ENGLISH BEGINNING VERBS: A CORPUS BASED STUDY

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Abstrak
Penelitian ini bertujuan mengetahui: (1) persamaan dan perbedaan analisis semantik pada kata kerja beginning antara teori Dixon dan data dari korpus BNC dan COCA, dan (2) persamaan dan perbedaan konstruksi komplemen pada kata kerja beginning antara teori Dixon dan data dari korpus BNC dan COCA.


Kata-kata kunci: beginning, analisis semantik, konstruksi komplemen, korpus

A. INTRODUCTION
1. Background

Linguistics is often defined as the study of language, concerns with identifying the meaningful elements of specific languages and all aspects of how people use language and what they must know in order to do so. In linguistics, human language is a system of sounds, symbols and meaning (Kreidler, 1998: 3). Here the writer just wants to focus on the meaning of the words or we call semantics.

Semantics is the field of linguistics concerned with the study of meaning in language. It is an attempt to explicate the knowledge of any speaker of a language which allows that speaker to communicate facts, feelings, intentions, and products of the imagination to other speakers and to understand what they communicate to him or her (Kreidler, 1998: 9).

Dixon, in his book “A Semantic Approach to English Grammar” that intends to provide a fresh look at English grammar, arguing that a speaker “codes” a meaning into grammatical forms in order to communicate theme to a hearer. Investigating the interrelation of grammar and meaning, Dixon uncovers a rationale for the varying grammatical properties of different words. He offers a discussion of some English Verbs in terms of semantic types. One of them is BEGINNING verbs type.

Furthermore, grammar and semantics are interrelated. A grammatical construction always considers aspect of meaning and a different form of sentence will also convey a different
meaning. Based on a meaning of a word one can think of its grammatical possibilities, for example the verb *finish* indicates that an activity terminates because it is completely done, whereas verb *stop* indicates that an activity terminates because there is something to do with the subject. The correlation between grammar and semantics can be described as follows:

“When a speaker of a language encounters a new word they may first of all learn its meaning, and will then have fair idea of the morphological and syntactic possibilities. Or they my first of all learn something of how to use the word grammatically, and this will help them to work out its meaning.” (Dixon, 2005: 6)

In order to know the correlation between grammar and semantics, this research investigates the extension of *Beginning Verbs* of semantic analysis and complement construction (form). *Beginning verbs* are divided into three groups: (i) *begin*, *start* and *commence* (ii) *continue*, *keep (on)* and *go (on)* (iii) *finish*, *cease*, *stop*, *complete*, *discontinue*.

Corpus plays important role as a reference for information related to a specific language. Corpus not only provides information on the frequency of word but also other linguistics information including context of word. Despite its important contribution to the field, research on corpus has received attention in the linguists’ context. As Leitner (1994), who discussed *begin* and *start* as part of *beginning verb* and took the data from three corpora (British English LOB, the American English BROWN (BRN), and the Indian English KOLHAPUR (KOL)) in order to find out the frequency in using those verbs. The second is Ruan (2014), who investigated the factors affecting the choice of verbs “*begin*” or “*start*”. They investigate two verbs of *beginning verbs* which are also taken from corpora. The differences with this research are, the writer uses all beginning verbs, not only *start* or *begin* and the writer just wants to focus on semantic analysis from those *beginning verbs*.

2. Research Questions

Based on the background, the writer formulates the research questions as follows:

a. To what extent does the semantic analysis of *beginning verbs* of Dixon’s framework differ from those found in corpora?

b. To what extent does the complement construction (form) of *beginning verbs* of Dixon’s framework differ from those found in corpora?

B. THEORY AND METHODOLOGY

1. Theoretical Framework

1.1 Semantic types and grammatical word classes

Dixon (2005: 7) defines semantic types as a group of words that have a general meaning element. Those words are classified in the same way naturally into large classes at the semantic level. For instance, the Adjectives such as *big, broad, short, shallow* are grouped as the Dimension type. Verbs *begin, start, continue, keep (on) and go (on)* (iii) *finish, cease, stop, complete, discontinue*.

Furthermore, Dixon (2005: 7) argues that word classes or called part of speech are grouped from certain words that have general morphological and semantic properties at the level of grammar.

On the other hand, at the level of semantics, words can be set in *semantic types*, with part of general meaning, while at the level of grammar words can be set in *word classes*, with common morphological and syntactic characteristics.

Semantic types and grammatical word classes are related to each other. Many semantic types are categorized as the same word classes in each language. For instance, members of
liking verb type such as love, loathe, prefer and so forth can be categorized into the Verb class in some language, into the Adjective in other languages, or to the Noun class in a few language (Dixon, 2005: 9).

1.2 Beginning verbs

Dixon (2005: 96) explains that the notion of verbs is divided into two types: primary and secondary verbs. The verbs which directly refer to some activity or situation belong to primary verb type. Furthermore, the verbs which offer semantic alteration of syntactic or morphological notion belong to secondary verb type. And beginning is included in secondary verb types.

Semantically Dixon divides beginning verbs into three groups: (1) begin, start, commence; (2) continue (with), keep ((on) with), go on (with); (3) finish, cease, stop, complete, discontinue.

a. Semantic analysis

Group I: begin, start and commence

According to Dixon (2005: 180), there is different meaning between begin and start. Begin refers to a place, while start refers to time. We may see the examples below:

- The maraton race begins at Santa Monica (place)
- The maraton race starts at three o’clock (time)

Wierzbicka in Dixon has pointed out that the verb start refers to the first moment of some activity; it relates to Dixon’s explanation that the verb start refers to a time and the beginning refers to the first segment (2005:180).

Consider another example:

- The three o’clock race began at the 500-metre mark (place), it started ten minutes late (time)

Usually, Start is used to replace begin and vice versa with little or no change in meaning. In fact, both verbs are semantically different that have broader scope in their use.

Dixon (2005: 181) explains that commence has orientation to time, similar to start. Another semantic side of commence, its is used for definite and significant piece of work, not just any everyday job. For examples:

- She has commenced writing her new symphony.

NOT:
- She commences breakfast at 8 o’clock.

Group II: continue (with), keep on (with) and go on (with)

Continue (with) refers to the activity which has stopped and then start again by the doer, whereas keep on (with) and go on (with) refer to the activity without termination. While keep (on) without with is used to express persistent and frequently unreasonable repetition of activity (Dixon, 2005: 181).

For example:

- He kept on mowing the grass.

The verb kept on can be used to refer to someone cutting the grass once a week, although the grass had barely grown during that period.
Group III: finish, cease, stop, complete and discontinue

Dixon explains that the difference between stop and cease is that stop tends to refer to something happening suddenly (often, unexpected) while cease may describe a general winding down to nothing (Dixon, 2005: 180). Consider the examples below:

- The clock stopped (going) at five past three (it had been going perfectly until then).
- My starter motor finally ceased to work (it had been in poor shape for months).

On the other hand, cease and stop have similar semantic intention. They refer to ‘subject orientation’; the activity terminates because the person has another activity to do. While finish refers to ‘object orientation’, the activity is end because something to do with the object is clear (Dixon, 2005: 180).

The examples below show the position of finish and stop and cease in the sentence:

- Irma finished writing novel last night
- Irma stopped/ceased writing novel last night

The first sentence implies that the activity of writing is done because the novel was complete until the last of the story. Whereas the second sentence implies that the activity of writing was done because the subject had another activity to do at that time.

The next verb is complete. It refers to the activity of making, preparing or performing. But, complete meaning is different when it refers to consumption (Dixon, 2005: 181). Complete and commence have the same semantic meaning; they are used for definite and significant piece of work, not just everyday job. For example:

- She completes the meal
  Complete here means that she finished cooking or preparing the meal, not eating it.

The last verb in this group is discontinue. It refers to a temporary or permanent ending,

e.g.
- They discontinued having the daily paper delivered while they were away on holiday (Dixon, 2005 181).

b. Complement construction (form)

Dixon (2005: 261) stated that beginning verbs restricted to two complement constructions, namely, –ing and to-. And they reflect the semantic possibilities. An –ing complement is used when the verb refers to an activity happens over a period of time, and to-complement is used when the subject’s getting involved in an activity.

All beginning verbs occur with –ing complement construction. The first group (begin, start, commence) refers to the inception, the second group (continue (with), keep ((on) with), go on (with)) refers to the continuation, and the last group (finish, cease, stop, complete, discontinue) refers to ending of some activities (Dixon, 2005:262).

Dixon’s main framework of complement construction is explained as follows:

Begin, start, continue, go on, and cease also occur with to-complement, whereas commence, keep (on), finish, stop, complete and discontinue do not. (Dixon, 2005: 262)

Considering that all beginning verbs can occur with –ing, while only some of them can occur with to-complement, of course there is semantic explanation as to why these verbs cannot occur with to-. For example, the verb stop; in I stopped to read has different meaning with I stopped reading; the –ing refers to the activity of reading terminates because something happen
with the subject, while the to- implies that another activity terminates because the subject wants to read.

Furthermore, Dixon (2005: 261-2) gives some examples about the difference of –ing and to- complement construction when they occur with the verbs start, continue, finish, as follows:

(1a) Fred started hitting Mary (but she cried so much he stopped)
(1b) Fred started to hit Mary (but checked himself before actually delivering the blow)
(2a) John continued painting the wall (despite all the distractions)
(2b) John continued to paint the wall (after that interruption)
(3) John has finished peeling the potatoes

Sentence (1a) implies that Fred hit Mary for a period, sentence (1b) could be used if he raised his stick, ready to bring it down on her head. Sentence (2a) implies that John carried on with an established activity, rather than stopping it, sentence (2b) is used when he becomes involved again after having stopped. While sentence (3) implies that the activity terminates because the potatoes are all peeled.

Moreover, the verb commence and complete are object oriented, they refer to some definite and significant piece of work and must take an –ing, referring to the durative activity to achieve the work. The verb stop also restricted to –ing complement(Dixon, 2005: 262-2).

1.3 Corpus

The definition of corpus or in plural form called corpora according to Sinclair as follows:

“A corpus is a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research.” (Sinclair, 2005:12).

It can be seen from the previous definition, the term corpus stands for a large collection of natural texts, both written and spoken, and they can be found in digital form stored.

A corpus consists of millions of words from various sources and registers: fiction and non-fiction writing, academic papers, newspaper articles, telephone conversations, commercials, lectures, public speeches, television interviews, written and spoken, formal and informal. There are precise rules for developing a corpus detailing the types and quantities of texts and they are designed to insure that a corpus is representative and balanced (Meyer, 2002: 30).

a. BNC (British National Corpus)

The BNC is a collection of more than 100 million words designed to provide a wide range of samples, each not exceeding 45,000 words, of spoken and written English from the 1960”s to 1990”s. The written part represents 90% of the whole corpus and comprises extracts from regional and national newspapers, periodicals, journals for all interests, academic essays, popular fiction and others. Remaining 10% consists of transcriptions of both formal and informal conversations collected in contexts ranging from business meetings and radio shows to casual dialogues in the streets. Thus, the BNC may be classified as a synchronic (relates to a specific period in the English language), general (not restricted to any particular field or register), monolingual (British English only) and mixed corpus (examples of both written and spoken language) (Davies, 2009: 159)

b. COCA (Corpus of Contemporary American English)
The COCA which was released online in 2008 contains more than 402 million words since every year from period 1990-2009 is added by 20 million new words. Therefore, it is designed as a source for observing ongoing changes in the language. It is the first large, diverse and publicly available corpus of American English that contain texts from a wide range of genres and texts (Davis, 2009: 160).

In comparison to the BNC, the COCA comprises 20% of spoken English and 80% of written texts. Portion of 20% is consistently dedicated to fiction, popular magazines, newspaper, academic and other genres as demonstrated in the contiguous table which contrasts numbers of words assigned to individual genres in the BNC and the COCA (Davies, 2009: 161).

2. RESEARCH METHODOLOGY
1.1 Research Design

The writer used descriptive qualitative method in conducting this research, in which the similarities and differences of Dixon’s beginning verbs framework and the data from two corpora (BNC and COCA) as the representation of English in general are further presented descriptively in the form of comparison.

1.2 Technique of Analyzing Data

The data which had been collected were reduced by selecting data which could be represented Dixon’s framework. Then, the data which had been reduced were presented based on each group. The data of semantic analysis came first and followed by the data of complement constructions. Finally, the writer analyzed the similarities and differences of semantic analysis and complement construction by using Dixon’s framework.

C. DISCUSSION

Beginning Verbs are divided into three groups. The first is a group of verbs which refer to the inception, the second is a group of verbs which refer to continuation and the third is a group of verbs which refer to ending of some activity.

1. Group I: verbs referring to the inception of an event

a. The different semantic analysis of Dixon’s framework and the data from corpora

<table>
<thead>
<tr>
<th>No.</th>
<th>Beginning Verbs</th>
<th>Dixon’s Framework</th>
<th>Corpora (BNC &amp; COCA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Begin</td>
<td>Place</td>
<td>Place and time</td>
</tr>
<tr>
<td>2.</td>
<td>Start</td>
<td>Time</td>
<td>Time and place</td>
</tr>
<tr>
<td>3.</td>
<td>Commence</td>
<td>Definite and significant piece of work</td>
<td>Definite and significant piece of work and everyday job</td>
</tr>
</tbody>
</table>

Dixon (2005: 180-2) argues that begin “tends to refer to a place” and start “tends to refer to a time”. But, corpora prove that in many contexts begin is interchangeable with start. Then the verb commence in Dixon’s framework is just used for definite and significant piece of work, while corpora show that it is used also for everyday job.

In BNC and COCA the verbs begin and start refer to a place and a time. Data given to illustrate this notion are (1a), (1b), (1c), (1d), (2a), (2b), (2c), and (2d):
(1a) CRYSTAL PALACE’S struggling squad did their bit for Children in Need yesterday -- but today charity must not begin at home.

(BNC 1)

(1b) The UFF warned retaliatory action, similar to a shooting which left five Catholics dead in an attack on a Belfast betting shop last February, would begin at midnight last night.

(BNC 2)

(1c) It should be made with ingredients that begin at room temperature.

(COCA 1)

(1d) The concerts will begin at 4 p.m. Friday, and organizers have set up extra sound and video systems in case Discovery Green is overwhelmed.

(COCA 2)

(2a) It is important to realize, however, that what some commentators have called the 'new realism' did not start in 1979.

(BNC 3)

(2b) The thugs struck days before production was to start in the Russian city of Kursk.

(BNC 4)

(2c) The radiator coughed steam as the old vehicle stopped in the center lane of more traffic than he’d ever seen gathered together in midafternoon. Did rush hour start at three o’clock here?

(COCA 3)

(2d) After lunch, let’s start at Dolan's place at the lake. I'd like to look around some more.

(COCA 4)

Data (1a) and (1c) denote that the verb begin refers to a place, while data (1b) and (1d) denote that it also refers to a time. Furthermore, data (2a) and (2c) denoted that the verb start refers to a time, whereas data (2b) and (2d) denoted that it also refers to a place.

Corpora show that the verb commence is used for definite and significant piece of work, as data (3a) and (3b) and some everyday jobs, as data (4a), (4b) and (4c):

(3a) The designer could be assigned a geometric domain in which to work -- this would be described by default values within an assembly model. Alternatively, the designer may commence working in "free-space" and later declare it as having fun. In either case it is necessary to map the geometric domain on to the object being designed, at the earliest possible time.

(BNC 5)

(3b) At precisely such a moment, having come into direct conflict with the institutional apparatus of federal Indian law, he commenced writing a series of autobiographical sketches, addressed to a predominantly white audience.

(COCA 5)

(4a) The men of the seventeenth army of the world went to the mess hall to sit until the table corporal ordered them to commence eating. Potatoes were the staple of the meal, that and a stew of meat.

(COCA 6)

(4b) And we did commence to laugh at that funny picture of the old man and woman all tanned and healthy playing shuffleboard and looking sideways at each other like they was flirting.

(COCA 7)
b. The different complement construction (form) of Dixon’s framework and the data from corpora

Table 6. complement construction of group I

<table>
<thead>
<tr>
<th>No.</th>
<th>Beginning Verbs</th>
<th>Dixon’s Framework</th>
<th>Corpora (BNC &amp; COCA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Begin</td>
<td>-ing and to-</td>
<td>-ing and to-</td>
</tr>
<tr>
<td>2.</td>
<td>Start</td>
<td>-ing and to-</td>
<td>-ing and to-</td>
</tr>
<tr>
<td>3.</td>
<td>Commence</td>
<td>-ing</td>
<td>-ing and to-</td>
</tr>
</tbody>
</table>

Dixon (2005: 262), states that the verbs begin and start occur with both –ing and to- complement constructions, this phenomenon also occurs in BNC and COCA; the -ing complement is used when begin or start refers to an activity happening over a period of time, while the to- complement is used when the subject’s getting involved in an activity.

Furthermore, the verb commence according to Dixon (2005: 262), only occurs with –ing complement construction, whereas in corpora, it also occurs with to- complement. Though the construction is different, but they share similar meaning; the –ing and to- complements refer to the duration to attain the work.

Corpora prove that the verb begin and start occur with both –ing and to- complement constructions:

(5a) Muslims are the majority in Nazareth, so they could begin building the mosque; but they are a minority in Israel, so construction was stopped.

(COCA 8)

(5b) As they begin to remember their younger life and what their job was or the day they went on holiday to Margate, the more they may begin to make links with things happening today.

(BNC 7)

(6a) To receive a minimum pension at age sixty, women who start working at age twenty must contribute for at least 50 percent of their affiliation time

(COCA 9)

(6b) January is the peak month, but winter visitors now start to arrive in October and November and depart in February and March, sometimes April.

(BNC 8)

Furthermore, the verb commence occurs with–ing complement construction as data (7a) and (7b), and to- complement construction as data (8a), (8b), (8c) and (8d):

(7a) This is because we will commence knitting with the carriages at the right and be knitting the first row of background colour to the left.

(BNC 9)

(7b) They both commenced laughing to beat the band, her arms round his neck and Mr. Waldo looking like a sixteen-year-old schoolboy instead of something closer to fifty, and one of the richest men in the world, according to what Gan told.

(COCA 10)
(8a) *I will make a brash prediction: that by the year 2000 the social sciences, in conjunction with brain studies, will commence to replace biology in the central role.*

(BNC 10)

(8b) *Commencetofill the pool and, simultaneously, to backfill with sand or sifted soil.*

(BNC 11)

(8c) *He could hear Jennifer commenceto read aloud from the magic book.*

(COCA 11)

(8d) *I mean, it was the day before the sentencing which we all knewed would be bad. And we did commenceto laugh at that funny picture of the old man and woman all tanned and healthy playing shuffleboard and looking sideways at each other like they was flirting.*

(COCA 12)

2. **Group II: verbs referring to the continuation of an event**
   a. **The different semantic analysis of Dixon’s framework and the data from corpora**

   Turning now into Group II of *beginning verbs*, there is no different phenomenon between Dixon’s Framework and those found in corpora about the *semantic analysis* in this group. As Dixon (2005: 181) frames that the verb *continue (with)* refers to the activity which has stopped and then start again by the subject, moreover, *keep on (with)* and *go on (with)* refer to the activity without termination. While *keep (on) without with* is used to express persistent and frequently unreasonable repetition of activity.

   *Continue (with)* refers to the activity which has stopped and then start again by the doer as data (9a) and (9b), whereas *keep on (with)* and *go on (with)* refer to the activity without termination as data (10a) – (10b) and (12a) – (12b). While *keep (on) without with* is used to express persistent and frequently unreasonable repetition of activity as data (11a) and (11b):

   (9a) *W. is not in fact refusing all treatment. Her attitude is that she wishes to continue with the treatment which she was receiving when the hearing of this appeal began.*

   (BNC 12)

   (9b) *In September, Congress piled expensive new chores on NASA: Develop a new space pod to carry humans into orbit and beyond, build the big new rocket by 2017 and continue with some of Obama’s pet projects, such as subsidies for private space companies.*

   (COCA 13)

   (10a) *As we said earlier, you can keep on with your favourite foods and you need not formulate strict rules that ban your preferred treats from your life.*

   (BNC 13)

   (10b) *My father could keep on with what he’d been doing all along, taking care of the bills from a distance, the price of staying untangled.*

   (COCA 14)

   (11a) *My one remaining ambition is to win a championship medal and I’ll keep on playing as long as my legs will carry me,’ he said.*

   (BNC 14)

   (11b) *I suspect that you are as frustrated as anyone that you haven’t been able to advance that goal. But the people are expecting you to keep on trying to be the president of all Americans.*

   (COCA 15)

   (12a) *You must go on with the preparations as though you were alone.*
There are supposed to be stages of grief, and then at the end you are supposed to be all calm and accepting and ready to go on with your life.

b. The different complement construction (form) of Dixon’s framework and the data from corpora

Table 7. complement construction of group II

<table>
<thead>
<tr>
<th>No.</th>
<th>Beginning Verbs</th>
<th>Dixon’s Framework</th>
<th>Corpora (BNC &amp; COCA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Continue</td>
<td>-ing and to-</td>
<td>-ing and to-</td>
</tr>
<tr>
<td>2.</td>
<td>Keep</td>
<td>-ing</td>
<td>-ing and to-</td>
</tr>
<tr>
<td>3.</td>
<td>Go on</td>
<td>-ing and to-</td>
<td>-ing and to-</td>
</tr>
</tbody>
</table>

According to Dixon (2005: 262), the verbs continue and go on occur with –ing and to-complement constructions, this phenomenon also occur in corpora; the –ing complement is used when the subject carried on with an established activity, rather than stopping it, whereas the to- is used when the subject becomes involved again after having stopped.

Dixon (2005: 262) says that in group II the verb keep doesn’t occur with to-complement construction, nevertheless the data found in BNC and COCA are different, the to-complement construction are found. Although they have different complement but they share similar function and meaning; the –ing and to- refer to continuation of an activity without a break.

The verbs continue and go on occur with both –ing and to-complement constructions:

(13a) Can I extend my covenant, if I wish to continue making payments over a longer period?
(BNC 16)

(13b) Well, diplomacy hasn’t run its course, that’s what I’m trying to explain to you -- a la the Sanger question. And we’ll continue working to make sure we give diplomacy a full opportunity to succeed.
(COCA 17)

(14a) Nearly half of Britain’s women workers are part-timers. Many mothers continue to work part-time even when their children start school.
(BNC 17)

(14b) I think what the president’s focused on right now as he’s in South Korea right now, making sure that we continue to make progress to securing loose nuclear weapons.
(COCA 18)

(15a) Everything will be overshadowed by these events but we intend to go on making the week work as well as we can.
(BNC 18)

(15b) Though he would go on to write in other genres, science fiction became his hallmark.
(COCA 19)

Data (13a), (13b) and (15a) state that the subject carried on with an established activity, rather than stopping it, whereas data (14a), (14b) and (15b) might be used when the subject becomes involved again after having stopped.

BNC and COCA show that the verb keep occurs with both –ing and to-complement constructions, as data below:

(16a) I keep giving myself little deadlines for when the transplant will happen, ’she says.'
You have to keep working out, trying to get in the best shape possible, so when this lockout is over, I will be ready to go and start training camp.

The early morning run was the worst part of the day. If Mike fell behind, he would be lost in the forest. And Christophe, keep to keep up his research, could make no concessions for a cameraman weighed down with 40kg of gear.

The number and size of the buildings of the farmstead was affected not only by the size of the farm but also by the type of farming practised. On an arable farm with only a few cattle kept to make manure, little provision would be made for these animals, but there would be one or more barns, stables and shelters for carts.

You know those master reels that the recording companies keep to produce CDs of famous music groups? It turns out that many of these modern tapes, made as recently as a few years ago, are disintegrating, literally, and people might never be able to play them again.

K.K. made a note in the climbing journal she kept to record her every climb: 'Reached summit of Szarabajka Spire. 11:58 p.m. 22 January.'

Data (17a), (17b), (17c) and (17d) imply that the to-complement construction shares similar meaning with –ing complement; referring to sustainable pursuit of some activities.

3. Group III: verbs referring to the ending of an event
   a. The different semantic analysis of Dixon’s framework and the data from corpora

<table>
<thead>
<tr>
<th>No.</th>
<th>Beginning Verbs</th>
<th>Dixon’s Framework</th>
<th>Corpora (BNC &amp; COCA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Finish</td>
<td>Object orientation</td>
<td>Object orientation</td>
</tr>
<tr>
<td>2.</td>
<td>Cease</td>
<td>Subject orientation</td>
<td>Subject orientation</td>
</tr>
<tr>
<td>3.</td>
<td>Stop</td>
<td>Subject orientation</td>
<td>Subject orientation</td>
</tr>
<tr>
<td>4.</td>
<td>Complete</td>
<td>Significance piece of work</td>
<td>Significance piece of work and some everyday job</td>
</tr>
<tr>
<td>5.</td>
<td>Discontinue</td>
<td>Temporary or permanent ending</td>
<td>Temporary or permanent ending</td>
</tr>
</tbody>
</table>

Based on the data from corpora, the verb complete has different function from Dixon’s framework (2005: 181 – 2), while 4 of which are similar; finish refers to object orientation; it implies that the activity is completely done, cease and stop refer to subject orientation; they imply that the activity terminates because something to do with the subject, and discontinue refers to a temporary or permanent ending.

Dixon (2005: 181) argues that the verb complete is like commence, it refers to significant piece of work, not just any everyday job. But, again Dixon’s framework is different with data from corpora because it is also used for everyday job.

In this case, corpora prove that the verb finish refers to object orientation as data below:
Mark has recently **finished writing** a paper on the harmful effects of secrets in families.  
(BNC 22)

The government **finished building** the fence in 2004 and, indeed, it has largely solved the problems it was designed to solve.  
(COCA 23)

Data (18a) implies that the activity of writing is done because the paper was complete until the last page, and data (18b) implies that the activity of building is done in 2004 and has already used.

The semantic analysis of the verbs *cease* and *stop* are different from *finish*, they refer to subject orientation:

*He held the Chair of Botany at Cambridge for thirty years, although he *ceased lecturing* in 1735 and that University's Botanic Garden was not established until 1762*  
(BNC 23)

*From time to time, they *ceased speaking* to look mournfully upon Rayne Holland as she sat motionless in the chair, her gaze fixed and unseeing.*  
(COCA 24)

*He had been keeping a wary eye on Jacques Devraux while he made another laborious copy of the revolutionary tract and he *stopped writing* to watch the Frenchman walk back to his own quarters.*  
(BNC 24)

*They *stopped talking* when they saw him.*  
(COCA 25)

Data (19a) implies that the activity of lecturing was done because there’s a problem with the university, and data (19b) implied that the activity of speaking is stopped because the subject want to do another activity before they continued their talk. Further, data (20a) and (20b) have the same intention with data (19a) and (19b), they implied that the activity of writing and talking terminate because something to do with the subject.

Furthermore, the verb *complete* refers to significance piece of work as data (21a), (21b) and some everyday jobs, as data (22a), (22b), (22c):

*Firstly he showed a film which he called ‘My Unfinished Symphony’, made in the early 1960s featuring the ‘Manors’ on the Shrewsbury to Aberystwyth line -- unfinished because the Manors were withdrawn before he had time to *complete filming*.  
(BNC 25)*

*This resulted from the belief that student teachers couldn’t develop themselves enough to gain professional expertise, and that they would be able to learn how to teach through the working life. Therefore, they had to *complete teaching* practices without acquiring necessary professional knowledge, skills and abilities.*  
(COCA 26)

*She encouraged, when he failed to *complete* the thought.*  
(BNC 26)

*The old clock was always fast, no matter how they tried to adjust it, so she knew she had at least ten minutes to *complete laying out* the table she’d prepared for Tom’s first meal with them.*  
(COCA 27)

*As Figure 1 shows, the Jones family made relatively fast progress in reducing the amount of time to *complete the bedtime routine* with their daughter.*

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The last but not least, the verb *discontinue* refers to permanent or temporary ending:

(23a) *The police are entitled to tell the person walking away from the scene to discontinue using his filthy language, which would in all likelihood constitute an offence under section 5 of the new Act.*

(23b) "*I have asked the Fayette Citizen today to discontinue serving the paper at my home.*"

Data (23a) implies that the use of language has to be terminated because it is not appropriate anymore, while data (23b) implied the activity of serving the paper terminates because it is need to be corrected before continuing to serve it again.

**b. The different Complement construction (form) of Dixon’s framework and the data from corpora**

<table>
<thead>
<tr>
<th>No.</th>
<th><strong>Beginning Verbs</strong></th>
<th>Dixon’s Framework</th>
<th>Corpora (BNC &amp; COCA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Finish</td>
<td>-ing</td>
<td>-ing and to-</td>
</tr>
<tr>
<td>2.</td>
<td>Cease</td>
<td>-ing and to-</td>
<td>-ing and to-</td>
</tr>
<tr>
<td>3.</td>
<td>Stop</td>
<td>-ing</td>
<td>-ing and to-</td>
</tr>
<tr>
<td>4.</td>
<td>Complete</td>
<td>-ing</td>
<td>-ing</td>
</tr>
<tr>
<td>5.</td>
<td>Discontinue</td>
<td>-ing</td>
<td>-ing</td>
</tr>
</tbody>
</table>

Dixon (2005: 262) states that all verbs in group III occur with –*ing* complement construction, and only the verb *cease* occurs with both –*ing* and to- complement construction. But corpora show that the verbs *finish* and *stop* also occur with to- complement construction.

The data from corpora prove that the verb *finish* occurs with both –*ing* and to-complement constructions, while based on Dixon’s framework it only occurs with to-complement. However, the frequency of appearance of to-complement in corpora is less. Even though their complement construction is different, but they share similar meaning: denoting that all of activities terminate because the activity is completely done.

Corpora show that the verb *cease* also occurs with –*ing* and to- complement constructions; they imply that the activity terminates because something to do with the subject. This framework is similar with Dixon’s.

Based on Dixon’s framework (2005: 180) the verb *stop* involves the notion of termination from some activities temporarily and happening suddenly. But corpora prove that when the verb *stop* occurs with -*ing* complement construction, it denotes a habit and imply a permanent ending. Whereas, when *stop* occurs with to- complement construction, it refers to stative verbs, such as *think, recognize, imagine and hear.* Otherwise, if it occurs with dynamic verbs, then it is not part of beginning verbs but it is included in rest verbs.

The verb *complete* only occurs with –*ing* complement construction in corpora, it is similar with Dixon’s Framework. And it implies that the –*ing* complement refers to the duration to attain the work.

The last is the verb *discontinue*, it is similar with the verb *complete* which only occurs with an –*ing* complement construction, it implies impermanent or permanent termination.
Furthermore when the verb *finish* occurs with *-ing* complement construction, it has the same meaning when it occurs with *–to* as data below:

(24a) Met at Preveza, one hour bus to Nidri, pause at cafe for cool drink, change money and a short relax while the crew *finish prepping* the yachts.  
(BNC 28)

(24b) *I finish writing* checks and records, look at the tax bill again, look at the offer from the insurance millionaire who wants to buy Gullah Island.  
(COCA 30)

(25a) Sincerely Thomas Fenster 22 Long Pond Road I had so many different reactions to various parts of this letter that I found it difficult when *I finished to consider* it as a whole.  
(COCA 31)

(25b) Waiting at 18 after *I finished to see* if I’ve won or lost or have to go to a playoff.  
(COCA 32)

(25c) Piece by piece, every timber is cut, shaped, notched and *finished to exact* specifications using the saws, chisels, planes and other hand tools that line the shop walls.  
(COCA 33)

Data of *–ing* and *to-* complement construction above denote that all of activities terminate because they are completely done.

Furthermore, corpora show that the verb *cease* also occurs with *–ing* and *to-* complement constructions, as data (26a), (26b) and (27a), (27b). The data imply that the activities terminate because something to do with the subject:

(26a) *The hotelier was ordered by the court to cease using* the TV in the lounge and to pay the cost of the case, expected to run into thousands of pounds.  
(BNC 29)

(26b) *If teachers are told that a student is inherently uneducable based on misinterpretation of low IQ scores, they will cease trying* and will treat the student as unable, thereby producing the result by ill nurture, rather than inherent nature.  
(COCA 34)

(27a) *If anguish is too great, an elder may simply cease to discuss* loss and just keep going at the level of practical consciousness.  
(BNC 30)

(27b) Sunk in apathy, *she ceased to cook* and did almost no housework, sitting all day in the living room with the TV on but the sound off, watching the flickering bluish-gray images in silence.  
(COCA 35)

Moreover, when the verb *stop* occurs with *-ing* complement construction, it implies definitive termination. This phenomenon occurs in corpora, five of which are given below:

(28a) So to sum up, if we want to help ourselves towards a healthy heart and a long and happy life we need to eat a low fat diet, take regular exercise and *stop smoking*.  
(BNC 31)

(28b) *Almost all damage is, in the early stages, reversible provided people stop drinking alcohol*.  
(BNC 32)

(28c) *First: Change the individual behavioral cognitive element. There are many people who stop staying* awake at night when they discover that it is harmful to health.
In 1935, a man named Bill Wilson cofounded Alcoholics Anonymous. He had recently undergone a self-described spiritual revelation that caused him to stop drinking alcohol.

We have to stop exploiting nature and start living in partnership with nature.

Data (28a), (28b), (28c), (28d), (28e) indicate that the –ing complement construction of stop denotes a habit when it implies a permanent termination. Whereas, when stop occurs with to-complement construction, then it refers to stative verbs, such as think, recognize, imagine and hear: as data (29a), (29b), (29c), (29d) and (29e):

(29a) Voice over Sergeant Newitt says he didn’t stop to think about the danger.

(29b) When you next write to me, please try to jot down some details about yourself which might assist me to help you. When you stop to think about it, I really know remarkably little about you.

(29c) Any storyteller intuitively understands this. But we can make our intuitions more fully conscious if we stop to imagine our characters' emotional or psychological history.

(29d) It is thus a prayer, preceded by other specific prayers, which reminds us that God will come, even in the midst of static, if we stop to recognize larger patterns.

(29e) I don’t stop to think about why it’s so important for me to be able to move around from place to place. I just do it: I pack up and go.

The verb complete only occurs with –ing complement construction in corpora, as data (30a) and (30b). The data implied that the –ing complement refers to the duration to attain the work.

(30a) By the time of his final payment in 1676, Isaac Abendana had completed translating the Mishnah into Latin, nearly thirty years after the project first began to be discussed in the Hartlib circle, although his labours were never published.

(30b) Smith says. He has documented female beetles taking 50 to 72 minutes to complete egglaying.

D. CONCLUSION

1. The different semantic analysis of Dixon’s framework and the data from corpora
   a. Group I, Dixon’s Framework: the verb begin refers to a place, start refers to a time and commence is used for significance piece of work, while corpora showed that begin and start are interchangeable; they may refer to a place or a time. Moreover, the verb commence is not only used for significance piece of work, but used also for everyday job.
b. Group II, there is no different phenomenon between Dixon’s framework and the data from corpora. They prove the same restriction.

c. Group III, Dixon’s framework: the verb finish refers to object orientation; it implies that the activity is completely done, cease and stop refer to subject orientation; they imply that the activity terminates because something to do with the subject, discontinue refers to a temporary or permanent endingand the verb complete refers to significant piece of work. But, corpora prove that it is also used for everyday job.

2. The different Complement construction (form) of Dixon’s framework and the data from corpora

a. Group I, Dixon’s Framework: the verb begin and start occur with –ing and to-complement, and commence only occur with –ing complement construction. Whereas, corpora show that the verb commence also occur with to-complement and has the similar meaning as –ing; referring to the duration to attain the work.

b. Group II, Dixon’s framework: the verbs continue and go on occur with –ing and to-complement, and keep doesn’t occur with to-complement construction. Nevertheless the data in corpora are different, the verb keep occurs with to-complement construction are found and it has the same function with –ing complement construction in usage; referring to continuation of an activity without a break.

c. Group III, Dixon’s framework: all verbs in group III occur with –ing, and only the verb cease occurs with both –ing and to-complement construction. But corpora prove that the verb finish and stop also occur with to-complement construction, even though they have some characteristics in usage.

Thus, Dixon’s framework (2005: 262) that “commence, keep, finish and stop do not occur with to-complement construction” cannot be generalized into the whole British and American English beginning verbs, because in some cases in corpora the verb commence, keep, finish and stop occur with to-complement as well.

REFERENCES


