ENGLISH *BEGINNING VERBS*: A CORPUS BASED STUDY

Rohima Nur Aziza Al Hakim

Universitas Sembilanbelas November Kolaka
alhakimaziza@gmail.com

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 komplemenpada kata kerja *beginning* antara teori Dixon dan data dari korpus BNC dan COCA.

Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian terdiri atas Bahasa Inggris British dan Bahasa Inggris Amerika. Data Bahasa Inggris Britis diperoleh dari *British National Corpus* (BNC), sedangkan data Bahasa Inggris Amerika diperoleh dari *the Corpus of Contemporary American English* (COCA). Data dianalisis menggunakan pendekatan semantik.

Hasil penelitian menunjukkan bahwa ada beberapa perbedaan antara teori Dixon dan data dari BNC dan COCA. Perbedaan yang pertama yakni, perbedaan analisis semantik dari empat kata kerja, yaitu *begin, start, commence,* dan *complete*. Berdasarkan teori Dixon *begin* merujuk ke *suatu tempat*, sedangkan *start* merujuk ke *suatu waktu*. Kemudian, *commence* dan *complete* merujuk ke *suatu profesi yang signifikan*. Sedangkan data dari korpus menunjukkan bahwa *begin* dan *start* dapat dipertukarkan dalam penggunaannya. Kata kerja tersebut dapat merujuk pada keduanya, yaitu *tempat* atau *waktu*. Selanjutnya, *commence* dan *complete* juga merujuk pada *pekerjaan sehari-hari*, bukan hanya *suatu profesi yang signifikan*. Perbedaan yang kedua, yaitu konstruksi komplemen pada kata kerja *commence, keep, finish* dan *stop*. Berdasarkan teori Dixon, mereka dibatasi pada konstruksi komplemen *-ing*, sedangkan data dari korpus membuktikan bahwa terdapat kemungkinan penggunaan komplemen *to-;* contohnya kata kerja *stop* bisa menggunakan konstruksi komplemen *to-* jika bertemu dengan kata kerja *stative*.

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, finish* are grouped as the Beginning type.

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 tim*e. 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,* itis 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 andstop and cease* in the sentence:

- *Irma **finished** writing novellast 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 toexternal criteria to represent, as far as possible, a language or language variety as a source ofdata for linguistic research." (Sinclair, 2005:12).

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

A corpus consists of millions of words from varioussources and registers: fiction and non-fiction writing, academic papers, newspaper articles,telephone conversations, commercials, lectures, public speeches, television interviews, writtenand spoken, formal and informal. There are precise rules for developing a corpus detailing thetypes and quantities of texts and they are designed to insure that a corpus isrepresentative 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 5. semantic analysis of group I

No.	Beginning Verbs	Dixon's Framework	Corpora (BNC & COCA)
1.	*Begin*	Place	Place and time
2.	*Start*	Time	Time and place
3.	*Commence*	Definite and significant piece of work	Definite and significant piece of work and everyday job

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 ingrethents 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**in1979.***

                                                                              (BNC 3)

(2b) *The thugs struck days before production was to startin**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 fu 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)

(4c) *Most are difficult to trace; their names are apt to be commonplace and we do not know*
   where to **commencelooking for** *them.*

<div align="center">(BNC 6)</div>

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

<div align="center">Table 6. complement construction of group I</div>

No.	*Beginning Verbs*	Dixon's Framework	Corpora (BNC & COCA)
1.	*Begin*	-ing and to-	-ing and to-
2.	*Start*	-ing and to-	-ing and to-
3.	*Commence*	-ing	-ing and to-

   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* **beginbuilding** *the mosque; but they*
  are a minority in Israel, so construction was stopped.

<div align="center">(COCA 8)</div>

(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 **begintomake** *links with things happening today.*

<div align="center">(BNC 7)</div>

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

<div align="center">(COCA 9)</div>

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

<div align="center">(BNC 8)</div>

   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.

<div align="center">(BNC 9)</div>

(7b) *They both* **commencelaughing** *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.

<div align="center">(COCA 10)</div>

(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 knowed 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* **continuewith** *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* **continuewith** *some of Obama's pet projects, such as subsidies for private space companies.*

(COCA 13)

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

(BNC 13)

(10b) *My father could* **keeponwith** *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* **keepon** *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* **keepon** *trying to be the president of all Americans.*

(COCA 15)

(12a) *You must* **goonwith** *the preparations as though you were alone.*

(12b) *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 **goonwith** your life.*

(COCA 16)

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

Table 7. complement construction of group II

No.	*Beginning Verbs*	Dixon's Framework	Corpora (BNC & COCA)
1.	*Continue*	*-ing* and *to-*	*-ing* and *to-*
2.	*Keep*	*-ing*	*-ing* and *to-*
3.	*Go on*	*-ing* and *to-*	-ing and to-

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* complementis 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-* referto 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 **continuemaking** 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 schoo.*

(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 **continuetomake** progress to securing loose nuclear weapons.*

(COCA 18)

(15a) *Everything will be overshadowed by these events but we intend to **goonmaking** the week work as well as we can.*

(BNC 18)

(15b) *Though he would **goontowrite** 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 **keepgiving** myself little deadlines for when the transplant will happen,' she says.'*

(16b)*You have to **keepworking** 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.*

(COCA 20)

(17a)*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.*

(BNC 20)

(17b) *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.*

(BNC 21)

(17c) *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.*

(COCA 21)

(17d) *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.*

(COCA 22)

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 8. Semantic analysis of group III

No.	*Beginning Verbs*	**Dixon's Framework**	**Corpora (BNC & COCA)**
1.	*Finish*	Object orientation	Object orientation
2.	*Cease*	Subject orientation	Subject orientation
3.	*Stop*	Subject orientation	Subject orientation
4.	*Complete*	Significance piece of work	Significance piece of work and some everyday job
5.	*Discontinue*	Temporary or permanent ending	Temporary or permanent ending

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:

(18a) *Mark has recently **finishedwriting** a paper on the harmful effects of secrets in families.*

(BNC 22)

(18b) *The government **finishedbuilding** 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:

(19a) *He held the Chair of Botany at Cambridge for thirty years, although **heceasedlecturing** in 1735 and that University's Botanic Garden was not established until 1762*

(BNC 23)

(19b) *From time to time, **theyceasedspeaking** to look mournfully upon Rayne Holland as she sat motionless in the chair, her gaze fixed and unseeing.*

(COCA 24)

(20a) *He had been keeping a wary eye on Jacques Devraux while he made another laborious copy of the revolutionary tract and he**stoppedwriting**to watch the Frenchman walk back to his own quarters.*

(BNC 24)

(20b) *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):

(21a) *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 **completefilming**.*

(BNC 25)

(21b) *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)

(22a) *She encouraged, when he failed to **complete**the thought.*

(BNC 26)

(22b) *The old clock was always fast, no matter how they tried to adjust it, so she knew she had at least ten minutes to **completelaying out** the table she'd prepared for Tom's first meal with them.*

(COCA 27)

(22c) *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.*

(COCA 28)

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.*

(BNC 27)

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

(COCA 29)

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 9. complement construction of group III

No.	*Beginning Verbs*	Dixon's Framework	Corpora (BNC & COCA)
1.	*Finish*	-ing	-ing and to-
2.	*Cease*	-ing and to-	-ing and to-
3.	*Stop*	-ing	-ing and to-
4.	*Complete*	-ing	-ing
5.	*Discontinue*	-ing	-ing

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 **finishpreparing** the yachts.*

<div align="right">(BNC 28)</div>

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

<div align="right">(COCA 30)</div>

(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.*

<div align="right">(COCA 31)</div>

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

<div align="right">(COCA 32)</div>

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

<div align="right">(COCA 33)</div>

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 **ceaseusing** the TV in the lounge and to pay the cost of the case, expected to run into thousands of pounds.*

<div align="right">(BNC 29)</div>

(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.*

<div align="right">(COCA 34)</div>

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

<div align="right">(BNC 30)</div>

(27b) *Sunk in apathy, **sheceasedtocook** 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.*

<div align="right">(COCA 35)</div>

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.***

<div align="right">(BNC 31)</div>

(28b) *Almost all damage is, in the early stages, reversible provided people **stopdrinkingalcohol.***

<div align="right">(BNC 32)</div>

(28c) *First: Change the individual behavioral cognitive element. There are many people who **stopstaying** awake at night when they discover that it is harmful to health.*

(28d) *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.*

(COCA 37)

(28e) *We have to **stop exploiting** nature and start living in partnership with nature.*

(COCA 38)

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.*

(BNC 33)

(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.*

(BNC 34)

(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..*

(COCA 39)

(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*

(COCA 40)

(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.*

(COCA 41)

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**completedtranslating** 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.*

(BNC 35)

(30b) *Smith says. He has documented female beetles taking 50 to 72 minutes to **complete** egglaying.* (COCA 42)

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; referringto 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

Cambridge Dictionary. *British Dictionary.* Accessed on 23 March, 2015. From
http://dictionary.cambridge.org/dictionary/british

Collins Dictionary. *American Dictionary.* Accessed 23 March 2015. From
http://www.collinsdictionary.com/dictionary/american

orpus.byu.edu. 2015. *BNC.* Accessed on April – August, 2015. From http://corpus.byu.edu/bnc/

Corpus.byu.edu. 2015. *COCA.* Accessed on April – August, 2015. From
http://corpus.byu.edu/coca/

Davies, Mark. 2009. The 385+ million word corpus of contemporary American English (1990-2008+) Design, architecture, and linguistic insights. International Journal of Corpus Linguistics. 14(7): 159-190

Dixon, R.M.W. 2005. *A Semantic Approach to English Grammar*. Oxford: University Press.

Kreidler, C.W. 1998. *Introducing English Semantics*. New York: Routledg.

Leitner, G. 1994. Begin and start in British, American and Indian English. Freie Universität Berlin Institut für Englische Philologie 14195 Berlin (D), *Journal of Linguistics, 13(6): 89-120*

Lindquist, Hans. 2009. *Corpus Linguistics and The Description of English*. Edinburgh: Edinburgh University Press.

Meyer, Charles. 2002. *English corpus linguistics: An introduction*. Cambridge: Cambridge University Press.

Ruan, Jia-Cing. 2014. A Corpus Study on "Begin"/ "Start" in Academic Writing: A VARBRUL Approach. Journal of Modern Linguistics, 16(4): 260-274

Sinclair, John. 2005. *Corpus and text—basic principles. " In M. Wynne (ed.) Developing LinguisticCorpora: A Guide to Good Practice*. New York: Routledge

Wierzbicka, A. 1988. *The Semantics of Grammar*. Amsterdam: John Benjamins