those NPs as definite or indefinite in order to discover if the so-called holistic effect is clearly related to the concept of definiteness. In other words, we wanted to confirm if a definite DO in the *with*-phrase is an indispensable requisite for the holistic effect to take place in this variant. I analysed the 230 *with*-variant sentences and classified their DO as definite or indefinite following Abbott's classification previously presented and explained (see Section 2.3.).

Out of those 230 *with*-variant sentences, 209 sentences present a definite DO (i.e., the head noun being pre-modified either by a pronoun, a demonstrative, the definite article *the*, or even the head noun is a proper name, etc.). On the other hand, only the negligible quantity of 21 *with*-variant sentences appear to present an indefinite DO (i.e., the head noun being pre-modified by the zero article, the indefinite article *a/an*, or by pre-modifiers such as *many*, *few*, *some*, etc.). Graph 1 depicts the results obtained:



Graph 1. Definiteness in the location argument of the *with*-phrase.

As Graph 1 shows, 91% of the examples analysed present a definite location argument and 9% of them an indefinite one. As a result, it can be concluded that since most of the *with*-variant examples analysed present a definite location argument, the notion of definiteness is strongly connected to the holistic effect. Nevertheless, it is remarkable from a semantic point of view to study if the holistic effect can also be perceived in the remaining 9% presenting an indefinite location argument.

The next step is to determine if the holistic effect takes place in both cases, when the DO (location argument) is either definite or indefinite, or just when the DO (location argument) is a definite NP. In order to do so, I am going to provide an analysis of some of the *with*-variant sentences from our final sample presenting a definite DO and an indefinite DO and contrast and compare them concerning the holistic effect.

Definite location arguments

The following examples taken from our corpus present a definite location argument and thus, the holistic effect occurs in them all. What is more, the nouns in these definite NPs are pre-modified by different grammatical categories, proving what was explained in Section 2.3. regarding the notion of definiteness. In the list below, we find definite DOs composed of possessives (21, 22, 24), pronouns (23, 25, 26), the definite article *the* (27), and proper names (28).

(21) At this time the men of Brooke Parker's would be loading their wagons with the globular bottles that Buddie called carboys. (BNC_ACW_W_fict_prose)

(22) A sage advised a northern Thane to load his donkey with gold; the castle of Cawdor should be built where the animal [...]. (BNC_G1Y_W_religion)

(23) His lectures were above all popular because he packed them with information. Clever undergraduates liked them because of their enormous range. (BNC_A7C_W_biography)

(24) from Fred that she was going into hospital overnight to have a minor operation he packed her room with flowers and clownish notes. (BNC_FSP_W_fict_prose)

(25) IT could be that your *Corylus avellana* Contorta is being attacked by aphids. So spray it with a contact insecticide. But the explanation may be simpler. (BNC_CH1_W_newsp_tabloid)

(26) She draped it at my neck and sprayed it with her perfume: it still smells faintly of Chanel. (BNC_HGF_W_fict_prose)

(27) Spread the sponge with the chocolate buttercream, covering all the sponge except for 1cm [...]. (BNC_J11_W_instructional)

(28) lovers have become more open, walking hand-in-hand through the garden. And Danson has showered Whoopi with flowers and love poems. (BNC_CEM_W_newsp_other_report)

Apart from describing the NPs in these examples, there are other important aspects to be highlighted in some of them. The inference drawn after reading sentence

(23) is that the lectures were really full of information, and that is the reason explaining why they were popular. In sentences (26) and (27), the holistic effect does take place because the DO is a definite NP, but in addition to this, it is explicitly mentioned in the sentence that the location argument is completely covered by the *locatum* argument. The evidence that demonstrates this is that in sentence (26), one can read that the neck still smells of Channel, so it can be interpreted that it was previously fully sprayed with perfume and that is the reason why it still smells. If the neck had not been completely sprayed by perfume, the scent would not have stayed for so long on the skin. In sentence (27), it is clearly instructed to cover the whole sponge.

Indefinite location arguments

In this second part of the analysis, the examples provided below present an indefinite location argument. Furthermore, as explained in Section 2.3. before, not only is the configuration of these indefinite NPs the traditional one composed of *a/an + noun* (sentences 29, 30, 35, 36) but also there are NPs composed of *zero article + noun* (sentences 31, 32, 34) or an indefinite pronoun (sentence 33).

(29) We loaded a trolley with our suit cases and bags. (BNC_HDB_W_misc)

(30) [...] and were loading a dustbin with cigarettes when they were disturbed by a man in his thirties. (BNC_KV1_W_news_script)

(31) Burn all infected leaves and spray plants with fungicide. (BNC_CH1_W_newsp_tabloid)

(32) In 1957, the World Health Organisation launched an almost worldwide eradication programme based on spraying houses with residual insecticides. (BNC_B7E_W_non_ac_nat_science)

(33) [...] of revellers in black and red velvet doublets and hose ran down the arcade, showering everyone with confetti. Laughing, she tossed back her hair with joy. (BNC_H94_W_fict_prose)

(34) In the worst incident, 300 yobs showered police with broken bottles and bricks then looted shops in the centre of Coventry. (BNC_CBF_W_newsp_other_report)

(35) They were busy packing a basket with the things that Sigarup would need, talking quietly, moving back [...]. (BNC_BNU_W_misc)

(36) His wife packed a box with various goodies for Leonora to take to Penry [...]. (BNC_JYC_W_fict_prose)

On the one hand, in sentence (36), it may be perceived that the holistic effect does not take place because the sentence itself specifies what was being put in the box: “various goodies”, thus the interpretation of the box being full of goodies does not have to necessarily be perceived. The same phenomenon occurs in sentence (35); in the basket, there is only what Sigarup would need, and one may not picture the basket being full of objects.

On the other hand, examples (29) and (30) can be considered ambiguous. It is not clear whether the trolley is full of suitcases and bags in (29). The reader does not know how many suitcases the subject of sentence (29) has. Something similar occurs in sentence (30), which conveys the idea of putting cigarettes in a dustbin, but it is not explicit that this is full of cigarettes. The action interpreted is to put cigarettes in a dustbin, but as a result of this one pictures the container being full of cigarettes or maybe with just some cigarettes in it.

Let’s now compare two examples, one with a definite DO and the other with an indefinite one to see if we can perceive the holistic effect in both of them.

(37) We sprayed the wall with blue paint.

(38) Martin Gostner has sprayed a column with transparent glue, sticky but invisible. (BNC_CKY_W_pop_lore)

(39) After he had had a sandwich in the Market Burger House, he loaded the van with small stuff to be returned and went out delivering. (BNC_FU2_W_fict_prose)

(40) I packed a bag with my favourite clothes. (BNC_H8M_W_fict_prose)

Following our previous conclusion, the holistic effect can be perceived in examples (37) and (39) because they have a definite DO. However, in sentence (38), it is impossible to know without having any context if the whole column has been sprayed with transparent glue. Maybe it was just part of, where it was needed to stick something onto it. Something

similar occurs in sentence (40). It is impossible to know how many pieces of favourite clothes the subject has in order to determine if their bag is full of clothes or not.

All in all, it can be concluded that in most cases it is necessary for the DO to be definite in order for the holistic effect to be clearly perceived in the *with*-variant of the *spray/load* alternation. Nevertheless, there are some examples with an indefinite DO in the *with*-variant (sentences 29, 30, 38 and 40) where the idea of a completely full container or a completely covered surface is ambiguous and can lead to various interpretations. In the latter case, and for a better understanding of the situation of the container/surface, a context of the situation is crucial.

The results obtained on the holistic effect in sentences with an indefinite DO in the *with*-variant are rather ambiguous and biased. In order to obtain more academic, correct and reliable results on this matter, Section 4 is devoted to analysing the results of a survey of native speakers on this topic.

4. SPEAKER'S PERCEPTION OF THE HOLISTIC EFFECT IN THE *WITH*-VARIANT WITH REGARD TO THE NOTION OF DEFINITENESS

This section comprises the results obtained from a survey about the *with*-variant in the *spray/load* alternation, which has been sent to some English native speakers so as to find out whether they perceive the holistic effect in those cases in which the location argument is an indefinite NP. Section 4.1 provides a description of the participants involved in this survey. In Section 4.2, we present the content and structure of the survey. Finally, Section 4.3. is devoted to analysing the results obtained.

4.1. Participants

In order to conduct the survey, we have shared the questionnaire with some English native speakers so as to prove if they are able to perceive the holistic effect in those cases in which the location argument is an indefinite NP. As for the participants, we have included people with different profiles (different ages, different cultures, coming from different English-speaking countries) and belonging to different professional fields. 17 English native speakers responded to the survey completely anonymously. On the one hand, three of them belong to the realm of language teaching, and they might have some knowledge regarding the topic. On the other hand, the rest of the participants are young people who are still studying and people belonging to the field of business, which makes the results reliable since they have answered according to the way they use their language and not because they have linguistic notions.

The online survey was distributed by using Google Forms and was sent by email and other messenger service applications to a total population of 22 native speakers with a participation of 77.27%.

4.2. Description of the survey

The survey is divided into two main parts: the first part serves as an introduction and warm-up exercise to put the participants into context; the second only focuses on the potential relationship between indefiniteness and the holistic effect.

Part 1 deals with the difference in meaning between both variants in the *spray/load* alternation that scholars such as Levin (1993) or Anderson (1971) claim to exist. This is the reason explaining the aim of the first question: to prove if native speakers are able to identify this subtle difference in meaning between the two variants. The question reads as follows:

- 1) When reading these sentences, can you tell any difference in meaning between the two?
 - a) Sarah spread paint on the wall.
 - b) Sarah spread the wall with paint.
1. Yes.
2. I do not notice any difference at all.
3. I can tell a subtle meaning.

What is more, there is a question in this first part intended to prove if native speakers perceive the holistic effect in the *with*-variant, not in the locative one. Hence, the second question corresponds to the following:

- 2) As a native speaker, which of the following sentences would you utter if you mean the van is full of hay?
 - a) John loaded hay onto the van.
 - b) John loaded the van with hay.
1. A
2. B
3. Both of them indifferently.

Concerning the second, and crucial part, of this survey, we have organised five sets of *with*-variant paired sentences: one containing a definite location argument (answer a) and the other one containing an indefinite location argument (answer b) in order to make an explicit contrast between the two and ask the participants in which of them they perceive the holistic effect. Regarding sentences containing a definite location argument, the head of the NP is not only a noun pre-modified by the definite article *the*

but also there are pronouns functioning as the head of those definite NPs. In the case of sentences with an indefinite location argument, the head of the NP is not only a noun pre-modified by the indefinite article *a/an* but also there are nouns with a zero article functioning as the head of those indefinite NPs. Appendix 2 presents all the questions included, but the following are some examples:

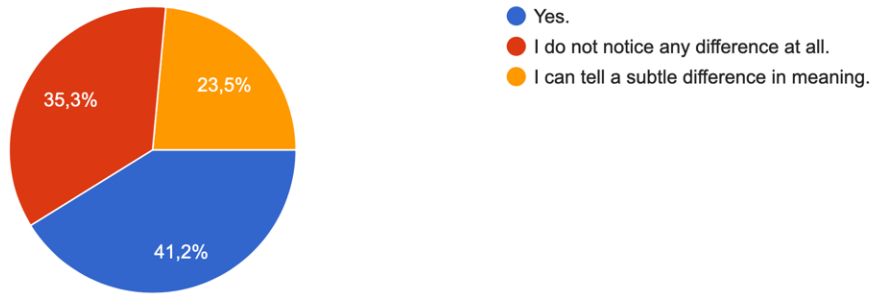
- 1) In which of these examples do you interpret that the basket/bag is full of clean clothes/favourite clothes?
 - a. I quickly packed the basket with clean clothes and kept on cleaning the house.
 - b. I packed a bag with my favourite clothes. (BNC_H8M_W_fict_prose)
 1. A
 2. B
 3. In both of them.
 4. In none of them.
- 2) In which of these examples do you interpret that the trolley is full of food and basic needs/suitcases and bags?
 - a. We loaded the trolley with food and basic needs to donate to the poor.
 - b. We loaded a trolley with our suit cases and bags. (BNC_HDB_W_misc)
 1. A
 2. B
 3. In both of them.
 4. In none of them.

4.3. Results and discussion

Once the participants have completed the survey, the results will be depicted by using some graphs showing the corresponding percentages to each of the answers for each question. Let's start analysing Part 1 briefly.

The first question had the aim to prove if native speakers can notice the semantic difference between the *with*-variant and the locative variant. They were given the following sentences and Graph 2 shows the results obtained:

- 1) When reading these sentences, can you tell any difference in meaning between the two?
 - a) Sarah spread paint on the wall.
 - b) Sarah spread the wall with paint.

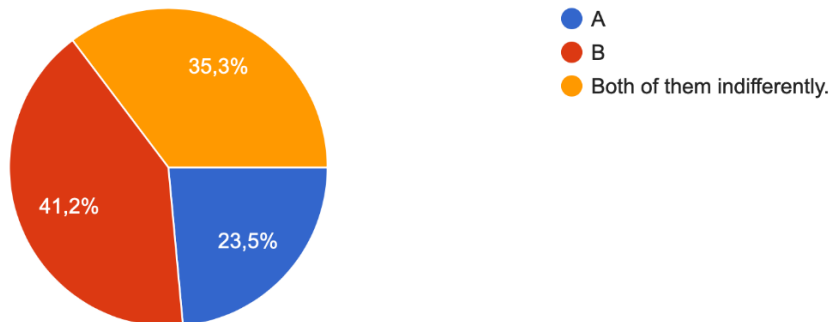


Graph 2. Native speakers' perception of the difference in meaning between the locative and the *with* variants (verb *spread*).

Despite most of them (41.20%) being able to perceive the difference as Levin claimed (1993), it is interesting to notice that more than 30% of them use these sentences interchangeably and cannot perceive any difference in meaning at all.

In question 2, we directly inquired about the idea of the van being full of hay:

- 2) As a native speaker, which of the following sentences would you utter if you mean the van is full of hay?
- a) John loaded hay onto the van.
 - b) John loaded the van with hay.



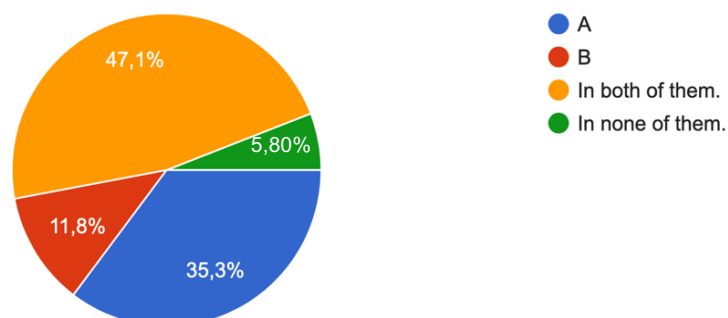
Graph 3. Native speakers' perception of the difference in meaning between the locative and the *with* variants (verb *load*).

In this case, the results in Graph 3 confirm that a large number of the participants do associate the holistic effect exclusively with the *with*-variant (41.20%), whereas 35.30% perceive the van being full of hay in both of them indifferently, and 23.50% have not identified this holistic interpretation in the *with* variant but in the locative variant, against Anderson's claim (1971) that the holistic effect affects the *with*-variant only.

Part 2 of the survey presents five *with*-variant sets of paired sentences containing a definite and an indefinite location argument each, in order to prove if native speakers also perceive the holistic effect when the location argument in the *with*-variant is an indefinite NP. In the five sets of questions, the participants were asked to choose the sentence they considered it conveyed the idea that the container or surface was completely full or covered.

In the examples including the verb *pack*, surprisingly enough, the results in Graph 4 show how almost 50% of the participants surveyed perceive the holistic effect in both cases, even when the location argument is an indefinite NP (sentence b, *a bag*).

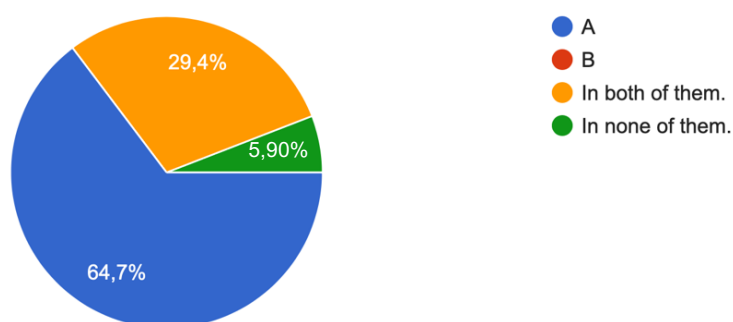
- a) I quickly packed the basket with clean clothes and kept on cleaning the house.
- b) I packed a bag with my favourite clothes. (BNC_H8M_W_fict_prose)



Graph 4. The holistic effect with definite and indefinite locations in the *with*-variant (*pack*).

In the following pair of sentences including the verb *load*, and contrary to the previous set, most of the participants (64.70%) can only perceive the holistic effect when the location argument is a definite NP (sentence a, *the trolley*) (Graph 5). It is interesting to have this contrast between these two first sets since the pattern in all sentences is the same: verbs referring to solid entities (*load*) + *the*, and verbs referring to solid entities (*load*) + *a*.

- a) We loaded the trolley with food and basic needs to donate to the poor.
- b) We loaded a trolley with our suit cases and bags. (BNC_HDB_W_misc)

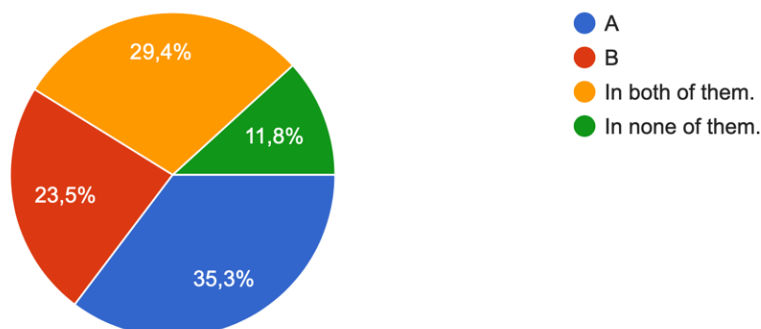


Graph 5. The holistic effect with definite and indefinite locations in the *with*-variant (*load 1*).

In this third set of questions, again, the results (Graph 6) are distributed among the different options. The holistic effect is mostly perceived (35.30%) when the location argument is definite (sentence a, *the wall*), but still, a large number of people (29.40%) was able to notice this effect in both sentences. In this case, we have the same situation as in the previous set.

- a) We sprayed the wall with blue paint.

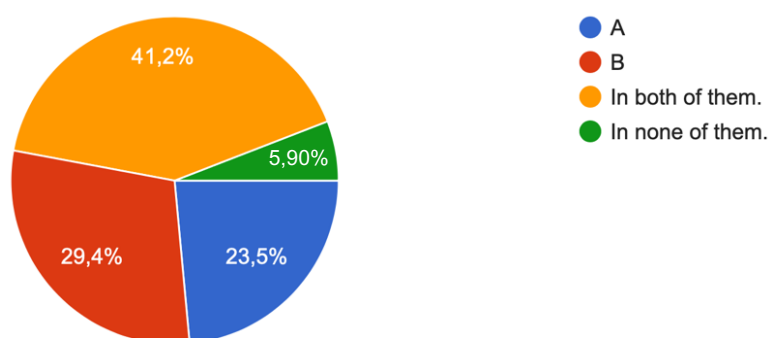
- b) Martin Gostner has sprayed a column with transparent glue, sticky but invisible.
(BNC_CKY_W_pop_lore)



Graph 6. The holistic effect with definite and indefinite locations in the *with*-variant (*spray*).

In these other examples with the verb *load*, almost half of the participants can perceive the holistic effect, again, in both sentences (41.20%). In addition, in this particular set, more than a quarter of the population surveyed could notice the holistic effect when the location argument was an indefinite NP (sentence b, *a dustbin*).

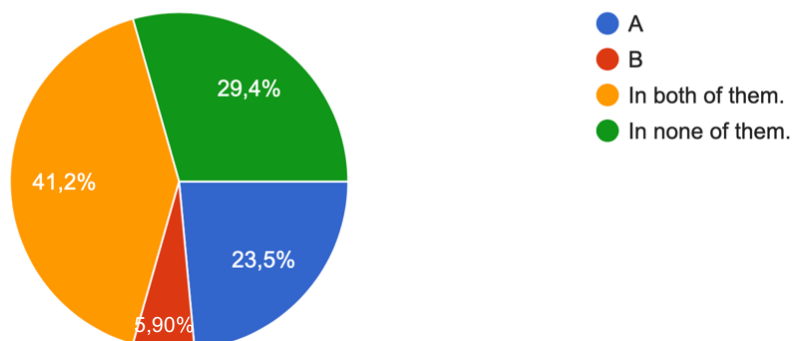
- a) After he had had a sandwich in [in] the Market Burger House, he loaded the van with small stuff to be returned and went out delivering. (BNC_FU2_W_fict_prose)
b) [...] and were loading a dustbin with cigarettes when they were disturbed by a man in his thirties. (BNC_KV1_W_news_script)



Graph 7. The holistic effect with definite and indefinite locations in the *with*-variant (*load 2*).

Once more, the results in Graph 8 show how the holistic effect can be perceived when the location argument is either a definite or an indefinite NP (41.20%). Nevertheless, in this fifth set of sentences, the second highest percentage of answers illustrates that 29.40% of the participants cannot notice the holistic effect in any of the sentences. This might be due to the fact that in these NPs, there are human entities and not inanimate entities; that is, the location arguments are not a container or a surface, as in the previous pair of sentences, but a person. This is the reason why in these cases, the holistic effect might be more complex to perceive than in those where the location argument is clearly a surface/container.

- a) The audience began to shower him with beer and spit. The audience began chanting' You fat bastard! (BNC_HWX_W_pop_lore)
- b) 300 yobs showered police with broken bottles and bricks. (BNC_CBF_W_newsp_other_report)



Graph 8. The holistic effect with definite and indefinite locations in the *with*-variant (*shower*).

On balance, after analysing the results of our survey, it can be concluded that native speakers are able to perceive the holistic effect when the location argument is either a definite or an indefinite NP. Thus, indefiniteness cannot be considered to be a marker of the non-holistic effect, as Bleotu (2004) suggested. Rather than concluding that definiteness is a requisite for the holistic effect to occur, it can be said that it is a preference. Native speakers can easily perceive the holistic effect with definite locations since there is a clear, marked and strong preference for them (there are more definite location arguments examples, Graph 1 (91%)).

5. CONCLUSIONS

All things considered, some conclusions may be drawn from our preliminary investigation that has been conducted throughout this final degree dissertation.

The first aim of this investigation was to give an overview of the concept of alternation and to describe the syntactic and semantic features of the English locative alternation, specifically, the *spray/load* type and its two variants (the locative variant and the *with*-variant). In addition, in this introduction, we have also included a section devoted to the notion of definiteness and the concept of the holistic effect, both of which are closely related to the *with*-variant (the point at issue of this paper) in the *spray/load* alternation.

The second objective was aimed at the gathering of a corpus of a selection of verbs that participate in both the locative and the *with*-variant (the so-called 'alternating verbs' according to Levin) in order to subsequently study whether the NPs functioning as a location argument were definite or indefinite. We selected eight alternating verbs

from the British National Corpus to create our corpus. These are typical verbs used by native speakers and common verbs used by scholars when dealing with this topic. What is more, the verbs chosen can be divided into two groups: one group of four verbs whose *locatum* argument is a solid entity (*load, pack, pile, heap*) and a second group of verbs four whose *locatum* argument is a substance (*spray, spread, splatter, shower*). After the manual filtering, our final sample consists of 230 sentences (see Appendix 1).

The third objective was to prove, based on the study of our corpus, if, apart from the different configuration of the arguments in both variants, the notion of definiteness associated with the location argument in the *with*-variant is a requisite for the additional meaning that is perceived in this construction. As a result, it can be concluded that, since most of the sentences in our corpus present a definite location argument (91%), definiteness is undoubtedly associated with the holistic effect, but it is not a requisite since the survey (Section 4) proves that native speakers can also perceive this effect when the location argument is indefinite.

The last aim of this final degree dissertation focused on the elaboration of a study of the perception of English speakers of the holistic effect in *with*-variant sentences containing an indefinite location argument. In order to do so, we have conducted an online survey in which we included five sets of paired sentences (see Appendix 2): one sentence containing a definite location argument, and the other an indefinite one. With this survey, we aimed at proving if the holistic effect can also be perceived not only when the location argument is definite but also when it is indefinite. In addition to this, the first part of the survey also sought to study the meaning speakers associate the two variants with, to confirm if they do notice a difference in meaning between the two.

Therefore, the results obtained from the first part of our survey reveal that native speakers do notice a difference in meaning between the *with*-variant and the locative variant, as it was stated by Levin (1993). This difference might be very subtle but still, as native speakers, some of them know that the two variants in the *spread/load* alternation convey different messages. However, when it comes to associating the idea that a surface is completely covered or a container completely full, even though most of them opt for the *with*-variant (as stated by Anderson (1971)), a high percentage of the participants can perceive this effect in both variants indifferently. This might be due to the fact that, despite being aware of the difference in meaning between the two variants, this is so subtle that native speakers find it difficult to perceive when asked directly about it.

On the other hand, the answers given in the second part of our survey have shown thought-provoking results concerning the notion of indefiniteness and the location argument of the *with*-variant. Since most of the examples from our corpus present a

definite location argument, it was not surprising to find out that, in most cases, participants did associate the holistic effect with the notion of definiteness, especially when it was the definite article *the* the one pre-modifying the noun in the NP. Nevertheless, if we take a look at graphs 4-8, one can notice that the highest percentages go to the orange section, which is the option 'In both of them'. This means that native speakers of English perceive the holistic effect in the *with*-variant when there is either a definite or an indefinite location argument. Regarding the notion of indefiniteness, the holistic effect is specially perceived when it is the indefinite article *a* the one pre-modifying the noun in the NP.

From the results obtained, it can be concluded that definiteness is not a crucial condition for the holistic effect to occur in the *with*-variant (since the survey results show how native speakers perceive this effect in both variants) but a preference, since most of the examples from our corpus present a definite location argument.

After this little experience of mine of writing a final degree dissertation related to linguistics, I consider that even though corpus gathering and conducting surveys to native speakers are demanding and time-consuming tasks, these are key actions in order to obtain reliable results and to understand and learn real language use and meaning.

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² In order to elaborate this list of bibliographical references, the 7th edition of the APA citation style has been followed.

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7. APPENDIXES

APPENDIX 1

With-variant sentences that constitute our final corpus, which has been used to analyse the type of noun phrase (definite or indefinite) functioning as location argument (DO).

1	EFV	W_biography	that something like this happened is very probable. Within a few weeks Richard was loading Marshal with honours, lands and responsibility and an incident such as this, combining
2	ASW	W_non_ac_humanities_arts	the people of the Cid were busied in making ready their arms, and in loading beasts with all that they had, so that they left nothing of any price
3	ANY	W_fict_prose	desk. She lifts from the floor a leather Gladstone bag, and begins to load it with the things she will need for the day: well-thumbed, much underlined
4	GUK	W_fict_prose	. Threse and Lonie loved it too, quarrelling over whose turn it was to load it with grapes and plums, arranged in blue and green pyramids, and carry
5	FRA	W_non_ac_polit_law_edu	. Just as you should not overload your argument with cases, you should not load it with too many separate points of law.' Mooty' as the case
6	HR0	W_non_ac_soc_science	. Temple rejected, though, the weavers' complaint that clothiers in general " load them with intolerable weights and starve them by stoppages ". Another local " gentleman
7	HXV	W_ac_polit_law_edu	down by the Court of Appeal in the following case. Charterers of a ship loaded it with benzine. The benzine leaked and this caused the ship's hold to
8	ASJ	W_misc	their hotel, cooked them breakfast, pushed the aircraft out of the hangar, loaded it with mail and freight and took off -- all by the crack of dawn
9	HA0	W_fict_prose	well. She had not ruined them by child-bearing. She ran the bath, loading it with bubble-bath, and sank down into the water. Again she felt overwhelmed
10	K90	W_ac_tech_engin	the possibility of feeding a signal in at either end of the symmetric section and loading it with its characteristic impedance at the other end. The alternative solution (deleted:formula) to
11	BPH	W_non_ac_humanities_arts	high station in life who by their folly and crime reduced themselves to wretchedness and loaded themselves with disgrace' -- though James Grant's description in Pictures of Popular People
12	H5H	S_interview_oral_history	th-- the Japanese after the war, they bought these old ships up, we loaded them with scrap iron and they took the whole lot over to Japan, and

13	CA6	W_biography	. The sun came out and the garden was dazzling and dripping wet. They loaded me with branches of lemons and bunches of stocks and carnations -- overpoweringly sweet.
14	H85	W_fict_prose	almost, although the man, a natty dresser by Peter's standards, had loaded himself with aftershave. He tried again.' If you let us out,
15	G25	W_pop_lore	group of captured' Indians' brought back as slaves. The King and Queen loaded him with wealth and honours but Columbus wanted even more. A prize of 10,000
16	BH3	W_biography	see him, though really the man means well; and Oh! he does load one with such great, big, thumping, barefaced compliments, bestowing a pretty
17	K9S	W_advert	full support, which includes supplying a 38 ton lorry. The team want to load this vehicle with medical, food and other essential supplies. PLEASE HELP US TO
18	K67	S_interview_oral_history	inspection would come around and check our tech supplier for spare parts, we would load this trailer with all the illegal spare parts we weren't supposed to have,
19	FU2	W_fict_prose	lunchtime. After he had had a sandwich m the Market Burger House, he loaded the van with small stuff to be returned and went out delivering. There was
20	ABS	W_pop_lore	a house across Lake Pontchartrain they could use for the weekend. Suzy and Seth loaded the van with food and clothes for the country, but on Interstate 10 out
21	ACW	W_fict_prose	of Thorpe Street. At this time the men of Brooke Parker's would be loading their wagons with the globular bottles that Buddie called carboys. Fashioned from smoky green
22	G2Y	W_pop_lore	tide rushes in. Within the hour the good beachcombers are on the spot and loading their sacks with all manner of bounties cast at their feet by providence. Why
23	A77	W_non_ac_soc_science	of the Company, assisted by an Italian and a German soldier, are busy loading the truck with all manner of fresh produce. In the door of the shop
24	H8B	W_fict_prose	professionals. How nice, thought Julia, to be so excellent at something. Loading the tray with avocado mousse she decided she really should make an effort to get
25	CMH	W_ac_nat_science	is the complexity of the interactions between components of the system. For example, loading the stomach with food or water directly has some satiating effect, but not as
26	CA1	W_misc	the flyer will have invested in good quality reels. What's the point of loading the reel with an unbranded twist that' looked right', when you can
27	HE9	S_interview_oral_history	would your first job be then when you actually (SP:PS2UT) Working in the quarries er loading the lorries with a hand shovel. (SP:PS2US) Hand shovel. (SP:PS2UT) Yeah. (SP:PS2US)
28	FAJ	W_fict_prose	the cattle into two groups and head off to find pasture. Two girls are loading the donkeys with water containers and sacks. They greet me, but they are

29	GXG	W_misc	gives a great sense of purpose and value to those on the committee. Just loading the committee with responsibility for everything inevitably means setting priorities with some subjects receiving less
30	HEU	S_interview_oral_history	're handling yourself about twenty tonnes before dinner. With your hands like this. Loading the barrow with twenty tonnes. And and wheeling it so far like that.
31	AHB	W_newsp_brdsh_t_nat_comm erce	its business. Since it can only pay advisers a standard 3 p.c. commission by loading its funds with an equivalent charge, it runs the substantial risk of losing business
32	H9V	W_fict_prose	not Ryan's. She saw his sister and nephew next morning as she was loading her car with her carvings to take to the hospital. At least she assumed
33	K1V	W_news_script	in balaclavas entered the garage shop by smashing a glass door panel, and were loading a dustbin with cigarettes when they were disturbed by a man in his thirties.
34	AR3	W_fict_prose	an hour later than I had planned, despite my having completed my packing and loaded the ford with all necessary items well before eight o'clock. What with Mrs Clements
35	B11	W_biography	down at the divisional changing point, assembled a crew of engineer and fireman, loaded the engine with coal and water, and attached the engine to the Divisional Superintendent
36	EBT	W_pop_lore	Magritte's career. Preferring a neutral approach for such material, Sylvester has not loaded the catalogue with critical judgements. Here, then, is the value of his
37	EA5	W_fict_prose	buyer looked down into the cabinet the bodgery would not be discovered. Brookhead Smith loaded the cabinet with the gramophone inside it on to the back of his cart,
38	K4W	W_newsp_other_report	pounds when he staged a ram raid on a shop with a wheelbarrow. He loaded the barrow with paving stones before running straight through a plate glass window at the
39	AHM	W_newsp_brdsh_t_nat_social	June 1989 the East Londoner had taken a load to Barcelona, where depot staff loaded his trailer with a mixed consignment to be taken back to London. He drove
40	H89	W_misc	white horses, are relegated to the picture's margin. After Shah Jehan had loaded his son with precious wedding gifts --' a superb robe of honour, a
41	K54	W_newsp_other_social	Darlington, happened exactly a week after raiders smashed their way into the store and loaded a van with three piece suites. Last week Mr Harper's brother Paul offered
42	HDB	W_misc	asleep with my knees on the floor and my head on the seat. We loaded a trolley with our suit cases and bags. We were a quarter of a
43	HRA	W_fict_prose	scissors. The pilots stood out of range of the parings.' You will load your aeroplanes with T.N.T.,' he said,' fly in line-astern to Corps

44	FB7	W_non_ac_humanities_arts	, ' observing this rule so consistently that they would pawn their last jewels or load their lands with mortgages until years of high prices'. This independence and opportunity
45	ABD	W_pop_lore	that an extra few hundred pounds on the price will not be any deterrent, load their cars with all manner of profitable goodies from ten-speaker hi-fi systems to turbo engine-chargers
46	CEG	W_non_ac_nat_science	the 1914 period the custom was to turn the aircraft upside down and then to load the wings with bags of sand or lead shot distributed so as to represent the
47	A77	W_non_ac_soc_science	anchored. I can now split the ' shore side' gang and start to load the RCL with the remaining ammunition and the two twenty-foot containers. It is 1230
48	FBN	W_pop_lore	tank. # What extra equipment do you need? # It is possible to load the filters with other media than the sponges with which they are usually supplied.
49	CGT	W_ac_soc_science	. Mothers may threaten with ' Wait until I tell your father' and then load the father with tales of woe as he walks through the door in the evening
50	CA9	W_biography	minutes' walk away. Kenneth drove me here last Sunday after helping me to load the car with clothes, shoes, video recorder, sound equipment, books,
51	EUS	W_ac_tech_engin	The Von Neumann computer, for example, has a range of load instructions to load the accumulator with the contents, negated contents, absolute value of the contents,
52	G1Y	W_religion	in which this castle was erected.' A sage advised a northern Thane to load his donkey with gold; the castle of Cawdor should be built where the animal
53	EDJ	W_fict_prose	scour, scour. Another moment it's retouch with a decorator's brush, load every rift with pigment, and so on. The current talismanic concept is reversibility
54	CAL	W_non_ac_polit_law_edu	of the party How have the Tories governed in Scotland without a mandate? By packing quangos with their supporters, says Kenny Farquharson # All of a sudden it seems
55	F9F	W_non_ac_nat_science	have another way, too, of deterring animals from destroying their seeds. They pack them with poison. Strychnine, one of the deadliest of all poisons, comes
56	EG0	W_non_ac_nat_science	estates. That's not because people had bigger families, it's because they pack them with young, poor parents, ghettos for women and children. How do
57	A0N	W_fict_prose	some women cracking stone bottles against their cudgels, stripping off their stockings, and packing them with shards and handfuls of gravel from the forecourt. In the hall of
58	A7C	W_biography	accordingly. He told jokes well. His lectures were above all popular because he packed them with information. Clever undergraduates liked them because of their enormous range. Lazy

59	Ck0	W_fict_prose	I'm in the last few months of my final year, she'd better pack me with as much experience as possible before I get whisked away to act staff
60	C95	W_pop_lore	403. Run it into two uplifts at opposite ends of the tank, and pack it with filter floss and carbon. Reverseflow adaptors can be supplied by a good
61	AS3	W_misc	have the choice of being snooty and tutting at people sitting in their cars, packing their faces with hot dogs, or you can pack your own face with a
62	BNL	W_religion	pinching the nostrils together for about ten minutes. If that does not work try packing the nostrils with cotton wool and and applying ice cubes to either side of the
63	CK9	W_fict_prose	one will go a long way.' Back in the sitting-room she found Ben packing the fire with tins filled with coal dust mixed with dried mud, and he
64	BNU	W_misc	a point more forcibly. Kalchu and Sigarup were only half-attending. They were busy packing a basket with the things that Sigarup would need, talking quietly, moving back
65	AAW	W_newsp_brdsh_t_nat_sports	In what seems a courageously wild effort to match fire with fire, England have packed their side with fast bowlers of unproven calibre, so Hemmings's wise-owl control and
66	CDM	W_biography	they were two sizes too big for me; they fitted better after she had packed the toes with scraps of wool. She wrapped up the clogs and gave them
67	H9U	W_fict_prose	decided to find a quiet, ordinary little town and work there undisturbed. He packed his suitcases with clothes and books. Then he looked in a railway timetable for
68	HLP	W_non_ac_polit_law_edu	Congress increasing the number of Supreme Court judges from five to nine, and had packed the court with his supporters see p. 37608. The party said that it would
69	FSP	W_fict_prose	from Fred that she was going into hospital overnight to have a minor operation he packed her room with flowers and clownish notes. Fred was jumpy while they were working
70	JYC	W_fict_prose	at once if he was to make the return trip before dark. His wife packed a box with various goodies for Leonora to take to Penry, then walked with
71	BNU	W_misc	all around them. When at last the work was finished, Mina and Kli packed a basket with some clean clothes and went together to the stream to wash.
72	A0M	W_misc	back and pinch the nostrils together for as long as it takes. Next, pack the nose with cotton wool or gauze and make sure that you inform the referee
73	CAL	W_non_ac_polit_law_edu	been simple -- ignore names put forward by organisations you do not approve of and pack the committees with more sympathetic interest groups. In practice, this largely means freezing

74	CCY	W_instructional	planes: it can be sanded away at the finishing stage. Hitachi doesn't pack its tools with accessories - - there was no dust bag provided -- but some sort
75	H8M	W_fict_prose	All I feel is regret. I open the fridge to defrost it, I pack a bag with my favourite clothes, I switch off the power at the mains
76	HGW	W_instructional	plywood platform at one end of the room, cover it with a carpet and pile it with floor cushions. If storage space and seating are both at a premium
77	K1F	W_news_script	find it in their hearts to forgive. The vandals broke into the house, piled the cooker with linen then switched it on and set light to it. Upstairs
78	J0P	W_non_ac_humanities_arts	' There in firm wisdom ruleth well the father, husband, master. # Heaping it with prosperities, as guardian, guide and judge.' # (deleted:footnote) Below
79	CBV	W_commerce	Nearn points out, it is a driver's car, and motoring journalists have heaped it with praise for many years, one even going so far as to say
80	G17	W_fict_prose	And when 1 return?' he asked.' When you return he will heap you with honours,' Burun said simply.' You will have demonstrated that
81	HNX	W_fict_prose	setting fire # to anywhere that failed to pay its tribute # or didn't heap its trays with fruit and meat # or tried to cut loose from the coils
82	G17	W_fict_prose	the Khanate. Alexei leaned a little to one side so that a slave could heap his plate with k'va, the staple grain which was similar to rice. The
83	CH1	W_newsp_tabloid	a fungus that thrives in moist, warm conditions. Burn all infected leaves and spray plants with fungicide. When the crop is finished thoroughly disinfect the greenhouse to destroy
84	A0G	W_pop_lore	the compost moist. ## Bring pot-grown chrysanthemums into the greenhouse by mid-September and spray plants with a good combined fungicide and insecticide. ## Continue to ventilate the greenhouse
85	CH2	W_newsp_tabloid	released four years ago. Willis's pistol-packing New York cop John McClane is shown spraying victims with bullets. # STAR: Willis #' Misery' line hits buffers
86	B7E	W_non_ac_nat_science	In 1957, the World Health Organisation launched an almost worldwide eradication programme based on spraying houses with residual insecticides. However, tropical Africa with the highest incidence and the
87	CK2	W_non_ac_nat_science	ranges but both they and the males regularly scent-mark the boundaries of their areas by spraying bushes with a powerful mixture of urine and scent. This system of communication works
88	HRA	W_fict_prose	split, smoke and flame grew, the bullet slammed into the crater wall and sprayed Callaghan with mud. Callaghan was now utterly terrified. He hurled himself away and

89	KC1	S_conv	He may be scratched (pause) but he's as clean. And then we just spray them with a polish and when they go down they're good. (SP:PS09E) Yeah
90	G02	W_fict_prose	n't pull the body off or the head'll stay in and go septic. Spray them with something. Alcohol? Was that it? What if it made them
91	CH5	W_newsp_tabloid	to save the Begonias. If it happens again next year with new plants, spray them with something like Benlate + Activex 2. Scrub out the pots with hot
92	KC1	S_conv	is stick it on the bench, we've got this foam cleaner, we spray it with the foam cleaner and clean it and when th-- (SP:PS09E) Yeah (SP:PS09K) that
93	CH1	W_newsp_tabloid	IT could be that your Corylus avellana Contorta is being attacked by aphids. So spray it with a contact insecticide. But the explanation may be simpler. The leaves
94	A6R	W_pop_lore	This helps to avoid the kinking up problem. You can wet the line or spray it with a silicone floatant. When tightening hook knots, pull the line very
95	G0L	W_fict_prose	gate. He saw some of the storm-troopers turn their attention to him and he sprayed them with his MPSK. German bullets for German flesh, Marcus. Then the
96	C97	W_pop_lore	, and the initial reaction was that they were OK, but... We then sprayed them with water for our picture and the instant transformation showed just how very good
97	GXA	W_misc	stocks and pelting them with custard pies. When the pies ran out, they sprayed them with foam! Customers were invited to join in the fun for 50p a
98	G3X	S_demonstratn	awfully hot to try to keep decent flowers and foliage grey, and I've sprayed it with water and I don't think it's entirely satisfactory. Now (pause)
99	G3X	S_demonstratn	have sprayed it this week because it's been so hot (unclear). So I sprayed it with a fine spray and it's kept very well, hadn't it
100	HGF	W_fict_prose	wear the lilac scarf she bought me. She draped it at my neck and sprayed it with her perfume: it still smells faintly of Chanel. Colette spoke of
101	KCP	S_conv	the fields. Quite possibly he has got a flea duck. (pause) (SP:PS0GM) I sprayed him with that stuff. (SP:PS0GM) Ah well if he's (SP:PS0GT) (unclear) (SP:PS0GM) er
102	GVL	W_fict_prose	He staggered, but kept on moving. I Dreamed my gun bigger, and sprayed him with tracers. There were little explosions in the air around him. His
103	A6N	W_fict_prose	animals, including a pet goat who wouldn't let Rose milk her unless she sprayed herself with a perfume that the mother used. They were given a sumptuous tea
104	HGM	W_fict_prose	it was right, she left it to swing lightly between her breasts as she sprayed herself with Dune, the new Christian Dior fragrance, on her way to answer

105	HRT	W_misc	, to be covered with foam. For a small fee everyone was invited to spray him with the foam wherever they wanted -- and they most certainly did! Next
106	BMF	W_pop_lore	pulled me out! Paddling friendships really get into the blood!) Mike Vater sprays us with champagne, urged on by a joyful Adele. My daughter hugs me
107	HUB	W_essay_school	She also gets him to do up her buttons on her dress. Later she sprays him with an atomiser. It is not surprising, therefore, that Stanley'
108	C8D	W_pop_lore	and feel their best in time for the summer. # tone your breasts by spraying them with alternate bursts of warm and cold water then smooth on lots of body
109	HL6	W_non_ac_polit_edu	accomplices had stormed into Abashidze's office while the latter was chairing a meeting, spraying it with submachine-gun fire. Both Abashidze and Georgian Deputy Premier M. Omanadze were wounded
110	HJD	W_fict_prose	himself bodily away from his attacker, hitting the ground in a rolling break-fall and spraying himself with his own urine as he did so. He fetched up on his
111	HA0	W_fict_prose	meant nothing to my father. Guerrillas warned us that the CIA were about to spray the area with a new defoliant and anthrax contaminants. How often have I heard
112	HH3	W_non_ac_polit_law_edu	rubbish in the area. He agrees to cover the garbage with sand and to spray the area with chemicals to kill the flies and mosquitoes. He even suggests turning
113	CE4	W_misc	remain even when the petal has been pressed. It is also usual practice to spray a bouquet with water from an atomiser to keep it fresh, but it should
114	FEV	W_non_ac_nat_science	whisk their urine into an odorous shower. A male rabbit goes even further and sprays the female with his urine as he leaps over her. Some animals, such
115	G1X	W_fict_prose	, one that unlooses the ravelled knot, fills the top hat with handkerchiefs, sprays the air with doves. But the model isn't from magic but particle physics
116	CK4	W_pop_lore	and clutching a can of hi-fi contact clear. He rushes up to us, sprays our T-shirts with it and then forces us to inhale the fumes. We all
117	BN4	W_non_ac_nat_science	potassium and phosphate fertilisers. Turn instead to compost, seaweed and manure. Avoid spraying your plants with pesticides, grow plants that encourage beneficial insects such as carrots,
118	EFG	W_pop_lore	phone to save it from being kicked or left off the hook. # Consider spraying your carpets with stain-retardant which coats the fibres and makes them more resistant to dirt
119	HHW	W_hansard	complexes is absolutely negligible. It is potty and ridiculous to suggest that stopping people spraying their armpits with deodorants will have an effect on issues of that scale. People
120	CG1	W_pop_lore	, the tunnel is either self supporting or shored with metal arches and stabilised by spraying the walls with concrete. Eventually, the complete tunnel will be lined with a

121	C8M	W_misc	of the aspersion method, a system of dissipating the freezing effect of frost by spraying the vines with water. As a vine will generally withstand a temperature as low
122	JY7	W_fict_prose	boredom of the long moments ahead. Lights on the ceiling blinked to life, spraying the stage with wild colours. The curtains parted, revealing a line of models
123	CH0	W_fict_prose	gun back.' Two hefty figures in combat suits thundered through the doors, spraying the saloon with fire. The pointman steadied and looked around. He saw Jessamyn
124	CAD	W_pop_lore	While FLOWERED UP were in the process of getting kicked out of their hotel for spraying the porters with fire extinguishers, Bez was safe in his room making a four-hour
125	ALL	W_misc	the Edinburgh Squadron pounced on the Germans, screaming down out of the sun and spraying the marauders with concentrated machine gun fire. The battle broke up into a series
126	CH5	W_newsp_tabloid	be kept moist while they are growing. The humidity should be supplied by regularly spraying the leaves with fresh water. Also stand the pot in a tray of damp
127	CCP	W_misc	half a pig and the produce of a hen house the next morning, then spraying the countryside with this heady mixture while approaching the crag. The next step --
128	A6C	W_misc	custom, in the cinemas of Wellington, Shropshire, where I lived, of spraying the audience with perfumed deodorant during the intervals. Sometimes I smell that odour as
129	ECG	W_pop_lore	bank, his hooves carving into the ground just a yard from my toes and spraying my legs with black peat. I made myself very small as the stags crashed
130	ECB	W_ac_soc_science	to explode behind Alan Travers. David Laing had leapt to his feet again, spraying his neighbours with cold coffee. He seemed to be having some kind of fit
131	K5M	W_newsp_other_report	, 52, from Maghera, south Derry -- were gunned down when two assassins sprayed their van with gunfire. The attack took place as they and three other men
132	C9M	W_pop_lore	it took you to write this letter you could have stripped the guitar down, sprayed the switch with contact cleaner and fitted new strings -- you do change your strings
133	EVA	W_non_ac_soc_science	I was starting to climb up some stairs when the bell rang. " They sprayed the subjects with cold water when they were undoubtedly in REM sleep, and then
134	CCC	W_non_ac_polit_law_edu	greeting. At that moment, a car drove up and a gunman in it sprayed the boys with a machine-gun. It turned immediately and again passed with the gunman
135	AR8	W_non_ac_polit_law_edu	dropped small depth charges at random into the harbour and if they saw anything suspicious sprayed the area with machine guns. When told this, Johnny Cooper was not amused

136	KSV	S_conv	(SP:PS1BY) We're talking seriously tasty! So (pause) (laugh) (SP:PS1K5) Not me, I sprayed my balls with that stuff. (laughing) Oh lend you a jacket, moron!
137	ANF	W_biography	appear dcollet, then he covered her dress with magnificent, multi-coloured flowers and finally sprayed his design with fixative. Once the dress had dried, Modigliani told Beatrice to
138	CKY	W_pop_lore	, a plain white canvas, flush with the wall; and Martin Gostner has sprayed a column with transparent glue, sticky but invisible. Christine Ebert has enamelled a
139	FUU	S_speech_unscripted	it's not a, nowhere near as flammable as your cellulose thinners that you spray your car with and things like that, your touch up sprays, because it
140	ED3	W_pop_lore	Apply on stained areas, dry and reapply a few times. After treatment, spray your boots with a water-repellent spray to prevent further stains. # WHERE ARE THEY NOW
141	A79	W_misc	Tradition demands that the cowls should be painted white and it is common practice to spray their surfaces with glass-fibre to improve durability. Normally, cowls require considerable maintenance and
142	GU5	W_ac_nat_science	so. In June 1988, in Santiago, Chile, aircraft were used to spray the smog with water and detergent to encourage removal of the suspended particulates. For
143	ACY	W_pop_lore	yellow spots beneath. Control: Remove and burn infected leaves, ventilate freely and spray the plant with Boots garden Fungicide or Supercarb. Blossom-end-rot: Sunken black spots appear
144	ASS	W_fict_prose	disappointment, number 47 did not start necking with the bodywork. He started to spray the hubcaps with what looked like toothpaste. Henry was safe anyway. Number 47
145	GV1	W_misc	and causing widespread disfiguration of flowers and foliage. The only remedy is to regularly spray the foliage with clear water to dislodge the pests so that the fish can devour
146	KC2	S_conv	bloody amazing never think to (SP:KC2PSUNK) (unclear) (SP:PS09W) and I reckon what it is they spray the fields with all this stuff (SP:KC2PSUNK) (unclear) (SP:PS09W) and all that lot, yeah
147	B7G	W_non_ac_nat_science	have now been characterised and can be produced artificially. A simple technique is to spray the crop with a pheromone of the pest species -- which may encourage the parasites
148	A70	W_pop_lore	to be separately wired before taping together (see left). Once arranged, spray the corsage with water, protect in a box and place in the refrigerator to
149	GUK	W_fict_prose	, who wasn't eating either. She broke off a piece of baguette, spread it with butter and jam, stuffed it into her mouth. Victorine, Rose
150	GVP	W_fict_prose	in their room at the auberge, Melissa took the tissue from her pocket and spread it with its contents on the table. Iris stared with her mouth open as

151	HH8	W_fict_prose	on shorts and a sleeveless top. She cut a wedge from the loaf, spread it with cherry jam, and carried it, with a mug of coffee,
152	JY3	W_fict_prose	alternative accommodation.' She spread butter on to a deliciously aromatic roll, and spread it with honey, adding calmly,' This is your villa. You've
153	EFU	W_misc	bread should be as big as a dessert plate and nearly 1 inch thick. Spread it with a layer of French mustard and cover the whole surface of the bread
154	CRE	W_fict_prose	on end, and began to squeeze burnt umber directly on to the canvas, spreading it with a palette knife until the scene beneath was completely obscured. In its
155	AD0	W_non_ac_medicine	or has sugar-coated cereal or muesli with sugar). If she has toast she spreads it with jam or marmalade. She often eats biscuits or some kind of sweet
156	HGN	W_fict_prose	dry. I'm out of butter." My Grandma Rosenbloom used to spread hers with chicken fat. But...' undeterred,' you still haven't
157	C9F	W_pop_lore	Serves 1 Make two horizontal slips in a large bap without cutting right through. Spread each slit with low fat spread and low calorie mayonnaise mixed with chopped fresh herbs
158	C9F	W_pop_lore	canned fruit in natural juice can work just as well. Serves 6 (-----) 1 Spread the sponge with jam and cut into chunks. Place in an glass serving bowl
159	J11	W_instructional	become completely cold. # 3 # When cold unroll and remove the paper. Spread the sponge with the chocolate buttercream, covering all the sponge except for 1cm (
160	H06	W_pop_lore	last possible moment and cover with a damp tea towel until you serve them. Spread the bread with Lurpak slightly salted butter and top with one of the following:
161	ABB	W_pop_lore	the bread with a rolling-pin, then spread each slice thinly with mayonnaise. 3. Spread the bread with the ginger and roll each slice up into a roll. Wrap
162	AB4	W_misc	oak in the hall look silver with age. (This effect was achieved by spreading the timbers with hot lime for fifteen minutes and then scraping it off.)
163	EV4	W_ac_soc_science	were crashing down rising into the air, then crashing against the water below, spreading the beach with a white spray. Further up the beach it was all quiet
164	J11	W_instructional	securing with a dampened brush. # 5 # Using a small palette knife, spread the teddy with the buttercream and rough up with a fork. Shape two blobs
165	AHK	W_newsp_brdsh_t_nat_misc	to prevent a skin forming. Set aside one cake for the top and thinly spread the rest with jam. Put one layer on a large plate and spoon on

166	ABB	W_instructional	1 can jalapeo peppers, drained and sliced or black olives for garnish 1. Spread the nachips with a thickish layer of refried beans and place them in a grill
167	ABB	W_instructional	plate, spike all over with a skewer and lace with half the kirsch. Spread the cake with cream and then top with the drained cherries. Place the remaining
168	BMN	W_fict_prose	was overcast and a light rain began to fall. A passing cart rolled by splattering him with mud and Corbett quietly cursed Burnell for sending him here. He reached
169	H90	W_fict_prose	, excuse me a minute, my little chaplain is jumping up and down, splattering the parchment with ink.' Tell me! Tell me!' he whines
170	A18	W_ac_humanities_arts	. In a single serpentine sentence Porfiry seems to dissolve into his own prose, showering Raskolnikov with a patter of tiny verbal blows as if exercising the Russian particle for
171	HJ4	W_newsp_other_report	clearing the area when the warning came, just minutes before the bomb exploded, showering people with glass and debris. One woman, 100 yards away was hit in
172	CEM	W_newsp_other_report	lovers have become more open, walking hand-in-hand through the garden. And Danson has showered Whoopi with flowers and love poems.' They can't get enough of each
173	CBF	W_newsp_other_report	yesterday, turning Christmas celebrations into chaos. In the worst incident, 300 yobs showered police with broken bottles and bricks then looted shops in the centre of Coventry.
174	CH3	W_newsp_tabloid	Italian crowd went berserk when they realised their man had lost his title, and showered Benn with coins and rubbish. Benn promised that the first thing he would do
175	A0R	W_fict_prose	. She picked her way between them, treading with care so as not to shower things with sand. A woman she passed was telling her husband to put on
176	AEB	W_fict_prose	the kindly tutor, whose dress and hair grew paler by the minute as they showered her with dust. Sam, Rose and Jackie waited for Evelyn to volunteer.
177	CD2	W_fict_prose	she showed them her wedding ring and told them she was married. They had showered her with congratulations, and had been pleased to serve her. Miss Asshe had
178	FPX	W_fict_prose	an anticlimax, but she squealed anyway and clung to him as if he'd showered her with a gallon of spunk. Her legs were still on his shoulders as
179	JYE	W_fict_prose	, ' It will be a wonderful wedding night, my love.' He showered her with kisses, and time seemed to stand still for them both, until
180	CBF	W_newsp_other_report	rented a luxury flat near his home at a cost of 385 a week and showered her with expensive gifts. Jean, 61, discovered the other life of the
181	CEN	W_newsp_other_report	100,000 home near Gosport. Mr Friend, now the 50,000-a-year council chief executive, showered her with luxuries including a new car and a horse. But the pressure soon

182	AD7	W_misc	in Epsom Cottage Hospital for four days without regaining consciousness. Her friends and supporters showered her with mail. So did some less sympathetic correspondents:' I am glad
183	CH2	W_newsp_tabloid	trouble when the Queen meets Chancellor Helmut Kohl in Bonn on October 20. Hooligans showered him with rotten eggs and he was even punched in Schwerin, east Germany.
184	CJP	W_pop_lore	's name. The Mutawas offered the father moral support in his strong stance and showered him with accolades for his religious conviction. The girl would die today. Consumed
185	CAC	W_non_ac_humanities_arts	cloven-hoofed, paid a visit to King Herla on the occasion of his marriage and showered him with many marvellous gifts. As he left the court, he asked the
186	CBB	W_non_ac_humanities_arts	and Avebury stone circles. On his arrival Francis Peck, a fellow antiquarian, showered him with romantic and mythical titles which pleased Stukeley greatly: Stukeley first took up
187	H9X	W_biography	using a soda siphon, which, because of some defect, had backfired and showered him with mineral water. Extremely annoyed, he had been obliged to change his
188	HRF	W_biography	Jagger, Claire Bloom, Linda Thorson and Lionel Blair were among the stars who showered him with praise. Then Crawford went out for a welcome late-night meal, before
189	CB5	W_fict_prose	. They were a pleasant, handsome couple and New York had welcomed them, showering them with invitations. Naturally, all this activity made it necessary for Mrs Carson
190	FRJ	W_fict_prose	few minutes before baking them in the oven, glazing them with egg-white and then showering them with sesame seeds. After the minyanim the men would collect them to bring
191	G0E	W_fict_prose	the least of his worries. Another strip light exploded in the roaring maelstrom, showering them with glass. But Rohmer continued talking, undisturbed. Gales of snow and
192	CBE	W_newsp_other_report	with his 27-year-old wife Anita on the tarmac -- seconds before the DC-10 exploded, showering them with debris. Last night, accident investigators were still trying to find out
193	B34	W_misc	were wearing expensive clothes on and off stage, taking cabs everywhere, men were showering them with gifts in an attempt just to be seen with them. It was
194	BMN	W_fict_prose	's grave, but the King came and saw her. He pursued her, showering her with gifts, jewels and precious cloths. Then he seduced her, not
195	EWB	W_fict_prose	crowds were cheering in the streets, gasping at the splendour of her dress and showering her with flowers and petals. Yes, it was real, it was happening
196	HUB	W_essay_school	guilt, not her husband's death. Stella tries to look after her sister showering her with compliments to try to get Stanley to' understand her and be nice

197	JY6	W_fict_prose	in hotel lobbies, as if he knew each one personally. She began to shower him with desperate gifts. He broke the engagement, stunned by how easily he
198	HWX	W_pop_lore	material from his recent 'Deuce Avenue' album, while the audience began to shower him with beer and spit. The audience began chanting 'You fat bastard!
199	KNB	S_sermon	towards him, there he is with arms open wide to receive us and to shower us with his blessing. Now I'm not quite sure whether it's because
200	A7A	W_fict_prose	if the State denies us that right of individual choice then, although it might shower us with gifts, it is robbing us of our deepest, profoundest freedom,
201	CM8	W_ac_humanities_arts) is almost a defining feature of the living world as a whole. Naturalists shower us with intriguing accounts, both anecdotal and experimental, and their range tends to
202	BNS	W_pop_lore	have stalked the land, set free by a government that slashed their taxes and showered them with Bollinger, BMWs and bijou terraced houses in the smarter parts of South
203	CD8	W_non_ac_humanities_arts	lead, and lead they did to utter and complete defeat. The enemy bowmen showered them with arrows, to break up any semblance of order; and the English
204	B34	W_misc	than this child'. But he gave much of his time to them and showered them with expensive gifts. Tiller began to provide entertainment in the intervals at the
205	BP9	W_fict_prose	well. So I just wondered. I'm sorry..." I shall shower you with ravening kisses.' She laughed.' Not your style.'
206	A44	W_newsp_brdsh_t_nat_editorial	banks start promising to look after you much better than ever before, and to shower you with presents. But they will only do this, it turns out,
207	BN1	W_fict_prose	that was only waiting for the two of them in order to receive them and shower them with its infinite gifts! The picture began to tremble in the hand that
208	JY7	W_fict_prose	'? Her smile was thin.' What do you do, then? Shower them with expensive gifts to keep the lie alive? Is that what Silvio was
209	CR6	W_fict_prose	'! She popped a prawn ball into her mouth and bit on it, showering him with sweet and sour sauce.' Oh, I'm sorry!
210	CG1	W_pop_lore	Capital Radio. At the end of the recording, the woman who had been showering him with questions observed the following: 'I have never done such a difficult
211	EFR	W_non_ac_nat_science	the inebriated insect totters up, it has to wriggle beneath an overhanging rod which showers it with pollen. Sometimes plant and insect become totally dependent one upon the other
212	K4V	W_newsp_other_social	of them gets his timing wrong. The ball soars and ploughs into some branches showers him with twigs and leaves. The ball lodges, sticks, stays; the

213	H9L	W_fict_prose	shortcoming? Perhaps I'm interpreting my role incorrectly. Am I supposed to be showering you with gifts right now, pretty things, baubles you can --?'
214	CAL	W_non_ac_polit_law_edu	queer-bashing jokes.' You'll like this one,' they leer, before showering me with a few priceless gems from the treasury of homophobic humour. They seem
215	HHN	W_misc	we say, somewhat less than a complete admirer of the railway. Instead of showering it with bouquets for its achievements, he prefers to see it, in the
216	H94	W_fict_prose	of revellers in black and red velvet doublets and hose ran down the arcade, showering everyone with confetti. Laughing, she tossed back her hair with joy.'
217	KNB	S_sermon	experience God's blessing. He would not be true to himself (pause) if he showered us with blessings (pause) while we're outside of his will. But once we
218	G3B	W_biography	wondered. Suddenly I became a target for this lunatic, and he began to shower me with machine-gun bullets. After a minute or two he made a wide turn
219	CH2	W_newsp_tabloid	he carried the little girl to the nearest building and rushed inside a flat to shower her with cold water.' Parts of her clothing were fused to her body
220	ART	W_biography	of humanity, the emotionless sterility, were to become Morrissey's main motivation in showering the place with flowers a little over a year later. Summer 1982 and still
221	K1C	W_news_script	dropped on their car from an overhead bridge. It smashed the car's sunroof showering the family with glass. The police say someone could easily have been killed.
222	EDE	W_non_ac_soc_science	respectable England could ignore the realities of slum life for so many years, while showering the Empire with the benefits of Christianity and imperial wars, and then get itself
223	ART	W_biography	The music press treated' Meat Is Murder' with approving caution. Nobody risked showering the album with reams of ecstatic praise:' CClose, but no cigar'
224	HLG	W_non_ac_polit_law_edu	issued to civilians by the SLA and Israel. As clashes intensified and Israeli artillery showered their villages with shells, thousands of civilians streamed north from southern Lebanon on Feb.
225	ECM	W_biography	vied with each other to win the love of their children. Yet while they showered their offspring with expensive presents this wasn't accompanied by the affectionate cuddles and kisses
226	A36	W_newsp_brdsh_t_nat_arts	lived in a big town you'd know that the husband knows.' Boris showered the woman with presents, eventually including the house which was what she (and

227	GW2	W_fict_prose	perform in Nehushtah's chambers, despite her peculiar foreign ways, because she always showered the Ixmaritians with gifts and gave them delicious food and wine for refreshment. Once
228	ART	W_biography	to Factory?' came the cry, but a rebellious gig where the band showered The Hacienda with flowers virtually negated this particular course of action. In cam the
229	FPK	W_fict_prose	. It seemed to Beth as though nothing would ever console her. But she showered the girl with love and affection, sitting with her night after night, to
230	ALL	W_misc	bomb missed the Southampton by the breadth of the Admiral's Barge, and another showered the Edinburgh with shrapnel. The real fire-fight developed over the stricken Mowhawk which was

APPENDIX 2

The survey (Google Forms) conducted with a group of native speakers.

Indefiniteness and the holistic effect in the *with*-variant. Survey

Hello!

My name is Javier Martín García, and I am a fourth-year student of Modern Languages (English-French) at the University of Las Palmas de Gran Canaria, Spain. I am about to finish writing my final degree thesis on an English syntactic construction, and you, as a native speaker would be of great help for my investigation. I would be very grateful if you could possibly answer the following questions below. These are very simple; you just have to select the choice that matches what you think and how you use your language.

Thank you very much in advance.

javiermartingarciagc@gmail.com [Cambiar de cuenta](#)



No compartido

Questionnaire

Part 1

1) When reading these sentences, can you tell any **difference in meaning** between the two?

- a) *Sarah spread paint on the wall.*
- b) *Sarah spread the wall with paint.*

- Yes.
- I do not notice any difference at all.
- I can tell a subtle difference in meaning.

2) As a native speaker, which of the following sentences would you utter if you mean the van is **full of hay**?

- a) *John loaded hay onto the van.*
- b) *John loaded the van with hay.*

- A
- B
- Both of them indifferently.

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Questionnaire

Part 2

1) In which of these examples do you interpret that the basket/bag is full of clean *
clothes/favourite clothes?

a. I quickly packed the basket with clean clothes and kept on cleaning the house.

b. *I packed a bag with my favourite clothes. (BNC_H8M_W_fict_prose)*

- A
- B
- In both of them.
- In none of them.

2) In which of these examples do you interpret that the trolley is full of food and *
basic needs/suitcases and bags?

a. *We loaded the trolley with food and basic needs to donate to the poor.*

b. *We loaded a trolley with our suit cases and bags. (BNC_HDB_W_misc)*

- A
- B
- In both of them.
- In none of them.

3) In which of these examples do you interpret that the wall/column is full of blue *
paint/transparent glue?

a. *We sprayed the wall with blue paint.*

b. *Martin Gostner has sprayed a column with transparent glue, sticky but invisible. (BNC_CKY_W_pop_lore)*

- A
- B
- In both of them.
- In none of them.

4) In which of these examples do you interpret that the van/dustbin is full of small * stuff/cigarettes?

a. *After he had had a sandwich m [in] the Market Burger House, he loaded the van with small stuff to be returned and went out delivering.*

(BNC_FU2_W_fict_prose)

b. *[...] and were loading a dustbin with cigarettes when they were disturbed by a man in his thirties.* (BNC_KV1_W_news_script)

- A
- B
- In both of them.
- In none of them.

5) In which of these examples do you interpret that the man/police is full of beer * and spit/broken bottles and bricks?

a. *The audience began to shower him with beer and spit. The audience began chanting 'You fat bastard!' (BNC_HWX_W_pop_lore)*

b. *300 yobs showered police with broken bottles and bricks.* (BNC_CBF_W_newsp_other_report)

- A
- B
- In both of them.
- In none of them.

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[Enviar](#)

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