Particle *UP* in English Phrasal Verbs and its Hindi Equivalents

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The study presents a semantic analysis of the English phrasal verb particle up (e.g. pick up, set up, take up) along with the mapping divergence in its equivalent Hindi verb forms. The paper selects multiple senses of the particle up in phrasal verb combinations from Rudzka-Ostyn (2003), collects example sentences and manually translates those constructions into Hindi by looking up relevant dictionaries and corpus resources, including native-speaker intuitions. The study attempts to identify the semantic correspondence in the verbal system of both languages, mainly while mapping English particle semantics in Hindi. The analysis has been extended to the Hindi data to identify the divergence patterns in the English-Hindi sense mapping of the respective particle. The study observes that the Hindi main and light verbs map the literal and extended senses of the particle. Additionally, for the phrasal particle constructions that map onto compound verb constructions in Hindi, the role of the light verb (V2) also maps the semantics of the respective particle.

Keywords*:* *English-Hindi, Cross-Lingual Mapping, Phrasal Verb Particles, Semantics.*

1 Introduction

English phrasal verbs (EPVs) have always been a challenging topic for language researchers as well as for English language teachers and learners. Consequently, these verbs have also got a great deal of attention in the teaching-learning of English in a second/foreign language setting. EPVs present a wide range of complexities. The complexities in acquiring and/or learning these specific linguistic elements are due to their growing numbers, specialized meaning, complex semantic and syntactic features, and cross-linguistic differences. Their complex syntactic and semantic properties present an intriguing area of inquiry within English and in comparison, to other languages. In the present study, we attempt to point to the multiple senses of particles *up* in phrasal verb combinations and present their semantic correspondence in Hindi. The study aims to identify the grammatical category of the complex Hindi verbal structures used to represent the semantics of the relevant particles. Furthermore, the study illustrates the impact of the particles *up* on lexical verbs in various contextual environments and investigates their equivalence in Hindi. EPVs consist of a verb and a particle (e.g. *take up*, *turn down, put out*). The verb retains the core meaning, and the particle(s) may only contribute to meaning indirectly. They are highly polysemous, and their meaning is not exactly the summation of its components. The semantic unpredictability of phrasal verbs seems to be assigned by the particles since the meanings of verbs are less controversial. The particle *up* is selected as it is the most frequent particle in English phrasal verb constructions (Gardner & Davies 2007; Luo et al. 2019). The particle *up* forms a systematic set of semantics in combination with certain classes of verbs, as illustrated in Rudzka-Ostyn's (2003) cognitive linguistics-based framework. The objective of the study is to analyse the literal and the extended senses of the particle *up* and to determine the equivalent Hindi verbs. The primary attested sense of the particle *up* represents vertical upward motion. The study takes a cognitive

linguistics (CL) approach to the phrasal verb semantics, which supports that particle meanings truly constitute a radial network of related senses that extends from more central (literal) to more peripheral (metaphorical) meanings (Lindner 1981; Rudzka-Ostyn 2003). The primary sense of a preposition/particle reflects spatial locations or movements, whereas the extended senses are abstract and are usually derived from the concrete, spatial sense. For instance, on a continuum, the spatial upward movement extends into the abstract domain and is used to mark the sense of more, such as an increase in amount, strength, importance, intensity, etc. For instance, in '*put up the prices*', the particle *up* denotes the sense of increase in amount. The particle semantics in phrasal verb construction significantly contribute to meaning formulation. The complexities involve gaining insights into the particle semantics. The primary attested meaning of the particles is more comprehensible than the combinations where a particle completely changes the meaning of the verb and results in a metaphorical meaning. The combination of a verb and a particle denote more than one sense.

The present study examines the various senses of the particle 'up' in phrasal verb combinations and looks for their semantic equivalence in Hindi, one of the major Indian languages. English and Hindi, including some other Indian languages, have been compared in the context of divergence studies (Dave et al. 2001; Sinha & Thakur 2008; Gupta & Chatterjee 2003; Chatterjee & Balyan 2011 among others). However, we have not found a comparative study of the semantic equivalence of English phrasal verbs in Hindi. Chatterjee and Balyan (2011) outline the procedures followed to disambiguate the context of English phrasal verbs and obtain their correct equivalent expression in Hindi by incorporating the semantic category and functions of the subject and object argument structure of the phrasal verbs' contextual occurrences. The study found that the Hindi translation equivalents reflect the polysemy of phrasal verbs by choosing a separate lexical entry based on their contextual interpretation. However, their study does not establish a cross-linguistic semantic mapping between the senses of the English phrasal verb particles and their corresponding Hindi equivalent verb forms. The study focussed on contextualising the phrasal verbs but did not to explore the semantic equivalence of particles in Hindi. In the present study, we examine the semantics of the most frequent phrasal verb particle *up* and its respective mapping in Hindi. This will establish a cross-linguistic semantic correspondence between the verbal system of both languages, English and Hindi. We have selected the combination of particle *up* with the twenty most frequent lexical verbs (*go, come, take, get, set, carry, turn, bring, look, put, pick, make, point, sit, find, give, work, break, hold* and *move*) in phrasal verb constructions in the British National Corpus (BNC) (Gardner & Davies 2007). We have developed an English-Hindi parallel translation equivalent of selected EPVs with the particle *up* for the present purpose. To analyse the senses of the particle *up*, we have used Rudzka-Ostyn (2003) semantic classification of particles. The present study is significant as particles in phrasal verbs carry distinct senses and give rise to complexities while mapping to other languages, particularly Hindi. The study will be useful for multi-word lexicon extraction in English-to-Hindi translation, lexicography, and information extraction. This study will also be helpful for language learners and teachers to gain insight into how to map these semantically loaded linguistic elements into Hindi, enriching the learning and comprehension of the semantics of particles and phrasal verbs in English.

The major research questions addressed in this paper are the following:

i. How does Hindi represent the senses of the English phrasal verb particle *up*?
ii. What are the grammatical devices in Hindi to map the senses of the particle *up* in English phrasal verb constructions?

The paper is organised in six sections. The second section presents the classification of phrasal verbs in English, followed by the methodology in the third section. The fourth section presents the English-to-Hindi mapping of the EPV particle *up,* followed by results and discussion in the fifth section, and finally, we conclude the paper in the section sixth.

2 Classification of English phrasal verbs

Phrasal verbs represent one of the prominent and ubiquitous features of the English language. They are prevalent in spoken and written form and are considered a specificity of the English language. Their complex syntactic and semantic structures cause difficulties in their acquisition-learning, comprehension, and production in speech or writing (Celce-Murcia & Larsen-Freeman 1983; Cornell 1985). The non-compositional semantics of phrasal verbs make them difficult to learn for the native as well as the non-native speakers of English. This causes unpredictable semantics from both the constitutive elements of English phrasal verbs. There exist diverse views on the nature of the phrasal verbs in English: Bolinger (1971) considers phrasal verbs as an idiomatic expression of the English language, Graver (1963: 261) considers them "semi-compounds", and Palmer (1965) regards them as single units in the grammar. English phrasal verbs present severe collocation restrictions in the verb and particle combinations, such as we can *give up* but not **give down*. Phrasal verbs are frequently structured in the English language and fall under multi-word verbs described as lexemes, representing meanings greater than the meanings of single-word verbs. Different labels such as 'verb-adverb combination (Kennedy 1920), Discontinuous verb (Live 1965), phrasal verb (Bolinger 1971), verb-particle combination (Fraser 1976), and 'two-word verb' (Meyer 1975) have been used to refer to this type of construction. The terminology "phrasal verb" is preferred as it seems to be the least controversial and the most comprehensive. Phrasal verb consists of a verb and an adverbial or prepositional particle, and their meaning is not simply the sum of the individual meaning of its constituent elements as in *give up,* the individual semantics of *give* and *up* cannot account for the semantics of phrasal verb *give up* 'to quit' as in *she gave up alcohol at the age of 35*. Phrasal verbs are difficult to learn because of their complex syntactic and semantic patterns. They are often classified based on their syntactic and semantic patterns. The syntactic classification of phrasal verbs includes the features of transitivity (intransitive and transitive) and separability (inseparable and separable) (Bolinger 1971; Live 1965; Fraser 1976; Quirk et al. 1985). The transitive phrasal verbs require an object, as in, *she took up the carpet.* With most transitive constructions, the verb and particle are separated by the insertion of the nominal element, the direct object and results in a separable construction, as in, *she took the book down from the top shelf*. As the verb and particle are separated by the object in separable constructions of phrasal verbs, this type of construction is also termed as phrasal verbs presented in split configuration. In contrast, in inseparable constructions, the verb and the particle share a close bond and are termed joint configurations of phrasal verbs. Bolinger (1971) notes that the joint configuration of verb and particle may be more favoured when the sense of the particle is not literal. In split or separable constructions, if the object is a pronominal (*it*, *you*, *her*, *him*, etc.), the verb and the particle are always separated, as in *she will take you down in the lift*, not **she will take down you in the lift*. The separability features associated with phrasal verbs cause major problems in their identification and contextualization. Apart from the complex syntactic patterns, phrasal verbs pose complex semantic interpretations. The semantic classification of phrasal verbs has been carried out

based on the compositionality of the constituent elements. They have multiple meanings, which are compositionally formed through the interaction between the polysemy networks of both the verb and the particle. The semantic network raises from central or literal to extended or abstract senses. The semantic classification of phrasal verbs ranges from fully compositional/literal (i.e., each component contributes its meaning, as in, *I picked up the kids' clothes that were lying on the floor*.) to non-compositional/idiomatic (as in, *when you live in a country you soon pick up the language*.). They are semantically classified as literal, semi-idiomatic/aspectual and idiomatic/non-compositional (Dehe` 2002). The literal phrasal verbs are those where the verb and the particle both retain their literal basic meaning and contribute individual semantics in the meaning of composite structure. For instance, the literal sense of the particle *up* denotes the movement of an entity from a lower to a higher position or place, and the central sense of the verb *take* is 'to get hold of something'. If these two literal senses are combined, the semantics of the phrasal verb *take up* turns out to be 'getting hold of something and lift up' as in, *she took up the carpet*. In literal constructions, the particle contributes its directional meaning to the verb. The second semantic classification is semi-idiomatic or aspectual constructions, where the verb retains its basic literal meaning, and particles specify its meaning by adding a sense of completion to the entire expression and denoting a completed action. For example, the particle *up* in *eat up*, *use up*, and *drink up* does not imply 'direction' or movement from a lower to a higher position' but adds a sense of 'entirely, completely; *down* in *burn down* implies 'completely, entirely' rather than the spatial directional meaning. The particle implies that the action has reached its end or is completed. The third semantic category is the non-compositional or idiomatic phrasal verbs where the meaning of the phrasal verb is unpredictable from the individual meaning of the constituent elements, verb and particle as in *give up,* the individual semantics of *give* and *up* cannot account for the semantics of phrasal verb *give up* 'to quit'. In idiomatic or non-compositional constructions, particles completely change the meaning of the verb to a novel unseen meaning, and that gets established after a certain period and reflected in speech and writing as the sense of phrasal verb *pick up* 'to catch' in *she picked up cold*. The immediate context of the phrasal verb functions as a variable element in the meaning composition. With a change in this, the meaning of the phrasal verb changes as in *she turned down the invitation*, the sense of the phrasal verb *turn down* is 'to refuse' and 'to decrease' in '*she turned down the volume of the TV.* This shift in meaning is recognized by cognitive linguists like Lindner (1981), Rudzka-Ostyn (2003) and others. They showed that the meanings of the particles in phrasal verbs form a network of related senses, and thus, they are systematic and analysable, at least to some degree (Kovács 2011: 4).

3 Methodology

As mentioned earlier, the present study attempts to investigate cross-linguistic distinctions between English and Hindi in mapping the senses of phrasal verb particle *up*. For this purpose, we have taken Rudzka-Ostyn's (2003) cognitive-oriented senses for the particles *up* in phrasal verb constructions. The selected phrasal verb constructions involve the combination of particle *up* with twenty most frequent lexical verbs (*go, come, take, get, set, carry, turn, bring, look, put, pick, make, point, sit, find, give, work, break, hold* and *move*) functioning as EPVs in the British National Corpus (Gardner & Davies, 2007). The sample English sentences of the resultant combinations pertaining to each of those senses were collected from the British National Corpus. The sample English sentences were then manually translated into Hindi with

the help of some relevant dictionaries and corpus resources, including the native speaker intuitions. Furthermore, we prepared a list of Hindi equivalents for each of the senses of selected particles and presented a comparative analysis to determine divergences in mapping the senses of particles *up* in Hindi. For the semantic analysis of aspectual completive sense assigned by the particle *up* in English phrasal verb constructions where particles add a sense of completion to the verb, we took the phrasal verb combinations as illustrated in Rudzka-Ostyn's (2003). For instance, *fill up, drink up* and *eat up*. Further, they have been compared with their corresponding Hindi equivalent forms to establish cross-linguistic mapping patterns and divergences in realizing the identical concepts in both the languages under study (English and Hindi).

4 English-to-Hindi mapping of the EPV particle *up*

This section presents a cross-lingual semantic mapping of the English phrasal verb particle *up* in its equivalent Hindi verb forms. The analysis attempts to establish a semantic correspondence between the verbal systems of both languages under consideration. To present a semantic mapping, we took Rudzka-Ostyn's (2003) classification of the semantic network of the related senses of the particle *up* in phrasal verb combinations and presented a contrastive study of realizing the various senses in Hindi. The primary sense of the particle *up* denotes vertically upward motion. Further, we present the various senses of the particle *up* and attempt to map their corresponding equivalents in the Hindi language.

(a) *UP: position at a high place or moving up to a higher one:* This is the central sense conveyed by the particle *up* that involves the spatial motion of an entity from a lower to a higher position or place. The phrasal verb *take up*, which can mean 'get hold of and lift up', represents this sense. This sense refers to an entity in the hand that has been moved from a lower position to a higher position or place. Examples (1) and (2) presented below are representative.

(1) The phrasal verb '*take up.*'
(1a) He took up the book and began to read.
(1b) *usane kitAba uThA lI aura paRhane lagA. (Hindi)*
{3-SG-ERG book lift took and to read began}

The Hindi equivalent of the phrasal verb *take up* is *uThA* 'lift up' *lI 'take',* which is a compound verb (V-V) construction in Hindi. The Hindi polar verb v1 *uThA* not only encodes the motion but also the motion of an entity in a vertically upward direction. The v2 *lI* 'take' marks a sense of completion to the verb in Hindi. The motion and its direction are lexicalized in the Hindi polar verb *uThA*. Therefore, the semantics of the phrasal verb *take up* is represented by the v1 '*uThA*' of the Hindi compound verb. The spatial upward sense of the particle *up* is lexicalized in the v1 *'uThA'* of the Hindi compound verb. Therefore, the semantic correspondence for the literal sense of the particle *up* is the v1 polar verb of the Hindi compound verb.

(2) The phrasal verb *come up*
(2a) Someone is coming up the stairs.
(2b) *Koi sIRhiyoM se Upara A rahA hai. (Hindi)*
{someone stairs INST above come PROG be-PRS}

The Hindi equivalent of the phrasal verb *come up* in (2) is a conjunct verb *Upara* 'up' *AnA* 'come' representing a grammatical sequence of ADV-V. The first element, *Upara*, marks the spatial directional sense of the particle *up*, and the verb *A* 'come' denotes the motion. Therefore, the semantics of the motion and its direction are represented by the distinct grammatical elements in Hindi.

Therefore, it is evident that the literal directional sense of particle *up* is either lexicalized in the polar verb v1 of the Hindi compound verb or explicitly represented by the first adverb of the Hindi conjunct verb.

(b) *UP (to): aiming at or reaching a goal, an end, a limit***:** Apart from the spatial upward motion sense associated with the particle *up,* it also denotes the motion towards the place where somebody/something is or might be. This denotes the motion of an entity directed towards the goal, limit or end point of the motion. The phrasal verb is followed by a preposition, and the grammatical structure of the resultant construction is V-PRT-PREP, termed a phrasal prepositional verb, e.g. *come up to, bring up to*, etc**.**

(3) The phrasal verb *'come up.'*
(3a) The water came up to my chin.

(3b)	*pAnI*	*merI*	*ThuDDI*	*taka*	*A*	*gayA. (Hindi)*
	{water	my	chin	to	come	go-PST}

The Hindi compound verb *A* 'come' *jAnA* 'to go' *'* is the equivalent expression for the phrasal verb *come up*. The v1 *A* 'come' of the Hindi compound verb denotes the motion of the trajector whereas v2 *jA* 'go' represents the endpoint of the motion. The v2 *jA* 'go' shows that the motion has reached its goal, and therefore, this sense of the particle *up* is mapped by the v2- vector verb of the Hindi compound verb.

(4) The phrasal verb *'bring up'*
(4a) He brought the car up to the door.

(4b)	*vaha*	*kAra*	*ko*	*daravAje*	*taka*	*le*	*AyA. (Hindi)*
	{3-SG	car	ACC	door	to	bring	come-PST}

The Hindi compound verb *le* 'bring' *A* 'come' *'* is the equivalent expression for the phrasal verb *bring up*. The v1 *le* 'bring' of the Hindi compound verb denotes the motion of the trajector whereas v2 *A* 'come' represents the endpoint of the motion. The v2 *A* 'come' shows that the motion has reached its goal, and therefore, this sense of the particle *up* is mapped by the v2- vector verb of the Hindi compound verb.

(c) *UP: moving to a higher degree, value or measure:* This denotes the conceptualization of abstract domain in concrete terms. This is the extended sense of the particle *up* where an increase in quantity correlates with the increase in vertical elevation. The quantity behaves as the object and is the abstract vertical scale in relation to which quantity varies from lower to higher. This denotes the shift of motion from spatial concrete to motion along the abstract vertical axis.

(5) The phrasal verb *'go up.'*
(5a) The price of petrol and oil has gone up again.

(5b)	*peTrola*	*aura*	*tela*	*kI*	*kImata*	*phira*	*baRha*	*gaI*	*hai. (Hindi)*
	{petrol	and	oil	GEN	price	again	increase	went	be-PRS}

The phrasal verb *go up* is realized in Hindi as the compound verb *baRha* 'increase' *jAnA* 'to go' where v1 *baRha* 'increase' denotes the increased sense of increase in the prices of petrol and v2 *gaI* 'went' the past tense form of Hindi verb *jAnA* 'to go', marks the perfective aspect of the sentence. Therefore, the increased sense of the particle *up* is mapped by the polar verb v1 of the Hindi compound verb.

(6) The phrasal verb *'put up.'*
(6a) The landlord has put the rent up again.
(6b) *makAna mAlika ne phira se kirAyA baRhA diyA hai. (Hindi)*
{landlord ERG again rent increase-do gave be-PRS)

The phrasal verb *put up* is realized in Hindi as compound verb *baRhA* 'cause to increase' *denA* 'give' where v1 *baRhA* 'cause to increase' marks the increased sense of the particle *up* and v2 *denA* 'to give' denotes the perfective aspect.

Therefore, the increased sense of the particle *up* is represented by the first element v1 *baRha* (intransitive), and *baRhA* (cause to increase; transitive- causative- first causal where subject causes X to increase) of the Hindi complex verb. The Hindi equivalent verb form may vary depending on the transitivity feature. However, the Hindi correspondent for the semantics of particle *up* remains the same in both instances, the v1 of the Hindi compound verbs.

(d) *UP: higher up is more visible, accessible, and known:* The increase in level or location of an entity correlates with its possibility of becoming noticed. This applies to both concrete and abstract entities as well. Therefore, a feature that is characteristic of many verbs with *up* is that what was hidden or unknown becomes visible or known. This refers to the presence of the feature visible, accessible, known' in the verbs with *up*. This marks the feature of becoming visible what is invisible and bringing attention, making it visible, accessible and known. For instance, the phrasal verbs take…up, bring…up, come up with, etc, are presented below.

(7) The phrasal verb '*bring up.*'
(7a) He was determined to bring the issue up at the meeting. (visible figuratively)
(7b) *vaha isa mudde ko baiThaka meM uThAne ke lie pratibaddha thA. (Hindi)*
{3SG this issue ACC meeting PSP raise for determined be-PST}

The Hindi equivalent of the phrasal verb *bring up* is a single-word verb *uThAnA* 'to lift up'. The literal sense of the Hindi verb *uThAnA* is to move something from a lower to a higher place or position. Here, the literal sense of the Hindi verb is extended to denote an abstract one that represents the sense of bringing something to a particular point of discussion so that it will be paid attention to or becomes visible or known to the people concerned. The visible feature of *up* is lexicalized in the Hindi verb *uThAnA*. Therefore, this sense is mapped by the main verb in Hindi.

(8) The phrasal verb *put up*
(8a) The exam results haven't been put up on the noticeboard yet.
(8b) *parIkShA pariNAma abhI taka sUchanA paTala para nahIM lagAyA gayA hai.*
{exam result now till notice board PSP NEG place went be-PRS}
(Hindi)

In (8), the Hindi verb *'lagAnA'* denotes the extended sense of the particle *up*. The Hindi verb '*lagAnA*' encodes the semantics of placing something in a higher position where it will be visible or noticeable. The Hindi verb contains the semantics of the particle element that English phrasal verbs have. The semantics of particle is lexically incorporated in Hindi.

(e) *UP: covering an area completely/reaching the highest limit:* This denotes that the abstract boundary of an object has been reached, and, as a result, the whole object has been affected. The notion of top or boundary can be metaphorically extended to any abstract limit. The particle *up* denotes that activity has come to an end (has reached the time limit) or has affected the whole object (has reached the object's boundaries). It marks a sense of completion to the verb. The particle *up* seems to add a grammatical meaning rather than a lexical one. For instance, the phrasal verbs *fill up, dry up, drink up, eat up*, etc.

(9) The phrasal verb *fill up* (become completely full)
(9a) When famous scholars give lectures, the auditorium always fills up.
(9b) *jaba prasiddha vidvAna vyAkhyAna dete haiM to sabhAgAra hameshA bhara jAtA hai. (Hindi)*
{when famous scholar lecture give be-PRS then hall always fill go be-PRS}

In (9), the particle *up* denotes that the activity has reached its highest limit or capacity to which it can be utilized. Therefore, the particle marks a sense of completion. The realized Hindi translation *bhara* 'fill' *jAnA* 'to go' is a compound verb where v1 *bhara* 'fill' denotes the semantics of the verb and v2 *jA* 'go' marks the completive sense of the particle *up*. Hindi vector verb marks a sense of completion to the main verb (Hook 1974, 1991), where it can semantically correspond to the completive sense of the particles in English phrasal verb constructions.

(10) The phrasal verb *drink up* (aspectual-completive)
(10a) Drink up and get dressed.
(10b) *pI lo aura taiyAra ho jAo. (Hindi)*
{drink take and dressed happen go}

The Hindi translation *pI* 'drink' *lo* 'take' is the equivalent expression for the phrasal verb *drink up* where v1 *pI* denotes the semantics of verb 'drink' and *lo* 'take' denotes that the action of eating has been completed. Therefore, v2 *lo* 'take' marks the completive sense of the particle *up*.

(11) The phrasal verb *eat up* (aspectual completive)
(11a) Eat up all your peas.
(11b) *apane sAre maTara khA jAo. (Hindi)*
{your all peas eat take}

The Hindi compound verb *khA* 'eat' *jAo* 'take' is the semantic correspondence for the phrasal verb *eat up* where v1 *khA* 'eat' denotes the semantics of the verb and *jA* 'go' denotes that the activity has been accomplished.

In all the analyzed examples from (9-11), it is evident that the v2 vector verb *jA* 'come' and *lo* 'take' of the Hindi compound verb mark the aspectual completive sense of the particle *up*.

5 Results and Discussion

The sense exhibited by the particle *up* in English phrasal verb constructions is mapped by distinct verbal structure and its constituent grammatical elements in Hindi. In all the examples analysed, the Hindi complex verb is the most frequent construction used to realise the semantics of English phrasal verbs. However, certain English phrasal verbs require a simple verb as an equivalent expression in Hindi. The Hindi verbal system is complex and employs simple and complex verb constructions. Hindi and other South Asian languages have rich complex verb constructions that constitute complex predicates (Hook 1974; Butt & Ramchand 2001). The complex verbal structure of Hindi consists of the combination verb/noun/adjective/adverb and verb that functions together as an indivisible syntactic and semantic unit. The combinations of noun/adjective/adverb and a verb are termed conjunct verb (Kachru 1966) and the verb-verb combinations as compound verbs. In a conjunct verb, the first element (noun, adjective, and adverb) denotes the main content of action as in *taiyAr* 'prepare' *karnA* 'to do', the first element denotes the main content of action (to prepare). The second element, the verb, denotes the action. In compound verb (V1-V2) constructions, the first verb (V1) is termed a polar/main verb that exists in a bare form and the second verb (V2), termed a light/vector verb, encodes the tense and agreement and some extra semantic information. In Hindi and other South Asian languages, light verbs are often associated with boundedness (Hook 1991) or inception/completion (Butt, 1995) and various other more vague semantic dimensions such as suddenness, forcefulness, volitionality, benefaction, etc. (Hook 1974).

The empirical study of the data shows that Hindi uses both simple and complex verb constructions to realize the semantic content of English phrasal verbs. Different grammatical elements in Hindi map the particle semantics. The literal spatial directional senses of the particle *up* are lexicalized in the V1 of the Hindi compound verb, whereas in conjunct verb constructions, the literal sense is explicitly realized as a verbal modifier, particularly the first element of the Hindi conjunct verb as in *Upara* 'up' *Ana* 'to come' for the phrasal verb *come up*. We also observed that one Hindi equivalent verb form represents multiple senses (the spatial and abstract) of the particle. As instance, the Hindi verb *uThAnA* 'to lift up' representing the literal sense of the particle *up* for the phrasal verb *take up* as discussed in the example set (1), the same Hindi verb is used to represent the extended sense of the particle *up* for the phrasal verb *bring up* that means making something visible, accessible and known as presented in the example set (7) presented above. The light verb (V2) of Hindi compound verb constructions shows a significant amount of commonality in mapping the senses of the particle *up*. The Hindi light verbs map the semantics of aiming at or reaching a goal, an end, or a limit as well as the completive function of the particle *up*. The light verbs *jA* 'go' and *A* 'come' marks the semantics of aiming at or reaching a goal, an end, a limit. On the other hand, the Hindi light verbs *jA* 'go' and *lo* 'take' maps the completive function of the particle *up*. Therefore, the Hindi light verbs are semantically equivalent to English phrasal verb particles where both (light verb and particle) add a sense of reaching a goal and completion to the action in English phrasal verbs and Hindi compound verbs.

6 Conclusion

The study examined the multiple senses of the English phrasal verb particle *up* and observed their multiple mapping patterns in Hindi by the various grammatical elements of the Hindi verbal structure including simple (V) and complex verbs (involving conjunct verbs (N/ADJ/ADV – V and compound verb constructions (CVCs: v1-v2)). The spatial directional senses of the particle *up* that map onto Hindi compound verb constructions, the role of the polar verb (v1) maps the direction/location semantics of the relevant particle. For instance, the corresponding v1 *uThaa* 'lift' of the Hindi compound verb *uThaa* 'lift' *lenaa* 'take' for the phrasal verb 'take up' has both the information of direction and motion represented by the phrasal verb 'take up'. For those constructions that are mapped to Hindi conjunct verbs, the first element of the Hindi conjunct verb marks the directional sense of the particle. For 'more/increase' sense associated with the particle *up*, corresponding particle semantics are mapped into Hindi by the v1 of the Hindi compound verb. On the other hand, the light verbs in the Hindi CVCs show a significant amount of commonality in their semantics with that of the particle *up* in EPVs. As the examples show, the sense of reaching a goal and/or aspectual-completive senses of the particle *up* is mapped by the corresponding light verbs of the Hindi CVCs. The study reports that the distinct grammatical elements of the Hindi verbal structure map the literal and extended senses of the particle *up* in phrasal verb constructions. The Hindi main and the light verbs map the literal and extended senses of the particle. For the phrasal particle constructions that map onto compound verb constructions in Hindi, the role of the light verb (V2) also maps the semantics of the relevant particle.

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