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MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
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Título:

A SEMANTICALLY-BASED APPROACH TO TEACHING VERBS IN ENGLISH

Trabajo de titulación previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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En mi calidad de Tutor del Trabajo de Titulación "A semantically-based approach to teaching verbs in English" presentado por Pedro Alberto Fiallo Alonso del Rivero, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.
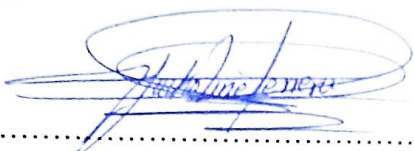
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DEDICATORIA

Este trabajo de investigación va dedicado a mis hijos, mi fuente de motivación diaria: mi entrega va por ustedes. A mis padres, por ser ejemplo de superación constante, luchadores incansables contra cualquier obstáculo. A mi esposa, que es mi otra mitad, mi mejor amiga, mi compañera, mi amor, mi vida entera. A mi abuela, que nos cuida desde el cielo y nos protege, y que estaría muy orgullosa de este pequeño logro.

Pedro Fiallo.

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A la Universidad Técnica de Cotopaxi en la persona de los maestros por haber compartido sus conocimientos y permitirme concluir esta etapa de mi vida y a mis apreciados amigos(as) por sus locuras y experiencias vividas durante este proceso.

Pedro Fiallo

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UNIVERSIDAD TÉCNICA DE COTOPAXI
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MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Título: A semantically-based approach to teaching verbs in English

Autor: Pedro Alberto Fiallo Alonso del Rivero Lic.
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RESUMEN

La presente investigación tiene como finalidad conocer si la descripción semántico-gramatical del verbo en inglés aporta características que permitan determinar el adecuado uso de este. La investigación tuvo un enfoque de método cualitativo, de tal manera que se apoyó en análisis de corpus seleccionado a conveniencia. El tipo de investigación fue descriptivo utilizando para ello el verbo en inglés como objeto de estudio para su clasificación léxico-semántica. La técnica para la recolección de datos fue la selección de corpus a través de una búsqueda aleatoria en el diccionario en línea Merriam-Webster's, para luego establecer la clasificación y subdivisión de los lexemas verbales en sus variantes léxico semánticas, de forma que las características inherentes al significado de los verbos pudieran ser ubicadas en una matriz semántica desarrollada en la investigación a partir de matrices previamente diseñadas. Los resultados se obtuvieron a través de la descripción de cada variante léxico-semántica. En conclusión, se pudo ilustrar que una detallada clasificación del lexema verbal puede proporcionar los datos y características suficientes para demostrar que la combinabilidad de dichos lexemas verbales depende del significado que se actualice en cada uno de sus usos y no a la inversa. Las actividades que se desprenden de este análisis en futuros trabajos investigativos pueden tener un impacto elevado en la fluidez y en la certeza con la que se utilizan los lexemas verbales por los estudiantes de todos los niveles.

PALABRAS CLAVE: descripción semántico-gramatical, variante léxico semántica, corpus, clasificación, matriz.

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ABSTRACT

The research carried out aimed at finding out whether the semantic description of the verbal lexeme provides the necessary characteristics to determine the rightful use of the verbal lexeme in English language. Qualitative approach allowed for the analysis of the selected corpus. The descriptive research focused on the verb as the main unit of predication for its classification and semantic description. Corpus linguistics was used to retrieve the verbal lexemes from the online Merriam-Webster's dictionary 2023. Several criteria were established to characterize the lexico-semantic variants which resulted from componential analysis, and a matrix was designed, based on previously matrixes by researchers in the field, to analyze the presence or absence of the features previously determined. The results showed that through the analysis of the lexico-semantic variants that make up the verbal lexeme, it was possible to determine what characteristics appear or not, allowing for specific combinability of each lexeme, as meaning is actualized through the different uses of each one of them. The conclusions arrived at show that the detailed characterization of verbs can help users determine what lexico-semantic variant to use based on the actual context, rather than on the partners the lexeme is to take.

KEY WORDS: verbal lexeme, semantic description, componential analysis, classification, matrix.

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Introduction

English is spoken worldwide today. It is the so-called lingua franca, and people not only like to learn it, but also need it. This fact does not come as a surprise, since as humans developed, so did their need to communicate. Languages in general developed from very early stages where pictures and graphics were the means of expressions, to more complex structures, like the ones we use today.

With the rise of technology, the learning of languages has reached unthinkable levels as the appearance of new devices, apps, and thousands of webpages that have helped create a learning community that has decided, arbitrarily, to use English as their means of communication. So, the learning of the so-called four skills, i.e., speaking, writing, listening, and reading plays a key role in users' learning and acquiring the language.

As communicative competence has become more relevant than linguistic competence, an important subskill like grammar has been put aside as a primary content in class. Notwithstanding, when it comes to accuracy, which refers to "target-like-use of language" Michel (2017), a more thorough characterization of word classes and a more detailed instruction of grammar structures and use seems a reasonable approach.

The idea of centering the attention in word classes seems appropriate in that by doing so, students can be provided with the semantic components that are inherent in the rightful learning of meaning, rather than just focusing on grammar structures. Considering meaning as a key element in explaining grammar contents can provide more details for students to choose words correctly, based on what they want to say, and not on how they must say it.

The research background included hereafter, as well as the methodology applied in the research show that it is possible to characterize verbs through lexico-semantic analysis, that is, combining syntactic and semantic features in the description of verbs.

The resulting characterization of verbs provides details on their meaning and use, based on contextual meaning, which helps students determine which lexico-semantic variant of each verbal lexeme suits their needs better. Moreover, the inclusion of the matrix for

analysis paves the way for an in-depth characterization of the verbal lexeme, as the criteria for classification show evident features actualized by context. To understand grammar and semantic concepts described along the research, a key is included in the appendixes section. (See appendix 1)

1.1 Justification

Semantic analysis of word classes has been pursued by several prestigious authors across times. More recently, in the 21st century, many have been the researchers who have found interest in studying how the semantics within word classes has an impact in the choices made to accompany the word as well as how individuals are influenced by the inherent semantic features of words when it comes to selecting one or another partner.

After revising similar research papers in the repositories of universities across the globe, mainly on the related works associated with the semantic approach to teaching, some relevant dissertations and papers were used to pave the way for the present research.

Crow (1985) conducted a study on the semantic field approach to passive vocabulary acquisition for reading comprehension. The study was based on a "word-by-word approach" which compares "a traditional approach to vocabulary instruction with an approach based on the semantic field of words that appeared in college-level reading texts". The research included the creation of two groups (control and experimental) and the testing revealed that there were not significant differences on long-term testing, but that on short-term, the control group had certain advantages. The results showed that "since experimental groups were exposed to twice as many words in the same amount of time, the findings lend support to the use of the semantic field approach".

Hartrumpf (1997) presented a syntactic-semantic approach to analyze word class functions in natural language. Their approach included analyses towards word-orientation, the central role or word class functions, two phases of the activity of words, semantic orientation, and incremental processing. The methodology includes three

stages: open, completing and closed. The analysis of a sentence using this method shows that in the first stage, expectations or valences are identified, i.e., what adjacent units are expected. The second stage shows grammatical or semantic expectations. In other words, what constituents/words call for completing the act of the word class functions. Finally, the third stage shows that the word marked as (+) can be used as a filler for other word valences.

Demecheleer (1998) conducted a study to analyze a conginitve semantic approach to teaching prepositions. They affirm that prepositions are polysemic elements. In their view, prepositions "have different, but related senses". Figurative senses of prepositions "are extended from their spatial sense through conceptual metaphors". They affir that "it may be useful to draw learners' attention to those aspects of a preposition's spatial sense". They examine how there may be "possible ways in which semantic analyses of prepositions could be used to anticipate comprehension problems, and facilitate comprehension of unfamiliar figurative senses".

Saccuman (2006) use a semantic approach to analyze the impact of semantic reference on word class choice. They state that "the way the brain processes each one of them is still not clear since the observed differences can be attributed to either grammatical or semantic factors". According to their research, "there are extensive differences in activation associated with the manipulation of dimension for both nouns and verbs, where several activations within the brain were observed". They concluded that the verb can "manipulate the dimension on the pattern of brain activity associated to choosing the needed word class. Their findings affirm that when semantic factors were examined, "they suggested that specific semantic dimensions might modulate the neural representation of objects and actions.

Landauer (2009) applies the Latent Semantic Analysis (LSA) as a way of "extracting and representing the contextual usage meaning of words applied to a large corpus of text". Their affirmation shows that the "aggregate of all the word context in which a word does and does not appear provides a set of mutual constraints that largely determines the similarity of meaning of words and sets of words to each other". The

LSA's reflection on human knowledge can help establishing that "humans overlap standard vocabulary and subject matter, that it stimulates word-word and passage-word lexical priming data and that it can help estimate passage coherence, learnability of passages by individual students, and the quality and quantity of knowledge contained in an essay.

Gärdenfors (2014) analyzes the semantics of word classes. He aims at arguing that "meaning of different word classes can be given a cognitive grounding". In doing so, his research intends to prove that through a geometric analysis, "concepts can be provided for the major word classes". He concludes that "a universal single-domain thesis should work" by expressing that "words in all content word classes, except for nouns, refer to a single domain".

Mutiarawati (2022) ran a syntactic and semantic analysis of the use of the lexeme "over" in the novel "A hundred years of Solitude" by García Márquez. The semantic analysis conducted evaluates what features of the word "over" actualize by conext. In other words, this qualitative descriptive research found that, depending on its use, the word under study was not only used as a preposition. The differences in usage, as an adverb, adjective, or in phrasal verbs, differed from the specific meanings found in well-known dictinaries. The results arrived at show how semantic analysis can be "both beneficial theoretically and practically for teachers, researchers who have passion in analyzing particular word form syntactic and semantic points of view" (Mutiarawati, 2022).

Abdol-Majid (2022) uses a semantic based approach to conduct an exploration of the efficacy of word categorization of Irinian EFL learnerss short-term memory. This experimental, quantitative study included the creation of a pre-test and a post-test for 56 students, which were divided in both, an experimental and a control group. After applying the questionnaires to measure short-term memory on vocabulary retention, the researchers concluded that there were statistical differences in the level of vocabulary retention when activities including the different meanings of words was used.

The teaching of verbs in English continues to gain importance today for both teachers and students because it focuses on the importance of describing verb form and use at a high level. Since verbs are polysemic in English, they become a crucial factor in students' success when achieving accuracy. As much as there is vast literature to find information about it, this research intends to provide a more exhaustive characterization to the verbal lexeme.

Traditionally, grammarians have dealt with the teaching of grammar contents focusing on different properties and functions as well as on the categories that correspond to their use within utterances. The sentence, for example, is being referred to as "the main unit of syntactic description and is composed of two major constituents: the noun phrase subject (NP) and the verb phrase predicate (VP). The verb represents the core or basic unit of predication in the sentence; thus, it is a lexical unit that calls for a good deal of detailed description" (Lyons, 1976).

There are quite a few descriptions of the verb that have been, for the most part, very taxonomical and normative, as a matter of fact, very prescriptive. There have also been others which have dealt with it in more descriptive ways. To teach verbs, Chomsky (1966) for instance, favored the approach on a more descriptive and functional basis, paving the way for later communicative grammar teaching. Yet, both main approaches to the treatment of the verb, the taxonomical and the descriptive, have developed alongside each other for years.

The verb is seen as the main unit of predication. Verb- centered theories deal with the verb as the most important and major word class in a speech act. Many authors consider it the predicate of a sentence, and state that every argument subordinates to it. Such arguments (partners and complements) are usually subordinated to the verb: partners immediately before and after, and complements usually less immediately; that is, more indirectly. Therefore, the verb can be regarded as a subordinating element (Lyons, 1976).

1.2 Problem statement

The present research is related to the learning of English in Ecuador and how it needs to be transformed, with teachers and linguists trying to find the best ways to pass on their knowledge to the new generations in their quest to building a more inclusive community, one that, through language, can break social barriers that impede progress.

There is great difference of approaches across the literature as to how to describe the verb. The fact that there are marked differences among the approaches, and that there is not a clear-cut reference to the verb as a lexico- semantic unit with semantic characteristics that entail specific lexico-grammatical functions within the sentence, allows to state the problem of the present work as the following question: Will the proposal of the semantic matrix to describe the verbal lexeme in terms of the sememes that make up its semantic structure provide more lexical and grammatical details to characterize this word class? For the sake of the research, the following questions have been formulated aiming at identifying relevant information to deal with the problem stated before.

1.3 Research questions

- How can the description of the verbal lexeme in terms of the sememes that make up its semantic structure help to mitigate students' errors?

-How can the classification of verbs following selected criteria foster students' accuracy in the production of English language?

The questions put forward require an answer so as to understand their relevance in the reaching of language accuracy which is intended. If students do not use verbs accordingly, the meaning could not be conveyed, in the best of cases, or misunderstandings, due to the misusing of verbs can be present in written and oral communication.

1.4 General Objective

To develop a semantically-based description and characterization of the verbal lexeme from the perspective of lexico-semantic analysis.

1.5 Specific objectives

-To evaluate the theoretical basis for the research by gathering previous analyses from the latest trends on grammar and semantic analysis.

- To analyze the selected corpus using componential analysis to carry out the sememic analysis of each verbal lexeme through the descriptive criteria.

- To determine what specific features are present in each lexico-semantic variant through their inclusion in the semantic matrix used.

Chapter I. Theoretical Framework

1.1 Theories about the semantically-based approach to the characterization of word classes.

1.1.1 The Lexeme

The definition of the lexeme assumed in this research is that put forth by Curbeira (2014). She affirms that, "the lexeme is an abstract, bilateral basic unit of the lexico-semantic system, potentially polysemous (polysemic), which serves to denote the referent established in the process of apprehension of reality" (Curbeira, 2014).

The particular meanings of lexemes are defined as "subsystems of semantic structures in the language system that are activated in a given context in discourse, and that combine with other units during the process of human communication" (Curbeira, 2014, p. 156)

There are two types of meaning, lexical and grammatical. Both reflect the features of a whole class of objects. According to Curbeira (2014), "the grammatical meaning expresses the lexical-grammatical class a lexeme belongs to (noun, verbs, adjective, and adverb); the representation of a grammatical category by a morpheme (tense, mood, gender, number, etc); the establishment of a syntactic relation in a sentence (subordination, coordination, juxtaposition, valence, etc.) (Curbeira, 2014, p.157). This same author states that the lexical meaning is "a group of referential and pragmatic semantic traits which reflect the result of the process of apprehension of reality in the plane of content of linguistic signs".

Another characteristic which can be attributed to the verb is that of valency. it was Tesniere (1959, as cited by Höllein 2020), the first to describe this property. His theory

was later followed by such important linguists as Pottier (1997), Helbig (1969) and others. The theory of valency comes from chemistry, and deals with the fact that verbs have a certain capacity or slot that can be filled by obligatory or optional partners.

Semantic characterizations of verbs include those such as the classifications by Curbeira (2014), who classifies the meaning of the verbal lexeme as well as that of all lexico-grammatical classes according to two different criteria: the degree of abstraction and the character of the content expressed. Following the first criterion, meaning can be **categorial** and **particular**. The categorial meaning is "a group of semantic traits that are present in lexical unit and that make it possible to gather them in lexical-grammatical classes. These traits determine the grammatical categories inherent in each lexical-grammatical class" (Curbeira, 2014, p.156).

Caballero (2014) argues that "the lexico-semantic subsystem is not only the least explored of all language subsystems, but also the most complex one, given its organization and structure". The elements comprised in this system are connected by a wide diversity of relationships and combinations, which make it almost impossible to ascertain its systemic nature, so much so that such a systemic nature has often been called into question (Curbeira, 2014).

Like all the other subsystems of the language, the vocabulary, despite its almost limitless number of components, i.e., lexical units, can be described and explained by means of a relatively small number of rules, which are dealt with in lexical semantics among other branches of Linguistics.

The vocabulary is strongly linked to the external and extralinguistic elements and reflects those changes that take place in outward reality, all of which is observable in the "demise" of some lexical units as well as in the "emergence" of newer units, or in the "changes" of lexical meanings of existing units. Thus, the lexis of the language does not constitute a closed system.

The lexico-semantic subsystem is never used in its entirety. There is a necessary limit. The important thing about it is to differentiate among units that are closely related. The

lexico-semantic subsystem is subdivided into functional sets that are relatively autonomous, which are defined by thematically-limited types of situations. Such sets function in discourse in correspondence with the paradigmatic selection made by its subject, both thematically and intentionally (Aragonés, 2003).

The value of the chosen lexical units will lie in their systemic content, whereas the sense in which they are used will depend on their syntagmatic arrangement. The syntagmatic value of units will change in accordance with their syntactic position. Consequently, a unit may convey different senses, as it is used in variously different syntactic combinations. It is the linguistic environment that ensures the specific sense in which a unit is used. The lexico-semantic subsystem is made up of different units. Thus, it is important to clearly determine what basic terms and concepts are assumed in its description and analysis.

1.1.2 The Word

It is one of the most important linguistic units, and it is considered the linguistic unit par excellence, as it stands for the *unity of form* (phonic and graphic) and *content* (grammatical and lexical). To date, it has been almost impossible to establish a widely accepted universal definition of the word, given the several different approaches to its definition, which will depend on the linguists´ interests, philosophical stance, and the like.

According to Curbeira (2014), the term *word* can be used at least in three different senses:

- Word 1- phonological and graphic unit

- Word 2- grammatical unit (morphological and syntactic): word-forms.

- Word 3- Abstract unit: *lexeme*.

In scientific literature, the term *word* is practically used by authors from different schools, trends, and perspectives, unless a clear-cut differentiation among *word*, *lexeme*, and *word-form* is required.

1.1.3 The Word-Form

By this term is meant the lexico-grammatical variant of the lexeme; in other words, the lexeme in each of its grammatical forms, having a concrete meaning. The word-form, thus, is a unit actualized in discourse, whereas the lexeme is a unit of the system (Curbeira, 2014).

1.1.4 The Lexico-Semantic Variant (LSV):

Curbeira (2014) affirms that a lexico-semantic variant is made up of the meaningful and signic realizations of the lexeme. Put differently, it is the lexeme deprived of its polysemy. The LSVs make up the sememic structure of a lexeme. Just like the lexeme, the LSV is a bilateral unit, consisting of a plane of expression (phonic and graphic) and the plane of content, represented by a series of grammatical forms and a core meaning.

The relationship established between the lexeme and the LSV is that of inclusion: This allows for a definition of the lexeme that regards it as the set of LSVs formally identical and internally interconnected, as realizations directly comprehended in discourse. The polysememic structure of the lexeme is made up of the set of LSVs and its corresponding word-forms.

In this respect, Goldberg (2013) point out that "on the other side of the interpretation of a lexeme (the intra-linguistic side) there is the structural-functional characteristic of the semantics of linguistic units. The functional and structural characteristics of meaning show a clear-cut correlation with each other in such a way that the structural-functional aspect of meaning appears to be closely and directly linked to the aspect of content in the interpretation of meaning as a way of reflecting reality".

Torres-Martínez (2018) pinpoints that "every language has its own way of organizing the plane of content of its units, which are opposed, in the system thus formed; on the paradigmatic axis, on the basis of a certain structure according to their values and relations (patterns)".

1.2 Semantic Description

Curbeira (2014) upholds that "the semantic structure of the lexeme comprises information on the semantic-syntactic ability (combinability) of the lexeme. According to several other authors, this is a structure that is not readily analyzable in all lexico-grammatical classes, and thus it is not attributable to all lexemes, but only to those that perform the function of verbal or nominal core; mainly verbs and adjectives". She also argues that "this syntactic-semantic structure can be analyzed as an interface between the lexical units and the syntactic properties that have become fixed on their semantic structure.

According to this assertion, the meanings of verbal lexemes convey semantic and syntactic information that presupposes the relation with certain partners, which perform specific semantic roles or cases. The information such partners afford is directly connected with the combinative, lexico-semantic ability of the word class verb (Curbeira, 2014).

In line with the preceding discussions on the treatment of the verb in most of the grammars that were consulted, this research intended to follow a rather different approach, by resorting to the perspective of lexical semantics, on some of the main characteristics of the lexico-grammatical class in point, as regards its behavior in the sentence in terms of its syntactic and semantic features, and its combinability according to the meaning that is actualized.

1.3 Description of the Criteria for Classification

The following criteria for the analysis of the LSVs, is based on previous works of renown linguists. Lyons (1977) and Quirk (1995) establish the criteria expressed below. Curbeira (2014) adds the semantic features to the criteria. The study of the criteria assumed has been enlarged herein, to develop a more complete description of the verbal lexeme from a semantic point of view. Thus, some theoretical background has been necessary to complement the interpretation of the data obtained from the matrix, which serves the purpose of the sememic analysis.

The following is in line with studies which provides the necessary classifications and sub-classifications where necessary, as distinctive features that help characterize verbal lexemes, in terms of their LSVs in the matrix. Theoretical support will be more extensive in such criteria as **syntactic function** and **mode of action**; classifications that have been used in this paper to carry out the sememic analysis.

- According to their **meaning and function in the sentence***: notional/structural.*

- According to their **lexico-semantic content**: *dynamic/stative*

- According to their **mode of action***: durative (conclusive/non-conclusive) /non- durative (punctual/inchoative/repetitive/resultative).*

- According to their **syntactic function***: intransitive/transitive (monotransitive, ditransitive, and complex transitive), linking*.

- According to the **kind of predicate formed***: intensive/extensive.*

- According to the **formation of their past tense***: regular/irregular.*

- According to the **collocations with other verbs and/or clauses functioning as direct object***: V-inf (to/bare), V-ing, V- inf/ing, Non-finite clause, That-clause.*

1.3.1 According to Lexico-Semantic Content: dynamic :: stative

In line with the approach most adopted for classification of verbs as to lexico-semantic content and mode of action, two general groups of oppositions have been established. The first group of oppositions includes verbs that are distinguished, overall, by the expression of actions or states (considering actions by their intrinsic nature, so they can be told apart into more specific types as actions proper/ activities, processes and events as opposed to states). Thus, the first oppositions are established between *dynamic* and *stative* verbs. Accordingly, *dynamic* verbs will include processes, events, and "acts and activities" (Lyons, 1976), whereas *stative* verbs will include a varied group of verbs

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denoting mental processes, physical perceptions, relations, feelings, and the like. This first classification is based on ontological distinctions (Lyons, 1976).

It goes without saying that such a lexico-semantic distinction between *dynamic* verbs (also referred to as "actional") and *stative* verbs has specific lexico-grammatical implications: syntactic ones (progressive :: non-progressive use) and morphological ones (distinction between verbs and adjectives in some languages). Stative verbs in English are distinguished as the one subclass that normally disallows being used in the progressive forms.

According to Lyons (1976), "the incompatibility of progressive and stativity is explicable however in terms of the language". He expands on this by presenting pairs of sentences with the same verbal lexeme to show possibly different, seemingly contrary, meanings and usage.

It can be gathered from Lyons' analysis that (as many others), he reduces the differences to "context" and thus fails to find it in the specific meaning(s) that is (are) actualized in such cases; that is, he does not see "*verbs*" as verbal lexemes with different lexico-semantic variants, each of which may involve lexico-grammatical implications of their own.

Consequently, the opposition *dynamic : : stative* must help understand the specific syntactic behavior of the LSVs of verbal lexemes in certain contexts, since such variants may belong either in one or the other side of the opposition, depending on the specific meaning being realized.

1.3.2 According to Meaning and Function in the Sentence: notional :: structural

The lexico-semantic content of verbs will characterize them as actions, events, processes, activities (acts) or states; hence, distinguishing them as either dynamic or stative. In all such cases they will always have something in common: a definite lexical meaning. Such verbs are opposed to a limited but varied subgroup that differs from the others in that they may or may not convey a definite or generalized lexical meaning (i.e., modals) and in that their function in the sentence is chiefly *structural*.

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Accordingly, both dynamic and stative are, overall, subclassified according to this criterion as *notional*, whereas those which have a rather generalized lexical meaning, and a definite grammatical meaning and function are classified as *structural*.

In other words, meaning and function allow for the classification of verbs as *notional* and *structural*. Considering that meaning is both lexical and grammatical, *notional verbs* are those in which lexical meaning is readily actualized in discourse and *structural verbs*, those that perform a definite syntactic function, whether or not they convey a generalized (indefinite) lexical meaning. Such structural verbs make up a finite set of units. Three smaller groups can be distinguished (not considered in the matrix as structural per se are not included in the corpus): auxiliary verbs (only used grammaticalization of transforms: negative, interrogative, emphatic; like **do**/**did** used in analytical constructions.

Structural proper: syntactic function+ generalized lexical meaning Modal verbs: lexical meaning+ analytical construction.

1.3.3 According to Mode of Action: durative (conclusive/non conclusive) :: non- durative(inchoative/punctual/repetitive/resultative).

Unlike the other classifications chosen in this work, which are, by far, more commonly used and of long standing in linguistic description, with such oppositions as *transitive:: intransitive :: linking; regular :: irregular; notional :: structural*, etc, based on very well established criteria, the description and classification of verbs according to *mode of action* is variously approached in the consulted literature.

Several other authors agree on the fact that the term ‒*mode of action*‖ is derived from the term ‒*Aktionsart*", which is construed as a "semantic notion" contained in the verbal lexeme, differentiating verbs that have the property of signaling processes with an endpoint (perfective), and verbs that do not signal an endpoint (imperfective-permanent).

Lyons (1976) refers to *Aktionsart* as follows: "A distinction is sometimes drawn between aspect and Aktionsart: the emphasized employment of the German term meant

nothing more than "kind of action", it rests upon one or other of two more general distinctions: (i) the distinction between grammaticalization and lexicalization; and (ii) the distinction within morphology between inflexion and derivation.

As mentioned by Albertuz (1995), *Aktionsart* is in relative opposition to aspect, to the extent to which the latter represents/is the morphological manifestation of certain semantic information, which in turn represents the realization of some information using lexical means, among which there is the choice of a certain lexeme or a derivational suffix.

Comrie (1976, as cited by Woods 2015), states that "in so far as they are partially but not wholly coincident, some scholars operate with the prescriptive and some scholars with the descriptive, which has been responsible for a good deal of confusion in the use of the term Aktionsart". Partly for this reason and partly because Aktionsart is itself a very unsatisfactory term, in that (a), it is more naturally applied to the denotata of verbs rather than to some semantic property of the verbs themselves and (b), the term "action" (traditional though it is in this sense) is too narrow, the term Aktionsart will no longer be used hereafter.

What he terms "character of the verb" has to be taken into account whenever it comes to discussing aspect "from a semantic point of view" as he states that "the term *Aktionsart* has been variously identified with":

- mode of action (fairly large number)

- aspect proper (a few others)

- aspectual character

Despite the evident fact that aspect, however it may be dealt with in several different languages, is a morphological category in some of them, as employed in Russian (´vid´) to refer to the opposition perfective vs. imperfective (Lyons, 1976).

It has been, nonetheless, employed in the grammatical descriptive system of other languages to cover a variety of other oppositions insofar as they are *grammaticalized* (emphasis added) in the structure of particular languages like English; oppositions

based upon the notions of duration, instantaneity, frequency, initiation, completion, etc. (Lyons, 1976). Such an explanation leaves a gap as regards interpretation of the term, which may justify other plausible constructions of both aspect and Aktionsart. Hence, mode of actions is:

- a semantic trait inherent in the semantic structure of a verbal lexeme,

- and it helps differentiate verbal lexemes in terms of the denotation or signaling of events and processes (and actions) as having an endpoint or not, respectively.

 (Lyons´s aspectual character), seems to be mingling two things that should otherwise be considered distinct: *aspectual character* (in his own terms) is a semantic category, whereas *aspect* is a morphological category (grammaticalized or not) or a syntactic-semantic one in languages like English.

Again, given the interdependence between the two categories, *Aktionsart* is taken as ("aspectual character" or, as it will be herein referred to henceforward "mode of action") to be the lexico-semantic category of verbal lexemes that will allow for specific classifications and further sub-classifications herein presented.

In other words, mode of action, as a lexico-semantic category of verbs, is directly related to the lexical meaning of the verb; not to the categorial meaning of the word class verb. Accordingly, mode of action is directly related to meaning and not to formal structures. Thus, syntactic behavior of verbs will be a consequence of it, not a condition to it**.** It follows then that *mode of action* has a direct bearing on syntactic aspects of predication, mostly in the expression of aspectual features in English.

Finally, *mode of action* has been put forward as a lexico-semantic category of verbs inherent in their lexical meaning and allowing for the grouping and classification of verbs in terms of their limited or unlimited duration or of their end- point or not, in the time continuum, as regards the expression of processes, states and events.

The second group of oppositions formed is that between verbs that refer actions, processes, events or those that express states to the time continuum. In this respect, two

rather broad groups are established in a sort of privative opposition between *durative : : non durative* verbs.

This opposition involves inception, iteration, momentariness, habituality and or termination (Lyons, 1976). In other words, it relates the verbal content to the time continuum in terms of the completion-duration or not of the action, processes, events, or states denoted by the verb.

Thus, durative verbs include those that denote actions, processes, and states, while non-durative verbs include those that denote some specific activities and events. Put differently, durative verbs are those that signal actions, processes and states that can extend uninterruptedly in time for a limited or an unlimited span of time. The points where they must stop (endpoint) can be contextually determined by the speaker/writer or by other specific circumstantial facts. Non-durative verbs, on the other hand, denote events and specific actions that have an endpoint in view, either at the beginning or immediately after it. This means that non-durative verbs convey meanings which involve time limits beyond which the action cannot continue; hence, their being labeled also as terminative.

Unlike states and processes, which are extended situations that last or endure through time, events are not-extended dynamic situations that occur momentarily in time (Lyons, 1976).

In short, this opposition to group verbs involves classing states, processes and many actions together as opposed to events and other actions based on the notion of *duration* in the time continuum.

As with other broad classifications, the opposition *durative : : non-durative* can be further subdivided for the sake of clarity. Thus, the following considerations are taken as the criteria for sub-classification.

Durative verbs as explained above are capable of uninterrupted extension in time. That duration is somehow felt to be more or less limited; that is, some processes, states, or actions may be said to have a more definite duration, while others have a capability for

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extending longer or for involving acts that may last longer: Once again, such a *subjective* sense of shorter or longer duration may facilitate grouping verbs like "to cook" in a different set of verbs from others like "to talk". The former set will include durative verbs with a limited duration and the second set will include verbs with an unlimited duration.

In this respect, Lyons (1976) introduces "phase" as a key word for such distinction. He explains that "durative situations (states and processes) unlike events, may have –and unless they are either omnitemporal or eternal. (…) necessarily will have both a beginning and an end (at different points in time). Furthermore, if they are temporally bounded, in that they have a beginning and an end, they will have, between their beginning and their end, indefinitely many temporal phases. States differ from processes (including activities) in that the former are homogeneous and unchanging throughout their successive phases whilst the latter are not" (Lyons, 1976).

Non-durative verbs in English have been reanalyzed for this paper as to four different sets: the inchoative (inceptive) sub-group, the punctual (momentary) sub-group, the iterative (frequentative) subgroup and the resultative subgroup.

Non-durative verbs have been then sub-classified into *inchoative* (inceptive), when they denote the beginning of a process, into *punctual* (momentary), when the event or action marks its momentary span between beginning and ending, that is when they have an instantaneous end-point, *repetitive* (frequentative), when the event or action is repeated, or lasts repeating itself in the time continuum, with a beginning and an end point; while there are some verbs that denote a resultative end-point: the *resultative* subgroup. In sum, the opposition *durative : : non-durative* will be analyzed on the matrix thus:

Durative:

- Conclusive: A conclusive process is one directed to its internal limit.

- Non-conclusive: A non-conclusive process is one directed to its external limit.

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Non-durative:

- Inchoative: (inceptive) when they denote the beginning of an event or process.

- Punctual (momentary), when the event or action marks its momentary span between beginning and ending, that is when they have an instantaneous endpoint.

- Repetitive (frequentative), when the event or action is repeated, or lasts repeating itself in the time continuum, with a beginning and an end point.

- Resultative: verbs that denote a resultative endpoint.

1.3.4 According to their Syntactic Function: transitive (monotransitive / ditransitive / complex transitive) : : intransitive(ergative/unergative).

A transitive verb can be broadly defined as that which calls for a NP to complete its meaning, that is, one which relates a NP_1 to a NP_2, both syntactically and semantically. (e.g.: agent-V-operator-patient); a common type of semantic connection. But different *transitive* verbs are those in which the process they denote passes on from the subject (an agent/experiencer, etc) to an object (patient/affected/theme/effected), from a subject (idem) to an object (idem) and to another object (recipient or beneficiary), or even from a subject to an object and to a complement (attribute) of that object.

Quirk (1995) also subclassified transitive verbs considering the number of partners involved in the realization of specific meanings, (i.e., LSVs being actualized); thus, if it has only one partner in object position, i.e., only one NP as direct object, it is classified as *monotransitive*. If the LSV variant that is actualized calls for two NPs in object position, then it is classified and *ditransitive* (O_d and O_i). Finally, if the LSV that is actualized calls for a NP_2 as O_d and a NP_3 or Adj. P as object complement (also attributive complement), then it is classified as *complex transitive.* In this latter case, the unit performing the syntactic function of object complement will also be referred to as *partner*, for the sake of clarity, thus avoiding such other terms as arguments or the like.

Quirk (1995), when referring to intransitive verbs, expressed that they are lexical units that also form extensive predicates; but, unlike transitive verbs, they only require a partner acting as agent or a "partner" that is not volitionally agentive but helps such verbs denote events that occur regardless of "conscious will", "purposefulness" or the like. Intransitive verbs are, therefore, described as those that have a full predication and, thus, do not need a second partner to complete their meaning. Consequently, intransitive verbs do not establish an S-V-O relationship as transitive verbs do, thus, corresponding to S-V (+C) type of predicates. Just as with transitive verbs, intransitive ones will be subdivided here into *ergative vs. unergative*, based on the classifications found in the consulted literature.

A brief reference to this classification, which is in line with that of transitive verbs deserves a few lines for clarification. Such a distinction for intransitive verbs has found its way in pedagogical grammars only recently., Odlin (1994, as cited by Hughes, 2021) asks herself "which aspects of grammar call for instruction and why". By way of illustration of the point she makes in her article, she explains the case of so- called unaccusative or ergative verbs as follows:

- Ergative verbs*:* It is only recently that discussion of ergative verbs has come into pedagogical grammars.

Pae (2012) cited Perlmutter (1978) discussed a class of "change-of-state" verbs which he called "unaccusative", which denote processes that lack volitional control. They look like active intransitive verbs in that they subcategorize for a single Noun Phrase. He proposed the "unaccusative hypothesis", which makes a distinction between simple intransitive verbs, which imply volitional control, and unaccusative verbs, which do not. They have become known as *ergative* verbs following Burzio (1981) and Dixon (1987).

It is interesting to note at this point that the subclassification of verbs into ergative :: unergative has resulted from pedagogical observations, given the analysis of data on the use of verbs considered ergatives. In this respect, Yip (1990) calls attention on pedagogical finding which are presented here to support this subclass. Previous

studies have shown that the English *ergative* verbs pose an acquisition problem in SLA.

Yip (1990) affirms that "even very advanced learners have difficulties with these verbs, which involve certain fine and subtle semantic distinctions". The tendency of second language learners to passivize ergative verbs can be traced back to their distinctive properties. Ergatives share more similarities with agentless passives: both are intransitive, both lack an agent while the patient appears in subject position; thus, learners seem to treat ergatives like passives. The tendency stems from the inherent similarities between the two structures, however, both exhibit different syntactic behavior in that the passive allows a "by- phrase" and may accept a subordinate clause of purpose with an implicit agent.

When the *agent* role in a passive is absent, the agent role remains as an "*implicit argument*, which justifies the passive sentence (with a S-Cl of purpose). Learners tend to reject good ergatives and extend the passive rules to ergatives (understanding the latter as underlyingly transitive). There is also a tendency to turn ergative verbs into transitive/causatives (Yip, 1990).

When *theme/patient/undergoer* appears as subject, the verb marking denotes the distinction in function and semantic roles). "Non-normal": subject+ passive+ verb (Fillmore, 1968).

Despite the many similarities that ergatives share with passives they differ in one crucial respect: ergatives have no special morphological marking but appear just like any simple intransitive verb. Since passive is very productive in English, it is plausible for learners to adopt the working hypothesis: whenever the theme is in subject position, it marks the verb with passive morphology. However, this class of ergative verbs constitutes the exception to the rule. These verbs do not require any special marking to indicate the change in grammatical relation, though *theme* is not in its canonical object position.

The overgeneralized rule of subject-agent accounts for errors in construction. Moreover, there is a further factor that might contribute to the difficulty involved:

learners seem reluctant to believe that any change of state occurs spontaneously, without external causation. The "*theme*" argument of ergative verbs tends, by default, to be understood as the agent that causes the change of state.

Again, to sum up on ergatives, these two notes deserve mention: The following definition is also given by Odlin, (1994): "ergative verbs are a type of intransitive verb, one denoting a situation in which the individual involved in an action has little or no control over it".

1.3.5 According to the Kind of Predicate Formed: intensive/extensive:

The syntactic structure of a sentence is mostly determined by the type of predicate of which a sentence consists according to the way in which sentence elements are distributed. In this respect, Quirk (1995) divides the types of predicates into *intensive* (copula or equation) and *extensive* {agent (process, events, achievements) + patient, recipient, etc. Accordingly, verb types may be loosely classified into *intensive* and *extensive*. The two sets are by no means thoroughly discrete, as those from one set may have LSVs that belong in the other set, thus forming a different type of predicate.

Even within the same set (i.e., extensive) there are many verbal lexemes whose LSVs may belong in different subsets, as will be explained in subsequent paragraphs.

In this same vein, the sub-classification proposed by Quirk (1995) has been subscribed here. Thus, so-called *intensive* and *extensive* verbs can be grouped as follows:

Intensive verbs include those otherwise known as *linking* in their most generalized use. This set comprises those verbs with a primary linking function, namely: *to be, to become, to seem*. By "primary function" is meant that the central lexico-grammatical meaning involves a copula (link) between the elements having the syntactic function of subject and those in the syntactic function of subject complement (or attribute), as is the case with *be, seem, become*. For instance, the verb "to be" will be primarily classified as *intensive/linking,* given that its central LSV is most recurrently used in this type of predicate. Its other LSVs, when followed by locative adjuncts, "to be" classifies as *extensive* and is just about as frequent. To this *intensive* type of predicate

belong lexico-semantic variants of other verbal lexemes that most commonly classify as extensive. Such LSVs with *intensive* classification appear in syntactic combinations that stand for a copula, often with an inchoative aspectual meaning, namely: *turn, go, grow*, and the like.

To the other group, i.e., *extensive predicate* forming verbs belong those verbs that may require only one partner or two or even three partners to complete their meaning: *intransitive* and *transitive*, respectively. The *extensive* predicate forming verbs, therefore, are either *intransitive* or *transitive* verbs as most widely referred to in the literature related to syntactic description.

1.3.6 According to the Formation of their Past Tense: regular : : irregular.

This criterion has been conventionally adopted given its traditional use in most dictionaries and grammar books. The distinction between regular and irregular verbs, based on the morphological changes involved in the expression of past (i.e., past and past participle) actions, events, processes and states is central to the description of verbal paradigms in English, as it reveals pertinent qualitative and quantitative distinctions in that respect.

1.3.7 According to the Collocations with Other Verbs and/or Clauses Functioning as Direct Object: Vinf (to/bare), Ving, Vinf/ing, Non-finite clause, That-clause.

The syntactic function of direct object of transitive verbs (all subtypes included) is performed by a NP, a non-finite phrase or clause (Vinf/ing or a finite subordinate clause (F-Cl).

Among the features of the verb that can allow for distinctions in terms of the LSVs of a given lexeme, there are its syntactic collocations with other verbal structures, which can be arrived at by means of the approach herein described. It follows from this that the different LSVs that stand for the sememic structure of a lexeme may behave differently as regards such syntactic collocations. Thus, a verb like "**suggest**" may collocate with:

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- A **that-clause** in its LSV$_4$ will express an idea or plan of someone to consider. E.g.: I suggest that we park the car here.

- A **Ving (phrase)** in its LSV$_3$ to propose as desirable of fitting: e.g. I suggest taking a stroll.

There are transitive verbs that do not allow for a certain type of collocation in any of its LSVs; for instance, "**want**" does not admit of a "*that-clause*" when it expresses volition, which is expressed by a *Vinf-clause*.

Chapter II. Materials and Method

2.1 Research Approach

The research is **descriptive**, with a **qualitative** approach. As its name indicates and as stated by Alase (2017), a qualitative approach "allows analysts to move forward and apply their own subjective aptitudes to the exploratory stage of their research". In other words, the objective of qualitative research is to describe the processes on which, for example, educational activities are conducted.

Bryman (2008) emphasizes that qualitative research is a "strategy that usually focuses on words rather than the quantification in the collection and analysis of data. Similarly, Sandelowski (2004) addresses qualitative research as "an umbrella term", which in his words "comply attitudes and strategies conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world".

Thus, the analysis of documents, written, or oral sources help the researcher understand accounts of first-hand experience in the subject matter. Hence, gathering ideas and evidence help to support the claims made in this research. It also allows for the evaluation of the quality and purposes of the analyzed data to define whether the information benefits the study or not.

The approach and descriptive method of research served the purpose of the present work in that the selected corpus has been described using the proposed categories. The resulting LSVs have been also described in the matrixes.

2.2 Research Method

Corpus linguistics, which Litosseliti (2010) affirms "is a field of linguistics that involves the analysis of (usually) very large collections of electronically stored text" was used.

Within it, the semantic description and analysis of the Lexico-semantic variants (LSVs) shows that the classifications of the source dictionary, as well as those made by the authors that were consulted for the purpose of this research do not include a comprehensive approach to the word class verb as a semantic and syntactically complex lexical unit. This made it necessary to make an analysis of each LSV, to achieve a more complete description of each lexeme.

After the application of **componential analysis** Nida (2015), it was corroborated that the sememic analysis, i.e., "breaking down the semantic structure of lexemes into their constituent sememes to arrive at individual lexico-semantic variants" Curbeira (2014), is a very feasible way to characterize all the sememes that make up the semantic structure of a word class.

In the case of the word class under study, by means of the description that is proposed in this research , it has been possible to show that the variations that have surfaced when establishing LSVs, which embrace meanings (mainly grammatical) that are normally overlooked in grammar books and in the dictionary that has been taken as the source for the selection of the verbal lexemes, have grammatical implications, which are essential to determine how the verb is to be used, thus having implications in the level of accuracy when using verbs by students and language users in general.

To this aim, the analysis of this lexico-grammatical class has been more specific, as it comprises such syntactic features as function in the sentence in terms of transitivity (partners that can combine with the LSVs), kinds of predicate formed and syntactic collocations, among others.

To clearly show the kind of analysis made of the verbal lexemes in this research, the sampled lexico-semantic variants that have been chosen to illustrate the matrix will be presented in the annexes section.

It is important to point out that the dictionary from which the definitions of the sample verbal lexemes were taken, the online **Merriam Webster´s Dictionary (2023)**, makes clear the classification of such lexemes by following the criterion of *transitivity*. As a

cross reference dictionary, the online **Cambridge Advanced Learner´s Dictionary** (**2023**), was used. The examples of how these verbs and their LSVs have been used is also found elsewhere in this paper, citing the relevant sources from which they were retrieved.

The selection of the verbal lexemes was made, taking into consideration those which are considered relevant to the explanation of incidental grammatical elements in English Language lessons, that is, as of the researcher's convenience.

The selective corpus that has been analyzed, however small in relation to the whole lexis, represents an appropriate cross-section of all verbal lexemes that exist in the English language. Therefore, it is considered illustrative of the grammatical and semantic characteristics that have been described in the previous chapter.

It is also important to highlight that only *notional* verbs were chosen to be analyzed in this paper, since *structural* verbs are not an objective of this kind of analysis because they have other specific characteristics, i.e., limited or no lexical content, which makes them function dependently in the predicate.

As stated before, componential analysis has been used to establish lexemes as the first step it involves. A second step of componential analysis (sememic analysis) has been used to establish the LSVs, using the criteria previously described to analyze the verbal lexeme. This procedure provides a more complete way to characterize the behavior of such lexemes in their relations with the partners that they take in the sentence. It is well to point out that the third step (semic analysis) has not been made, as it is beyond the aims of this work. (See appendix 2).

2.3 Instrument. Description of the Matrix

The matrix has been drafted based on the criteria that were established to make the sememic analysis of each LSV. Such matrix has had as its antecedents in the matrixes proposed by previous researchers within the Group of Semantic Studies at the school of foreign languages of the University of Havana.

Caballero (1992, as cited by García 2020) suggested "the use of semantic matrixes to

break down features inherent in the meaning of lexemes of whichever kind". Later, Curbeira (2014) expressed that "lexico-semantic variants can be analyzed in terms of their inherent features and their combinability with adjacent partners". Galbán-Pozo (2014) also proposes the analysis of semantic features through "the validation of their components in semantic matrixes to illustrate characteristics inherent in the semantics of lexemes". (See Figure 1).

UNIDADES	Sujeto mod.		Valor modal-ilocutivo										Objeto de la intencionalidad modal				Foco de la modalización						Rol del sujeto mod.			Rol del objeto		Rol del valor modal en el EC						EC en:	
																												Es un AC		Es predicado de un AC					
																														Caract.		Efecto			
	VM exhibido	VM atribuido	Apreciador	Jerarquizador	Evaluador	Aprobador	Desaprobador	Ambiguo	Ambivalente	Intensidad	Distensión	Humano	Objeto físico	Institución	Eventualidad	Cualidad	Cantidad	Comportamiento	Estado	Caracterización	Efecto	Antagonista	Agonista	Terciario	Antagonista	Agonista	Antagonista	Agonista	Antagonista	Agonista	Antagonista	Agonista	Plano semántico	Nivel pragmático

Figure 1. Semantic matrix for componential analysis. A sample

Source: (García, 2020)

To complement and illustrate the sememic analysis that has been carried out, it was necessary to draft a matrix following Wong (2020), in such a way that it may allow for a better understanding of the intended detailed description of the verb. (See figure 2).

Eventualidades (Clases aspectuales)	Dinamicidad	Límites	Homogeneidad	Telicidad	Puntualidad	Comienzo	Gradualidad	Repetición	Aspecto
Estado	-	-	+	-	-				estativo
Proceso	+	+/-	+/-	+/-	+/-				
└Actividad	"	-	+	-	-				continuo
└Evento	"	+	-	+	+/-				
└Logro	"	"	"	"	-				progresivo
└Culminación	"	"	"	"	+				puntual
	+	+	-	+	+	+			incoativo
	+	+	-	+	-		+		ingresivo
	+	+/-	+/-	+/-	+/-			+	habitual / iterativo

Figure 2. Semantic matrix of componential analysis for semantic macro categories

Source: (García, 2020)

It may also serve other purposes in relation to the study of the verbal lexeme, considering its individual and specific semantic and syntactic behavior. The matrix proposed herein is a more inclusive one, since many of the subdivisions have been further expanded, thus achieving a wider variety of sub-classifications. Such an analysis is presented in the matrix, with its corresponding explanations in the body of the work.

The criteria for analysis were divided in the matrix into two main subgroups. On the one hand, meaning and function, lexico-semantic content and mode of action have been taken as pertaining to the subgroup lexico-semantic features. On the other hand, under the subgroup syntactic features, such criteria for syntactic function as past tense, kind of predicate and collocation with other verbs and/or clauses can be found. Such an organization is essential to delimit what kind of characteristic is expressed and what meaning is conveyed by a particular LSV.

The data that have been gathered have been filled into the matrix, following the traditional techniques used at the same group of linguistics studies; that is, using the symbol + to mark the presence of a feature and no marks for absence of the feature. When the mark + appears in parenthesis, it indicates that the feature may or may not be actualized. When two features are marked in parenthesis under the same criterion, the features are mutually exclusive.

When the subclassifications Ving and Vinf, as Od, are marked +, they indicate that either the verb alone or in a phrase/clause with a subject, can occur in this function. When two features under the same criterion are marked +, it indicates that the LSV calls for a more specific, discrete definition since such features cannot be actualized simultaneously because they belong in different subclassifications. (See figure 3).

LSVs	lexico-semantic features										syntactic features													
	meaning and function		lexico-semantic content		mode of action						link	syntactic function					formation of the past tense		kind of predicate formed		collocations with other verbs and/or clauses as direct object			
					durative		non-durative						transitive		intran									
	nt	st	dyn	stat	con	n-con	inch	punct	rept	rslt	link ng	m-tr	d-tr	c-tr	erg	n-erg	reg	irrg	int	ext	V inf	V ing	Vinf/ing	F-Cl
advise¹	+		+		+							+					+			+	(+)			(+)
advise²	+		+		+							+					+			+				
advise³	+		+		+											+	+			+				
advise⁴	+		+			+										+	+			+				
agree¹	+		+					+				+					+			+	(+)			(+)
agree²	+		+					+				+					+			+				+
agree³	+		+					+								+	+			+				
agree⁴	+		+					+								+	+			+				
agree⁵	+			+		+										+	+			+				
agree⁶	+			+		+										+	+			+				
arrange³	+		+		+							(+)		(+)			+			+	+			
arrange⁴	+		+							+		+					+			+				
arrange⁵	+		+							+		+					+			+	+			
arrange⁶	+		+							+						+	+			+				
ask¹	+		+					+				+					+			+				+
ask²	+		+					+				(+)	(+)				+			+				
ask³	+		+		+							+					+			+				
ask⁴	+		+					+				+					+			+				
ask⁵	+		+					+					+				+			+	(+)			(+)
ask⁶	+		+		+											+	+			+				

Figure 3. Semantic matrix for componential analysis of the verbal lexeme.

Source: (Adapted from Caballero, 1992)

2.4 Data Analysis

Understanding the analysis is clearly related to the understanding of how the matrix was designed and how the categories and subcategories have helped determine the actualization of certain features. (See figure 3 above).

The LSVs that resulted from the analysis were analyzed following the criteria described above. Each of them was characterized, showing different features, previously described in the matrix. The following have been sampled in the body of the research whereas the other vast examples have been included as annexes.

In a lexeme such as *expect*, for instance, all LSVs do not always coincide in their characteristics and therefore, they are used differently in the sentence. (See Appendix 3).

According to the criterion *lexico-semantic content*, which allows for the distinction between *dynamic/stative*, both intransitive variants belong in different sets; LSV_1 and LSV_3 (*transitive*) are *dynamic* while LSV_2, LSV_4 (*transitive*) and LSV_5 (*transitive*) are *stative*. Thus, $LSV_{1\ and\ 2}$ are *transitive* but differ according to *lexico- semantic content.* They also differ according to *mode of action*, since LSV_1 is *conclusive* and LSV_2 is

non-conclusive.

According to *transitivity*, LSVs$_1$ and LSV$_2$ have been marked *intransitive*, meaning that they cannot take a O$_d$, only an O$_i$. LSVs$_{3, 4 \text{ and } 5}$, are *transitive*, thus requiring a O$_d$. However, the information is still more complete after it is noticed that, within the transitive subdivision, they are all considered *monotransitive*, not ditransitive or complex transitive, i.e., they can only take a O$_d$, that is to say, only one partner in object position.

After analyzing the LSVs that make up the verbal lexeme, it was found out that both *intransitive* variants express two different modes of action. Though they are both *intransitive-durative*, the action expressed in LSV$_1$ is *conclusive* whereas that one expressed in LSV$_2$ is *non-conclusive*.

Another clear example of the analysis is shown with the verb *enjoy*. When used in a sentence, students may have difficulties in combining it with their inherent partners. If such verb was simply regarded as the base form, instead of its lexico-semantic variants, errors such as the selection of *-ing* forms can be found.

Example 1: *Meanwhile, houseplants enjoying a summer vacation in the garden or porch need to come indoors*. (Botts, 2023)

The meaning that is actualized in the previous sentences is LSV 1, as defined in the source dictionary and collected in the analysis proposed in the matrix can be understood in chart 1:

enjoy[1]: to have a good time	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/ing*

Chart 1. Semantic classification of the lexico-semantic variant 1.

Source: (Fiallo, 2023)

The dynamic use of LSV1 calls for the -ing form of the verb, which implies that the partners it takes can be of the types described in the matrix.

The next example shows how verbs variations have an influence in the choices made to combine them with the partners inherent in their meaning:

Example 2: *That year, Texas enjoyed below-average summer temperatures and a near-total absence of drought conditions* (Baddour, 2023)

The meaning that is actualized in the previous sentences is LSV 2, as defined in the source dictionary and collected in the analysis proposed in the matrix can be understood as in chart 2:

enjoy[2]: to have for one's use, benefit, or lot: EXPERIENCE	
Classification	*notional, stative, non-durative/rslt, monotransitive, regular, extensive*

Chart 2. Semantic classification of lexico-semantic variant 2

Source: (Fiallo, 2023)

The analysis of LSV2 shows that, as of this particular meaning, the -ing form of the verb enjoy is not possible in the abovementioned combination as it is considered (non-durative/resultative), which implies that continues forms might not be the correct choice, as the meaning is stative, not dynamic.

Chapter III. Results and Discussion

3.1 Results

The application of componential analysis and the use of the semantic matrixes have served the research purpose in that they have helped prove that variations appear as the grammatical and lexical meaning vary. In other words, that there are grammatical implications derived from such distinctions in the classification, like allowing or disallowing the use of the progressive for stative verbs, for instance. The long-standing tradition of the classifications of lexemes found in most dictionaries of renown does not consider each separate LSV as to the specificity of their lexico-grammatical characteristics and implications.

The LSVs that make up the selective corpus, which have been described in the matrix, were taken as they are defined in the source dictionary. Nevertheless, as the paper developed, it became apparent because of the matrix analysis that some sememes include more specific semes, indicative of newer senses, which in the long run will result in a fresher meaning.

What might be taken as a LSV can be in fact two or three newer LSVs according to the various levels of specificity of that meaning. Such cases have not been entirely developed so far in all sampled variants on account of time since the realization for such cases to be presented as other LSVs came up *posteriori.*

Over two hundred lexico-semantic variants were analyzed in this research in terms of their meaning and function. The resulted matrixes show that verbs behave differently, in accordance with the degree of combinability they have. The results show that a more accurate teaching of verbs can allow students to increase their level of language

proficiency more rapidly, as using verbs in English correctly tends to increase student's level of achievement.

Also, the results indicate that by analyzing verbs taking into consideration their lexico-semantic variants, teachers can have a much more accurate and detailed notion of how to implement the teaching of verbs in class activities related to teaching tenses, verb form and use, as well as when teaching meaning. (See figure 4).

LSVs	lexico-semantic features										syntactic features													
	meaning and function		lexico-semantic content		mode of action						syntactic function						formation of the past tense		kind of predicate formed		collocations with other verbs and/or clauses as direct object			
					durative		non-durative				link	transitive			intran									
	nt	st	dyn	stat	con	n-con	inch	punct	rept	rslt	l ng	m-tr	d-tr	c-tr	erg	n-erg	reg	irrg	int	ext	V inf	V ing	Vinf/ing	F- Cl
advise1	+		+		+							+					+			+	(+)			(+)
advise2	+		+		+							+					+			+				
advise3	+		+		+											+	+			+				
advise4	+		+			+										+	+			+				
agree1	+		+					+				+					+			+	(+)			(+)
agree2	+		+					+				+					+			+				+
agree3	+		+					+								+	+			+				
agree4	+		+					+								+	+			+				
agree5	+			+		+										+	+			+				
agree6	+			+		+										+	+			+				
arrange3	+		+		+							(+)		(+)			+			+	+			
arrange4	+		+							+		+					+			+				
arrange5	+		+							+		+					+			+	+			
arrange6	+		+							+						+	+			+				
ask1	+		+					+				+					+			+				+
ask2	+		+					+				(+)	(+)				+			+				
ask3	+		+		+							+					+			+				
ask4	+		+					+				+					+			+				
ask5	+		+					+						+			+			+	(+)			(+)
ask6	+		+		+											+	+			+				

Figure 4. Semantic matrix for the classification of lexico-semantic variants of each verbal lexeme

Source: (Adapted from Caballero, 1992)

3.2 Discussion

The treatment of the verb has been the object of a wide variety of approaches and classifications that are comprehensive and accurate. It has been regarded, most rightfully, as the core of predication in the sentence. Authors of relevance in both trends, taxonomists and descriptive ones have dealt with the semantics and features of the verbal lexeme differently.

Traditionally, grammarians such as Eckersley (1973) or Hornby (1970) have dealt with the word class verb differently, mainly with a more normative or taxonomic approach, which has proven that such an approach is far from explaining how verbs are to be used

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within the structure of the sentence.

Contrary to the prescriptive approaches mentioned before and closer to a more semantically based treatment, descriptive trends have been followed in books written by authors like Quirk (1985), Close (1980) and Leech (1983), who have also been used to develop this research.

The establishment of these differences has become the starting point of this paper, so that when analyzing such lexeme, a more in-depth characterization was deemed necessary. The importance the verb carries as the subordinating word class per excellence, on a par with the noun, is a reason why it must be analyzed, like the noun, in terms of its semantic relationships with other word classes.

Different criteria were followed to carry out such an analysis. Some of them have been taken out from the most common Grammar books and online papers available.

Nonetheless, the basic idea underlying the choice of features to be considered is more directly connected with the approach afforded by lexical semantics, specifically regarding the theory of meaning, as presented in one of the main bibliographical sources consulted for this purpose. Componential analysis and matrix design have been the chosen methods to understand and described the functions verbs have in the sentences and how they are combined with their adjacent partners, actualizing meaning, in the combination with such partners.

The categories and concepts introduced into the intended description include subclassifications for the criterion transitivity, i.e., ergative and unergative and mode of action of verbs, which allows for the distinction between durative and non-durative ones. These have been further subdivided into other subgroups.

Along with those above, there are also such distinctions based on semantic criteria as that between dynamic and stative with their corresponding grammatical use, and that between notional and structural, and between the type of predicate they form, i.e., intensive : : extensive. Likewise, syntactic collocations and formation of the past tense complete the set of criteria applied.

The criteria applied, in turn, allowed for the modeling of a matrix that was filled in with the classifications and subclassifications resulting from the analysis. Accordingly, it was possible to present a more thorough characterization of the lexico-semantic variants of a lexeme as headwords, with a complete description of the lexico-grammatical implications derived from their sememic content.

After learning how combinability plays an important role in language efficacy, a more fluent communication is expected, applying language in a more natural way, which will make users sound more like a native of the language. When used in classes, such use of verbs correctly in English can help reduce the number of errors in the selection of partners such as direct or indirect objects, the use of gerunds or infinitives, and the use of passive voices. This, in turn, will result in a more accurate use of the language.

Conclusions and Recommendations

Conclusions

- The bibliographical analysis of existing papers and dissertations allowed for the characterization of the verbal lexeme in terms of its lexico-semantic variants (LSVs), which were in turn analyzed following the criteria designed for such purpose.

- Corpus linguistics helped to conveniently gather the verbal lexemes to be analyzed, considering the interests of the researcher. The lexemes were regarded as a unit of meaning and form, which permitted the distinctions between syntactic and semantic features.

- Componential analysis allowed for the determination of lexico-semantic variants from the source dictionary, which proved to be an efficient method of analyzing the corpus in terms of the components inherent in each lexeme.

- Sememic analysis is valuable and effective to determine what features actualize in accordance with the use of the lexemes retrieved from original sources.

- The matrix resulted in an extremely useful instrument to classify the verbal lexeme, as the criteria established was thoroughly described in it, thus, analyzing the selected corpus in its entirety.

Recommendations

- Encourage that a similar work be conducted for other word classes such as nouns, adjectives, or adverbs, given the fact that English is a polysemic language and that the possibilities of a deeper understanding of its usage increases the more detailed the descriptions are.

- After considering the theoretical analysis, it is advised that teachers include corpus analysis in their classes to foster accuracy in the use of the language.

- A more in-depth explanation be required on how to use the verbal lexeme, given the polysemantic characteristic of verbs in English.

- Applying the content herein and designing teaching-learning strategies based on the previous studies is recommended to evaluate outcome and validate the proposal.

- Teachers can adapt the proposal and as such create in-site and/or online activities using this approach, which will boost students' academic results and use of language level.

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APPENDIX 1

KEY	
Adj. P	Adjective phrase
C	Clause
c-tr	complex transitive
CLT	Communicative Language Teaching
Con	Conclusive
d-tr	Ditransitive
Dyn	Dynamic
Erg	Ergative
Ext	Extensive
F-Cl	Finite subordinate clause
i.e.,	it est
Inch	Inchoative
Int	Intensive
Irrg	Irregular
LSV	Lexico-semantic variant
m-tr	monotransitive
n-con	non-conclusive
n-erg	non-ergative
NP	noun phrase

nt	Notional
O	Object
Od	Ddirect object
Oi	indirect object
punct	Punctual
reg	Regular
rept	Repetitive
rslt	Resultative
S	Subject
S-Cl	subordinate clause
SLA	Second Language Adquisition
st	stative
stat	stative
V	Verb
V inf	Verb followed by infinitive
V ing	Verb followed by gerund
: :	Two colons were used to express the dichotomy between two characteristics

APPENDIX 2

Sememic Analysis of each Lexico-Semantic Variant.

advise[1]: to give advice to: COUNSEL, b: CAUTION, WARN, c: RECOMMEND.	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

advise[2]: to give information or notice to: INFORM	
Classification	*notional, dynamic, durative/conclusive, monotransitive, regular, extensive*

advise[3]: to give advice	
Classification	*notional, dynamic, durative/conclusive, intransitive/n-erg, regular, extensive*

advise[4]: to take counsel: CONSULT	
Classification	*notional, dynamic, durative/n-con, intransitive(n-erg), regular, extensive, Vinf/F-CL*
agree[1] a: to concur in (as an opinion): ADMIT, CONCEDE, b: to consent to as a course of action	
Classification	*notional, dynamic, non-durative-punct, monotransitive, regular,*

	extensive, Vinf/F-CL

agree² chiefly British: to settle on by common consent: ARRANGE	
Classification	*notional, dynamic, non-durative-punct, monotransitive, regular, extensive, F-CL*

agree³: to accept or concede something (as the views or wishes of another)	
Classification	*notional, dynamic, non-durative-punct, intransitive/n-erg, regular, extensive*

agree⁴ a: to achieve or be in harmony (as of opinion, feeling, or purpose), b: to get along together, c: to come to terms	
Classification	*notional, dynamic, non-durative-punct, intransitive/n-erg, regular, extensive*

agree⁵ a: to be similar: CORRESPOND, b: to be consistent	
Classification	*notional, stative, durative/non-conclusive, intransitive/n-erg, regular, extensive*

agree⁶: to be fitting, pleasing, or healthful: SUIT

Classification	*notional, stative, durative/non-conclusive, intransitive/n-erg, regular, extensive*

arrange[3] a: to adapt (a musical composition) by scoring for voices or instruments other than those for which originally written, b: ORCHESTRATE	
Classification	*notional, dynamic, durative-conclusive, monotransitive/c-tr, regular, extensive, Vinf*

arrange[4]: to bring about an agreement or understanding concerning: SETTLE	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive*

arrange[5] : to bring about an agreement or understanding	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive, Vinf*

arrange[6]: to make preparations: PLAN	
Classification	*notional, dynamic, non-durative/rslt, transitive/n-erg, regular, extensive*

ask[1]: to call on for an answer; b: to put a question about; c: SPEAK, UTTER.	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive, F-CL*

ask[2] a: to make a request of; b: to make a request for	
Classification	*notional, dynamic, non-durative/punct, monotransitive/d-tr, regular, extensive*

ask[3]: to call for: REQUIRE	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive*

ask[4]: to set as a price	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive*

ask[5]: INVITE	
Classification	*notional, dynamic, non-durative/punct, ditransitive, regular, extensive, F-CL*

ask[6]: to seek information	
Classification	*notional, dynamic, durative-conclusive, intransitive/n-erg, regular, extensive*

ask[7]: to make a request	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

ask[8] : LOOK; often used in the phrase ask for trouble	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

avoid[1]: to make legally void : ANNUL	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive*

avoid[2] a: to keep away from: SHUN, b: to prevent the occurrence or effectiveness of, c: to refrain from	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive, Ving*

be1 a: to equal in meaning: have the same connotation as: SYMBOLIZE *God is love* *January is the first month* *let x be 10* b : to have identity with *the first person I met was my brother* c : to constitute the same class as d : to have a specified qualification or characterization *the leaves are green* e : to belong to the class of *the fish is a trout* — used regularly in senses 1a through 1e as the copula of simple predication

Classification	*notional, stative, durative/non-conclusive, linking, irregular, extensive, Ving/F-CL*

be2 a : to have an objective existence : have reality or actuality : LIVE *I think, therefore I am* *once upon a time there was a knight* b : to have, maintain, or occupy a place, situation, or position *the book is on the table* c : to remain unmolested, undisturbed, or uninterrupted — used only in infinitive form *let him be* d : to take place : OCCUR *the concert was last night* e : to come or go *has already been and gone* *has never been to the circus*

Classification	*notional, stative, durative/non-conclusive, intransitive/n-erg, irregular, extensive*

bang¹ *to strike sharply: BUMP*

Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive*

bang² *: to knock, hit, or thrust vigorously often with a sharp noise*

Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular,*

	extensive

bang³ *often vulgar: to have sexual intercourse with*

Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive*

bang⁴: *to strike with a sharp noise or thump*

Classification	*notional, dynamic, non-durative/rept, intransitive/n-erg, regular, extensive*

bang⁵: *to produce a sharp often metallic explosive or percussive noise or series of such noises*

Classification	*notional, dynamic, non-durative/rept, intransitive/n-erg, regular, extensive*

bang⁶: *to play a sport (as basketball) in a very aggressive and forceful manner*

Classification	*notional, dynamic, non-durative/rept, intransitive/n-erg, regular, extensive*

begin[1]: to do the first part of an action: go into the first part of a process: START

Classification	*notional, dynamic, non-durative/inch, intransitive/n-erg, irregular, extensive*

begin² a: to come into existence: ARISE b: to have a starting point

Classification	*notional, dynamic, non-durative/punct, intransitive/erg, irregular, extensive*

begin³: to do or succeed in the least degree

Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive, Vinf*

begin⁴: to set about the activity of: START

Classification	*notional, dynamic, non-durative/inch, monotransitive, irregular, extensive, Vinf/ing*

begin⁵ a: to bring into being: FOUND, b: ORIGINATE, INVENT

Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive*

boil¹ a: to come to the boiling point, b: to generate bubbles of vapor when heated—

used of a liquid, c: to cook in boiling water	
Classification	*notional, dynamic, non-durative/relt, intransitive/erg/n-erg, regular, extensive*

***boil²**: to become agitated: SEETHE*	
Classification	*notional, dynamic, non-durative/inch, intransitive/n-erg, regular, extensive*

***boil³**: to be moved, excited, or stirred up*	
Classification	*notional, dynamic, non-durative/rslt, intransitive/n-erg, regular, extensive*

***boil⁴** a: to rush headlong, b: to burst forth: ERUPT*	
Classification	*notional, dynamic, durative/n-con, intransitive/erg, regular, extensive*

***boil⁵**: to undergo the action of a boiling liquid*	
Classification	*notional, dynamic, non-durative/punct, intransitive/erg, irregular, extensive*

boil⁶: to subject to the action of a boiling liquid	
Classification	*notional, dynamic, durative/con, monotransitive, regular, extensive*

boil⁷: to heat to the boiling point	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive*

boil⁸: to form or separate (as sugar or salt) by boiling–boilable	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive*

bounce¹: to cause to rebound or be reflected	
Classification	*notional, dynamic, non-durative/rept, monotransitive, regular, extensive*

bounce² a: DISMISS, FIRE, b: to expel precipitately from a place,c: to eliminate from a competition by defeating	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive*

bounce³: to issue (a check) drawn on an account with insufficient funds	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive*

bounce⁴: to present (as an idea) to another person to elicit comments or to gain approval — *usually used with off*	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive*

bounce⁵: to rebound or reflect after striking a surface (as the ground)	
Classification	*notional, dynamic, non-durative/rept, intransitive/erg, regular, extensive*

bounce⁶: to recover from a blow or a defeat quickly — *usually used with back*	
Classification	*notional, dynamic, non-durative/punct, intransitive/erg, regular, extensive*

bounce⁷: to be returned by a bank because of insufficient funds in a checking account	
Classification	*notional, dynamic, non-durative/rept, intransitive/erg, regular, extensive*

bounce[8] a: to leap suddenly: BOUND, b: to walk with springing steps
Classification	*notional, dynamic, non-durative/rept, intransitive/n-erg, regular, extensive*

bounce[9] : to hit a baseball so that it hits the ground before it reaches an infielder
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

buy[1]: to acquire possession, ownership, or rights to the use or services of by payment especially of money: PURCHASE
Classification	*notional, dynamic, non-durative/punct, monotransitive/d-tr, irregular, extensive*

buy[2] a : to obtain in exchange for something often at a sacrifice, b: REDEEM 6
Classification	*notional, dynamic, non-durative/rslt, monotransitive, irregular, extensive, F-CL*

buy3: BRIBE, HIRE
Classification	*notional, dynamic, non-durative/punct/rslt, monotransitive, irregular, extensive, Vinf*

buy[4]: to be the purchasing equivalent of	
Classification	*notional, stative, non-durative/rslt, intransitive/erg, irregular, extensive*

buy[5]: ACCEPT, BELIEVE — often used with into	
Classification	*notional, dynamic, non-durative/punct, montransitive, irregular, extensive, F-CL*

buy[6] : to make a purchase	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive*

cease[1]: to cause to come to an end especially gradually: no longer continue	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive, Vinf/ing*

cease[2] a: to come to an end, b: to bring an activity or action to an end: DISCONTINUE	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

choose[1] a: to select freely and after consideration, b: to decide on especially by vote: ELECT	
Classification	*notional, dynamic, durative-conclusive, monotransitive/c-t, irregular, extensive, F-Cl*

choose[2]a: to have a preference for, b: DECIDE	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive, Vinf*

choose[3]: to make a selection	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, irregular, extensive*

choose[4]: to take an alternative — used after cannot and usually followed by but	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, irregular, extensive, F-CL*

close[1] a: to move so as to bar passage through something, b : to block against entry or passage, c: to deny access to, d: SCREEN, EXCLUDE, e: to suspend or stop the operations of— often used with down

Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive, F-CL*

close² a: to bring to an end or period, b: to conclude discussion or negotiation about; also: to consummate by performing something previously agreed, c: to terminate access to (a computer file or program)	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

close³ a: to bring or bind together the parts or edges of, b: to fill up (as an opening) c: to make complete by circling or enveloping or by making continuous, d: to reduce to nil	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive, F-CL*

close⁴ a: to contract, fold, swing, or slide so as to leave no opening, b: to cease operation	
Classification	*notional, dynamic, non-durative/punct, intransitive/erg, regular, extensive*

close⁵ a: to draw near, b: to engage in a struggle at close quarters : GRAPPLE	
Classification	*notional, dynamic, durative-conclusive, intransitive/erg, regular,*

	extensive

close[6] a : to come together: MEET, b: to draw the free foot up to the supporting foot in dancing	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

close[7]: to enter into or complete an agreement	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

close[8]: to come to an end or period	
Classification	*notional, dynamic, non-durative/punct, intransitive/erg, regular, extensive*

close[9]: to reduce a gap	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive*

consider[1]: to think about carefully as: a: to think of especially with regard to taking some action, b : to take into account	

Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Ving/F-CL*

consider[2]: to regard or treat in an attentive or kindly way	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

consider[3]: to gaze on steadily or reflectively	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Ving*

consider[4]: to come to judge or classify	
Classification	*notional, dynamic, durative-conclusive, ditransitive, regular, extensive, Ving*

consider[5]: REGARD	
Classification	*notional, stative, durative/non-conclusive, monotransitive, regular, extensive, F-CL*

consider[6]: SUPPOSE

Classification	*notional, stative, durative/non-conclusive, monotransitive, regular, extensive, F-CL*

consider[7] : REFLECT, DELIBERATE	
Classification	*notional, dynamic, durative-conclusive, intransitive/n-erg, regular, extensive*

continue[1]: to maintain without interruption a condition, course, or action	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

continue[2]: to remain in existence: ENDURE	
Classification	*notional, stative, durative/non-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

continue[3]: to remain in a place or condition: STAY	
Classification	*dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

continue[4]: to resume an activity after interruption

Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

continue[5] a: KEEP UP, MAINTAIN, b: to keep going or add to: PROLONG, also: to resume after intermission	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

continue[6]: to cause to continue	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

continue[7]: to allow to remain in a place or condition: RETAIN	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

dare[1]: to be sufficiently courageous to	
Classification	*notional, dynamic, durative-conclusive, intransitive/n-erg, regular, extensive*

dare²: to have sufficient courage	
Classification	*notional, dynamic, durative-conclusive, intransitive/n-erg, regular, extensive*

dare³ a: to challenge to perform an action especially as a proof of courage, b: to confront boldly: DEFY	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive, Vinf*

dare⁴: to have the courage to contend against, venture, or try	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive*

decide¹ a: to make a final choice or judgment about, b : to select as a course of action — used with an infinitive, c: to infer on the basis of evidence: CONCLUDE	
Classification	*notional, dynamic, non-durative/punct, complex transitive, regular, extensive, Vinf/F-Cl*

decide²: to bring to a definitive end	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive, F-CL*

decide[3]: to induce to come to a choice	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive, Vinf*

decide[4]: to make a choice or judgment	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive, Vinf/F-Cl*

detest[1]: to feel intense and often violent antipathy toward: LOATHE	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Ving*

dislike[1]: to regard with dislike: DISAPPROVE	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/ing*

dread[1] a : to fear greatly	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, F-CL*

dread[2]: to feel extreme reluctance to meet or face	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/ing*

dread[3] : to be apprehensive or fearful	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Ving*

endure[1]: to undergo (as a hardship) especially without giving in: SUFFER	
Classification	*notional, stative, durative-conclusive, monotransitive, regular, extensive*

endure[2]: to regard with acceptance or tolerance	
Classification	*notional, stative, durative/non-conclusive, monotransitive, regular, extensive, Vinf/ing*

endure[3]: to continue in the same state: LAST	
Classification	*notional, stative, durative/non-conclusive, intransitive/erg, regular, extensive*

endure[4]: to remain firm under suffering or misfortune without yielding	
Classification	*notional, dynamic, durative/non-conclusive, intransitive/n-erg, regular, extensive*

enjoy[1]: to have a good time	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/ing*

enjoy[2]: to have for one's use, benefit, or lot: EXPERIENCE	
Classification	*notional, stative, non-durative/rslt, monotransitive, regular, extensive*

enjoy[3]: to take pleasure or satisfaction in	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/ing*

expect[1] : to look forward	
Classification	*notional, stative, durative/conclusive, intransitive/n-erg, extensive, regular*

expect[2]: to be pregnant: await the birth of one's child —used in progressive tenses	
Classification	*notional, stative, durative/n-con, intransitive/n-erg, extensive, regular*

expect[3] : to anticipate or look forward to the coming or occurrence of	
Classification	*dynamic, durative/n-con, monotransitive, extensive, regular, notional, V –inf/ing*

expect[4]: SUPPOSE, THINK	
Classification	*stative, durative/conclusive, monotransitive, extensive, regular, notional, V –inf/ing*

expect[5] a: to consider probable or certain, b: to consider reasonable, due, or necessary, c: to consider bound in duty or obligated	
Classification	*notional, dynamic, durative/conclusive, monotransitive, extensive, regular, F-Cl*

explain[1] a: to make known, b: to make plain or understandable	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, F-CL*

explain²: to give the reason for or cause of	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, F-CL*

explain³: to show the logical development or relationships of	
Classification	*notional, dynamic, durative-conclusive, ditransitive, regular, extensive, F-CL*

explain⁴: to make something plain or understandable	
Classification	*notional, dynamic, durative-conclusive, intransitive/n-erg, regular, extensive*

fee1 a : to handle or touch in order to examine, test, or explore some quality b : to perceive by a physical sensation coming from discrete end organs (as of the skin or muscles)	
Classification	*notional, stative, durative-conclusive, monotransitive/c-tr, irregular, extensive*

feel2 a : to undergo passive experience of b : to have one's sensibilities markedly affected by

Classification	*notional, stative, non-durative/rept, linking, irregular, extensive*

feel3: to ascertain by cautious trial — usually used with out
Classification	*notional, dynamic, non-durative/rslt, monotransitive, irregular, extensive*

feel4 a : to be aware of by instinct or inference b : BELIEVE, THINK *say what you really feel*

Classification	*notional, stative, durative/non-conclusive, monotransitive, irregular, extensive, F-CL*

feel5 a : to receive or be able to receive a tactile sensation b : to search for something by using the sense of touch

Classification	*notional, stative, non-durative/rept, monotransitive, irregular, extensive*

feel6 a : to be conscious of an inward impression, state of mind, or physical condition b : to have a marked sentiment or opinion *feels strongly about it*

Classification	*notional, stative, durative/non-conclusive, intransitive/n-erg, irregular, extensive*

feel7: SEEM *it feels like spring today*	
Classification	*notional, dynamic, durative-conclusive, linking, irregular, extensive, F-CL*

finish1 a : to come to an end : TERMINATE b : END	
Classification	*notional, dynamic, non-durative/punct, intransitive/erg, regular, extensive, Vinf/F-CL*

finish2 a : to come to the end of a course, task, or undertaking b : to end relations — used with with *decided to finish with him for good*	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, regular, extensive, Vinf/F-CL*

finish3: to end a competition in a specified manner or position *finished third in the race*	
Classification	*notional, dynamic, non-durative/rslt, intransitive/n-erg, regular, extensive, Vinf/F-CL*

finish4 a : to bring to an end : TERMINATE *finished the speech and sat down* b : to use or dispose of entirely *her sandwich finished the loaf*	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular,*

	extensive, Vinf/ing/F-CL

finish5 a : to bring to completion or issue *hope to finish their new home before winter* b : to provide with a finish; especially : to put a final coat or surface on *finish a table with varnish*	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive, Vinf/F-CL*

finish6 a : to defeat or ruin utterly and finally *the scandal finished his career* b : to bring about the death of	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, regular, extensive, F-CL*

forbid1: to proscribe from or as if from the position of one in authority : command against *the law forbids stores to sell liquor to minors* *her mother forbids her to go*	
Classification	*notional, dynamic, non-durative/punct, ditransitive, irregular, extensive*

forbid2: to hinder or prevent as if by an effectual command *space forbids further treatment here*	
Classification	*notional, dynamic, durative-conclusive, monotransitive, irregular,*

	extensive, F-CL

forget1 a : to lose the remembrance of : be unable to think of or recall *I forget his name*	
Classification	*notional, stative, durative-conclusive, monotransitive, irregular, extensive, F-CL*

forget2: to treat with inattention or disregard *forgot their old friends*	
Classification	*notional, dynamic, durative-conclusive, monotransitive, irregular, extensive, Vinf/ing*

forget3 a : to disregard intentionally : OVERLOOK — usually used in the imperative *I shouldn't have said that, so just forget it* b : to give up hope for or expectation of — usually used in the imperative *as for prompt service, forget it*	
Classification	*notional, stative, non-durative/punct, monotransitive, irregular, extensive, F-CL*

forget4: to cease remembering or noticing *forgive and forget*	
Classification	*notional, stative, non-durative/punct, intransitive/n-erg, irregular, extensive, Ving*

forget5: to fail to become mindful at the proper time *forgot about paying the bill*	
Classification	*notional, stative, non-durative/punct, monotransitive, irregular, extensive*

fracture1 *a: to cause a fracture in : BREAK *fracture a rib* b : RUPTURE, TEAR*	
Classification	*notional, stative, non-durative/punct, monotransitive, regular, extensive*

fracture2 *a : to damage or destroy as if by rupturing b : to cause great disorder in c : to break up : FRACTIONATE d : to go beyond the limits of (as rules) : VIOLATE *fractured the English language with malaprops — Goodman Ace**	
Classification	*notional, stative, non-durative/punct, monotransitive, regular, extensive*

fracture3*: to undergo fracture*	
Classification	*notional, stative, non-durative/rslt, intransitive/erg, regular, extensive*

get1 a : to gain possession of b : to receive as a return : EARN *he got a bad reputation for carelessness*	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular,*

	extensive

get2 a : to obtain by concession or entreaty *get your mother's permission to go* b : to become affected by (a disease or bodily condition) : CATCH *got measles from his sister*	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, irregular, extensive*

get3 a : to seek out and obtain *hoped to get dinner at the inn* b : to obtain and bring where wanted or needed *get a pencil from the desk*	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, irregular, extensive, F-CL*

get4: BEGET	
Classification	*notional, dynamic, non-durative/rslt, monotransitive, irregular, extensive*

get5 a : to cause to come or go *quickly got his luggage through customs* b : to cause to move *get it out of the house* c : to cause to be in a certain position or condition *got his feet wet* d : to make ready : PREPARE *get breakfast*	
Classification	*notional, dynamic, non-durative/punct/rept, monotransitive/d-tr, irregular, extensive*

get6 a : to be subjected to *got a bad fall* b : to receive by way of punishment c : to suffer a specified injury to *got my nose broken*

Classification	*notional, dynamic, non-durative/rslt, monotransitive/d-tr, irregular, extensive, F-Cl*

get7 a : to achieve as a result of military activity b : to obtain or receive by way of benefit or advantage *he got little for his trouble* *get the better of an enemy*

Classification	*notional, dynamic, non-durative/rslt, monotransitive, irregular, extensive, F-CL*

get8 a : SEIZE b : OVERCOME c : to have an emotional effect on *the final scene always gets me* d : IRRITATE *the delays were starting to get her* e : PUZZLE f : to take vengeance on; specifically : KILL g : HIT

Classification	*notional, dynamic, non-durative/inch/punct, monotransitive/intransitive/erg, irregular, extensive*

get9: to prevail on : CAUSE *finally got them to tidy up their room*

Classification	*notional, dynamic, non-durative/rslt, monotransitive, irregular, extensive*

get10 a : HAVE — used in the present perfect tense form with present meaning *I've got no money* b : to have as an obligation or necessity — used in the present perfect tense form with present meaning *you have got to come*	
Classification	*notional, dynamic, durative/n-con, monotransitive, irregular, extensive, Vinf/F-CL*

give1: to make a present of *give a doll to a child*	
Classification	*notional, dynamic, non-durative/punct, ditransitive, irregular, extensive*

give2a : to grant or bestow by formal action *the law gives citizens the right to vote* b : to accord or yield to another *gave him her confidence*	
Classification	*notional, dynamic, non-durative/punct, ditransitive, irregular, extensive, F-CL*

give3 a : to put into the possession of another for his or her use *gave me his phone number* b (1) : to administer as a sacrament (2) : to administer as a medicine c : to commit to another as a trust or responsibility and usually for an expressed reason d : to transfer from one's authority or custody *the sheriff gave the prisoner to the warden* e : to execute and deliver *all employees must give bond* f : to convey to another *give them my regards*

Classification	notional, dynamic, non-durative/punct, ditransitive, irregular, extensive, F-CL

give4 a : to offer to the action of another : PROFFER *gave her his hand* b : to yield (oneself) to a man in sexual intercourse	
Classification	notional, dynamic, non-durative/punct, monotransitive/d-tr, irregular, extensive

give5 a : to present in public performance *give a concert* b : to present to view or observation *gave the signal to start*	
Classification	notional, dynamic, durative-conclusive, monotransitive, irregular, extensive

give6: to provide by way of entertainment *give a party*	
Classification	notional, dynamic, durative-conclusive, monotransitive, irregular, extensive

give7: to propose as a toast	
Classification	notional, dynamic, non-durative/punct, monotransitive, irregular, extensive
give8 a : to designate as a share or portion : ALLOT *all the earth to thee and to thy race I give — John Milton* b : to make assignment of (a name) c : to set forth as an	

actual or hypothetical datum *give the dimensions of the room* d : to attribute in thought or utterance : ASCRIBE *gave the credit to you*	
Classification	*notional, dynamic, non-durative/punct, monotransitive/d-tr, irregular, extensive, F-CL*

give9 a : to yield as a product, consequence, or effect : PRODUCE *cows give milk* *84 divided by 12 gives 7* b : to bring forth : BEAR	
Classification	*notional, dynamic, durative-conclusive, monotransitive, irregular, extensive, Vinf/F-CL*

give10 a : to yield possession of by way of exchange : PAY b : to dispose of for a price : SELL	
Classification	*notional, dynamic, non-durative/punct, monotransitive/d-tr, irregular, extensive, F-CL*

give11 a : to deliver by some bodily action *gave him a push* b : to carry out (as a bodily movement) *gave a cynical smile* c : to inflict as punishment d : to award by formal verdict *judgment was given against the plaintiff*	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive, F-CL*

give12: to offer for consideration, acceptance, or use *gives no reason for his absence*	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive, F-CL*

give13 a : to suffer the loss of : SACRIFICE b : to offer as appropriate or due especially to something higher or more worthy *gave his spirit to God* c : to apply freely or fully : DEVOTE *gave themselves to their work* d : to offer as a pledge *I give you my word*	
Classification	*notional, dynamic, non-durative/punct, monotransitive/d-tr, irregular, extensive, Vinf/F-CL*

give14 a : to cause one to have or receive *mountains always gave him pleasure* b : to cause a person to catch by contagion, infection, or exposure	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive, F-CL*

give15 a : to allow one to have or take *give me time* b : to lead or attempt to lead — used with an infinitive *you gave me to understand you'd be late*	
Classification	*notional, dynamic, durative-conclusive, monotransitive/d-tr, irregular, extensive, Vinf*

give16: to care to the extent of *didn't give a hoot*	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive, Vinf/F-CL*

give17: to make gifts or presents	
Classification	*notional, dynamic, non-durative/punct, monotransitive, irregular, extensive, F-CL*

give18a : to yield to physical force or strain b : to collapse from the application of force or pressure c : to undergo or submit to change *for the strike to be settled, something has to give*	
Classification	*notional, dynamic, non-durative/punct, intransitive/n-erg, irregular, extensive*

give19: to afford a view or passage : OPEN *the window gives onto the terrace*	
Classification	*notional, stative, durative-conclusive, ditransitive, irregular, extensive*

give20: to enter wholeheartedly into an activity	
Classification	*notional, dynamic, non-durative/punct, ditransitive, irregular, extensive*

give21 slang : to be happening *wants to know what gives*	
Classification	*notional, stative, durative-conclusive, monotransitive, irregular, extensive*

give22 –give a good account of : to acquit (oneself) well	
Classification	*notional, dynamic, non-durative/punct, ditransitive, regular, extensive, F-CL*

grow 1 : to spring up and develop to maturity	
Classification	*notional, dynamic, durative-conclusive, intransitive/erg, irregular, extensive*

grow 2 : to be able to grow in some place or situation *trees that grow in the tropics*	
Classification	*notional, dynamic, durative/n-con, intransitive/erg, irregular, extensive*

grow 3 : to assume some relation through or as if through a process of natural growth *ferns growing from the rocks*	
Classification	*notional, dynamic, durative/n-con, intransitive/erg, irregular, extensive*

grow 4: to increase in size by assimilation of material into the living organism or by accretion of material in a non-biological process (as crystallization)	
Classification	*notional, dynamic, non-durative/inch, linking/intransitive/erg, irregular, intensive/extensive*

grow 5 : INCREASE, EXPAND *grows in wisdom*	
Classification	*notional, dynamic, durative/n-con, monotransitive, irregular, extensive, Vinf/F-CL*

grow 6 : to develop from a parent source *the book grew out of a series of lectures*	
Classification	*notional, dynamic, non-durative/inch, monotransitive, irregular, extensive, Vinf/F-CL*

guarantee1: to undertake to answer for the debt, default, or miscarriage of *guarantee a loan*	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, /F-CL*

guarantee2: to engage for the existence, permanence, or nature of : undertake to do or secure *guarantee the winning of three tricks*

Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf*

guarantee3: to give security to *guaranteed her against loss*

Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, F-CL*

guarantee4: to assert confidently *I guarantee you'll like it*

Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive, F-CL*

have1 a : to hold or maintain as a possession, privilege, or entitlement *they have a new car* *I have my rights* b : to hold in one's use, service, regard, or at one's disposal *the group will have enough tickets for everyone* *we don't have time to stay* c : to hold, include, or contain as a part or whole *the car has power brakes* *April has 30 days*

Classification	*notional, stative, durative/non-conclusive, monotransitive, irregular, extensive, F-CL*

have2: to feel obligation in regard to — usually used with an infinitive with to *we have things to do* *have a deadline to meet*

Classification	*notional, stative, durative/non-conclusive, monotransitive,*

	irregular, extensive

have3: to stand in a certain relationship to *has three fine children* *we will have the wind at our backs*

Classification	*notional, stative, durative/non-conclusive, monotransitive, regular, extensive*

have4 a : to acquire or get possession of : OBTAIN *these shoes are the best to be had* b : RECEIVE *had news* : ACCEPT; specifically : to accept in marriage, d : to copulate with

Classification	*notional, stative, durative/non-conclusive, monotransitive, regular, extensive,*

have5 a : to be marked or characterized by (a quality, attribute, or faculty) *both have red hair* *has a way with words* b : EXHIBIT, SHOW *had the gall to refuse* c : USE, EXERCISE *have mercy on us*

Classification	*notional, stative, non-durative/punct, monotransitive, regular, extensive,*

have6 a : to experience especially by submitting to, undergoing, or suffering *I have a cold* b : to make the effort to perform (an action) or engage in (an activity) *have a look at that cut* c : to entertain in the mind *have an opinion*

Classification	notional, dynamic, non-durative/punct, monotransitive, regular, extensive, Vinf/F-CL

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have7 a : to cause or command to do something — used with the infinitive without to *have the children stay* b : to cause to be in a certain place or state *has people around at all times*

Classification	notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/F-CL

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have8: ALLOW *we'll have no more of that*

Classification	notional, stative, durative/non-conclusive, monotransitive, regular, extensive, Vinf/F-CL

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have9: to be competent in *has only a little French*

Classification	notional, stative, durative/non-conclusive, monotransitive, regular, extensive, F-CL

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have10 a : to hold in a position of disadvantage or certain defeat *we have him now* b : to take advantage of : TRICK, FOOL *been had by a partner*

Classification	notional, stative, durative-conclusive, monotransitive, regular, extensive, F-CL

have11: BEAR 2a *have a baby*	
Classification	*notional, dynamic, non-durative/punct, monotransitive, regular, extensive*

have12: to partake of *have dinner* *have a piece*	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, F-CL*

have13: BRIBE, SUBORN *can be had for a price*	
Classification	*notional, stative, non-durative/punct, monotransitive, regular, extensive*

hear1 : to perceive or apprehend by the ear	
Classification	*notional, stative, durative/non-conclusive, monotransitive, regular, extensive, Vinf/ing/F-CL*

hear2: to gain knowledge of by hearing	
Classification	*notional, stative, non-durative/inch, monotransitive, regular, extensive, F-CL*

hear3 a : to listen to with attention: HEED b: ATTEND *hear mass*	
Classification	*notional, dynamic, durative/non-conclusive, monotransitive, regular, extensive, Vinf/ing*

hear4 a : to give a legal hearing to b: to take testimony from *hear witnesses*	
Classification	*notional, dynamic, durative-conclusive, monotransitive, regular, extensive, Vinf/F-CL*

APPENDIX 3

Matrixes for the classifications of each lexico-semantic variant in the selected corpus.

LSVs	lexico-semantic features										syntactic features												
	meaning and function		lexico-semantic content		mode of action						syntactic function						formation of the past tense		kind of predicate formed		collocations with other verbs and/or clauses as direct object			
					durative		non-durative				linking	transitive			intran									
	nt	st	dyn	stat	con	n-con	inch	punct	rept	rslt	g	m-tr	d-tr	c-tr	erg	n-erg	reg	irrg	int	ext	Vinf	Ving	Vinf/ing	F-Cl
advise¹	+		+		+							+					+			+	(+)			(+)
advise²	+		+		+							+					+			+				
advise³	+		+		+											+	+			+				
advise⁴	+		+			+										+	+			+				
agree¹	+		+					+				+					+			+	(+)			(+)
agree²	+		+					+				+					+			+				+

agree[3]	+	+				+					+	+		+	
agree[4]	+	+				+					+	+		+	
agree[5]	+		+		+						+	+		+	
agree[6]	+		+		+						+	+		+	
arrange[3]	+	+		+				(+)		(+)		+		+	+
arrange[4]	+	+					+	+				+		+	
arrange[5]	+	+					+	+				+		+	+
arrange[6]	+	+					+				+	+		+	
ask[1]	+	+				+		+				+		+	+
ask[2]	+	+				+		(+)	(+)			+		+	
ask[3]	+	+		+				+				+		+	
ask[4]	+	+				+		+				+		+	
ask[5]	+	+				+			+			+		+	(+)
ask[6]	+	+		+							+	+		+	

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| LSVs | meanin g and function | | lexico-semantic content | | mode of action | | | | | | linking | syntactic function | | | | | formation of the past tense | | kind of predicate formed | | collocations with other verbs and/or clauses as direct object | | | |
| | | | | | durative | | non-durative | | | | | transitive | | | intran | | | | | | | | | |
	nt	st	dy n	sta t	co n	n-con	inc h	pun ct	re pt	rsl t	g	m-tr	d-tr	c-tr	er g	n-erg	re g	irr g	int	ext	V inf	V ing	Vinf/ ing	F-Cl
ask⁷	+		+					+								+	+			+				
ask⁸	+		+					+								+	+			+				
avoid¹	+		+							+		+					+			+				
avoid²	+		+					+				+					+			+		+		
bang¹	+		+					+				+					+			+				
bang²	+		+						+			+					+			+				
bang³	+		+		+							+					+			+				
bang⁴	+		+					+								+	+			+				

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
bang[5]	+	+						+							+	+		+					
bang[6]	+	+						+							+	+		+					
be[1]	+		+		+					+					+	+				+			+
be[2]	+		+		+										+	+		+					+
begin[1]	+	+				+									+	+		+					
begin[2]	+	+					+							+		+		+					
begin[3]	+	+					+				+					+		+		+			
begin[4]	+	+				+					+					+		+				+	
begin[5]	+	+					+				+					+		+					
boil[1]	+	+							+					(+)	(+)	+		+					
boil[2]	+	+				+									+	+		+					
boil[3]	+	+							+						+	+		+					

LSVs	lexico-semantic features											syntactic features											
	meaning and function		lexico-semantic content		mode of action						linking	syntactic function					formation of the past tense		kind of predicate formed		collocations with other verbs and/or clauses as direct object			
					durative		non-durative					transitive			intran									
	nt	st	dyn	stat	con	n-con	inch	punct	rept	rslt	linking	m-tr	d-tr	c-tr	erg	n-erg	reg	irrg	int	ext	Vinf	Ving	Vinf/ing	F-Cl
boil[4]	+		+						+						+		+			+				
boil[5]	+		+			+									+		+			+				
boil[6]	+		+		+							+					+			+				
boil[7]	+		+							+		+					+			+				
boil[8]	+		+							+		+					+			+				
bounce[1]	+		+						+			+					+			+				
bounce[2]	+		+					+				+					+			+				

bounce 3	+	+				+			+					+			+				
bounce 4	+	+				+			+					+			+				
bounce 5	+	+					+				+			+			+				
bounce 6	+	+				+					+			+			+				
bounce 7	+	+					+				+			+			+				
bounce 8	+	+					+					+		+			+				
bounce 9	+	+				+						+		+			+				
buy[1]	+	+				+				(+)	(+)			+		+					
buy[2]	+	+						+	+					+		+					+
buy[3]	+	+				(+)		(+)	+					+		+	+				
buy[4]	+		+					+			+			+		+					
buy[5]	+	+				+			+					+		+					+

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buy[6]	+		+				+			+					+		+				

LSVs	lexico-semantic features										syntactic features													
	meaning and function		lexico-semantic content		mode of action						syntactic function						formation of the past tense		kind of predicate formed		Collocations with other verbs and/or clauses as direct object			
					durative		non-durative				linking	transitive			intran									
	nt	st	Dyn	stat	con	n-con	inch	punct	rept	rslt		m-tr	d-tr	c-tr	Erg	n-erg	reg	irrg	int	ext	Vinf	Vng	Vinf/ing	F-Cl
cease[1]	+		+							+		+					+			+			+	
cease[2]	+		+					+								+	+			+				
choose[1]	+		+		+							(+)		(+)				+		+				+
choose[2]	+		+		(+)							+						+		+	(+)			
choose[3]	+		+					+				+						+		+				
choose[4]	+		+		+											+		+		+				
close[1]	+		+					+				+					+			+				+
close[2]	+		+					+				+					+			+				

close[3]	+	+			+	+				+	+			+
close[4]	+	+			+			+		+	+			
close[5]	+	+	+					+		+	+			
close[6]	+	+			+				+	+	+			
close[7]	+	+			+				+	+	+			
close[8]	+	+			+			+		+	+			
close[9]	+	+			+				+	+	+			
consider[1]	+	+	+			+				+	+	(+)		(+)
consider[2]	+	+	+			+				+	+			
consider[3]	+	+		+		+				+	+	+		
consider[4]	+	+	+				+			+	+	+		
consider[5]	+	+	+			+				+	+		+	

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