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**INFINITIVAL AND GERUNDIAL  
CONSTRUCTIONS OF ASPECTUAL VERBS  
IN SELECTED BRITISH AND AMERICAN  
NOVELS**

DERIVED RESEARCH

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## تركيب اسم الفاعل والمصدر للافعال الموجهة في روايات بريطانية وامريكية مختارة

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## Abstract

Infinitives and gerunds are non-finite verb forms which cannot be indicated by tense, number, or person. The construction of non-finite verbs is intricate because of their nature of meanings, forms, and functions. The major problem is that both infinitival and gerundial complements have identical functions and occupy identical positions in the sentences. Thus, there is a confusion in using an infinitival and gerundial forms after aspectual verbs. The selection of either one of these two forms as complements is controlled syntactically or semantically. Moreover, both forms can be used usually with similar predicate but with neat difference in meaning. In addition, there are problems with controlling the use of aspect, since aspectual verbs have specific syntactic and semantic restrictions. The study aims at investigating the use of infinitival and gerundial constructions and of aspectual verbs in selected British and American Novels, and identifying the syntactic and semantic behavior of aspectual verbs.

The following procedures will be followed in the present study. Providing a theoretical background of the infinitival and gerundial complements and of aspectual verbs. Selecting the data from British and American novels, and analyzing the novels according to the model of Smith (1997) about the classification of aspectual verbs. It has been concluded that the infinitive has been used more in the American novel, while the gerund has been used more in the British novel. The perfective viewpoint has been utilized more in the British novel, while the imperfective viewpoint has been utilized more in the American novel in the grammatical aspect. The high percentage of infinitive and imperfective viewpoint in the American novel clarifies the tendency to indicate an uncompleted action, while the high percentage of gerund and perfective viewpoint in the British novel clarifies the tendency to indicate a completed action. Stative and Activity verbs in the lexical aspect have been formed the highest percentage in both British and American novels in spite of the differences in the frequency of these verbs between novels.

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percentage of infinitive and imperfective viewpoint in the American novel clarifies the tendency to indicate an uncompleted action, while the high percentage of gerund and perfective viewpoint in the British novel clarifies the tendency to indicate a completed action. Stative and Activity verbs in the lexical aspect have been formed the highest percentage in both British and American novels in spite of the differences in the frequency of these verbs between novels.

## المستخلص

تعتبر تراكيب مصادر الأفعال واسماء الفاعل صيغاً غير محدودة للفعل والتي لا يمكن ان يشار لها بواسطة الزمن او العدد او الشخص. ان تراكيب الأفعال غير المحدودة تكون معقدة وذلك بسبب طبيعة الدلالات والاشكال والوظائف الخاصة بهذه الأفعال. لذا فإن الأفعال الموجهة لهذه المتممات او التكميلات تصنف طبقاً لخصائصها النحوية والدلالية. وهناك مشكلة اساسية لهذا النوع من الدراسات وهي ان كلا من المتممات (اسم الفاعل والمصدرية) لهما وظائف متطابقة وتحمل مواقع متطابقة في الجمل ايضاً. وهكذا فهناك خلط وارتباك من حيث استخدام صيغ المصدرية واسماء الفاعل بعد الأفعال الموجهة. ان اختيار اي من هاتين الصيغتين كتممات محكوم نحويًا ودلاليًا. وعلاوة على ذلك, فإن كلتا الصيغتين يمكن استخدامهما مع فاعل متشابه عادةً ولكن مع وجود فرق بسيط في المعنى. اضافة الى وجود مشكلات بالسيطرة على استخدام الصيغة بما ان الأفعال الموجهة لها ضوابط نحوية ودلالية محددة.

لذا تهدف الدراسة الحالية الى تفصي استخدام تراكيب مصادر الأفعال واسماء الفاعل والأفعال الموجهة في روايات بريطانية وأمريكية مختارة, والتعرف على السلوك النحوي والدلالي للأفعال والصفات الموجهة. وقد اتبعت الاجراءات الاتية لاثبات هذه الفرضيات, اعطاء خلفية نظرية حول متممات تراكيب اسماء الفاعل والمصادر والأفعال الموجهة, اختيار البيانات من روايات بريطانية وأمريكية مختارة, تحليل الروايات حسب نموذج سميث (1997) لتصنيف الأفعال الموجهة.

وقد استنتجت الدراسة الحالية بأن التراكيب المصدرية لكل من الأفعال الموجهة تستخدم بشكل اكثر في الرواية الأمريكية بينما تراكيب اسماء الفاعل لكل من الأفعال الموجهة تستخدم بشكل اكثر في الرواية البريطانية. وطبقاً للصيغة النحوية (القواعدية) للأفعال الموجهة, فإن الرأي المساند لاستخدام الفعل التام للأفعال الموجهة قد ظهرت اكثر في الرواية البريطانية, في حين ان الرأي حول استخدام الفعل الناقص للأفعال الموجهة قد استعملت اكثر في الرواية الأمريكية. ان النسبة المئوية للرأي الاول والثاني في الرواية الأمريكية توضح الميل للدلالة على الفعل غير المكتمل او غير المتحقق, في حين ان النسبة المئوية المرتفعة لاسم الفاعل والفعل التام في الرواية البريطانية توضح الميل الى الاشارة الى اكتمال او تحقق الفعل. وقد احتلت الأفعال الساكنة والنشطة في الصيغة المعجمية اعلى نسبة مئوية في كلتي الروايتين البريطانية والأمريكية بالرغم من الفروقات بين تكرارات هذه الأفعال بين الروايتين. لذا ينبغي ان تحلل وتعامل الأفعال الموجهة طبقاً لكل من الخصائص النحوية والدلالية في كل من الروايات البريطانية والأمريكية وذلك لان التصنيف الدلالي للأفعال الموجهة يعتمد على خصائص محددة والتي لا تكون كافية لتحديد اي نوع من انواع هذه الأفعال. لذا فقد اكتشفت الدراسة الحالية بأن التراكيب النحوية ينبغي ايضاً ان تضمن في تحليل هكذا نوع من الأفعال ولهذا السبب فقد اختير نموذج سميث (1997) لانه يجمع بين الخصائص الدلالية والنحوية.

ونستخلص من كل ما ذكر اعلاه بأن الفروقات بين الروايات البريطانية والأمريكية في تصنيف الأفعال الموجهة ومتمماتها تعزى الى التمايزات الاجتماعية والثقافية بين هاتين الثقافتين اي البريطانية والأمريكية.

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# Chapter One: Introduction

## 1.1 The Significance and the Problem

Generally speaking, the forms of verbs are divided into finite and non-finite in English. Infinitival and gerundial complements are included in the non-finite verb forms. According to Quirk et al.(1985:153), infinitives and gerunds are non-finite verb forms which can not be indicated by tense, number, or person. The construction of non-finite verbs is intricate because of the nature of meanings, forms, and functions of these verbs. The linguistic term 'complementation' points out to " the function of a part of a phrase or a clause which follows a word and completes the specification of a meaning relationship which the word implies", (ibid:65). This term is especially connected with complementing verbs. The present study will focus on the infinitival and gerundial forms as complements of aspectual verbs.

However, a major problem with is kind of study is that both infinitival and gerundial complements have identical functions and occupy identical positions in the sentences. Thus, there is a confusion in using an infinitival and gerundial forms after aspectual verbs. The selection of either one of these two forms as complements is controlled syntactically or semantically. Moreover, both forms can be used usually with similar predicate but with neat difference in meaning, (Hewings,2013:62-140). For example, infinitive should follow some verbs as in 'They planned to travel the next week. While gerund should follow others as in 'I enjoy listening to music'.

Plamer (1974:205) states that the main difference between infinitive and gerund is that of 'aspect'. Also, Krusinga (1931:270) argues that the distinction is between the 'punctiliar' aspect which is linked to infinitive, and the 'durative' aspect which is linked to gerund. For example: 'He had a dislike to be an outsider' and 'He had a dislike to be being an outsider'.

Furthermore, there are problems with controlling the use of aspect, since aspectual verbs have specific syntactic and semantic restrictions. For instance, '\*John was knowing the trick' (Stative) and 'Henry finished running in the park' (Atelic),(Smith,1997:40-43).Some philosophers as Vendler (1967:97) and Kenny (1963:17-80) have classified aspectual verbs according to their semantic characteristics. Later on, some linguists as Declerck (1991,120-1) and Baker (1989:478-90) have discovered that aspectual verbs can also be classified according to their syntactic constructions. So, one of the most problematic classifications is the aspectual classification of verbs.

## **1.2 The Aims**

The study aims at:

- 1- Investigating the use of infinitival and gerundial constructions and of aspectual verbs in selected British and American Novels.
- 2- Identifying the syntactic and semantic behavior of aspectual verbs.

## **1.3 The Procedures**

The following procedures will be followed in the present study.

- 1- Providing a theoretical background of the infinitival and gerundial complements and of aspectual verbs.
- 2- Selecting the data from British and American novels.
- 3- Analyzing the novels according to the model of Smith (1997) about the classification of aspectual verbs.
- 4- Discussing the results according to the adopted models.
- 5- Outlining conclusions on the basis of the results, and putting forth some recommendations and suggestions for further studies.

## **1.4 The Limits**

The study will be limited to analyze infinitival and gerundial constructions and aspectual verbs in British novel which is entitled "Sons and Lovers" (1913), the number of its pages '438' and American novel which is entitled "Black Boy" (1945), the number of its pages '420'. Both of these novels are from the 20<sup>th</sup> century and consist of two parts. Also, there are two types of infinitive: bare infinitive and to-infinitive, but this study will be limited to analyze the to-infinitive.

## **1.5 The Value**

This study is expected to be of some value in providing syntactic and semantic explanations about infinitival and gerundial constructions. In addition, this study is concerned with identifying the syntactic and semantic behavior of aspectual verbs. It could also be valuable to those who are concerned with linguistic research in general and syntactic research in specific.



# Chapter Two: Theoretical Background

## Section One: Infinitive and Gerund

### 2.1 Introductory Remarks

This study deals with infinitive and gerund as a complement after aspectual verbs. This chapter introduces a syntactic and semantic illustration of the infinitival and gerundial constructions. It tackles their syntactic patterns and functions in the sentences. Furthermore, it makes a difference between bare infinitive and to-infinitive.

#### 2.1.1 Infinitive

Perrin and Ebbit (1972:601) defines infinitive as a non-finite form of the verb which is considered as a Latin grammatical term. It expresses the general meaning of the verb, i.e., it refers to a state or an action without reference to number, person, or manner. Also, the infinitive is called as 'the uninflected form' and as the 'base form of a verb'. The infinitive has a simple verb form which is found in two types. Firstly, the infinitive can be a bare without additions which is similar in form with present tense for the first and second persons and for all the persons in the plural, as in play, walk, and sing. Secondly, the infinitive can be used with the particle 'to', as in to play, to walk, etc, (Onions,1971:112). For instance: 'He helped **wash up**'. (Bare infinitive) and 'He wants **to go** to London'. (To-infinitive), (Palmer,1987:173)

There is also what is called 'split infinitive' in addition to these two kinds. The adverb is integrated between 'to' and the verb in this form, as in 'To boldly go where no one has gone before'. The infinitive is utilized to be distributed as a 'verbal'. In this sense, a 'verbal' is defined as non-finite form of the verb which links the features of a verb with those of an adverb, a noun, or an adjective, but it does not have the ability to formulate a sentence. It sometimes enable the writer to change the pattern of the sentence, save words, and avoid repetition, (Duffley,2006:32)

##### 2.1.1.1 Bare Infinitive vs. To-infinitive

Nicholas (1965:125) defines a bare infinitive as a structure in which the base verb lacks the particle 'to', as in 'I can go'. So, the absence of the morpheme 'to' is the main difference between the bare infinitive and to-infinitive,(Kurisinga,1931:146). The bare infinitive appears optionally after few verbs and obligatorily after specific verbs. It is typically utilized after specific auxiliaries or verbs where the link between the bare infinitive and what precedes is very adjacent, (Nicholas,1965:125).The

bare infinitive is also called 'plain', 'second', 'simple', or 'pure' infinitive by different grammarians. It has no nominal functions and is only utilized in a verbal function, (Zandvoort and van Ek,1975:4-8). However, it does not take a pre-predicate position, and occurs only in a post predicate position as a complement. In addition, it could not appear as a complement of adjectives, (Biber et al.,1999:659)

Turning to the 'to-infinitive', Darbyshire (1967:131) defines to-infinitive as a structure in which the base verb is preceded by the particle 'to' as in 'I want to walk'. 'To' is used to link the infinitive to some other parts of speech. So, it is called 'the sign of infinitive' as in 'He is the man **to** speak',(Perrin and Ebbitt,1972:602).To-infinitive may be preceded by some 'Linking verbs' and 'Be'. For example: 'They are to sleep early' and 'He seems to be a fool',(Quirk et al.,1985:1187).To-infinitive is called 'the full infinitive', 'first infinitive', or 'supine' by different grammarians. It can be utilized as complements of various types of verbs and adjectives. In addition, it has many uses and can transmit more different types of meanings than the bare infinitive, (Zandvoort and Van Ek,1975:8).

### **2.1.1.2 The Position of Infinitive**

The proper use of infinitive clauses in the position of post predicate is specified by different structural patterns. According to Biber (1999:696), there are five essential grammatical patterns.

*The first pattern:* verb + to-clause. For example: 'I am just trying to get away early'. Both the clauses of the main sentence and infinitive have similar agent in this pattern, but it is explicit in the main clause and implicit in the infinitive clause.

*The second pattern:* verb + noun phrase + to-clause. For example: 'It enables the farmer to maintain uniform and near constant conditions in the house'. In addition, the first noun phrase + verb + the second noun phrase + to-clause could be the pattern of the entire sentence,as in the following sentence: I told grandma to make me and Tim some more, (Biber et al.,1999:695-696).According to Dixon (2005:244), the to-infinitive is called 'Judgment to' in this pattern.

*The Third Pattern:* Verb + for + noun phrase + to-clause. For example: Hire a daily mirror van and wait for Mrs. Jones to arrive. Clearly, most of the verbs are prepositional phrases in this pattern. Dixon (2005,38) calls the to-infinitive 'a model (for) to complement' in this pattern.

*The Fourth Pattern:* verb + the clause of bare infinitive. For example: It could have helped clarify a number of issues.

*The Fifth pattern:* verb + noun phrase + the clause of bare infinitive. For example: I will have Judy do it, (Biber et al.,1999:694)

### **2.1.2 The Gerund**

Perrin and Ebbitt (1972:582) defines gerund as the non-finite verb form and it is considered as a Latin grammatical term. It is formulated by adding the suffix {-ing} to the base verb and typically it is not marked by number, person, or gender. It is potential to make a gerund of nearly any verb in the English language because it is outspread vastly. Also, it refers to the common sense of the verb, i.e., state or an action without indicating any specific doer or any definite time, (Vallins,1971:31-32)

It is basically a verb, since it could occur in the active/passive voice and in the perfect or present tense. Moreover, it could have its own object or subject. It is also regarded as a noun because it has all the grammatical characteristics of the nouns. For example, it can be preceded by an adjective, a pronoun, or an article and it can be in the form of plural or singular. Furthermore, it could be the object or subject of the main verb, since it provides the essential grammatical functions of the noun, (Lester,2008:88).The gerund could be an adjunct or an object of specific verbs such as to enjoy, to fancy, to escape, etc. For example, 'she enjoyed hearing him talk'. Also, it could be prepositional complement which is dissimilar to infinitive. For example, 'The sun is near setting', (ibid:26).

#### **2.1.2.1 The Position of the Gerund**

The clauses of gerund in the position of post predicate could appear in the following two grammatical patterns.

*The first pattern:* verb +- ing clause. For example: 'I remember reading this book'. Both the clauses of the gerund and the main verb have similar agent in this pattern, but it is explicit in the clause of the main sentence and implicit in the clause of gerund, (Biber et al,1999:740)

*The Second Pattern:* verb + the second noun phrase + -ing clause. For example: 'Do not be surprised to find me sitting on the tree in the lotus position'. In this pattern, the second noun phrase can function concurrently as the agent of the gerund clause and as the direct object of the independent clause,(ibid).

## **Section Two: Aspectual Verbs**

### **2.2 Introductory Remarks**

This section presents the distinction between lexical and grammatical aspect. It focuses on the aspectual classification. In addition, according to the adopted model (the model of Smith 1997), five aspectual kinds of verbs will be explained.

#### **2.2.1 Lexical and Grammatical Aspect**

There are two types of aspect: lexical and grammatical aspect. It is obvious that the aspectual meaning of the sentence depends on the interaction between lexical and grammatical aspect. Croft (2012:31) defines lexical aspect as "the inherent temporal structure of a situation" and Smith (1997:14) proposes that lexical aspect is neutral between states and actions. It is also called "Aktionsart" by Croft (ibid) and "situation type" or "verb constellation" by Smith (ibid). Mainly, lexical aspect is restricted by both verbs and its complement and it points out to the aspectual kinds of verbs relying on the temporal features that are mostly utilized in the aspectual types such as telicity, dynamism, durativity, etc. Besides, different linguists have suggested various approaches of aspectual categorization and the classification of Vendler (1967) is the most common approach in the lexical aspect. He distributes verbs into activities, accomplishments, statives, and achievements, (Croft,2012:33)

On the contrary, according to Rothstein (2004:1), grammatical aspect is indicated by the forms of the verb and it is commonly interested with situation forms which are perfective and imperfective. It is also called "viewpoint aspect" by Smith (1997:3). He also sorts viewpoint aspect into three kinds: imperfective, perfective, and neutral. Firstly, the imperfective viewpoints "focus part of a situation, including neither initial nor final endpoint. Secondly, the perfective viewpoints "focus a situation in its entirety, including both initial and final endpoints". For instance:

-John and Mary were building a rock garden last summer.

- John and Mary built a rock garden last summer.

In the first example, the actions are not finished, i.e., there is clue about its ultimate point and the action is in progress. So, the imperfective viewpoint does not focus on the entire action as it is the state with the perfective viewpoint, it only focuses on a side of an action. In the last example, the actions are finished. So, it refers to a perfective viewpoint. Smith (1997:3) argues that imperfective is utilized usually with dynamic verbs to transfer the meaning of "the right now reading". The form of

progressive in English indicates imperfective actions and progressive" are typically durative and have connotations of dynamism and volition". For instance: -\*He is Knowing the answer. (Stative)

-Mary was walking in the park. (Activity)

-Sam was eating an apple. (Accomplishment)

While perfective can be utilized with the whole aspectual kinds, (ibid:170-171). Thirdly, the neutral viewpoints are "flexible, including the initial endpoint of a situation and at least one internal stage". For example, 'He will win'. The future tense in the previous example points out to an achievement verb which is only appropriate with the aspect of neutral viewpoint. The neutral viewpoint rises an ambiguous interpretation. Thus, the neutral aspect is not necessary in the grammatical aspect. So, the focus will be on the perfective and imperfective aspect, (Smith,1997:197 as cited in Kiss,2008:125).

Smith (1997:14) suggests 'the two-component theory' which relies on the connection between the two types of aspect to transfer the aspectual fact of situations. Therefore, the aspectual meaning of the sentence outcomes from the connection between 'the situation type' (stative, semelfactive, accomplishment, activity, and achievement) and 'viewpoint aspect' (imperfective, and perfective).

### **2.2.2 The Classification of Aspectual Verbs**

Many philosophers and linguists have made important participation in the classification of aspectual verbs such as Aristotle, Ryle (1949), Kenny (1963), Vendler (1967), Dowty (1979), Smith (1991), and Kearns (2000). So, the literature of linguistics is loaded with various approaches about the classification of aspectual verbs. Aristotle proposes the first attempt of aspectual categorization in his books "Metaphysics 1048" and "Nicomachean Ethics 1074". He differentiates between 'energia' (actualities) and 'kinesis' (movements). He claims that 'energia' refer to incomplete events (atelic), as in being happy and seeing, whereas 'kinesis' refer to complete events which have an end (telic), as in learning a poem or building a house, (Rothstein,2004:2-6)

Ryle (1949:44-115) makes a difference between accomplishments and achievements. He states that accomplishments are "changes of state which have some task associated with them", while achievements are "changes of state without such an associated task". Kenney (1963:171-86) also makes a difference between three essential kinds: performances, activities, and states. According to him, performances refer to actions which have an end, (Rothstein,2004:6)

The classification of Vendler (1967:97-121) is the most common classification as it is mentioned before. He rates the verbs into four types: activities, states, accomplishments, and achievements. According to Brinton (1988:30), the classification of Vendler is regarded as a modification to the classification of Kenney because he only sorts the performance class of Kenney into two different categories: achievements and accomplishments. Furthermore, Brinton (ibid:28) debates that the classification of Vendler is confusing, informal, and discursive. Especially, his classification is characterized according to its semantic features.

Anywise, the classification of Vendler has influenced other linguists to invent a new classification and attracts the attention to the classification of aspectuality. For example, Dowty (1979:184) displays a substitutional classification of Vendler's one. He classifies four kinds: activities, states, complex change of state, and single change of state. He relies on "the logical entailment, interactions with temporal modifiers, and interactions with tense of the verbs".

In addition, Smith (1991:87) and Kearns (2000:204) insert a fifth kind to the four classes of Vendler which is semelfactive. So, according to them, the new classification is "states, activities, achievements, accomplishments, and semelfactives. But, the disadvantage of Kearns' classification is that he relies on "tense implication" in his taxonomy, and his classification is not fully precise because of his mixing between achievements and accomplishments.(Rothstein,2004:6)

### **2.2.3 The Adopted Model of the Aspectual Verbs**

The model of Smith (1997) is the adopted model in the present study about the classification of aspectual verbs. It is chosen as a model in the present study because it is update and it has a role on 'the sentential level', (Ludeling and Kyto,2009:998) .Smith (1997:8) has suggested the theory of 'two component' which indicates that the sentence has two types of aspectual senses and the connection of both of them builds the aspectual sense of the sentences. The first one is the specific perspective 'the viewpoint' (the grammatical aspect) and the second one is whether the action is an event or state (the lexical aspect). For example:

-John and Mary were building a rock garden last summer.(Imperfective viewpoint)

-John and Mary built a rock garden last summer. (Perfective viewpoint)

Furthermore, since the selection of aspectual meaning is linked to the speaker, the verbs could have more than one kind of situation. For instance: -Kim played a set of tennis on Friday. (Accomplishment)

- Kim always played a set of tennis on Friday. (Habitual Stative)

-Bill knew the truth. (Stative)

-Suddenly Bill knew the truth. (Achievement)

- Mary coughed. (Semelfactive)

-Mary coughed for an hour. (Activity),(ibid:xiv)

According to Smith (1997:18-3), there are five kinds of situations: "statives, activities, achievements, accomplishments, and semelfactives".

#### **2.2.4 Situation Kinds**

According to Smith (1997:3), there are five types of situations "statives, activities, achievements, accomplishments, and semelfactives" as it is mentioned in the previous sections. Each one will be illustrated in details in the following sections from syntactic and semantic point of view.

##### **2.2.4.1 Statives**

Givon (1984:67) claims that statives "may be either temporary at one extreme or permanent at the other, depending on their relative position along the scale of time stability". Also, Kearns (2000:202) defines statives as "stable situations for a moment or an interval". He asserts that statives have not inherent limits or climaxes which reconstruct termination. So, they are atelic verbs (unbounded). They have the temporal characteristics [durative], [homogeneous], and [static].

Ryle (1949:118) and Vendler (1967:109) argue there are two types of statives: generic and specific. On the one hand, generic statives depend on different types of events such as serve, educate, rule, etc. On the other hand, specific statives consist of verbs which are indicated by specific events such as smoke. Furthermore, stative verbs do not appear in the progressive form for two causes. Firstly, they do not denote change and so they can not continue or evolve. Secondly, they are complicated, (Bennett,1975:103).

Moreover, statives occur commonly as copular and verbal in the sentences. For example, believe in ghosts, be in Copenhagen, own the farm, be tall. From syntactic point of view, they are in agreement with duration adverbs e.g. 'I was tired for an hour' ,but they are not in

agreement with the duration verbs e.g. '\*I spent an hour being tired'. They are not utilized with the pro-verb 'do' e.g. '\*what John did was know French'. Also, they can not be utilized in imperative form and they can not be utilized as complements of 'persuade' and 'force', (Smith,1997:183)

#### **2.2.4.2 Activities**

Brinton (1988:28) defines activities as "durative situations which go on for an indefinite period of time with no inherent goal". There are two types of activities: 'voluntary' e.g. walk, run, draw, etc. and 'non-voluntary' e.g. melt, flow, etc. Also, Smith (1997:23) defines activities as "processes that involve physical or mental activity" e.g. enjoy, revolve, think about, laugh, etc. Many linguists categorize activities according to their temporal characteristics [durative], [atelic], and [dynamic].

Furthermore, various views have been suggested about the homogeneity and heterogeneity by some linguists. Vendler (1967:133) claims that activities have the 'whole-part relation' of accumulative actions because the activities 'go on in time in a homogeneous way; any part typical of the process is of the same nature as the whole". Mourelalos (1981:122) also suggests that activities "involve no culmination or anticipated result", so, he agrees with vendler that processes or activities are homogeneous. For example, 'Mary was walking from 3 to 4 pm' indicates that 'Mary walked from 3 to 4 pm' because the closed interpretation of the perfective form is implied by the opened interpretation of the progressive form.

In contrast, Kearns (2000:202) argues that activities are "unbounded and durative, like states, but unlike states they are heterogeneous". So, according to him, processes or activities are heterogeneous. For instance, 'The leaves fluttered in the wind'. The leaves will change its position from one place to another because of the influencing of the wind.

Moreover, activities are classified into "derived activities" as activities of various actions e.g. walked for an hour, "processes" e.g. laugh, sleep, etc. "internal phases of activities" e.g. eat apples, and "degree predicates" which points out to the "increase or decrease of a property" because they denote the kinds of activity situation. They refer to a gradual alteration without a specific goal to be accomplished. For example:

-They are widened the road                      -They are widening the road.

In the previous examples, the road is still not very broad even after broadening it. These are regarded as 'degree achievement' by Dowty (1979:88) and 'vague predicates' by Smith (1997:24), (Smith,1997:24-25)



### **2.2.4.3 Achievements**

Brinton (1988:28) defines achievements as "a punctual situations which take place at a specific point of time". There are two types of achievement: 'voluntary' such as get married and 'non-voluntary' such as be born. Vendler (1967:102) argues that achievement verbs do not appear with the progressive form because of their punctual meaning. So, this type of verbs resembles stative verbs in some characteristics. Smith (1997:31) states that achievement verbs carry the features [telic], [heterogeneous],[dynamic],and [instantaneous].They are instantaneous actions because they lead to an alteration of the case. For example, 'recognize Aunt Jane' and 'reach the top'.

Furthermore, according to Rothstein (2004:23), achievements are "near instantaneous changes of state". For instance, the verb 'recognize' points out to a shift of the case from not being capable to recognize facts or information to be capable to recognize them, or the verb 'die' points out to a transformation from the case of being alive to be lifeless. Also, Kearns (2000:203) claims that achievements are "the moment of the onset of a state. Once the state holds, the onset is over".

Moreover, achievements are correct only when they occur in the moment. So, they are instantaneous actions. For example, 'Mary won the race ' is correct just in the moment of winning. Besides, some achievements could have primary phases, despite of they appear very fast. For example, 'win a race' requires first a running phase.

Also, the progressive forms propose the presence of the introductory phase. For example, there is an introductory phase in the sentence 'She was reaching the top' before she lastly arrives the summit, (Smith,1997:31-181)

Some achievements could be used with 'agent-oriented adverbs'. For example: -John deliberately hit the new window.

-John deliberately missed the target.

The previous examples are appropriate from semantic point of view. Therefore, the element of dominance is called 'orthogonal' by Smith (1997:31-32), since it is not suitable with the whole achievement verbs.

### **2.2.4.4 Accomplishments**

Brinton (1988:88) defines accomplishments as "durative situations which go on in time, but have a necessary goal". Kearns (2000:202) suggests another definition, he defines accomplishments as "the eventualities with

the clearest and most complex structure, consisting of a process or activity leading up to a culmination, or finishing point". Also, Rothstein (2004:21) defines accomplishments as "an activity which has an internally determined point at which it ends, and therefore it can not be part of a bigger singular event of the same kind without changing its internal structure".

There are two types of accomplishments: 'voluntary' such as deliver a sermon and 'non-voluntary' such as recover from illness, (Brinton,1988:28). Smith (1997:180) claims that accomplishments carry the characteristics [durative], [dynamic], [telic], and [heterogeneous]. Accomplishments are processes which have an intensive connection with their result and endpoint. The substantial feature of accomplishments is 'completion'. So, activities have termination and stopping point, whereas accomplishments have completion or finishing point

Like activities, the progressive form also could be used with accomplishments. The action is not finished or completed with the accomplishment's progressive form. In fact, this capacity denotes that accomplishments have the property of stage as in the following examples.

-Mary is building a house. -John is eating a sandwich, (Rothstein,2004:22)

Accomplishment events with their complements can be represented by durative and bounded verbs as in 'John stood up' and 'Mary built a sandcastle'. Whereas prepositional phrases are required by durative and bounded verbs, as in 'Mary ran to school' and 'John ran out', or accomplishment events are formed by consequence complements which present a consequent case to unbounded verbs as in 'Mary sang a Joel to sleep' and 'Mary laughed herself silly'. But these sentences are considered as activities not as accomplishments without the complements, (Smith,1997:179-180).Moreover, if the unbounded verbs are occurred with 'completive adverbs', they could formulate accomplishments, as in 'John swam laps in an hour'. The event is bounded because of the effect of the adverb (in an hour), in spite of the verb 'swim' is unbounded verb. Thus, a specific quantity of swimming has been carried out and it is regarded as an event of 'derived accomplishment', (ibid:28-29)

#### **2.2.4.5 Semelfactives**

Rothstein (2004:29) defines semelfactives as "single stage events with no result or outcome". The Latin 'semel' that means 'once' is the root of the word 'semelfactive'. Semelfactives have the characteristics [instantaneous], [dynamic], and [atelic]. They include 'events' as 'cough'

and 'blink', and 'actions' as in hammer a nail, scratch , tap, kick, and peck. In spite of they are immediate actions, this does not indicate that there is no intervening period at all in the action. Thus, momentary is regarded as a conceptualized characteristic in semelfactives, (ibid)

Fundamentally, semelfactives usually occur in the progressive form in repeated succession, but they sometimes should appear as a single action. They are not appropriate with the verbs or adverbs of simple period and with progressive forms, while they will be denoted an action of various activities 'derived activities' when they appear with these types, as in the following examples: -Mary coughed for an hour.

-Helen was knocking at the door.

-I knocked for an hour.

-I stopped knocking.

The previous examples point out to strings of coughing and banging. The inconsistency between the characteristics of the forms of simple period and the progressive form, and the characteristics of semelfactives leads to the derived explanation,(Smith,1997:180-181)

Furthermore, Kearns (2000:204) states that semelfactives are telic (bounded) like achievements and accomplishments. They resemble achievements in their summing up, but on the other hand, they do not resemble them in other aspects because they do not characterize the minimum instants of alteration between on situation and another.

Since semelfactives do not have the property of the stage, they are incompatible with accomplishments. For example, the semelfactive sentences 'The light flashed' and 'Jones blinked' do not have phases. On the contrary, in the accomplishment sentence 'Mary ate an apple', the action includes gnawing off, chomping, and gulping the apple until it is completed,( Kearns 2000:204)

## **Chapter Three: Methodology**

### **3.1 Introductory Remarks**

This chapter is concerned with analyzing the British novel "Sons and Lovers" (1913), and the American novel "Black Boy" (1945). Both of these novels will be analyzed according to Smith's model (1997) for aspectual verbs. At the beginning, introduction about the British writer 'David Lawrence' and a summary about his novel (sons and lovers) and about the American writer 'Richard Wright' and his novel (Black Boy) will be presented. In addition, a discussion of aspectual verbs and their complements will be explained.

### **3.2 David Herbert Lawrence: A British Writer**

David Herbert Lawrence was a British poet, novelist, essayist, painter, and literary critic. He is considered as one of the most effective writers of the twentieth century. His collected works symbolize an expanded reflection upon dehumanizing consequences of industrialisation and modernity. Some of the affairs he tackles are instinct, sexuality, vitality, spontaneity, and passionate health. He is well-known for his novels: 'Women in Love', 'The Rainbow', 'Lady Chatterley's Lover', and 'Sons and Lover'. He discovers the probabilities to live within industrial circumstances in these novels. The experiences of his early life in Nottinghamshire kept employing a deep effect throughout his life. So, his works are extremely autobiographical, (Worthen,2005:132).

### **3.3 Sons and Lovers (1913)**

Sons and lovers is a novel which is written by the British writer 'David Herbert Lawrence' (1913). Firstly, the novel received unenthusiastic critical comments. Lawrence rescripted the novel four times till he was satisfied with it. This novel is an autobiographical about Lawrence's childhood. Today, it is considered by many critics as a masterpiece and is usually considered as the best accomplishment of Lawrence. Furthermore, it is classified in the ninth rank by the modern library in their set of the best 100 novels in the twentieth century, (Bloom,1994:522)

### **3.4 Richard Nathaniel Wright: An American Writer**

Richard Nathaniel Wright was an American writer of short stories, and argumentative novels. Much of his work is concerned with ethnic themes particularly those which is connected with the dilemma of Americans-African violence and discrimination in the North and the South. According to literary critics, his work assisted to alter the racial relations

in the United States in the middle of the twentieth century. He was among the foremost black American writers who objected the treatment of whites to the blacks, remarkably in his autobiographical novels 'Black Boy' (1945) and 'Native Son' (1940). He initiated the convention of protesting which was examined by other black writers after the second world war, (Yarborough,2008:75).

### 3.5 Black Boy (1945)

Black Boy is autobiographical novel which is written by the American writer Richard Nathaniel Wright (1945). It elaborates Wright's childhood and youth in the South: Tennessee, Mississippi, and Arkansas and his final move to Chicago where he joins the Communist Party in the United States and sets up his career of writing. It consists of two sections. The first section is 'The Southern Night' which is concerned with his childhood in the South and the second section is 'The Horror and the Glory' which is concerned with his youth in Chicago, (Mitgang,1992:80)

### 3.6 The Discussion of the Results of Aspectual Verbs and their Complements

**Table (3.1):** The Percentage of Aspectual Verbs and their Complements in the British novel (Sons and Lovers) and the American novel (Black Boy).

The British Novel (Aspectual Verbs)				The American Novel (Aspectual Verbs)			
	Type	Frequency	Percentage		Type	Frequency	Percentage
A	<b>Grammatical Aspect</b>			A	<b>Grammatical Aspect</b>		
1	Perfective Viewpoint	2254	63.06	1	Perfective Viewpoint	2228	58.09
2	Imperfective Viewpoint	1320	36.93	2	Imperfective Viewpoint	1607	41.90
	Total	3574	49.92		Total	3835	50.04
B	<b>Lexical Aspect</b>			B	<b>Lexical Aspect</b>		
1	Statives	1446	40.33	1	Statives	1318	34.42
2	Activities	1167	32.55	2	Activities	1455	37.99
3	Achievements	225	6.27	3	Achievements	256	6.68
4	Accomplishments	727	20.27	4	Accomplishments	775	20.24
5	Semelfactives	18	0.50	5	Semelfactives	25	0.65
	Total	3585	50.08		Total	3829	49.96
	S. Total	7159			S. Total	7664	
C	<b>Complements</b>			C	<b>Complements</b>		
1	Infinitive	1743	44.81	1	Infinitive	2240	51.46
2	Gerund	2147	55.19	2	Gerund	2113	48.54
	Total	3890			Total	4353	

Table (3.1) shows that the frequency of perfective viewpoint in the British novel is (2254) which forms (63.06%) is higher than the frequency of perfective viewpoint in the American novel (2228) which forms (58.09%) from the grammatical aspect. Examples of perfective are (answered, had succeeded, was assigned). Whereas the frequency of

imperfective in the American novel is (1607) which constitutes (41.90%) exceed the frequency of imperfective viewpoint in the British novel (1320) which constitutes (36.93%) from the grammatical aspect. Examples of imperfective are (is going, used to walk, was trying,).

Table (3.1) also reveals that the frequency of Statives in the British novel is (1446) which forms (40.33%) is higher than the frequency of statives in the American novel (1318) which forms (34.42%) from the lexical aspect. Examples of stative verbs are (loved, liked, believed,). While the frequency of activites in the American novel is (1455) which constitutes (37.99%) exceed the frequency of activities in the British novel (1167) which constitutes (32.55%) from the lexical aspect. Examples of activity verbs are (walked, played, said).

The frequency of achievements in the American novel is (256) which forms (6.68%) is slightly higher than the frequency of achievements in the British novel (225) which forms (6.27%) from the lexical aspect. Examples of achievement verbs are (reached, found, spotted). Whereas the frequency of accomplishments in the British novel is (727) which constitutes (20.27%) is slightly higher than the frequency of accomplishments in the American novel (775) which constitutes (20.24%) from the lexical aspect. Examples of accomplishment verbs are (cleaned, finished, ended). While the frequency of Semelfactives in the American novel is (25) which forms (0.65%) is slightly higher than the frequency of semelfactives in the British novel (18) which forms (0.50%) from the lexical aspect. Examples of semelfactive verbs are (jumped, knocked, hit).The syntactic and the semantic aspects together are important in the classification of aspectual verbs in both British and America novels.

From table (3.1), it also has been noticed that the frequency of infinitives in the American novel is (2240) which constitutes (51.46%) exceed the frequency of infinitives in the British novel (1743) which constitutes (44.81%) from the complement. Examples of infinitives are (to buy, to keep, to enjoy). In contrast, the frequency of gerunds in the British novel is (2147) which forms (55.19%) is higher than the frequency of gerunds in the American novel (2113) which forms (48.54%) from the complements. Examples of gerunds are (washing, watching, moving). The gerund is higher in the British novel because there has been a general transformation towards the using of gerund since the Shakespearen's day because it is utilized after all prepositions, (Sabir,1985:231).The differences between the British and the American novels in the classification of aspectual verbs and their complements are due to the social and the cultural distinctions between these two cultures.

## **Chapter Four: Conclusions, Recommendations, and Suggestions for Further Research**

### **4.1 Conclusions**

The following conclusions have been presented depending on the discussion of the results in the previous chapter.

1-It has been concluded that infinitival construction of aspectual verbs has been used more in the American novel, while the gerundial construction of aspectual verbs has been used more in the British novel.

2-According to the grammatical aspect of the aspectual verbs, the perfective viewpoint of the aspectual verbs has been utilized more in the British novel, while the imperfective viewpoint of the aspectual verbs has been utilized more in the American novel.

3-The high percentage of infinitive and imperfective viewpoint in the American novel clarifies the tendency to indicate an uncompleted or an unachieved action, while the high percentage of gerund and perfective viewpoint in the British novel clarifies the tendency to indicate a completed or an achieved action.

4-Stative and Activity verbs in the lexical aspect have been formed the highest percentage in both British and American novels in spite of the differences in the frequency of these verbs between these novels.

5-Aspectual verbs should be analysed and treated according to both syntactic and semantic characteristics in both British and American novels because the semantic taxonomy of aspectual verbs relies on specific characteristics which are not sufficient to specify any kind of these verbs. Therefore, it has been discovered that the syntactic structures should also be included in analysing this type of verbs. Thus, the model of Smith (1997) has been chosen because it gathers between the semantic and the syntactic features.

6-To sum up, the differences between the British and the American novels in the classification of aspectual verbs and adjectives and their complements are due to the social and the cultural distinctions between these two cultures.

## **4.2 Recommendations**

On the basis of the previous findings, some recommendations have been put forward.

1-Textbooks writers should include a detailed analyses and an adequate material concerning the various uses of infinitive and gerund constructions as complements rather than presenting lists of verbs that could be followed by infinitive and gerund.

2-Teachers of literature should focus on the structure of infinitive and gerund in teaching literature.

3-Textbooks writers should also include Syntactic and semantic characteristics of aspectual verbs.

## **4.3 Suggestions**

The writer proposes some topics for further research in the following areas.

1-A pragmatic analysis of infinitival and gerundial constructions in selected political texts.

2-A stylistic analysis of aspectual verbs in selected poems.

3-A comparative study of achievement verbs in Selected British and American plays.



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