

UNIVERZITA PALACKÉHO V OLMOUCI

Filozofická fakulta

Katedra asijských studií

**MAGISTERSKÁ DIPLOMOVÁ PRÁCE**

Aspectual Classes of Chinese Verbs

Aspektové třídy čínských sloves

OLMOUC 2020 Bc. Monika Sosnová

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## Prohlášení o samostatnosti

Prohlašuji, že jsem diplomovou práci vypracovala samostatně a uvedla veškeré použité prameny a literaturu.

Olomouc, 6. 5. 2020

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## Abstract

Verbs can be generally divided into four aspectual classes: ‘states’, ‘activities’, ‘accomplishments’, and ‘achievements’ (Vendler, 1957). Two properties, [stages] and [telic], are key factors in determining a verb’s aspectual class. The feature [stages] refers to whether a verb allows a progressive tense or not (Vendler, 1957, p. 144). The feature [telic] refers to whether a verb has a property of a terminal point that indicates the completeness of an action (Vendler, 1957, p. 145). The combination of either + or – of these features [+/- stages] and [+/- telic], distinguishes the above four aspectual classes of verbs (Vendler, 1957). This classification of verbs is problematic for Chinese. According to Basciano (2015), state and activity verbs exist in Chinese, however, accomplishment and achievement verbs are more problematic. Chinese achievement verbs require a resultative complement placed after the verb, e.g., -wán 完 ‘finish’, -hǎo 好 ‘complete’, and regarding accomplishments, the nature of the accompanying object is crucial. Whether the object can be referred to the same way both during the process and after reaching their end point, e.g., yí ge dàngāo 一个蛋糕 ‘a cake’ versus yì fēng xìn 一封信 ‘a letter’ plays a role. If the process of baking a cake is stopped before it reaches its end point, the object, i.e., a cake, cannot be regarded as a cake. On the other hand, if the process of writing a letter is stopped before it reaches its end point, the object, i.e., a letter, can still be considered as a letter (Soh and Kuo, 2005, p. 202). The goals of the thesis were to develop diagnostic tests to establish such class memberships and investigate the manifestation of the four aspectual classes of verbs in Chinese, especially for accomplishments and achievements. Based on the analysis of 56 Chinese verbs, it was confirmed that the developed tests are largely applicable in Chinese and the representation of four aspectual classes in Chinese was proved. As for accomplishments, the [+ telic] property need to be expressed by resultative complements regardless of the nature of objects. Regarding achievements, the [+ telic] property can be expressed without the use of resultative complements, and the interpretation of the feature [stages] is influenced by the nature of objects.

**Keywords:** Chinese language, aspect, Vendler, aspectual classes, verbs

**Summary of the thesis:** 76 pages, 133 790 characters, 33 sources of literature, 1 appendix

## Anotace

Slovesa lze obecně rozdělit do čtyř aspektových tříd: ‚stavy‘, ‚procesy‘, ‚accomplishmenty‘ a ‚achievementy‘ (Vendler, 1957). Dvě vlastnosti, [fáze] a [teličnost], jsou klíčovými faktory při určování aspektové třídy slovesa. Vlastnost [fáze] označuje, zda sloveso umožňuje průběhový čas nebo ne (Vendler, 1957, s. 144). Vlastnost [teličnost] se týká toho, zda má sloveso koncový bod, který naznačuje úplnost akce (Vendler, 1957, s. 145). Kombinace buď + nebo – vlastností [+/- fáze] a [+/- teličnost] rozlišuje výše uvedené čtyři aspektové třídy sloves (Vendler, 1957). Tato klasifikace sloves je pro čínštinu problematická. Podle Basciano (2015), v čínštině existují ‚stavy‘ a ‚procesy‘, ale ‚accomplishmenty‘ a ‚achievementy‘ jsou problematictější. Čínské ‚achievementy‘ vyžadují výsledkové komplementy v pozici za slovesem, např. -wán 完 ‚dokončit‘, -hǎo 好 ‚dodělat‘, pokud jde o ‚accomplishmenty‘, je podstatný druh předmětu. Vlastnost, která rozlišuje předměty, je ta, zda lze předmět pojmenovat stejně během procesu i po dosažení koncového bodu, např. yí ge dàngāo 一个蛋糕 ‚dort‘ versus yì fēng xìn 一封信 ‚dopis‘. Pokud je proces pečení dortu zastaven před dosažením koncového bodu, předmět, tj. dort, nemůže být považován za dort. Na druhou stranu, pokud je proces psaní dopisu zastaven před dosažením koncového bodu, předmět, tj. dopis, může být stále považován za dopis. Cílem diplomové práce bylo vyvinout diagnostické testy k vytvoření členství ve třídách a prozkoumat projevy čtyř aspektových tříd sloves v čínštině, zejména pro ‚accomplishmenty‘ a ‚achievementy‘. Na základě analýzy 56 čínských sloves bylo potvrzeno, že vyvinuté testy jsou do značné míry použitelné v čínštině. Dále bylo prokázáno zastoupení všech čtyř aspektových tříd v čínštině. Pokud jde o ‚accomplishmenty‘, vlastnost [+ teličnost] musí být vyjádřena pomocí výsledkových komplementů bez ohledu na druh předmětu. Pokud jde o ‚achievementy‘, vlastnost [+ teličnost] může být vyjádřena bez použití výsledkových komplementů a interpretace vlastnosti [fáze] je ovlivněna povahou předmětu.

**Klíčová slova:** čínština, aspekt, Vendler, aspektové třídy, slovesa

**Shrnutí práce:** 76 stran, 133 790 znaků, 34 zdrojů použité literatury, 1 příloha

## Acknowledgment

I would like to express my deep and sincere gratitude to my thesis supervisor Joanna Ut-Seong Sio, Ph.D., for providing invaluable guidance throughout this research. I would also like to thank her for her empathy, patience, kind treatment, and time which she provided to me during writing this thesis.

My completion of this thesis could not have been accomplished without the support and valuable comments of Chinese native speakers Wèilín 魏林, Lǐ Áng 李昂, Lǐ Wèi 李伟, Cūi Chánghuì 崔长慧, Lǚ Lìhuá 吕利华, Chénjìng 陈静. I am gratefully indebted to their help on this thesis.

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## Editorial Note

Chinese characters are presented in simplified form jiǎntǐzì 简体字. Pīnyīn 拼音 is used as the romanization system, as per standard practice.



## 1 Introduction

This thesis discusses the aspectual classes of Chinese verbs. The theory of aspectual classes of English verbs first outlined in Vendler (1957) distinguishes verbs into four types: ‘states’, ‘activities’, ‘accomplishments’, and ‘achievements’. Two properties [+/- stages] and [+/- telic] are key factors in determining a verb’s aspectual class. Vendlerian classification has set the course for aspectual research in the grammar of natural languages. Vendler (1957) presents a classification based on the characteristics of English verbs. Despite the fact that the theory is expected to be language-neutral, application of such a classification to other languages are not always straightforward. The same classification has been successfully applied to Arabic (Fassi Fehri and Vinet, 2006), Russian, Polish, and French (Smith, 1991). However, its application to Chinese is controversial. Basciano (2015) discusses the aspectual classes of Chinese verbs and says that the situation with state verbs and activity verbs is straightforward in Chinese, but the existence of accomplishments and achievements is problematic. Based on the previous studies (Tai, 1984; Soh and Kuo, 2005), Basciano (2015) claims that achievement verbs have to be followed by resultative complements and regarding accomplishment verbs, the nature of the accompanying object is the most important. The property that distinguishes objects is whether the object can be named the same both during the process and after reaching their end point, e.g., *yí ge dāngāo* 一个蛋糕 ‘a cake’ versus *yì fēng xìn* 一封信 ‘a letter’. Soh and Kuo (2005) claim that the type of object (‘no partial’ or ‘allow partial’ object) has an influence on determination of telicity. For further details, see Chapter 2.3.2.2. According to Tai and Chou (1975) and Chu (1976), the aspectual property of Chinese action verbs is not expressed in their lexical structure and there is a need of adding separate devices on the syntactic level. The separate syntactical devices are resultative complements. The feature [+ telic], which is common to accomplishments and achievements, signals that a verb has an end point. Tai and Chou (1975) and Chu (1976) claim that [+ telic] verbs are compounds where the first part is the verb and the second part indicates the result, e.g., ‘find’ in English is an achievement verb, as in ‘I found the book.’, and in this usage, ‘find’ should be translated as *zhǎo-dào* 找到 ‘seek-arrive’ (Tai and Chou, 1975, p. 52). In Chinese, the first character, *zhǎo* 找, expresses the action and the second character, *dào* 到, expresses the attainment. This phenomenon is discussed in detail in Chapter 2.3.1.

The goal of this thesis is to devise tests for such classes for Chinese and investigate the manifestation of the four aspectual classes of verbs in Chinese, especially for accomplishments and achievements. The meaning of English accomplishments and achievements can certainly be expressed in Chinese, given that all languages are assumed to have the same expressive power. However, the aspectual meaning of an end point in English is a part of the lexical structure of accomplishments and achievements. In Chinese the question is whether accomplishments and achievements need to have an explicit resultative complement to express an end point.

The thesis is divided into two main parts: a theoretical part and an analytical part. The theoretical part presents a theoretical background for the study of aspect. Theories on English aspectual classes as well as on Chinese are discussed. The analytical part deals with the application of aspectual tests on Chinese verbs. Our investigation involves the following steps. A list of verbs in English in each aspectual class was compiled. These verbs were then translated into Chinese. A selection of tests for aspectual classes in English was translated into Chinese, and these tests were applied to Chinese verbs. Native speakers' judgments were consulted for grammaticality.

The study shows that the translated tests are largely applicable, and the classes of accomplishment and achievement verbs are indeed problematic (agreeing with previous works on the topic). Chinese accomplishment verbs have to be followed by a perfective verbal suffix, e.g., -le 了 or resultative complement, e.g., -wán 完 'finish', -hǎo 好 'complete', to express their end point. Chinese achievement verbs in some cases do not have to use resultative verbal complements, and the interpretation of [stages] is influenced by the nature of the object.

There are also few problems that emerged during the judging of the grammaticality of Chinese sentences by native speakers. Even though all of the native speakers were asked for grammaticality judgment according to the standard variety of Chinese, the judgements were sometimes unclear and different. All our informants were from provinces around the capital Beijing, but it is probable that local dialectal differences have influenced their judgments of sentences.

## 2 Theoretical Part

### 2.1 Morphological Typology of Languages

Morphological typology of languages is a categorization of languages according to internal structures of verbs and nouns (Moravcsik, 2013). Morpheme is the smallest element in language that carries a meaning (Li and Thompson, 1981). The feature that differentiates languages is the way morphemes are combined to form words. The main categories are isolating/analytic languages and synthetic languages. Synthetic languages are further divided into agglutinative (which has a subcategory of polysynthetic languages), and fusional languages (Moravcsik, 2013). Isolating/analytic languages are those that have mostly monomorphemic words. There are no plural affixes on nouns or agreement affixes on verbs. Examples of isolating/analytic languages are Chinese and Vietnamese. In synthetic languages, words are formed by adding affixes to a root morpheme. Such words consist of two or more morphemes. An example of a synthetic language is English. The subcategory of synthetic languages, agglutinative languages, are those where words contain several morphemes, i.e., a root and affixes. The affixes can be separated from the root and the grammatical meaning of affixes remains the same. Each morpheme stands for one grammatical meaning. Example of agglutinative languages include Swahili and Turkish. Fusional synthetic languages have morphemes that are fused together. For example, the affixes contain the meaning of all person, number, and tense, and their meanings cannot be separated. The meanings are all fused into one affix. Examples of fusional synthetic languages are Czech and Spanish. The subcategory of agglutinative languages, polysynthetic languages, have a rich word morphology. A polysynthetic word can take ten or more affixes to carry a semantic meaning that is expressed in English by a sentence. Examples of polysynthetic languages are native languages of North America, e.g., Mohawk, Cherokee, and Menominee (Fromkin, Hyams, Hummel, 2018). The classification of individual languages into these types is given by the features that prevail in a language, and almost no language belongs only to one category (Moravcsik, 2013).

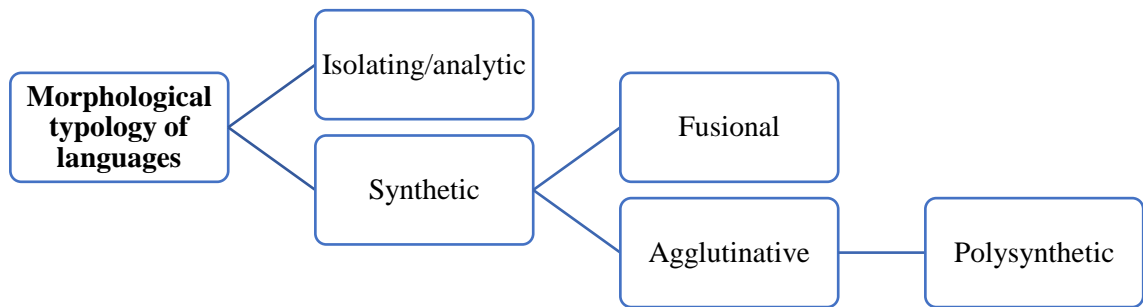
Chinese is dominantly understood as an isolating language because one typical Chinese word is made of one single morpheme. It is important to note that in Chinese there are a lot of compound words, however the number of affixes in Chinese is limited. It is not an easy question as to what can be considered as a word in Chinese. Each Chinese character represents one syllable in a spoken language, thus if one Chinese character is

understood as a word then Chinese is strictly monosyllabic. However, the meaning of a word relates to the syntactically and semantically independent unit in the spoken language. The word is not integral with a written symbol. In Chinese there are polysyllabic forms that stand for single words. Some of the polysyllabic forms can be further divided into morphemes, e.g., nánkàn 难看 ‘ugly’ can be divided into morpheme nán 难 ‘difficult’, and morpheme kàn 看 ‘look at’. Some of the polysyllabic forms cannot be divided into morphemes, e.g., kùzi 裤子 ‘pants’. In view of this, words in Chinese is not bound to a written form, but to syntactic and semantic independence as well as integrity. Classical Chinese was a monosyllabic language; however, Modern Chinese is polysyllabic because the number of homophonous syllables has increased and the need of distinguishing their meanings has led to an increase of polysyllabic words, compounds (Li and Thompson, 1981).

The way of expressing time relations divides languages into two categories, namely ‘tense languages’ and ‘aspect languages’ (Xiao and McEnery, 2004). Regarding tense languages, such as English, one word contains the meaning of tense and the grammatical aspect. In English there are inflectional affixes that express both tense and aspect, for example, the suffix ‘-ing’, as in ‘He is running.’, is a marker of the progressive aspect, the suffix ‘-ed’, as in ‘He helped him.’, signalizes the past tense. The second category, aspect languages (such as Chinese), typically expresses tense on the lexical level by for example adverbs of time (Xiao and McEnery, 2004), e.g., zuótiān 昨天 ‘yesterday’. In Chinese, there are no suffixes to express tense as in English. Aspect can be grammatically marked by bounded morphemes such as the perfective suffix -le 了, the durative suffix -zhe 着, and the experiential suffix -guo 过. With respect to adding the phase or the result of the action, the resultative part of the event is expressed by an extra morpheme, the so-called resultative verbal complement, for example -wán 完 ‘finish’, -hǎo 好 ‘complete’ (Li and Thompson, 1981). For further information see Chapter 2.3.1.

To recap, in this section the morphological typology of languages was introduced. Types of languages are differentiated by internal structures of verbs and nouns and the way the languages combine morphemes into words. English and Chinese belong to different language types. English is a synthetic language, tense and aspect are expressed by suffixes on verbs. Chinese, on the other hand, is an isolating/analytic language, which has a limited number of affixes. Tense is expressed on the lexical level and aspect is

expressed by suffixes or resultative verbal complements. The classification according to Moravcsik (2013) can be summarized in the figure below.



*Chart 1 Morphological typology of languages (Moravcsik, 2013)*

## 2.2 Verb Classification

According to Comrie (1976), ‘tense relates the time of the situation referred to some other time, usually to the moment of speaking’ (p. 1, 2). Generally speaking, in many languages there are three basic tenses – past, present, and future. Tense and aspect are both connected with time, however in different ways. Tense is related to the external time of a situation, whereas aspect focuses on the situation’s internal structure. Even though the terms ‘perfective’ and ‘imperfective’ are traditionally connected with tense, the opposition between them is more on the level of aspect than on the tense level (Comrie, 1976). Aspect can be further divided into viewpoint aspect and situation aspect. The former is syntactic and deals with the internal temporal constituency of a situation. The latter is lexical and deals with the internal structure of a situation (Soh, 2015).

### 2.2.1 Viewpoint Aspect

Perfectivity is often described as a completed action, and verbs are considered perfective only when the action is terminated or successfully completed (Comrie, 1967). On the other hand, imperfectivity is described as a part of a situation without the information about its initial end point (Soh, 2015). Imperfectivity can be divided into subclasses. The first subdivision concerns ‘habitual’ and ‘continuous’ aspect. Generally speaking, the habitual aspect is used when describing repetitive situations that are always in the past tense (Comrie, 1976). However, Comrie (1976) disagrees with this simple definition because the repetitive situation should be viewed as a series of single situations which are completed, thus perfective. Another problem is, despite the fact that there is no iterativity, the habitual forms can still be used (Comrie, 1976). Comrie (1976) thinks that the habitual aspect is related to habits, which do not have to be iterative. Habits last for a longer period of time and the process is the same throughout the entire period.

Continuous aspect can be subdivided into ‘progressive’ and ‘non-progressive’. Progressiveness is imperfective and is not habitual. In other words, progressiveness has the same meaning as continuousness (Comrie, 1976).

With respect to progressiveness, verbs can be divided into two classes, the first one can take a progressive form and the second cannot. This division is similar to the distinction between stative and nonstative verbs. For stative situations it is significant that during the entire situation the phases are the same, there is no change throughout the outgoing situation without effort, and to change the state there has to be a dynamic

element. Thus, stative verbs cannot be used in progressive (Comrie, 1967). If it is possible to answer questions such as ‘what happened?’ or ‘what is happening?’, the verb is nonstative, i.e., dynamic. It is important to treat the verb not on its lexical level, but on the sentence level because depending on contexts the verb can belong to both categories, e.g., the verb ‘be’ in the sentence ‘he is silly’ is stative, however in ‘he is being silly’ the verb is nonstative. English verbs of inner perception, like ‘see’, ‘hear’, cannot be used in progressive, e.g., ‘\*I am seeing you’ is not grammatical (Comrie, 1976). From verbal aspectual categories, activities, achievements, active accomplishments, and semelfactives are dynamic and states are stative (Van Valin, 2006). There are also states that can be used in perfective, that way their meaning includes a dynamic element, and both inception and termination, e.g., ‘stand’ in English is a stative verb that can be used in perfective, as in ‘I stood there for an hour’ (Comrie, 1976, p. 50). However, this is not applicable to all languages, some of them cannot use perfective with states (e.g., West African languages such as Igbo and Yoruba), some others have verbs that can be used that way (e.g., Georgian). On the other hand, dynamic situations include a change, and to preserve it to remain the same, there has to be an effort. When speaking about punctual situations, it is obvious that they involve a change, and for that reason, they are considered as dynamic situations as well. Progressiveness contains nonstativity and continuousness (Comrie, 1967).

In sum, in this section the viewpoint aspect was described. A perfective action is completed; an imperfective aspect refers to a part of a situation without referring to an end point. Imperfective aspect can be further divided into subgroups, where continuous aspect divide verbs into stative and nonstative. Stative verbs describe homogenous situations that are not expressed in progressive, however nonstative, i.e., dynamic, verbs can be used in progressive as well. The classification according to Comrie (1967) can be summarized in the figure below.

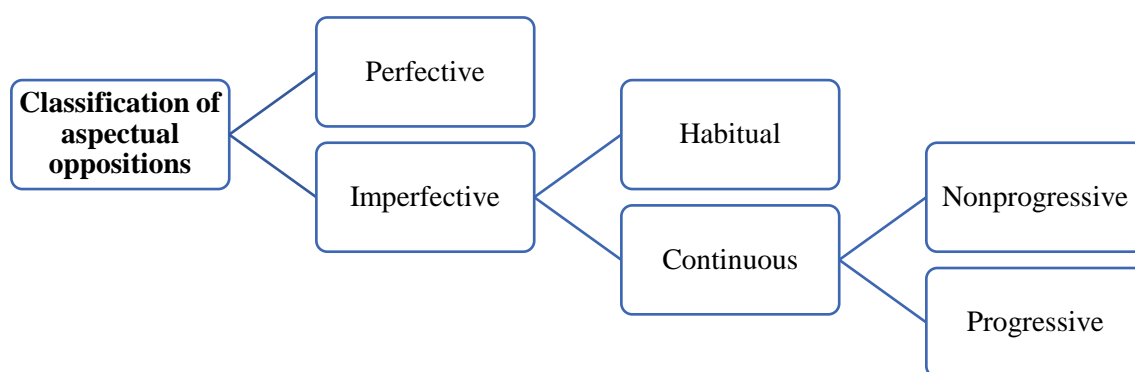


Chart 2 Classification of aspectual oppositions (Comrie, 1976)

### 2.2.2 Situation Aspect

The most commonly used categorization of situation aspect, also known as ‘aktionsart’, ‘lexical aspect’, or ‘event structure’, was made by Zeno Vendler (Soh, 2015). Vendler categorized English verbs in their dominant use into four categories, namely ‘states’, ‘activities’, ‘accomplishments’, and ‘achievements’ (Vendler, 1957). His four categories are based on two binary oppositions that are represented by the opposition between [+/- stages] (continuous tense) and [+/- telic] (end point) (Vendler, 1957). The basic features to categorize verbs are described below.

	[stages]	[telic]
<b>Activities</b>	+	-
<b>Accomplishments</b>	+	+
<b>Achievements</b>	-	+
<b>States</b>	-	-

Table 1 Aspectual classes of verbs

The first feature [stages] categorizes verbs into two groups: [+ stages] and [- stages]. Whether a verb is [+ stages] or not in English is expressed by the possibility of it in the progressive (i.e., ‘-ing’). This possibility signifies that the process consists of consecutive phases following one another in time. On the other hand, verbs, which cannot be used in progressive, are not considered [- stages]. The feature [stages] distinguishes activities and accomplishments, which are [+ stages] from achievements and states, which are [- stages]. The second feature [telic] deals with the end point of an event and distinguishes accomplishments and achievements, which are [+ telic] from activities and states, which are [- telic]. Garey (1957) devises a question that can differentiate telic situations from atelic. The answer to the question ‘if one is *verbing* but interrupted while *verbing*, has one



*verbed?*' (Garey, 1957, p. 195) is the key to find out the feature [+/- telic]. With atelic verbs the answer is yes, with telic verbs the answer is no. This test works with the homogeneity throughout the whole process. For example:

- I. If one is singing but interrupted while singing, has one sang? Yes. ([- telic] verb)
- II. If one is making a chair but interrupted while making a chair, has one made a chair? No. ([+ telic] verb)

Another way to recognize the telicity of a verb is the '*for*-adverbial' and a '*in*-adverbial' tests. Atelic situations are compatible with the temporal adverb '*for*-adverbial', e.g., 'walk' in English is an activity verb, as in 'John walked for an hour'. On the other hand, telic situations are compatible with the temporal adverb '*in*-adverbial' test, e.g., 'write a letter' in English is an accomplishment verb, as in 'John wrote a letter in an hour' (Xiao, McEnery, 2004).

States do not have stages and are atelic, these features indicate that state verbs cannot be used in continuous tense and do not have an end point. Basically, state verbs are time instants in an indefinite and nonunique sense. In other words, they are durative (Vendler, 1957). State verbs describe static situations that are not temporally restricted, therefore they are atelic (Van Valin, 2006). State verbs indicate shorter or longer periods of time or habits, including occupations, dispositions, and abilities. States can last for example for an hour, or an agent can spend an hour doing the activity (Van Valin, 2006). States are further subdivided into two groups – 'specific states' and 'generic states'. The verbs that describe professions or habits in which the agent does not have to participate at all times, e.g., 'painting' (the agent is a painter), 'smoking' (the agent is a smoker), are specific states. On the other hand, states, in which the agent is never actually performing, e.g., 'ruling' (the agent is ruler), are generic states. These subgroups were first mentioned by Ryle (Vendler, 1957).

Activities have stages and are atelic, these features signify that activity verbs allow continuous tenses, and both the terminal point and length of the action are not specified (Vendler, 1957). The fact that activities are possible to use in the progressive indicates that an activity verb can last for a period of time, for example an hour, or an agent can spend an hour doing the activity. For activity verbs it is significant that every period within the action is the same as the whole, in other words the action goes in time in a

homogenous way (Vendler, 1957). Activity verbs can be stopped or protracted at any time without the change of the meaning of the verb, e.g., if John is swimming and he is stopped during swimming, it is true that 'John has swum.'. Atelic verbs, such as activities, do not have an end point and in other words they are not completed (Comrie, 1967). Even if it is not expressed, English activity verbs in their logical structure have hidden 'do', e.g., '(do) eat' (Van Valin, 2006).

Whether a verb belongs to the group of activities can be tested by the question 'For how long did you (verb)?' (Vendler, 1957). The test shows whether the verb is atelic is that the situation in an imperfective form and the same one in a perfective has the same result. For example, if Mary is running, it is possible to say that 'Mary has run', thus the verb is atelic. However, if John is writing a letter, then he has not written the letter, the test shows that the verb is telic (Comrie, 1967). Van Valin (2006) creates an extra test for activity verbs. Activity verbs can be used together with adverbs such as 'vigorously', 'gently', 'strongly', 'violently', and 'energetically' because activity verbs involve dynamic action that can be modified by these adverbs. The adverbs 'quickly', 'slowly', and 'rapidly' can modify verbs that are not punctual and involve temporal duration such as activity verbs (Van Valin, 2006).

Accomplishments have stages and are telic, what it means is that accomplishment verbs are compatible with the progressive aspect but in contrast with activities, they have an end point or 'climax', i.e., accomplishment verbs are temporally bounded, [+ telic] (Vendler, 1957). Accomplishments describe changes of state that are not punctual (Van Valin, 2006). The difference between activities and accomplishments is, that for accomplishments it is necessary to cover the entire action which takes a certain amount of time with a given end point, while activities describe the action without an inherent end point. In other words, accomplishment verbs involve definite time periods in a unique sense. Despite the fact that the process is homogenous until reaching the end point of the situation, the end point differs from the whole process and due to this fact, accomplishments belong to a different group than activities (Vendler, 1957). Even though activities and accomplishments have stages, the interpretation of activity verbs and accomplishment verbs is different due to the presence of an end in the latter. In English 'run' is an activity verb and John is running means that 'John has run'. On the other hand, the accomplishment verb 'build a house' in the sentence 'he is building a house' does not

indicate that 'he has built a house.' Accomplishment verb in progressive refers to the process of reaching the end point (Rothstein, 2004).

For the same class of verbs that Vendler calls accomplishments, Comrie (1967) uses the term 'telic situations' which was first used by Garey (1957). Telic situations are those which include a process that leads up to a defined terminal point. After reaching the terminal point, the situation cannot continue. It is important to mention that there is a difference between accomplishments and telic situations. Accomplishments are verbs which already reached their end point, on the other hand telic situations are those that are expected to reach the specific end point, in other words there is no need for the verb to be perfective (Comrie, 1976). The possibility of answering the question 'how long did it take to (verb)?' indicates that the verb belongs to the group of accomplishments, however, the verb has to be compatible with progressive at the same time (Vendler, 1957). Accomplishments can appear in sentences with the temporal adverbial 'in an hour' (Van Valin, 2006).

Active accomplishments are a subcategory of accomplishments presented by Van Valin (2006). Van Valin (2006) describes active accomplishments as activity verbs in their telic use. Active accomplishment verbs compose of two parts, the first part is an activity predicate, the second part indicates the change of state that makes the verb telic. The subcategory is further divided into 'verbs of motion' and 'verbs of consumption and creation'. Verbs of motion are completed when an agent arrives at a specified location, in other words, there is a change of former location, e.g., 'run to a park'. Verbs of consumption and creation are completed when an object is completed or created, there is a change of state, e.g., 'write a poem'. Van Valin (2006, p. 156) notes that activity verbs and active accomplishment verbs can be differentiated by the choice of the object. The object expressed by a generic noun, e.g., 'Pat drank beer', makes a verb 'drink' an activity. On the other hand, the object expressed by a non-generic noun, e.g., 'Pat drank a beer', makes a verb 'drink' an active accomplishment verb. According to Van Valin (2006), active accomplishments can be used with adverbs like 'quickly', 'slowly', and 'rapidly' because the adverbs modify non-punctual verbs that involve temporal duration.

Achievements do not have stages and are telic, thus achievement verbs cannot be used in the progressive tense and have an end point. In other words, achievement verbs are used to describe time instants or definite moments that are unique and definite

(Vendler, 1957). Comrie (1976) adds that the achievement situation is composed of moments where the last moment before the terminal point is different and there is nothing between those two moments that intervene them. For that reason, Comrie (1976) claims that achievements are not durative but punctual. Punctuality means that a situation does not have any duration. It takes place momentarily and has the same meaning as 'perfectiveness'. The opposite of punctuality is durativity, which refers to ongoing situations, and the synonym of durativity is 'continuousness'. Achievements indicate a change of state that cannot occur for the second time, and the change can be realized only with a different subject (Van Valin, 2006). Verbs in the class of achievements cannot be used in imperfective forms (Comrie, 1976). The questions used to identify achievement verbs are 'at what time did you finish (verb)?' or 'at what time did you (verb)?' (Vendler, 1957).

It should be noted that although Vendler (1957) claims that achievements are [- stages], thus cannot be used in progressive, there are achievement verbs that can be used in progressive (Smith, 1997). According to Smith (1997), achievements incorporate the process, the preliminary stage, before the change of state, the end point. For example, to 'win a race' the running is required before winning the race (Smith, 1997, p. 31). Achievements used in progressive do not focus on internal stages, however, the focus is on the preliminary stages. In other words, the progressive signifies that the process is approaching to the end point (Smith, 1997).

Comrie (1976) introduces the new category 'semelfactives', which is generally accepted as a fifth verbal aspectual category. Semelfactives are represented by verbs which are punctual, perfective, and telic. Semelfactives do not have a result state therefore cannot be used as resultative adjectival modifiers, e.g., '\*the flashed light' (example from Van Valin, p. 161). Semelfactive verbs neither have a result state, nor a change of state, in other words the action can be repeated several times with the same subject (Van Valin, 2006). A typical example of a semelfactive is the verb 'to cough', specifically one single cough, and its equivalents in other languages. On the contrary, a series of coughs are considered as durative and iterative situations (Comrie, 1976). Other examples of semelfactives are 'to flash', 'to sneeze', 'to tap', and 'to glimpse' (Van Valin, 2006).

The null hypothesis is that above-mentioned verbal aspectual categories apply to verbs in any natural language; however, linguists claim that in different languages there

are different criteria to define verbal categories (Verkuyl, 1989). The universal criteria in determining a verb's aspectual class in the majority of languages are boundedness, durability, and dynamicity, using Vendler's terminology [+/- stages] and [+/- telic].

While Vendler's theory is the most widespread, there are subsequent revisions from other linguists. Kenny (2003) claims that there are only three verbal classes – states, activities, and performances. The last group of verbs joins together Vendler's accomplishments and achievements because they are specified by their end points and both can be used in progressive. In Kenny's (2003) classification, states are the only class of verbs which cannot be used with the progressive.

According to Verkuyl (1989), objects have an influence on the aspect of verbs, their presence in a sentence means that verbs cannot be classified only on their lexical level. It is important to look at the higher level of sentential structure – firstly at a verb phrase which contains objects and secondly to the subject of the sentence, which has an impact on the aspect to the whole sentence. On the grounds that aspect is a complex sentential property, Verkuyl (1989) analyses verbs within the sentence, not only on their lexical level. For example, when analysing the verb 'run' on its verbal level, it seems to be an activity verb, however, if we add the object, e.g., 'run a mile', the verb then becomes an accomplishment. Verkuyl (1989) thinks that Vendler's criteria are not refined enough, e.g., the difference between agentivity and temporal properties of situations is not clear. To make the distinction clearer, Verkuyl works with two more parameters, namely [+/- process] and [+/- definite]. When the process is going on in time [+ process], it is considered as stretch, if it is not going on in time [- process], it is considered as instant. According to those two parameters, states are instant, indefinite temporal entities, activities are stretch, indefinite temporal entities, achievements are instant, definite temporal units, and accomplishments are stretch, definite temporal units.

Comrie (1967), Dowty (1972) and Verkuyl (1972) argue that a verb cannot be classified independently, the subject and the object need to be taken into account. They also suppose that because of the wrong method of verb's classification, Vendler (1967, p. 104) had a problem with the analysis of certain verbs, e.g., 'see'.

To sum up, in this section Vendlerian verb categories were described. For each of the category, the typical features based on oppositions [+/- stages] and [+/- telic] were described, see Table 1. The feature [stages] distinguishes verbs that can be used in

progressive [+ stages] and verbs that cannot be used in progressive [- stages]. The feature [telic] divides verbs that can be used with temporal adverb ‘*in*-adverbial’ [+ telic] and verbs that can be used with temporal adverb ‘*for*-adverbial’ [- telic]. The revisions from linguists were introduced. Regarding achievements, Smith (1997) claims that achievements are [+ stages] because the progressive can be used. Comrie (1976) adds the category of semelfactives that include verbs that are punctual, perfective, and telic. Unlike Vendler (1957), Verkuyl (1989) suggests working with verbs on a sentential level to avoid ambiguity in analysing verbs.

## 2.3 Chinese and Verb Classification

### 2.3.1 Viewpoint Aspect

Chinese is an aspect language, which means that time relations are not expressed morphologically but lexically. The example of lexical items that denote tense are adverbs of time, e.g., *jīntiān* 今天 ‘today’. Aspect languages such as Chinese do not mark tense, however they grammatically mark an aspect (Xiao and McEnery, 2004). In both Arabic and Chinese there are verbs without reference to the specific point in time, therefore they are considered to be set in the present moment, thus those verbs express relative tense (Comrie, 1976). Regarding viewpoint aspect, there are several ways to express it in Chinese. The most common way is to use aspect markers, e.g., -le 了, -zhe 着, -guo 过 (Comrie, 1976). The mentioned aspect markers are always tied to verbs and cannot stand alone. They are called verbal suffixes. Other ways to express perfectiveness in Chinese are verbal reduplication and resultative verb complements that mark completeness (Xiao, McEnery, 2004).

The aspect marker to be discussed is the verbal suffix -le 了. The suffix expresses a perfective situation. In a negative sentence where the verb is followed by the verbal suffix -le 了, it is obligatory to use the negative particle *méi*(you) 没有 instead of *bù* 不. The negative *méi*(you) 没有 is used to negate perfective situations (Comrie, 1976). Soh (2015) adds that the verbal suffix -le 了 cannot be used in stative sentences. All types of verbs can be used with the verbal suffix -le 了, however, when speaking about states (e.g., ‘love’) there is a need of using time period that delimit their duration, e.g., *tā ài-le Mǎlǐ sān nián*. 他爱了玛丽三年 ‘he loved Mary for three years’. Regarding activities, if the verbal suffix -le 了 is used, it is obvious that there is a termination of the event. However,

the suffix cannot be used together with the progressive marker (zhèng)zài 在 ‘right now’ that is placed in the position before the main verb (Comrie, 1976), or with habitual adverbs, e.g., měitiān 每天 (Fassi Fehri and Vinet, 2008).

It is important to note that the same Chinese character le 了 is also a sentence-final particle, which has a different function from the perfective verbal suffix -le 了. The use of the sentence-final particle le 了 is diverse and its semantic and pragmatic functions are controversial. Some of its functions include to express the current state, e.g., tā chū-qù mǎi dōngxi le 她出去买东西了 ‘she has gone shopping’ (Li and Thompson, 1981, p. 240); or to express a change of state, e.g., tā zhīdao nèi ge xiāoxi le 她知道那个消息 ‘she knows about that piece of news now (she did not before)’ (Li and Thompson, 1981, p. 245).

The second marker that indicates the perfectiveness of the verb, specifically the experience in past, is the marker -guo 过 (Comrie, 1976), e.g., nǐ chī-guo yúchì méi you? 你吃过鱼翅没有? ‘have you ever eaten shark’s fin?’ (Comrie, 1976, p. 59). Another verbal suffix that indicates the change of the aspect to progressive is -zhe 着 (Comrie, 1976), e.g., tā tīng-zhe yīnyuè 他听着音乐 ‘he is listening to music.’. The suffix -zhe 着 indicates imperfective progressive aspect without referring to an end point (Soh, 2015). Another function of the suffix -zhe 着 is to express that two events take place at the same time. Such sentence describes a situation when something happens while doing something, e.g., xiǎo gǒu yáo-zhe wěiba pǎo le 小狗摇着尾巴跑了 ‘the small dog ran away wagging its tail.’ (example taken from Li and Thompson, 1981, p. 223).

Verbs can change their aspect from imperfective to perfective by using the event classifier gè 个, e.g., yóuyǒng 游泳 ‘swim’ is imperfective, but yóu gè yǒng 游个泳 ‘do a (single event of) swimming’ is perfective (examples from Fassi Fehri and Vinet, 2008, p. 76). Since the event classifier is used to express perfective situations, it cannot be used with markers of imperfectivity, such as the adverb (zhèng) zài 正在 ‘right now’ and -zhe 着 (Fassi Fehri and Vinet, 2008).

Resultative verb complements are modifiers that signalise completeness (Xiao, McEnery, 2004). Verb followed by a resultative complement form a resultative compound that shows the result of a state or a phase, in other words, resultative compound

consists of two semantic units, the action and the result (Chang, Liu and Shih, 1994). In Chinese, three types of resultative complements are defined. Completive resultative complements, e.g., -wán 完 ‘finish’, -hǎo 好 ‘complete’. Result-state resultative complements, e.g., shā-sǐ 杀死 ‘to kill’. The verb shā 杀 itself means ‘to kill’ and the resultative complement -sǐ 死 indicates the state ‘to be dead’ (Xiao and McEnery, 2004). Directional resultative complements, e.g., pǎo-chū 跑出 ‘run out’. The first syllable pǎo 跑 ‘run’ expresses the action, the second syllable -chū 出 ‘out’ the direction (Li and Thompson, 1981).

The common completive resultative complement -hǎo 好 is translated differently in different contexts, for example in the compound zuò-hǎo 坐好 ‘sit well’ there is a reference to an achievement of adequate result. On the other hand, in the compound zuò-hǎo 作好 ‘finish doing’ there is a reference to the achievement of completion. Although the meaning of complements -hǎo 好 and -wán 完 are very close, in the first usage, in addition to finishing the action, it also encodes the quality of the result (Chang, Liu and Shih, 1994).

In English, result-state resultative complements, can be expressed by means of adjectives, e.g., ‘pushed the door open’, or resultative particles, e.g., ‘pull the cart over’ (Xiao and McEnery, 2004). If we look at this phenomenon in terms of morphological typology of languages, the resultative compound shows clear features of the analytic language, where each word/character has a semantic meaning (Chang, Liu and Shih, 1994).

To sum up, in this section the expression of the viewpoint aspect in Chinese was presented. The most common aspect markers as the perfective suffix -le 了, the past experience suffix -guo 过, and the imperfective progressive suffix -zhe 着 were described. Progressive can be also expressed lexically by the adverb (zhèng) zài 正在 ‘right now’. The resultative verbal complements, e.g., -wán 完 ‘finish’, -hǎo 好 ‘complete’, -sǐ 死 ‘to be dead’, -chū 出 ‘out’ that indicate the result, state, or direction of the verb were described.



### 2.3.2 Situation Aspect

Basciano (2015) claims that the classification of Chinese verbs is not problematic regarding states and activities. The question of whether accomplishments and achievements exist in Chinese, however, is debatable. According to several studies to which Basciano (2015) refers, the main question in terms of achievements and accomplishments is whether it is possible to have achievement and accomplishment verbs in Chinese that is not modified by a resultative complement.

Tai and Chou (1975) and Chu (1976) assume that Chinese verbs can express aspect only when they are used together with other syntactic devices, Chinese verbs do not mark aspect on their lexical level. Tai (1984) adds that there are only three aspectual classes in Chinese – activities, states, and results, where results refer to a verb together with a resultative complement. The theory that combines Vendler's accomplishments and achievements in English into one class was introduced by Kenny (2003).

#### 2.3.2.1 *States and Activities*

Regarding Vendlerian aspectual classes in Chinese, a lot of linguists (e.g., Shi, 1988; Tai and Chou 1975; Chu, 1976) agree that there are state and activity verbs. The classes of Chinese states and activities are similar as in English.

Shi (1988) supposes that Chinese verbs can be divided into two big categories – primitive and complex. The primitive category contains states and activities and the complex category contain accomplishments and achievements. Accomplishments are verbs that describe a change of state verbs, achievements are activities with the end point.

#### 2.3.2.2 *Accomplishments and Achievements*

There are numerous linguistic theories on the problem of achievements and accomplishments in Chinese, however, the question of whether all Vendlerian aspectual classes exist in Chinese remains controversial.

Regarding accomplishments in Chinese, there is a difference in comparison with English. English accomplishment verb followed by quantized object results in telicity (Verkuyl, 1972; Krifka 1998), however in Chinese a quantized object does not indicate the completion of the event (Basciano, 2015). This is illustrated in the following examples (III a. and b.), taken from Basciano (2015):

- III. a. 我昨天写了一封信，可是没写完。  
 Wǒ zuótiān xiě-le yí fēng xìn, kěshì méi xiě-wán.  
 I yesterday write-LE<sup>1</sup> one CL<sup>2</sup> letter, but not write-finish  
 ‘I wrote a letter yesterday, but I did not finish it.’  
 b. \*<sup>3</sup>‘John wrote a letter yesterday, but he did not finish it.’

Soh and Kuo (2005) sort objects according to their characteristics. The first type is ‘no partial’ objects that cannot be understood as complete without reaching its end point, e.g., yí ge dàngāo 一个蛋糕 ‘a cake’. If the process of baking a cake is stopped before it reaches its end point, the object, i.e., a cake, cannot be regarded as a cake. The second type are ‘allows partial’ objects that can be named the same in the process and also after reaching their end point, e.g., yì fēng xìn 一封信 ‘a letter’. If the process of writing a letter before it reaches its end point, the object, i.e., a letter, can be considered as a letter. It is also worth noting that those types of objects act differently with creation and non-creation verbs. A non-creation verb, e.g., chī 吃 ‘eat’, followed by a ‘no partial’ object does not require completion. For example (Soh and Kuo, 2005):

- IV. 他吃了那个蛋糕，但是没吃完。  
 Tā chī-le nà ge dàngāo, dànshì méi chī-wán.  
 he eat-LE that GE<sup>4</sup> cake, but not eat-finish  
 ‘He ate that cake, but he did not finish it.’

On the other hand, a creation verb, e.g., zuò 做 ‘make’, followed by a ‘no partial’ object express completion (Basciano, 2015). For example (Soh and Kuo, 2005):

- V. \*他做了一个蛋糕，可是没做好。  
 Tā zuò-le yí ge dàngāo, kěshì méi zuò-hǎo.  
 he make-LE one GE cake, but not make-complete<sup>5</sup>  
 \*‘He baked a cake but did not finish baking it.’

On the basis of the above-mentioned observations, Basciano (2015) claims that in Chinese there are both activities and accomplishments, and that they can be differentiated according to their objects.

Regarding Vendlerian verb classes, Fassi Fehri and Vinet (2008) do not agree with Tai (1984) and Lin (2004), who think that there are only two basic verbal categories – activities and states, and that achievements and accomplishments are derived from the

<sup>1</sup> -LE – perfective verbal suffix

<sup>2</sup> CL – classifier

<sup>3</sup> \* – ungrammatical sentence

<sup>4</sup> GE – general classifier

<sup>5</sup> ‘Hǎo 好’ literally means ‘good’, as a resultative complement the translation ‘complete’ (Xiao, McEnery, 2004) is used.

basic categories. Fassi Fehri and Vinet (2008) provide examples to show that it is possible to have Chinese accomplishment and achievement verbs that are not compositional. However, Tai (1984) and Lin (2004) claim that majority of Chinese telic verbs are not monomorphemic, even if there are some exceptions. On the other hand, accomplishments together with the perfective verbal suffix -le 了 are understood as terminated but not completed, it means that it is not obvious whether the event reached its end point (Fassi Fehri and Vinet, 2008).

Soh and Gao (2006) also claim that when an accomplishment verb is followed by both resultative complement and perfective verbal suffix -le 了, not only termination of an event is indicated, but also the completion. This can be illustrated when the verb, a resultative complement, and the perfective verbal suffix -le 了 cannot be followed by a sentence that signifies that the event is not complete. The following example is taken from (Soh and Gao, 2006, p. 109):

- VI. \*我昨天写完了一封信，可是没写完。  
 Wǒ zuótiān xiě-wán-le yì fēng xìn, kěshì méi xiě-wán.  
 I yesterday write-finish-LE one CL letter, but not write-finish  
 ‘I wrote a letter yesterday, but I did not finish writing it.’

Soh and Gao (2006) show the existence of achievement verbs based on different interpretations of the verb when using verbal suffix -le 了. Regarding activities, the suffix signals the termination, on the other hand, regarding achievements, the suffix signals that the verb already reached its end point. This difference is illustrated in the following examples, taken from Soh and Gao (2006):

- VII. 他游了泳。(activity verb)  
 Tā yóu-le yǒng.  
 he swim-LE swim  
 ‘He swam.’
- VIII. 他们刚刚到达了山顶。(achievement verb)  
 Tāmen gānggang dàodá-le shāndǐng.  
 They just reach-LE top of the mountain  
 ‘They just reached the top of the mountain.’

However, Tai (1984) discovers that even if the majority of Chinese achievement verbs are compounds, there are still some achievements with a clear end point with no need for use of a resultative complement, e.g., -sǐ 死 ‘die’.

Another difference between achievements and accomplishments in Chinese is that achievements have one single punctual moment of reaching their end point, however, accomplishments are made of a set of events that are grouped into one in order to reach an end point. The punctual moment of change of achievements can be expressed by compounds of a verb and resultative complements (Fassi Fehri and Vinet, 2008).

### 2.3.2.2.1 Telicity

Regarding telicity in Chinese the situation is different from the situation in English. According to Krifka (1998), the combination of verbs of creation, e.g., ‘build’, ‘write’, and verbs of consumption, e.g., ‘eat’, ‘drink’ with their direct objects that have specified quantity show telicity, e.g., ‘write two letters’, ‘eat three apples’. Even if this is not the case regarding Chinese, there is an influence of the types of verbs and the objects on telicity, for more details see Chapter 2.3.2.2 (Basciano, 2015).

Lin (2004) claims that Chinese verbs are divided into two types – the primitive type (activities and states) and the compositionally derived type (accomplishments and achievements). He claims that the majority of monomorphemic verbs is atelic, to become telic there has to be another morpheme, e.g., resultative complement, which expresses a result, an attainment of a goal or an end point. Sybesma (1997) and Lin (2004) assume that all Chinese accomplishments or achievements are disyllabic; the monosyllabic verbs are states and activities. In addition, Sybesma (1997) claims that there are no verbs in Chinese that are essentially telic.

Tai (1984) and Fassi Fehri and Vinet (2008) claim that there is a difference in interpretation of the perfective verbal suffix -le 了 when it is used with achievements and accomplishments. Achievement verb with the perfective verbal suffix -le 了 indicates that an event is completed, i.e., an event reached its end point. For example (Fassi Fehri and Vinet, 2008, p. 71):

- IX. 他们刚刚到达了山顶。  
 Tāmen gānggang dàodá-le shāndǐng.  
 they just reach-LE top of the mountain  
 ‘They just reached the top of the mountain.’

On the other hand, accomplishment verb followed by the perfective verbal suffix -le 了 does not indicate the completion of an event, however, the termination of an event is obvious. This observation shows that an event can be terminated even if the end point is not reached. To express the completion of accomplishment verb, besides the perfective

verbal suffix -le 了, the resultative complement, e.g., -wán 完 ‘finish’, have to be added (Fassi Fehri and Vinet, 2008). Compare the examples below (Fassi Fehri and Vinet, 2008, p. 72, 73).

X. 我昨天写了一封信，可是没写完。  
Wǒ zuótiān xiě-le yì fēng xìn, kěshì méi xiěwán.  
I yesterday write-LE one CL letter, but not write-finish.  
‘I started writing a letter yesterday, but I did not finish writing it.’

XI. \*我昨天写完了一封信，可是没写完。  
Wǒ zuótiān xiě-wán-le yì fēng xìn, kěshì méi xiěwán.  
I yesterday write-finish-LE one CL letter, but not write-finish.  
‘I wrote a letter yesterday, but I did not finish writing it.’

In conclusion, Fassa Fehri and Vinet (2008) claim that when the perfective verbal suffix -le 了 is used with atelic situations, the event is terminated, but when the verbal suffix -le 了 is used with telic situations, the event is both terminated and completed.

On the basis of the temporal adverb ‘*in-adverbial*’ test (Xiao, McEnery, 2004) that is compatible with telic situations, Soh (2015) assumes that only telic verbs can be used with durative adverbials, e.g., zài wǔ nián nèi 在五年内 ‘within five years’.

To sum up, in this section the aspectual classes of verbs in Chinese were presented along with questions that were raised when applying the categorization to Chinese. Regarding activity and state verbs, linguists agreed that they exist in Chinese. However, regarding accomplishments and achievements, there are questions as to how they can be expressed. The theory that quantized objects influence the telicity in English is also applicable to Chinese. Soh and Kuo (2005) claim that the type of object (‘no partial’ or ‘allow partial’ object) have an influence on determination of telicity. Respect to telicity, there are no accomplishments and achievements that are not modified by the perfective verbal suffix -le 了 or resultative complements. Another question is whether in Chinese there are [+ telic] verbs that are not compounds (Basciano, 2015; Fassi Fehri and Vinet, 2008; Tai, 1984; Lin, 2004; Soh and Gao, 2006). There is no consensus on this issue.

## 3 Analytical Part

### 3.1 Research Methodology

This chapter presents a description of the research methodology that was used to answer the research questions that are defined in the introduction of this thesis. The analysis will investigate whether the tests for aspectual classes, which are supposed to be language neutral, can be used in Chinese.

The first step was collecting English verbs from various linguistic studies, these verbs were already classified according to their aspectual classes. These verbs were then translated from English to Chinese and would be used in the tests later. Each of the four classes includes eighteen verbs at maximum. For the translation two dictionaries were used, namely the *Baidu* dictionary and the *Pleco* dictionary. Tests for aspectual classes already exist in English. The second step of this research was the translation of those tests from English to Chinese. Example sentences were created by combining the translated tests and the translated verbs. The grammaticality of example sentences was consulted with Chinese native speakers. If the example sentences were not grammatically correct, respondents corrected them. Based on grammatically correct sentences, the features of individual verbs were found. For the tests for individual verb classes please see Chapter 3.1.1 below.

As for our native speaker informants, all of them were born in the areas near the capital Beijing, such as the municipality Tianjin, provinces Shandong, Hebei, and Liaoning, and are currently living in Tianjin and Dalian. Two of the informants are university teachers of Chinese language, another two speakers are master's degree students, and the last one is a doctoral degree student. The informants were asked to evaluate the grammaticality of sentences according to the standard variety of Chinese; however, their judgments were different in some cases. The reason for ambiguous judgments could be due to the influence of their local dialects (which speakers usually use at home), on standard Chinese (which they use at school). Variants of Chinese affect the evaluation of grammaticality and give rise to differences in judgements.

It is assumed that the classification of aspectual classes by [+/- stages] and [+/- telic] are applicable to all natural languages, however, the tests have to be localised according to different morphological types of languages. For information about morphological types of languages, see Chapter 2.1.

### 3.1.1 Tests for Categorizing Verbs into Aspectual Classes

In our analysis, Chinese verbs were categorized into four Vendler's classes, namely states, activities, accomplishments, and achievements (1957). The aspectual classes apply to the Verb Phrase (VP), the verb + the object (if present). The reason is that a verb can be categorized as different classes in different syntactic contexts, e.g., 'run' is an activity verb, but 'run a mile' is an accomplishment verb (Verkuyl, 1989). In view of this, we will take the object into account as well whenever it is necessary. Assuming that verbal classes in Chinese have the same binary oppositions as verbs have in English, verbs are tested if they are [+/- stages] and [+/- telic].

State verbs do not have stages [- stages] and are atelic [- telic] (Vendler, 1957). Verbs that are [- stages] are incompatible with the progressive aspect. To test this in Chinese, the verb is used in the 'progressive' test in a sentence together with the adverb *zhèngzài* 正在 'right now', which indicates progressive tense in Chinese (Li and Thompson, 1981), and it is expected that the sentence is ungrammatical. The [- telic] verbs have the ability to be used in the 'for X time' test. According to Vendler (1957), states can be used in a question 'for how long did you (verb)? I did it (for X time)'. The corresponding question in Chinese we adopt is – *nǐ* (verb) *le* *duō* *jiǔ*? *wǒ* (verb) *le* (X time). 你 (verb) 了多久? 我 (verb) 了 (X time)。 It is expected that state verbs in the 'for X time' test are grammatical.

Activity verbs have stages [+ stages] and are atelic [- telic] (Vendler, 1957). Verbs that are [+ stages] are compatible with the progressive aspect. The already described 'progressive' test is used, and the sentence is expected to be grammatical for activities. As stated earlier on, the feature [- telic] can be tested by the verb's ability to appear in the 'for X time' test. Activity verbs are expected to be grammatical in the 'for X time' test.

Accomplishment verbs have stages [+ stages] and are telic [+ telic] (Vendler, 1957). As stated earlier on, the [+ stages] property can be tested by the verb's ability to appear in the progressive. According to Dowty (1979), English accomplishments are compatible with the adverb 'almost' but the meaning is ambiguous. The ambiguity arises from it is not clear whether an accomplishment verb modified by the adverb 'almost' refers to an event that has almost started or has almost finished (Dowty, 1979). In Chinese, *chàbùduō* 差不多 'almost' is used as the equivalent adverb for testing the ambiguity reading. The [+ telic] feature can be tested by the 'in X time' test. Vendler (1957) claims, that

accomplishment verb can be used in the sentence ‘he (verb) in X time’. In Chinese, the corresponding sentence is used – tā zài X time nèi (verb). 他在 X time 内 (verb)。It is expected that the sentence with accomplishment verb is grammatical. In Chinese, as proposed in Chu (1976), unlike English, the end point for accomplishments might be expressed by a separate linguistic item, e.g., a resultative complement wán 完 ‘finish’. The ‘for X time’ is compatible with [- telic] verbs, for that reason accomplishment verbs are expected to be ungrammatical using the ‘for X time’ test.

Achievement verbs do not have stages [- stages] and are telic [+ telic] (Vendler, 1957). The ‘progressive’ test described above is used, and the sentences with achievements in progressive are expected to be ungrammatical. Verbs that are [- stages] are not compatible with the ‘from X o’clock to X o’clock’ test (Rothstein, 2004). In Chinese, the translation cóng X diǎn dào X diǎn – 从 X 点到 X 点 was used and the sentence is expected to be ungrammatical. As stated earlier on, the feature [+ telic] can be tested by the ‘in X time’ test. It is expected that achievement in the ‘in X time’ sentences is grammatical. Verbs that are [- telic] are compatible with the ‘for X time’ test, achievements are expected to be ungrammatical using the ‘for X time’ test. The tests are summarized in the table below.

Verb class	Tests				
	‘for X time’	‘in X time’	‘progressive’	‘almost’	‘from X o’clock to X o’clock’
ST <sup>6</sup>	grammatical	-	ungrammatical	-	-
ACT <sup>7</sup>	grammatical	-	grammatical	-	-
ACC <sup>8</sup>	ungrammatical	grammatical	grammatical	grammatical	-
ACH <sup>9</sup>	ungrammatical	grammatical	ungrammatical		grammatical

Table 2 Tests for categorizing verbs into aspectual classes

<sup>6</sup> ST – states

<sup>7</sup> ACT – activities

<sup>8</sup> ACC – accomplishments

<sup>9</sup> ACH – achievements



## 3.2 Results and Discussion

For each of the categories, English verbs were collected from various linguistic studies (Vendler, 1957; Rothstein, 2004). Those verbs were already tested and divided into mentioned four aspectual categories. The list of English verbs and the translation of the verbs into Chinese consists of 18 state verbs, 9 activity verbs, 15 accomplishment verbs, and 14 achievement verbs. However, the translation of verbs does not guarantee class transferability. The grammaticality of the Chinese sentences that were made by using the tests were checked by natives. Despite the fact that all of the translated verbs were tested, not all of the tests' results were clear and therefore only verbs that brought unambiguous results were used in this section. For discussion on cases that are not clear, please see Chapter 4.

In the provided examples in this section, aspectual markers, e.g., -le 了, -zhe 着, -guo 过, -wán 完 ‘finish’, -hǎo 好 ‘complete’, are separated by a hyphen from verbs. The sentence-final particle le 了 is written separately.

### 3.2.1 State Verbs

This sub-section discusses whether the tests for states (see Chapter 3.1.1) are applicable in Chinese. At the beginning of the study a list of English state verbs was made. Those verbs were translated into Chinese and were tested using ‘state tests’, which are the ‘progressive’ test, and the ‘for X time’ test. It was defined that states are [- stages] and [- telic] (Vendler, 1957). Chinese verbs were tested to investigate whether they have the same properties as they have in English. For illustration, four verbs from the list were selected (xiāngxìn 相信 ‘believe’; xǐhuān 喜欢 ‘like’; xiǎngyào 想要 ‘want’; quēxí 缺席 ‘absent’).

States do not have stages [- stages]; what it means is that they are incompatible with the progressives. In English, state verbs are incompatible with the progressive aspect (Vendler, 1957), which is expressed by adding ‘-ing’ in the verb stem. For example (1):

- (1) \*John is liking her.

In Chinese, the progressives are expressed by zhèngzài 正在 ‘right now’ (Li and Thompson, 1981, p. 217). This is illustrated in examples (2-5) below.

- (2) \*你正在相信她吗?  
 Nǐ zhèngzài xiāngxìn tā ma?  
 you right now believe she MA  
 ‘\*Are you believing her?’
- (3) \*你正在喜欢她吗?  
 Nǐ zhèngzài xǐhuān tā ma?  
 you right now like she MA  
 ‘\*Are you liking?’
- (4) \*你正在想要她吗?  
 Nǐ zhèngzài xiǎngyào tā ma?  
 you right now want she MA  
 ‘\*Are you wanting her?’
- (5) \*你正在缺席吗?  
 Nǐ zhèngzài quēxí ma?  
 you right now absent MA  
 ‘\*Are you absenting?’

All selected Chinese verbs are incompatible with *zhèngzài* 正在 ‘right now’. The ‘progressive’ test confirmed that Chinese translations of four selected English state verbs cannot be used in progressive as well. This test signifies that Chinese verbs *xiāngxìn* 相信 ‘believe’; *xǐhuān* 喜欢 ‘like’; *xiǎngyào* 想要 ‘want’; *quēxí* 缺席 ‘absent’ do not describe processes going on in time, in other words, they are [- stages].

State verbs do not have an end point [- telic] and are homogenous. In English, states are compatible with the adverbial ‘for X time’ (Vendler, 1957), for example (6):

- (6) John believed it for three years.

In Chinese, the adverbial ‘for three years/for three hours’ can be roughly translated into *sān nián* 三年/ *sān ge xiǎoshí* 三个小时. This is illustrated in examples (7-10) below.

- (7) 你相信了她多久? 你相信她三年了。  
 Nǐ xiāngxìn-le tā duō jiǔ? Nǐ xiāngxìn tā sān nián le.  
 you believe-LE she how long? you believe she three year LE  
 ‘How long have you believed her? You have believed her for three years.’
- (8) 你喜欢她多久? 你喜欢她三年了。  
 Nǐ xǐhuān-le tā duō jiǔ? Nǐ xǐhuān tā sān nián le.  
 you like-LE she how long? you like she three year LE  
 ‘How long have you liked her? You have liked her for three years.’

- (9) 你想要了她多久? 你想要她三年了。  
 Nǐ xiǎngyào-le tā duō jiǔ? Nǐ xiǎngyào tā sān nián le.  
 you want-LE she how long? you want she three year LE  
 ‘How long have you wanted her? You have wanted her for three years.’
- (10) 你缺席了多久? 你缺席三个小时了。  
 Nǐ quēxí-le duō jiǔ? Nǐ quēxí sān ge xiǎoshí le.  
 you absent-LE how long? you absent three GE hour LE  
 ‘How long have you been absent? You have been absent for three hours.’

The ‘for X time’ test shows that all selected verbs are compatible with the adverbial sān nián 三年/ sān ge xiǎoshí 三个小时. The test signifies that Chinese verbs xiāngxìn 相信 ‘believe’; xǐhuān 喜欢 ‘like’; xiǎngyào 想要 ‘want’; quēxí 缺席 ‘absent’ are [- telic].

Regarding verbs that are states in English, the tests showed that six verbs from the list, ài 爱 ‘love’, tǎoyàn 讨厌 ‘hate’, yǒngyǒu 拥有 ‘possess’, kòngzhì 控制 ‘rule’, zhīpèi 支配 ‘dominate sb/sth’, chūxí 出席 ‘attend’, and shēngbìng 生病 ‘be ill’ are [+ stages] and [- telic], thus they are activity verbs. This observation confirmed the statement, that the translation of verbs does not guarantee class transferability. For example (11) and (12):

- (11) 他正在爱她。  
 Tā zhèngzài ài tā.  
 he right now love she  
 ‘He is in love with her now.’
- (12) 他爱她三年了。  
 Tā ài tā sān nián le.  
 He love she three year LE  
 ‘He has loved her for three years.’

To sum up, in this sub-section, the results of ‘state tests’ were shown. The Chinese translations of English verbs that were defined as state verbs were used in the ‘progressive’ test, and in the ‘for X time’ test. The first test shows that selected Chinese verbs are grammatical in progressive, what it means is that they are [- stages]. The ‘for X time’ test shows that the selected Chinese verbs can be grammatically used with the adverbial ‘for three years/hours’, thus verbs are [- telic]. According to Vendler’s (1957) classification, the verbs that are [- stages] and [- telic] are states. In conclusion, Chinese verbs xiāngxìn 相信 ‘believe’; xǐhuān 喜欢 ‘like’; xiǎngyào 想要 ‘want’; quēxí 缺席 ‘absent’ are state verbs.

### 3.2.2 Activity Verbs

This sub-section discusses whether the tests for activities (see Chapter 3.1.1) are applicable to Chinese. In the beginning of the study a list of English activity verbs was made. Those verbs were translated into Chinese and were tested using ‘activity tests’, which are the ‘progressive’ test, and the ‘for X time’ test. It was defined that activities are [+ stages] and [- telic] (Vendler, 1957). Chinese activity verbs were tested whether they have the same properties as they have in English. For illustration, four verbs from the list were selected (pǎobù 跑步 ‘run’; yóuyǒng 游泳 ‘swim’; kāichē 开车 ‘drive a car’; gōngzuò 工作 ‘work’).

Activities have stages [+ stages], what it means is that they are compatible with the progressives. In English, activity verbs are compatible with the progressive aspect (Vendler, 1957), which is expressed by adding ‘-ing’ in the verb stem. For example (13):

(13) John is running.

In Chinese, progressives are expressed by durative marker that can be translated as zhèngzài 正在 ‘right now’ (Li and Thompson, 1981, p. 217). All selected Chinese verbs are compatible with the durative marker zhèngzài 正在 ‘right now’. This observation is illustrated in examples (14-17) below.

(14) 你正在跑步吗?  
Nǐ           zhèngzài           pǎobù           ma?  
you           right now           run           MA<sup>10</sup>  
‘Are you running?’

(15) 你正在游泳吗?  
Nǐ           zhèngzài           yóuyǒng           ma?  
you           right now           swim           MA  
‘Are you swimming?’

(16) 你正在开车吗?  
Nǐ           zhèngzài           kāichē           ma?  
you           right now           drive           MA  
‘Are you driving?’

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<sup>10</sup> MA – one of the Chinese question particles

- (17) 你正在工作吗?  
 Nǐ zhèngzài gōngzuò ma?  
 you right now work MA  
 ‘Are you working?’

The ‘progressive’ test confirmed that Chinese translations of four selected English activity verbs can be used in progressive as well. This test signifies that Chinese verbs pǎobù 跑步 ‘run’; yóuyǒng 游泳 ‘swim’; kāichē 开车 ‘drive a car’; gōngzuò 工作 ‘work’ are [+ stages].

Activity verbs do not have an end point [- telic] and are homogenous. In English, activities are compatible with the ‘for X time’ test, e.g., with the adverbial ‘for an hour’ (Vendler, 1957), for example (18):

- (18) John ran for an hour.

In Chinese, the adverbial ‘for an hour’ can be roughly translated into yí ge xiǎoshí 一个小时. All selected verbs are compatible with the adverbial yí ge xiǎoshí 一个小时. This is illustrated in examples (19-22) below<sup>11</sup>.

- (19) 你跑步了多久? 我跑步跑了一个小时。  
 Nǐ pǎobù-le duō jiǔ? Wǒ pǎobù pǎo-le yí ge xiǎoshí.  
 you run-LE how long? I run run-LE one GE hour  
 ‘How long have you been running? I ran for an hour.’

- (20) 你游泳了多久? 我游泳游了一个小时。  
 Nǐ yóuyǒng-le duō jiǔ? Wǒ yóuyǒng yóu-le yí ge xiǎoshí.  
 you swim-LE how long? I swim swim-LE one GE hour  
 ‘How long have you been swimming? I swam for an hour.’

- (21) 你开车了多久? 我开车开了一个小时。  
 Nǐ kāichē-le duō jiǔ? Wǒ kāichē kāi-le yí ge xiǎoshí.  
 you drive-LE how long? I drive drive-LE one GE hour  
 ‘How long have you been driving? I drove for an hour.’

<sup>11</sup> It was found out that sentences with defined time period are also grammatical without duplicated verbs. However, the variant where the verb is repeated is used more frequently. Both examples (a) and (b) are grammatical.

- a) 我跑步跑了一个小时。  
 Wǒ pǎobù pǎole yí ge xiǎoshí.  
 I run run+LE one GE hour  
 ‘I ran for an hour.’
- b) 我跑步了一个小时。  
 Wǒ pǎobùle yí ge xiǎoshí.  
 I run+LE one GE hour  
 ‘I ran for an hour.’

- (22) 你工作了多久？我工作了一个小时。  
 Nǐ gōngzuò-le duō jiǔ? Wǒ gōngzuò-le yí ge xiǎoshí.  
 you work-LE how long? I work-LE one GE hour  
 ‘How long have you been working? I worked for an hour.’

The analysis confirmed that selected Chinese verbs can be used with the adverbial *yí ge xiǎoshí* 一个小时. If the verb can last for a defined period of time it signifies that the verb does not have an end point [- telic]. Thus, the ‘for X time’ test proved that Chinese translations of English activities do not have an end point, in other words they are atelic [- telic].

In sum, in this sub-section, the results of ‘activity tests’ were shown. The Chinese translations of English verbs that were defined as activity verbs were used the ‘progressive’ test, and the ‘for X time’ test. The ‘progressive’ test shows that selected Chinese verbs are [+ stages]. The ‘for X time’ test shows that the selected Chinese verbs are [- telic]. According to Vendler’s (1957) classification, the verbs that are [+ stages] and [- telic] are activities. In conclusion, Chinese verbs *pǎobù* 跑步 ‘run’; *yóuyǒng* 游泳 ‘swim’; *kāichē* 开车 ‘drive a car’; *gōngzuò* 工作 ‘work’ are activity verbs.

### 3.2.3 Accomplishment Verbs

This sub-section discusses whether the tests for accomplishments (see Chapter 3.1.1) are applicable in Chinese. In the beginning of the study a list of English accomplishment verbs was made. Those verbs were translated into Chinese and were tested using ‘accomplishment tests’, which are the ‘progressive’ test, the ‘almost’ test, ‘in X time’, and ‘for X time’ test. It was defined that accomplishments are [+ stages] and [+ telic] (Vendler, 1957). Chinese accomplishment verbs were tested to investigate whether they have the same properties as they have in English. For illustration four verbs from the list were selected (*huà huà* 画画儿 ‘draw a picture’; *gài fángzi* 盖房子 ‘build a house’; *xiě xìn* 写信 ‘write a letter’; *dú xiǎoshuō* 读小说 ‘read a novel’).

Accomplishments have stages [+ stages], that means that they are compatible with the progressives. In English, accomplishment verbs are compatible with the progressive aspect (Vendler, 1957), which is expressed by adding ‘-ing’ in the verb stem. For example (23):

- (23) John is drawing a picture.

In Chinese, progressives are expressed by durative marker that can be translated as *zhèngzài* 正在 ‘right now’ (Li and Thompson, 1981, p. 217). All selected Chinese verbs are compatible with *zhèngzài* 正在 ‘right now’. This observation is illustrated in examples (24-27) below.

- (24) 你正在画画儿吗?  
 Nǐ           zhèngzài           huà           huàr           ma?  
 you           right now           draw           picture       MA  
 ‘Are you drawing a picture?’
- (25) 你正在盖房子吗?  
 Nǐ           zhèngzài           gài           fángzi           ma?  
 you           right now           build          house           MA  
 ‘Are you building a house?’
- (26) 你正在写信吗?  
 Nǐ           zhèngzài           xiě           xìn           ma?  
 you           right now           write          letter         MA?  
 ‘Are you writing a letter?’
- (27) 你正在读小说吗?  
 Nǐ           zhèngzài           dú           xiǎoshuō       ma?  
 you           right now           read          novel           MA  
 ‘Are you reading a novel?’

The ‘progressive’ test confirmed that Chinese translations of four selected English accomplishment verbs can be used in progressive as well. This test signifies that Chinese verbs *huà huàr* 画画儿 ‘draw a picture’; *gài fángzi* 盖房子 ‘build a house’; *xiě xìn* 写信 ‘write a letter’; *dú xiǎoshuō* 读小说 ‘read a novel’ are [+ stages].

English accomplishment verbs are compatible with the adverb ‘almost’, however, sentences including the adverb have an ambiguous reading. It is not clear whether those kinds of sentences refer to events that have almost started or to events that had started but did not finish (Dowty, 1979). For example (28):

- (28) John has almost drawn a picture.

In Chinese, the adverb ‘almost’ can be translated as *chàbùduō* 差不多. The selected verbs were used with the adverb. For example (29):

(29) \*他差不多画一幅画儿。

Tā chābūdūō huà yì fú huà.  
he almost draw one CL picture  
'He has almost drawn a picture.'

It was observed that sentences with the adverb chābūdūō 差不多 'almost' and accomplishment verbs are ungrammatical until they are not followed by the perfective verbal suffix or by a resultative complement. It signifies that if the verb is not followed by the perfective verbal suffix or the resultative complement there is not an end point.

For the sentence structure where the verb is followed by perfective verbal suffix see example (30):

(30) 他差不多画了一幅画儿。

Tā chābūdūō huà-le yì fú huà.  
He almost draw-LE one CL picture  
'The thing that he has almost drawn is a picture.'

The sentence where accomplishment verb is modified by the perfective verbal suffix shows that there is an end point [+ telic]. However, the meaning of the sentence does not stress the result of an event, but the object of the sentence.

For the sentence structure where the verb is followed by a resultative complement or the resultative complement and the perfective verbal suffix see examples (31). The difference between examples (31a) and (31b) is that the usage of the resultative complement without the perfective verbal suffix is more used in a spoken language.

(31) a. 他差不多画好了一幅画儿。

Tā chābūdūō huà-hǎo-le yì fú huà.  
he almost draw-complete-LE one CL picture  
'He has almost finished drawing a picture.'

b. 他差不多画好一幅画儿。

Tā chābūdūō huà-hǎo yì fú huà.  
he almost draw-complete one CL picture  
'He has almost finished drawing a picture.'

c. 他差不多画完一幅画儿。

Tā chābūdūō huà-wán yì fú huà.  
he almost draw-finish one CL picture  
'He has almost finished drawing a picture.'

If the sentences (31) are grammatical, it can be assumed that the resultative complements -hǎo 好, -wán 完 indicates the end point. It means that if the adverb



chàbuduō 差不多 ‘almost’ modifies the end point, there is not an ambiguous reading of Chinese sentences as it is in English. It was found out that the meaning of those sentences refers to events that have already started without reaching their end points.

All of variants combining chàbuduō 差不多 ‘almost’ and a verb that supposed to be an accomplishment verb were also checked with the verb gài fángzi 盖房子 ‘build a house’. The results of all combinations were the same as the results with the verb huà huà 画画儿 ‘draw a picture’.

Accomplishments have stages [+ stages] and have an end point [+ telic]. In English, accomplishments in the progressive do not denote that the event reached its end point (Rothstein, 2004). For example (32):

(32) John is drawing a picture.

In Chinese, the progressive is expressed by the durative marker zhèngzài 正在 ‘right now’ (Li and Thompson, 1981, p. 217), the end point is expressed by the resultative complement, e.g., -hǎo 好, -wán 完, or the perfective verbal suffix -le 了 (Comrie, 1976). For example (33) and (34):

(33) \*他正在画了一幅画儿。

Tā zhèngzài huà-le yì fú huà.  
he right now draw-LE one CL picture  
‘He is drawing a picture.’

(34) \*他正在画好一幅画儿。

Tā zhèngzài huà-hǎo yì fú huà.  
he right now draw-complete one CL picture  
‘He is drawing a picture.’

In English, accomplishment verb in the progressive signifies that the event is in the process to reach the end point. However, in Chinese, the sentences that combine both features [+ stages] and [+ telic] at the same time are ungrammatical. It signifies that the verb does not have stages when the end point is expressed by the resultative complement.

English accomplishment verbs can be used in the ‘in X time’ test, e.g., with the temporal adverbial ‘in a day’ (Van Valin, 2006), that signalises the completion of an event [+ telic]. For example (35):

(35) He drew a picture in a day.

In Chinese, the temporal adverbial ‘in a day’ can be translated as *zài yí tiān nèi* 在一天内. The selected verbs were used with the adverb. For example (36):

- (36) \*他在一天内画一幅画儿。  
Tā zài yí tiān nèi huà yì fú huà.  
he in one day in draw one CL picture  
‘He drew a picture in a day.’

It was observed that sentences with the temporal adverbial *zài yí tiān nèi* 在一天内 ‘in a day’ and accomplishment verbs are not grammatical unless the perfective verbal suffix *-le* 了, the resultative complements *-wán* 完 ‘finish’, *-hǎo* 好 ‘complete’, or the combination of both mentioned is used. The observation indicates that verbs that are not modified by the perfective verbal suffix do not have an end point.

For the sentence structures where the verb is followed by the perfective verbal suffix, the resultative complements, and the resultative complement with the perfective verbal suffix, see examples (37-39):

- (37) 他在一天内画了一幅画儿。  
Tā zài yí tiān nèi huà-le yì fú huà.  
he in one day in draw-LE one CL picture  
‘He drew a picture in a day.’

- (38) 他在一天内画好一幅画儿。  
Tā zài yí tiān nèi huà-hǎo yì fú huà.  
he in one day in draw-complete one CL picture  
‘He drew a picture in a day.’

- (39) 他在一天内画好了一幅画儿。  
Tā zài yí tiān nèi huà-hǎo-le yì fú huà.  
he in one day in draw-complete-LE one CL picture  
‘He drew a picture in a day.’

The grammaticality of the examples (37-39) indicates that the end point is expressed by the perfective verbal suffix *-le* 了, the resultative complement *-hǎo* 好 ‘complete’, or the combination of both.

Accomplishment verbs are [+ telic] (Vendler, 1957) and are not grammatical when using the ‘for X time’ test. For example (40):

- (40) \*He drew a picture for an hour.

In Chinese, the adverbial ‘for an hour’ can be translated into *yí ge xiǎoshí* 一个小时. For example (41):

- (41) 他画画儿一个小时了。  
 Tā huàhuàr yí ge xiǎoshí le.  
 he draw one GE hour LE  
 ‘He was drawing a picture for an hour.’

The verb without referring to an end point can be used in the ‘for X time’ test what signifies that the verb is [- telic]. Regarding Chinese accomplishments, the end point can be expressed by resultative verbal complements or by the perfective verbal suffix. For example (42-44):

- (42) \*他画好/完画儿一个小时了。  
 Tā huà-hǎo/wán huàr yí ge xiǎoshí le.  
 he draw-complete/finish picture one GE hour LE  
 ‘\*He drew a picture for an hour.’

- (43) \*他画了画儿一个小时了。  
 Tā huà-le huàr yí ge xiǎoshí le.  
 he draw-LE picture one GE hour LE  
 ‘\*He drew a picture for an hour.’

- (44) \*他画好了画儿一个小时了。  
 Tā huà-hǎo-le huàr yí ge xiǎoshí le.  
 he draw-complete-LE picture one GE hour LE  
 ‘\*He drew a picture for an hour.’

Verbs modified by the resultative verbal complements, by the perfective verbal suffix, or by the combination of both are not grammatical. The ‘for X time’ test shows that selected resultative compound verbs are [+ telic].

In sum, in this sub-section, the results of ‘accomplishment tests’ were shown. The Chinese translations of English verbs that were defined as accomplishment verbs were used in the ‘progressive’ test, the ‘almost’ test, the ‘in X time’ test and ‘for X time’ test. The ‘progressive’ test shows that selected Chinese verbs are [+ stages]. The ‘almost’ test shows that Chinese verbs can be used with *chàbuduō* 差不多 ‘almost’, however, there is a different form in English. The adverb *chàbuduō* 差不多 ‘almost’ have to be followed by the perfective verbal suffix or by the resultative complements that express the end point and make a verb [+ telic]. The adverb *chàbuduō* 差不多 ‘almost’ modifies the end point what it means is that there is not an ambiguous reading of Chinese sentences as it is in English. The ‘in X time’ test shows that verbs are not grammatical unless the perfective

verbal suffix -le 了, the resultative complements -wán 完 ‘finish’, -hǎo 好 ‘complete’, or the combination of both mentioned is used to express an end point [+ telic]. The ‘for X time’ test prove that resultative verbal compounds are [+ telic]. According to Vendlerian classification (1957), the verbs that are [+ stages] and [+ telic] are accomplishments. In conclusion, Chinese verbs huà-hǎo huà 画好画儿 ‘draw a picture’; gài-hǎo fángzi 盖好房子 ‘build a house’ are accomplishment verbs.

### 3.2.4 Achievement Verbs

This sub-section discusses whether the tests for achievements (see Chapter 3.1.1) are applicable in Chinese. In the beginning of the study a list of English achievement verbs was made. Those verbs were translated into Chinese and were tested using the ‘achievement tests’, which are the ‘progressive’ test, the ‘from X o’clock to X o’clock’ test (Rothstein, 2004), the ‘in X time’ test, and the ‘for X time’ test. It was defined that achievements are [- stages] and [+ telic] (Vendler, 1957). Chinese verbs were tested to investigate whether they have the same properties as they have in English. For illustration three verbs from the list were selected (yíng bǐsài 赢比赛 ‘win the race’; dàodá shāndǐng 到达山顶 ‘reach the top of the mountain’; chūshēng 出生 ‘born’).

Achievements do not have stages [- stages]; what it means is that they are incompatible with the progressives. In English, achievement verbs are not compatible with the progressive aspect (Vendler, 1957), which is expressed by adding ‘-ing’ in the verb stem. See Rothstein’s (2004) example below (45).

(45) \*John is spotting his friend.

Some of the English achievement verbs used in progressive do not refer to the event in progress, however to the point just before reaching the end point (Smith, 1997). The sentence from example (46) describes the situation when John is in the leading position and is about to win.

(46) John is winning the race.

In Chinese, the progressives are expressed by the durative marker that can be translated as zhèngzài 正在 ‘right now’ (Li and Thompson, 1981, p. 217). This is illustrated in the examples (47) and (48) below.

(47) \*他正在到达山顶。  
 Tā zhèngzài dàodá shāndǐng.  
 he right now reach top of the mountain  
 ‘He is reaching the top of the mountain.’

(48) \*他正在出生。  
 Tā zhèngzài chūshēng.  
 he right now born  
 ‘\*He is being born.’

The example verbs are not compatible with the ‘progressive’ test. Even if the English translation of example (47) is grammatical, the Chinese counterpart is ungrammatical. However, the ‘progressive’ test shows that some of Chinese translations of selected English achievement verbs can be used in progressive as well. For example (49), the verb yíng bǐsài 赢比赛 ‘win the race’:

(49) \*他正在赢比赛。  
 Tā zhèngzài yíng bǐsài.  
 he right now win race  
 ‘He is winning the race.’

(50) 他正在开始（做）一天的早饭。  
 Tā zhèngzài kāishǐ (zuò) yì tiān de zǎofàn.  
 He right now start (do) one day DE breakfast  
 ‘He is starting to make the breakfast.’

Regarding grammatical use of progressive with achievements, verbs kāishǐ 开始 ‘start’ and jiéshù 结束 ‘stop’ are grammatical (example 50), however, even if sentences without omitted verb are grammatical, the meaning of the sentence is still understandable with the omitted verb. It was observed that the verb yíng bǐsài 赢比赛 ‘win the race’ in progressive is not grammatical unless the verbal complement dé 得 is used. On the other hand, the sentence is not grammatical when the verb yíng bǐsài 赢比赛 ‘win the race’ is followed by the perfective verbal suffix -le 了. For the sentence structures where the verb is followed by the verbal complement and by the perfective verbal suffix, see examples (51) and (52):

(51) 他们正在赢得比赛。  
 Tāmen zhèngzài yíng-dé bǐsài.  
 they right now win-get race  
 ‘They are winning the race.’

- (52) \*他们正在赢了比赛。  
 Tāmen zhèngzài yíng-le bǐsài.  
 they right now win-LE race  
 ‘They are winning the race.’

The observation shows that the verb *yíng bǐsài* 赢比赛 ‘win the race’ can be used in progressive when it is modified by the verbal complement *dé* 得. However, when the end point is expressed by the perfective verbal suffix *-le* 了, the sentence is not grammatical. The verbal complement *dé* 得 ‘get’ is also used in verbs *bóde* 博得 ‘gain’ and *qǔde* 取得 ‘obtain’. Both of the verbs are grammatical in the ‘progressive’ test.

Another test to decide whether achievements do not have stages [- stages] is to use verbs in the ‘from X o’clock to X o’clock’ test (Rothstein, 2004). In English, activity verbs are compatible with the ‘from X o’clock to X o’clock’ test, however, achievements are not. For example (53) and (54):

- (53) He ran from 5 to 7 o’clock. (activity verb)  
 (54) \*He reached the top of the mountain from 5 to 7 o’clock. (achievement verb)

In Chinese, the adverbial of time ‘from X o’clock to X o’clock’ can be translated as *cóng X diǎn dào X diǎn* 从 X 点到 X 点. For example (55) and (56):

- (55) 他从 5 点到 7 点跑步了。 (activity verb)  
 Tā cóng 5 diǎn dào 7 diǎn pǎobù-le.  
 he from 5 o’clock to 7 o’clock run-LE  
 ‘He ran from 5 to 7 o’clock.’
- (56) \*他从 5 点到 7 点到达山顶。 (achievement verb)  
 Tā cóng 5 diǎn dào 7 diǎn dào-dá shāndǐng.  
 he from 5 o’clock to 7 o’clock reach top of the mountain  
 ‘\*He reached the top of the mountain from 5 to 7 o’clock’

The analysis confirmed that Chinese translation of English achievement verbs [- stages] cannot be used with the adverbial *cóng X diǎn dào X diǎn* 从 X 点到 X 点, however Chinese translations of English activities [+ stages] can. The example (56) signifies that the verb *dàodá shāndǐng* 到达山顶 ‘reach the top of the mountain’ does not have stages [- stages].

English achievements are [+ telic] and can be used in the ‘*in X time*’ test, e.g., with the temporal adverbial ‘in a day’ (Van Valin, 2006). The temporal adverbial ‘in a day’ refers to the completion of an event [+ telic]. For example (57):

(57) He found his dog in a day.

In Chinese, the temporal adverbial ‘in a day’ can be translated as *zài yí tiān nèi* 在一天内. The selected verbs were used with the adverb. For example (58-60):

(58) 他在一天内到达山顶。

Tā zài yí tiān nèi dào-dá shāndǐng.  
 he in one day in reach top of the mountain  
 ‘He reached the top of the mountain in a day.’

(59) 他在一天内到了山顶。

Tā zài yí tiān nèi dào-le shāndǐng.  
 he in one day in reach-LE top of the mountain  
 ‘He reached the top of the mountain in a day.’

(60) \*他在一天内赢比赛。

Tā zài yí tiān nèi yíng bǐsài.  
 he in one day in win race  
 ‘He won the race in a day.’

The ‘*in X time*’ test shows that the verb *dàodá shāndǐng* 到达山顶 ‘reach the top of the mountain’ itself does contain an end point denoting element which is *dá* 达 ‘reach’. The same meaning can be expressed by adding the perfective verbal suffix *-le* 了 to the first syllable *dào* 到 ‘reach’. It was observed that the sentence (60) with the temporal adverbial *zài yí tiān nèi* 在一天内 ‘in a day’ is not grammatical unless the verbal complement *dé* 得 ‘get’ is used. The end point of the verb *yíng bǐsài* 赢比赛 cannot be expressed by the perfective verbal suffix *-le* 了, or by the resultative complements *wán* 完 ‘finish’ and *hǎo* 好 ‘complete’. For example (61-64):

(61) 他在一天内赢得比赛。

Tā zài yí tiān nèi yíng-dé bǐsài.  
 he in one day in win-get race  
 ‘He won the race in a day.’

(62) \*他在一天内赢了比赛。

Tā zài yí tiān nèi yíng-le bǐsài.  
 he in one day in win-LE race

‘He won the race in a day.’

(63) ?他在一天内赢得了比赛。

Tā zài yí tiān nèi yíng-dé-le bǐsài.  
he in one day in win-get-LE race  
‘He won the race in a day.’

(64) \*他在一天内赢好/完比赛。

Tā zài yí tiān nèi yíng-hǎo/-wán bǐsài.  
he in one day in win-complete/-finish race  
‘He won the race in a day.’

The observation shows that the verb *yíng bǐsài* 赢比赛 ‘win the race’ can be used in the ‘*in X time*’ test. The grammaticality of the sentence is on condition that the verbal complement *dé* 得 ‘get’ is used to express an end point. The perfective verbal suffix *-le* 了, or the resultative complements *wán* 完 ‘finish’ and *hǎo* 好 ‘complete’ are not compatible with the verb *yíng bǐsài* 赢比赛 ‘win the race’. The combination of the verbal complement *dé* 得 ‘get’ and the perfective verbal suffix *-le* 了 is grammatical in a very special context. The verbal complement *dé* 得 ‘obtain’ is also used in verbs *bóde* 博得 ‘gain’ and *qǔde* 取得 ‘obtain’. The resultative complements are in all cases ungrammatical, the perfective verbal suffix can be used. The ‘*in X time*’ test and the ‘progressive’ test demonstrated that verbs, e.g., *bóde* 博得 ‘gain’ and *qǔde* 取得 ‘obtain’, that are modified by the verbal complement *dé* 得 ‘get’ are compatible with both tests that signifies that they are [+ telic] and [+ stages]. In addition, they are not compatible with resultative complements, e.g., *wán* 完 ‘finish’ and *hǎo* 好 ‘complete’.

Achievement verbs are [+ telic], what it means is that they have an end point (Vendler, 1957) and are not compatible with ‘*for X time*’ test. For example (65):

(65) \*John reached the top of the mountain for an hour.

In Chinese, the adverbial ‘for an hour’ can be roughly translated into *yí ge xiǎoshí* 一个小时. For example (66):

(66) 他到达山顶一个小时了。

Tā dàodá shāndǐng yí ge xiǎoshí le.  
he reach top of the mountain one GE hour LE  
‘He reached the top of the mountain one hour ago.’



The verb can be followed by *yí ge xiǎoshí* 一个小时, but the adverbial is not translated as ‘for an hour’ like with activity and state verbs but as ‘one hour ago’. For activity and state verb in ‘for X time’ test, see examples (67) and (68) below:

(67) 我跑步跑了一个小时。(activity verb)  
 Wǒ pǎobù pǎo-le yí ge xiǎoshí.  
 I run run-LE one GE hour  
 ‘I ran for an hour.’

(68) 你喜欢她三年了。(state verb)  
 Nǐ xǐhuān tā sān nián le.  
 you like she three year LE  
 You have like her for three years.

The different interpretation of examples (67) and (68) shows that with activities and states there is no indication of the event finishing, however with achievements (66) the translation indicates that the event has already finished. In other words, this comparison shows that activity and state verbs are [- telic] and achievements are [+ telic].

The adverbial *yí ge xiǎoshí* 一个小时 in the position following the verb was not compatible with verbs *kāishǐ* 开始 ‘start’, *jiéshù* 结束 ‘stop’, *chóngxīn kāishǐ* 重新开始 ‘resume’, and *sǐwáng* 死亡 ‘die’. For example (69):

(69) \*他开始工作一个小时了。  
 Tā kāishǐ gōngzuò yí ge xiǎoshí le.  
 he start work one GE hour LE  
 ‘He has started the work one hour ago.’

To express the meaning of ‘one hour ago’, a different adverbial in the position following the subject of the verb has to be used. See in example (70):

(70) 他一个小时前开始工作。  
 Tā yí ge xiǎoshí qián kāishǐ gōngzuò.  
 he one GE hour ago start work  
 ‘He has started the work one hour ago.’

The adverbials *yí ge xiǎoshí* 一个小时 ‘one hour ago’ following a verb and *yí ge xiǎoshí qián* 一个小时前 ‘one hour ago’ following the subject of a sentence were not compatible with verbs *shíxiàn* 实现 ‘realize’, *rènchū* 认出 ‘recognize’, *chāo biānjiè* 超边界 ‘cross the border’, *chūshēng* 出生 ‘be born’. The time location of an event has to be expressed differently. For example (71-73):

(71) \*他认出他的朋友一个小时了。

Tā rènchū tā de péngyǒu yí ge xiǎoshí le.  
He recognize he DE friend one GE hour LE  
'He recognized his friend one hour ago.'

(72) \*他一个小时前认出他的朋友。

Tā yí ge xiǎoshí qián rènchū tā de péngyǒu.  
He one GE hour ago recognize he DE friend  
'He recognized his friend one hour ago.'

(73) 十年过去了，他无法认出他的老朋友。

Shí nián guòqù-le, tā wúfǎ rènchū tā de lǎo péngyǒu.  
Ten year pass by-LE, he unable recognize he DE old friend  
'Ten years have passed; he could not recognize his old friend.'

In this sub-section, the results of 'achievement tests' were shown. The Chinese translations of English verbs that were defined as achievement verbs were used in the 'progressive' test, in the 'from X o'clock to X o'clock' test, in the '*in* X time' test, and in the '*for* X time' test. The 'progressive' test and the 'from X o'clock to X o'clock' test show that Chinese verbs *dàodá shāndǐng* 到达山顶 'reach the top of the mountain'; *chūshēng* 出生 'born' are [- stages]. The '*in* X time' test shows that Chinese verbs need a complement that denotes an end point [+ telic], e.g., *dá* 达 'reach', *dé* 得 'get', to be grammatical. The '*for* X time' test where the translation of the adverbial *yí ge xiǎoshí* 一个小时 was used in comparison with activity and state verbs shows, that the chosen verb is [+ telic]. According to Vendlerian classification (1957), the verbs that are [- stages] and [+ telic] are achievements. In conclusion, Chinese verbs *yíngdé bǐsài* 赢得比赛 'win the race'; *dàodá shāndǐng* 到达山顶 'reach the top of the mountain'; and *chūshēng* 出生 'born' are achievement verbs.

### 3.3 Extra Tests

In addition, according to theories of Van Valin (2006), Tai (1984) and Lin (2004) the extra tests were applied on verbs. Van Valin (2006) claims that English activity and accomplishment verbs allow specific adverbs, e.g., ‘slowly’ and ‘quickly’. A verb modified by such adverbs indicates that the verb is dynamic. For example (74) and (75):

(74) He runs slowly. (activity verb)

(75) He slowly draws a picture (accomplishment verb)

In Chinese, the adverb ‘slowly’ can be translated as *mànman de* 慢慢地. For example (76) and (77):

(76) 他慢慢地跑步。(activity verb)

Tā mànman de pǎobù.  
he slowly DE<sup>12</sup> run  
‘He runs slowly.’

(77) 他慢慢地画好了画儿。(accomplishment verb)

Tā mànman de huà-hǎo-le huà.  
he slowly DE draw-complete-le picture  
‘He slowly draws a picture.’

The analysis confirmed that selected Chinese activity and accomplishment verbs can be used with the adverb ‘slowly’. This test signifies that Chinese activities and accomplishments are dynamic. The sentences where the verb is preceded by the adverb *mànman de* 慢慢地 ‘slowly’ were also tested with Chinese activity verbs *yóuyǒng* 游泳 ‘swim’; *kāichē* 开车 ‘drive a car’; *gōngzuò* 工作 ‘work’, and with Chinese accomplishment verbs *gài-hǎo fángzi* 盖好房子 ‘build a house’; *xiě-wán xìn* 写完信 ‘write a letter’; *dú-wán xiǎoshuō* 读完小说 ‘read a novel’. After the test was applied to verbs, all of the sentences were qualified as grammatical.

According to Van Valin (2006), English activity and active accomplishment verbs (for the definition of active accomplishments see Chapter 2.2.2) can be used together with specific adverbs such as ‘gently’, ‘energetically’, ‘vigorously’. This test indicates that verbs are dynamic. For example (78) and (79):

(78) He gently massaged his arm. (activity verb)

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<sup>12</sup> DE – structural particle used with adverbial phrases

(79) He ran energetically to the park. (active accomplishment verb)

However, these adverbs can be used only with activities and active accomplishments, the adverbs cannot be grammatically used with accomplishments. For example (80):

(80) \*The snow is melting vigorously. (accomplishment verb)

In Chinese the adverb ‘gently’ can be translated as *qīngsōng de* 轻松地. For example (81) and (82):

(81) 他轻松地跑步。 (activity verb)

Tā qīngsōng de pǎobù.  
He gentle DE run  
‘He gently runs.’

(82) 他轻松地画好了一幅画儿。 (accomplishment verb)

Tā qīngsōng de huà-hǎo-le yì fú huà.  
he gentle DE draw-complete-le one CL picture  
‘He gently drew a picture.’

The test shows that Chinese activity verbs can be modified by the adverb *qīngsōng de* 轻松地 ‘gently’. The sentences where the verb is preceded by the adverb *qīngsōng de* 轻松地 ‘gently’ were also tested with Chinese activity verbs *yóuyǒng* 游泳 ‘swim’; *kāichē* 开车 ‘drive a car’; *gōngzuò* 工作 ‘work’ and all of the tested sentences were marked as grammatical. The test shows that Chinese accomplishment verbs can be modified by the adverb *qīngsōng de* 轻松地 ‘gently’. After the test was applied to verbs *gài-hǎo fángzi* 盖好房子 ‘build a house’; *xiě-wán xìn* 写完信 ‘write a letter’; *dú-wán xiǎoshuō* 读完小说 ‘read a novel’, all of the sentences were qualified as grammatical.

According to Tai (1984) and Lin (2004), Chinese atelic verbs are dominantly monosyllabic and telic verbs are disyllabic. From the list of 56 verbs, 2 of them are monosyllabic, 25 are disyllabic, and 1 is trisyllabic. The analysis disproved the statement, that Chinese atelic verbs are dominantly monosyllabic. The majority, 25 atelic verbs, is disyllabic. The list of verbs includes 28 telic verbs. The majority, 20 verbs, is disyllabic, 7 verbs are trisyllabic and 1 verb is quandrisyllabic. This observation confirmed that Chinese telic verbs are mainly disyllabic.

To sum up, in this sub-section, the results of ‘extra tests’ were presented. Van Valin’s (2006) tests show that Chinese activity verbs and Chinese accomplishment verbs

are dynamic. The claim of Tai (1984) and Lin (2004) that Chinese atelic verbs are mainly monosyllabic was disproved. Their second statement, that Chinese telic verbs are dominantly disyllabic was confirmed.

## 4 Conclusion

This thesis discussed the aspectual classes of verbs in Chinese, following the theory of aspectual classes of English verbs by Vendler (1957). Vendler (1957) distinguishes verb into 4 types: ‘states’, ‘activities’, ‘accomplishments’, and ‘achievements’. Two verbal properties [+/- stages] and [+/- telic] are key factors in determining a verb’s aspectual class. Applying Vendler’s verb classification to Chinese is not straightforward. Basciano (2015) claims that the classes of activities and states are clearly distinguished in Chinese, but the way of expressing Chinese accomplishments and achievements is more complicated. The goal of this thesis was to devise tests for aspectual classes for Chinese and investigate whether both accomplishment and achievement verbs exist in Chinese.

The goal of the theoretical part of the thesis was to define the term ‘aspect’, which is important to understand the analytical part. Both viewpoint and situation aspect were discussed to set up the background, but the thesis only focuses on situation aspect, as Vendler’s classification only concerns situation aspect. With respect to procedure, firstly, the characteristics of each aspectual class in English were described, including the tests that can differentiate verbs into classes based on the oppositions [+/- stages] and [+/- telic]. Secondly, the aspectual classes of Chinese verbs were described together with the difficulties observed in previous studies. The analytical part dealt with the application of English tests to Chinese verbs and the discussion of the results. The main point of the analysis was a confirmation or a disproof of whether the tests that are used in English are also compatible in Chinese and whether four aspectual classes exist in Chinese.

Based on the study that was made, it was confirmed that the tests are largely applicable in Chinese and that the four aspectual classes also exist in Chinese. The analysis showed that the situation with state and activity verbs is straightforward in Chinese and the classes of accomplishment and achievement verbs were indeed problematic.

Regarding Chinese translations of English accomplishment verbs, the analysis showed that the ‘accomplishment tests’ were compatible with Chinese verbs. However, Chinese accomplishment verbs differ from English accomplishments in their structure. To express an end point, Chinese accomplishments have to be modified by the resultative verbal complements or by the perfective verbal suffix -le 了. However, if the Chinese accomplishment verb is followed by the perfective verbal suffix, there is a focus on the

object of the sentence, not on the result of an event. Regarding Chinese accomplishments, it was found out that the features [+ stages] and [+ telic] cannot be used at the same time as it can be used in English. This observation showed that the verb does not have stages [- stages] when the end point is expressed by the resultative verbal complement [+ telic]. The extra ('gently') test is compatible with active accomplishments, but not with accomplishments in English. According to the analysis that was made, Chinese accomplishments are similar in nature to the category of English active accomplishments introduced by Van Valin (2006).

Basciano (2015) claims that the nature of the accompanying object is the most important when analysing Chinese accomplishment verbs. However, the tested Chinese accomplishment verbs were all followed by the resultative complements regardless of the nature of objects. Chinese accomplishment verbs need to have an explicit resultative complement to express an end point.

As for Chinese translations of English achievement verbs, the study showed that the 'achievement tests' are largely compatible in Chinese. However, the tests that tested the feature [- stages] brought ambiguous results with verbs *rènchū* 认出 'recognize' and *diūshī* 丢失 'lose'. The verbs with the concrete object are not grammatical in the 'progressive' test [- stages], however in the 'from X o'clock to X o'clock' test the verbs can be grammatically used [+ stages]. The verb *diūshī* 丢失 'lose' can be used in the progressive, however, the object has to be abstract. For example (83-85):

(83) \*他正在丢失了眼镜。

Tā zhèngzài diūshī-le yǎnjīng.  
 he right now lose-LE glasses  
 'He is losing his glasses.'

(84) 他从5点到7点丢失了眼镜，8点又找到了。

Tā cóng 5 diǎn dào 7 diǎn diūshī-le yǎnjīng, 8 diǎn yòu zhǎo-dào-le.  
 he from 5 o'clock to 7 o'clock lose-LE glasses, 8 o'clock again find-DAO-LE  
 'He lost his glasses from 5 to 7 o'clock, at 8 o'clock he found them.'

(85) 我们这一代人正在丢失我们的传统。

Wǒmen zhè yí dài rén zhèngzài diūshī wǒmen de chuántǒng.  
 we this one period human right now lose we DE tradition  
 'Our generation is losing our traditions.'

Regarding Basciano's (2015) claim that achievement verbs have to be modified by the resultative complements, the study showed that in Chinese there are achievement verbs that express their end point without the use of resultative complements. The verbal complement 得 得 'get' signalises completeness, however, its usage and productiveness differ from the common resultative complements. The suggested topic for further analysis is an investigation of the nature and the type of verbs, that can be modified by this verbal complement. The nature of object, abstract and concrete, plays a role with feature [stages] with achievements. Achievements in progressive with the concrete object are ungrammatical, on the other hand, achievements in progressive with the abstract object are grammatically acceptable. For further studies, it would be interesting to investigate how the object affects the interpretation of the aspectual classes. All types of nouns, such as common, proper, concrete, abstract, collective, count, and mass nouns, in object position, and their effect on the aspectual class could be studied.

Even though the native speakers were asked for judgments on the grammaticality of Chinese sentences according to the standard variety of Chinese, the problems arose with this determination. It is assumed that the language of native speakers is strongly influenced by local dialects and in some cases the grammaticality of sentences was confusing. Even though the level of education may also have an impact on judgments, all of the native speakers have university education with a minimal level of bachelor's degree. In case the native speakers (and their parents) come from and live only in Beijing, where the language is the closest to the standard Chinese, it is possible that their judgments would not be so diverse.

The analysis performed in this work describes the aspectual properties of Chinese verb classes and due to this research, it is possible to better understand the expression of situation aspect in Chinese. Furthermore, the results of the analysis can be used in a larger study because the number of analysed verbs was limited to a small set of data. It would be interesting to follow this way of study with a larger number of verbs and tests.



## 5 Resumé

The thesis dealt with the aspectual classes of verbs in Chinese. In the theoretical part of the thesis the theoretical background for the study of aspect was presented. Firstly, the influence on aspect according to morphological typology was described. English verbs express tense and aspect by suffixes, in Chinese tense is expressed lexically and a verbal aspect is expressed by suffixes or resultative verbal complements. Secondly, Vendlerian verb classes ‘states’, ‘activities’, ‘accomplishments’, and ‘achievements’ and two verbal properties [+/- stages] and [+/- telic] both in English and Chinese were discussed. The English cases were discussed to set up the background for the study of Chinese verbs. The tests to divide verbs into aspectual classes in English were translated into Chinese and applied to verbs that were translated from English into Chinese. Native speakers were consulted for grammaticality judgement for the created sentences. The analytical part presented the results of the tests for each of the aspectual verbal category. According to previous studies on aspectual classes of Chinese verbs it was assumed that accomplishment and achievement verbs would be difficult to analyse.

The analytical part presented results of the aspectual tests that were largely applicable, and the classes of accomplishments and achievements were indeed problematic. Regarding states, tests showed that Chinese translations of English states are [- stages] and [- telic]. The ‘progressive’ test showed that Chinese translation equivalents of English states are [- stages] and in addition the test showed that the translation of verbs does not always guarantee class transferability. In the study, Chinese translations of English states were also [+ stages] and [- telic], thus in Chinese the verbs are activities. Regarding activities, tests showed that Chinese translations of English activity verbs are [+ stages] and [- telic]. The ‘progressive’ test and the ‘*for X time*’ test were applicable to all selected verbs without ambiguity. Regarding accomplishments, tests showed that Chinese translations of English accomplishments are [+ stages] and [+ telic]. The ‘progressive’ test showed that selected verbs are [+ stages], the ‘almost’ test showed that verbs need to have an explicit resultative complement or the perfective verbal suffix to express an end point. The analysis showed that the Chinese translation of accomplishment verbs modified by the resultative complements cannot be [+ stages] and [+ telic] at the same time. Regarding achievements, tests showed that Chinese translations of English achievements can be [- stages] and [+ telic]. The ‘progressive’ test showed that achievement verb with a concrete object is ungrammatical [- stages], however,

achievement verb with an abstract object is grammatical [+ stages]. The ‘*for X time*’ test differentiates the translation, thus the telicity, when used with activities, states [- telic], e.g., ‘for an hour’, and achievements [+ telic], e.g., ‘an hour ago’.

The study shows that Chinese also has four aspectual classes and that Chinese accomplishments need to express their end point by separate syntactical devices and that Chinese achievements do not have to do so. The analysis brought in a new perspective on objects of achievement verbs, which could be further analysed. However, it must also be taken into account that the number of examined verbs was limited in this study.

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## 7 Appendix

State verb	'progressive' test	'for X time' test
zhīdào 知道 'know'	*Nǐ zhèngzài zhīdào ma? Nǐ zhèngzài zhīdào zhēnxiàng ma? *你正在知道吗? 你正在知道真相吗? '*Are you knowing?' 'Do you know the truth?'	Nǐ zhīdàole duōjiǔ? Wǒ zhīdào zhēnxiàng sān niánle. 你知道了多久? 我知道真 相三年了。 'How long have you known it? I have known the truth for three years.'
xiāngxìn 相信 'believe'	*Nǐ zhèngzài xiāngxìn tā ma? *你正在相信她吗? '*Are you believing her?'	Nǐ xiāngxìnle duōjiǔ? Wǒ xiāngxìn tā sān niánle. 你相信了多久? 我相信她 三年了。 'How long have you believed it? I believe her for three years.'
jùyǒu 具有 'have'	*Nǐ zhèngzài jùyǒu ma? Nǐ zhèngzài jùyǒu chāorén de nénglì ma? *你正在具有吗? 你正在具 有超人的能力吗? '*Are you having it?' '*Are you having superhuman abilities?'	*Nǐ jùyǒule zhè zhǒng nénglì duōjiǔ? Wǒ jùyǒu zhè zhǒng nénglì sān niánle. *你具有了这种能力多 久? 我具有这种能力三年 了。 'How long have you had this ability? I have had this ability for three years.'
xīwàng 希望 'desire'	Nǐ zhèngzài xīwàng tā lái kàn nǐ ma? 你正在希望他来看你吗? 'Are you expecting him to come to see you?'	*Nǐ xīwàng tā lái kàn nǐ duōjiǔ? Wǒ xīwàng tā lái kàn wǒ sān niánle. *你希望他来看你了多 久? 我希望他来看我三年 了。 'How long have you been expecting him to come to see you? I have expected him to come to see me for three years.'
ài 爱 'love'	Nǐ zhèngzài ài tā ma? 你正在爱她吗? '*Are you loving her?'	Nǐ àile tā duōjiǔ? Wǒ ài tā sān niánle. 你爱了她多久? 我爱她三 年了。 'How long have you loved her? I have loved her for three years.'
tǎoyàn 讨厌 'hate'	Nǐ zhèngzài tǎoyàn tā ma? 你正在讨厌他吗? '*Are you hating him?'	Nǐ tǎoyànle tā duōjiǔ? Wǒ tǎoyàn tā sān niánle.

		你讨厌了她多久？我讨厌她三年了。 'How long have you hated her? I hate her for three years.'
míngbái 明白 'understand'	*Nǐ zhèngzài míngbái ma? Nǐ zhèngzài míngbái zhēnlǐ ma? *你正在明白吗？你正在明白真理吗？ '*Are you understand?' '*Are you understanding the truth?'	Nǐ míngbáile duōjiǔ? Wǒ míngbái tā sān niánle. 你明白了真理多久？我明白真理三年了。 'How long have you understood the truth? I have known the truth for three years.'
xǐhuān 喜欢 'like'	*Nǐ zhèngzài xǐhuān tā ma? *你正在喜欢她吗？ '*Are you liking her?'	Nǐ xǐhuānle duōjiǔ? Wǒ xǐhuān tā sān niánle. 你喜欢了她多久？我喜欢她三年了。 'How long have you liked her? I have liked her for three years.'
bù xǐhuān 不喜欢 'dislike'	*Nǐ zhèngzài bù xǐhuān ma? *你正在不喜欢她吗？ '*Are you disliking her?'	Nǐ bù xǐhuānle duōjiǔ? Wǒ bù xǐhuān tā sān niánle. 你不喜欢她多久了？我不喜欢她三年了。 'How long have you disliked her? I have disliked her for three years.'
yōngyǒu 拥有 'possess'	*Nǐ zhèngzài yōngyǒu ma? *你正在拥它吗？ '*Are you possessing?'	Nǐ yōngyǒule duōjiǔ? Wǒ yōngyǒu tā sān niánle. 你拥有了多久？我拥有它三年了。 'Have long have you had it? I have had it for three years.'
xiǎngyào 想要 'want'	*Nǐ zhèngzài xiǎngyào ma? *你正在想要吗？ '*Are you wanting?'	Nǐ xiǎng yàole duōjiǔ? Wǒ xiǎng yào tā sān niánle. 你想要了多久？我想要它三年了。 'How long have you wanted it? I have wanted it for three years.'
kòngzhì 控制 'rule'	Nǐ zhèngzài kòngzhì ma? 你正在控制吗？ '*Are you ruling?'	Nǐ kòngzhìle duōjiǔ? Wǒ kòngzhì guójiā sān niánle. 你控制了多久？我控制国家三年了。 'How long have you ruled? I have ruled the country for three years.'

zhīpèi 支配 ‘dominate sb/sth’	Nǐ zhèngzài zhīpèi ma? 你正在支配吗? ‘*Are you dominating it?’	Nǐ zhīpèile duōjiǔ? Wǒ zhīpèi tā sān niánle. 你支配了多久? 我支配她三年了。 ‘How long have you dominated? I have dominated her for three years.’
jiéhūn 结婚 ‘marry’	*Nǐ zhèngzài jiéhūn ma? *你正在结婚吗? ‘*Are you marrying?’	Nǐ jiéhūnle duōjiǔ? Wǒ jiéhūn tā sān niánle. 你结婚多久了? 我结婚三年了。 ‘How long have you been married? I have been married for three years.’
chūxí 出席 ‘attend’	Nǐ zhèngzài chūxí ma? 你正在出席吗? ‘*Are you attending?’	Nǐ chūxíle duōjiǔ? Wǒ chūxí sān gè xiǎoshíliǎo. 你出席了多久? 我出席三个小时了。 ‘How long have you attended? I have attended for three hours.’
quēxí 缺席 ‘be absent’	*Nǐ zhèngzài quēxí ma? *你正在缺席吗? ‘*Are you absenting?’	Nǐ quēxíle duōjiǔ? Wǒ quēxí sān gè xiǎoshíliǎo. 你缺席了多久? 我缺席三个小时了。 ‘How long have you been absent? I have been absent for three hours.’
shēngbìng 生病 ‘be ill’	Nǐ zhèngzài shēngbìng ma? 你正在生病吗? ‘Are you ill?’	Nǐ shēngbìngle duōjiǔ? Wǒ shēngbìng sān niánle. 你生病多久了? 我生病三年了。 ‘How long have you been ill? I have been ill for three years.’

Table 3 State verb tests

Activity verb	‘progressive’ test	‘for X time’ test
pǎobù 跑步 ‘run’	Nǐ zhèngzài pǎobù ma? 你正在跑步吗? ‘Are you running’	Nǐ pǎobùle duōjiǔ? Tā pǎobù pǎole yīgè xiǎoshí. 你跑步多久了? 他跑步跑了一个小时。 ‘How long have you been running? I ran for an hour.’



<p>zǒubù 走步 ‘walk’</p>	<p>Nǐ zhèngzài zǒubù ma? 你正在走步吗? ‘Are you walking?’</p>	<p>Nǐ zǒu bùle duōjiǔ? Tā zǒubù zǒule yīgè xiǎoshí. 你走步了多久? 他走步走了一个小时。 ‘How long have you been walking? I walked for an hour.’</p>
<p>yóuyǒng 游泳 ‘swim’</p>	<p>Nǐ zhèngzài yóuyǒng ma? 你正在游泳吗? ‘Are you swimming?’</p>	<p>Nǐ yóuyǒng le duōjiǔ? Tā yóuyǒng yóule yīgè xiǎoshí. 你游泳了多久? 他游泳游了一个小时。 ‘How long have you been swimming? I swam for an hour.’</p>
<p>tuīchē 推车 ‘push a cart’</p>	<p>Nǐ zhèngzài tuīchē ma? 你正在推车吗? ‘Are you pushing a cart?’</p>	<p>Nǐ tuī chēle duōjiǔ? Tā tuīchē tuīle yīgè xiǎoshí. 你推车了多久? 他推车推了一个小时。 ‘How long have you been pushing a cart? I pushed the cart for an hour.’</p>
<p>lāchē 拉车 ‘pull a cart’</p>	<p>Nǐ zhèngzài lāchē ma? 你正在拉车吗? ‘Are you pulling a cart?’</p>	<p>Nǐ lā chēle duōjiǔ? Tā lāchē lāle yīgè xiǎoshí. 你拉车了多久? 他拉车拉了一个小时。 ‘How long have you been pulling a cart? I pulled the cart for an hour.’</p>
<p>kāichē 开车 ‘drive a car’</p>	<p>Nǐ zhèngzài kāichē ma? 你正在开车吗? ‘Are you driving a car?’</p>	<p>Nǐ kāichēle duōjiǔ? Tā kāichē kāile yīgè xiǎoshí. 你开车了多久? 他开车开了一个小时。 ‘How long have you been driving a car? I drove the car for an hour.’</p>
<p>xiě 写 ‘write’</p>	<p>Nǐ zhèngzài xiě ma? 你正在写吗? ‘Are you writing?’</p>	<p>Nǐ xiěle duōjiǔ? Tā xiěle yīgè xiǎoshí. 你写了多久? 他写了一个小时。 ‘How long have you been writing? I wrote for an hour.’</p>
<p>gōngzuò 工作 ‘work’</p>	<p>Nǐ zhèngzài gōngzuò ma? 你正在工作吗? ‘Are you working?’</p>	<p>Nǐ gōngzuòle duōjiǔ? Tā gōngzuòle yīgè xiǎoshí. 你工作了多久? 他工作了一个小时。</p>

		‘How long have you been working? I worked for an hour.’
xiàxuě 下雪 ‘snow’	Zhèngzài xiàxuě ma? 正在下雪吗? ‘Is it snowing?’	Xià xuěle duōjiǔ? Xiàxuě xiàle yīgè xiǎoshí. 下雪下了多久? 下雪下了一个小时。 ‘How long has it snowed? It snowed for an hour.’

Table 4 Activity verb tests

Accomplishment verb	‘progressive’ test	‘almost’ test
huà huàr 画画儿 ‘draw a picture’	Nǐ zhèngzài huà huàr ma? 你正在画画儿吗? ‘Are you drawing a picture?’	Tā chàbuduō huà hǎole/hǎo/wán yì fú huà. 他差不多画好了/好/完一幅画儿。 ‘He has almost finished drawing a picture’
zuò yǐzi 做椅子 ‘make a chair’	Nǐ zhèngzài zuò yì bǎ yǐzi ma? 你正在做一把椅子吗? ‘Are you making a chair?’	Tā chàbuduō zuòle/hǎo/wán yì bǎ yǐzi. 他差不多做了/好/完一把椅子。 ‘He has almost finished making a chair.’
bùdào 布道 ‘deliver a sermon’	Nǐ zhèngzài bùdào ma? 你正在布道吗? ‘Are you preaching?’	*Tā chàbuduō bùdào le. Tā chàbuduō bùdào hǎo/wán. Tā bùdào le. *他差不多布道了。他差不多布道好/完。他布道了。 ‘He has almost finished preaching.’
huà gè yuánquān 画个圆圈 ‘draw a circle’	Nǐ zhèngzài huà gè yuánquān ma? 你正在画个圆圈吗? ‘Are you drawing a circle?’	Tā chàbuduō huàle/hǎo/wán yì gè yuánquān. 他差不多画了/好/完一个圆圈。 ‘He has almost finished drawing a circle.’
bìngyù 病愈 ‘recover from an illness’	*Nǐ zhèngzài bìng yù ma? *你正在病愈吗? ‘Are you recovering from an illness?’	Tā chàbuduō bìngle/bìngyùhǎole. 他差不多病了/病愈好了。 ‘He has almost finished recovering from an illness.’
gài fángzi 盖房子 ‘build a house’	Nǐ zhèngzài gài fángzi ma? 你正在盖房子吗?	*Tā chàbuduō gài le yì zuò fángzi. Tā chàbuduō gài hǎole yì zuò fángzi. *他差不多盖了一座房子。

	‘Are you building a house?’	他差不多盖好了一座房子。 ‘He has almost finished building a house.’
pǎo yì yīnglǐ 跑一英里 ‘run a mile’	Nǐ zhèngzài pǎo yì yīnglǐ ma? 你正在跑一英里吗? ‘Are you running a mile?’	Tā chàbuduō pǎowánle yì yīnglǐ. 他差不多跑完了一英里。 ‘He has almost run a mile.’
xiě xìn 写信 ‘write a letter’	Nǐ zhèngzài xiě xìn ma? 你正在写信吗? ‘Are you writing a letter?’	Tā chàbuduō xiěwánle yì fēng xìn. *Tā chàbuduō xiěle yì fēng xìn. 他差不多写完了一封信。 *他差不多写了一封信。 ‘He has almost finished writing a letter.’
dú xiǎoshuō 读小说 ‘read a novel’	Nǐ zhèngzài dú xiǎoshuō ma? 你正在读小说吗? ‘Are you reading a novel?’	Tā chàbuduō dúwánle yì běn xiǎoshuō. *Tā chàbuduō dúle yì běn xiǎoshuō. 他差不多读完了一本小说。 *他差不多读了一本小说。 ‘He has almost finished reading a novel.’
shàngkè 上课 ‘give or attend a class’	Nǐ zhèngzài shàngkè ma? 你正在上课吗? ‘Are you having class?’	Tā chàbuduō shàngwánle yì jié kè. *Tā chàbuduō shàngle yì jié kè. 他差不多上完了一节课。 *他差不多上了一节课。 ‘He has almost finished a class.’
xià qí 下棋 ‘play a game of chess’	Nǐ zhèngzài xià qí ma? 你正在下棋吗? ‘Are you playing chess?’	Tā chàbuduō xiàwánle qí. *Tā chàbuduō xiàle qí. 他差不多下完了棋。 *他差不多下了棋。 ‘He has almost finished playing chess.’
zhǎngdà 长大 ‘grow up’	Nǐ zhèngzài zhǎng dà ma? ?你正在长大吗? ‘Are you growing up?’	Tā chàbuduō zhǎngdàle. *Tā chàbuduō zhǎngdàhǎo/wán. 他差不多长大了。 *他差不多长大好/完。 ‘He has almost grown up.’
zhǔnbèi 准备 ‘get ready for something’	Nǐ zhèngzài zhǔnbèi ma? 你正在准备吗? ‘Are you getting ready?’	Tā chàbuduō zhǔnbèihǎole. *Tā chàbuduō zhǔnbèile/wán. 他差不多准备好了。 *他差不多准备了/完。 ‘He has almost finished getting ready?’
rónghuà 融化 ‘melt’	Tā zhèngzài rónghuà ma? 它正在融化吗?	Tā chàbuduō rónghuàle. *Tā chàbuduō rónghuàhǎo/wán. 它差不多融化了。

	‘Is it melting?’	*它差不多融化好/完。 ‘It is almost melted.’
dòngjié 冻结 ‘freeze’	Tā zhèngzài dòngjié ma? 它正在冻结吗? ‘Is it freezing?’	Tā chàbùduō dòngjiéle. *Tā chàbùduō dòngjiéhǎo/wán. 它差不多冻结了。 *它差不多冻结好/完。 ‘It is almost frozen.’

Table 5 Accomplishment verb tests 1

Accomplishment verb	‘in X time’ test	‘for X time’ test
huà huà 画画儿 ‘draw a picture’	Tā zài yì tiān nèi huàle/huàhǎo/huàwán/huàhǎo le yì fú huà. 他在一天内画了/画好/画完/画好了一幅画儿。 ‘He drew a picture in a day.’	Tā huà huà yí gè xiǎoshí le. *Tā huàle/huàhǎo/huàwán/huàhǎo le yí gè xiǎoshí le. 他画画儿一个小时了。 *他画了/画好/画完/画好了一个小时了。 ‘He was drawing a picture for an hour.’ *‘He drew a picture for an hour.’
zuò yǐzi 做椅子 ‘make a chair’	Tā zài yì tiān nèi zuòle/zuòhǎo le yī bǎ yǐzi. 他在一天内做了/做好了一把椅子。 ‘He made a chair in a day.’	Tā zuò yǐzi yí gè xiǎoshí le. *Tā zuòle/zuòhǎo le yī bǎ yǐzi yí gè xiǎoshí le. 他做椅子一个小时了。 *他做了/做好了一把椅子一个小时了。 ‘He was making a chair for an hour.’ *‘He made a chair for an hour.’
bùdào 布道 ‘deliver a sermon’	Tā zài yì tiān nèi dào shìjiè gèdì bùdào. 他在一天内到世界各地布道。 ‘He preached all over the world in a day.’	Tā bùdào yí gè xiǎoshí le. 他布道一个小时了。 ‘He was preaching for an hour.’
huà gè yuánquān 画个圆圈 ‘draw a circle’	Tā zài yì fēnzhōng nèi huàle yí gè yuánquān. 他在一个分钟内画了一个圆圈。 ‘He drew a circle in a minute.’	Tā huà gè yuánquān yí gè xiǎoshí le. *Tā huàle gè yuánquān yí gè xiǎoshí le. 他画个圆圈一个小时了。 *他画了个圆圈一个小时了。 ‘He was drawing a circle for an hour.’ *‘He drew a circle for an hour.’

<p>bìngyù 病愈 'recover from an illness'</p>	<p>Tā de bìng zài yì tiān nèi bìngyù. 他的病在一天内病愈。 'He recovered from his illness in a day.'</p>	<p>*Tā bìngyù yí gè xiǎoshí le. *他病愈一个小时了。 'He recovered from an illness for an hour.'</p>
<p>gài fángzi 盖房子 'build a house'</p>	<p>Tā zài yì tiān nèi gài le/gàiwán/gàihǎo/gàiwánle /gàihǎole yí zuò fángzi. 他在一天内盖了/盖完/盖好/盖完了/盖好了一座房子。 'He built a house in a day.'</p>	<p>Tā gài fángzi yí gè xiǎoshí le. * Tā gài le/gàiwán/gàihǎo/gàiwánle/gàihǎole yí zuò fángzi yí gè xiǎoshí le. 他盖房子一个小时了。 *他盖了/盖完/盖好/盖完了/盖好了一座房子一个小时了。 'He was building a house for an hour.' '*He built a house for an hour.'</p>
<p>pǎo yì yīnglǐ 跑一英里 'run a mile'</p>	<p>Tā zài yì tiān nèi pǎo le/pǎowán yì yīnglǐ. 他在一天内跑了/跑完一英里。 'He ran a mile in a day.'</p>	<p>? Tā pǎo yì yīnglǐ yí gè xiǎoshí le. *Tā pǎo le/pǎowán yì yīnglǐ yí gè xiǎoshí le. ?他跑一英里一个小时了。 *他跑了/跑完一英里一个小时了。 '?He was running a mile for an hour.' '*He ran a mile for an hour.'</p>
<p>xiě xìn 写信 'write a letter'</p>	<p>Tā zài yì tiān nèi xiě le/xiěwán/xiěhǎo/xiěwánle /xiěhǎole yì fēng xìn. 他在一天内写了/写完/写好/写完了/写好了一封信。 'He wrote a letter in a day.'</p>	<p>Tā xiě xìn yí gè xiǎoshí le. *Tā xiě le/xiěwán/xiěhǎo/xiěwánle yì fēng xìn yí gè xiǎoshí le. 他写信一个小时了。 *他写了/写完/写好/写完了/写好了一封信一个小时了。 'He was writing a letter for an hour.' '*He wrote a letter for an hour.'</p>
<p>dú xiǎoshuō 读小说 'read a novel'</p>	<p>Tā zài yì tiān nèi dúwánle yì běn xiǎoshuō. 他在一天内读完了一本小说。 'He read a novel in a day.'</p>	<p>Tā dú xiǎoshuō yí gè xiǎoshí le. **Tā dúwánle yì běn xiǎoshuō yí gè xiǎoshí le. 他读小说一个小时了。 *他读完了一本小说一个小时了。 'He was reading a novel for an hour.' '*He read a novel for an hour.'</p>

shàngkè 上课 'give or attend a class'	Tā zài yì tiān nèi shàngle qī jié kè. 他在一天内上了七节课。 'He gave seven classes in a day.'	Tā shàngkè yí tiān le. 他上七节课一个小时了。 'He was giving seven classes for a day.'
xià qí 下棋 'play a game of chess'	Tā zài yì tiān nèi xiàle liǎng pán qí. 他在一天内下了两盘棋。 'He played two games in a day.'	Tā xià qí yí gè xiǎoshí le. 他下棋一个小时了。 'He was playing chess for an hour.'
zhǎngdà 长大 'grow up'	*Tā zài yì tiān nèi zhǎngdà./Tā zài sān nián lǐ zhǎngdàle bù shǎo. *他在一天内长大。他在三年里长大了不少。 'He grew up in a day.' 'He grew up a lot in three years.'	*Tā zhǎngdà yí gè xiǎoshí le. ?Zhè ge mógū bùduàn zhǎngdà yí gè xiǎoshí le. *他长大一个小时了。 ?这个蘑菇不断长大一个小时了。 '*He grew up for an hour.' 'This mushroom has been growing for an hour.'
zhǔnbèi 准备 'get ready for something'	Tā zài yì tiān nèi zhǔnbèihǎole suǒyǒu dōngxī. 他在一天内准备好了所有东西。 'He prepared everything in a day.'	Tā zhǔnbèi yí gè xiǎoshí le. Tā zhǔnbèihǎole yí gè xiǎoshí le. 他准备一个小时了。 *他准备好了一个小时了。 'He was preparing for an hour.' '*He got ready for an hour.'
rónghuà 融化 'melt'	Tā zài yì tiān nèi rónghuà. 它在一天内融化。 'It melted in a day.'	?Tā rónghuà yí gè xiǎoshí le. ?它融化一个小时了。 '?It has been melting for an hour.'
dòngjié 冻结 'freeze'	Tā zài yì tiān nèi dòngjié. 它在一天内冻结。 'It frozen in a day.'	?Tā dòngjié yí gè xiǎoshí le. ?它冻结一个小时了。 '?It has frozen for an hour.'

Table 6 Accomplishment verb tests 2

Achievement verb	'progressive' test	'from X o'clock to X o'clock' test
chéngrèn 承认 'recognize'	*Nǐ zhèngzài chéngrèn. *你正在承认。 '*You are recognizing.'	*Tā cóng 5 diǎn dào 7 diǎn chéngrèn. *他从5点到7点承认。 '*He recognized from 5 to 7 o'clock.'
fāxiàn 发现 'spot/notice'	? Nǐ zhèngzài fāxiàn. ?你正在发现。 '*You are noticing.'	*Tā cóng 5 diǎn dào 7 diǎn fāxiàn. ? Tā cóng 5 diǎn dào 7 diǎn fāxiàn línjū de gǒu bù jiàole. *他从5点到7点发现。

		<p>他从5点到7点发现邻居的狗不叫了。</p> <p>*He noticed from 5 to 7 o'clock.'</p> <p>'He found the neighbour's dog stopped barking from 5 to 7 o'clock.'</p>
<p>diūshī 丢失 'lose'</p>	<p>*Tā zhèngzài diūshīle yǎnjìng. Wǒmen zhè yí dài rén zhèngzài diūshī wǒmen de chuántǒng. *他正在丢失了眼镜。我们这一代人正在丢失我们的传统。 '*He is losing his glasses.' 'Our generation is losing our traditions.'</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn diūshī. Tā cóng 5 diǎn dào 7 diǎn diūshīle yǎnjìng, 8 diǎn yòu zhǎodàole. *他从5点到7点丢失。他从5点到7点丢失了眼镜，8点又找到了。 '*He lost from 5 to 7 o'clock.' 'He lost his glasses from 5 to 7 o'clock, at 8 o'clock he found them.'</p>
<p>dàodá shāndǐng 到达 山顶 'reach the top of the mountain'</p>	<p>*Nǐ zhèngzài dàodá shāndǐng. *你正在到达山顶。 'You are reaching the top of the mountain.'</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn dàodá shāndǐng. *他从5点到7点到达山顶。 '*He reached the top of the mountain from 5 to 7 o'clock.'</p>
<p>yíng bǐsài 赢比赛 'win the race'</p>	<p>Nǐ zhèngzài yíng bǐsài. Nǐ zhèngzài yíngdé bǐsài. *Nǐ zhèngzài yíngde bǐsài. 你正在赢比赛。你正在赢得比赛。*你正在赢了比赛。 'You are winning the race.'</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn yíng bǐsài. ? 4 diǎn zhīqián tā yīzhí shū, tā cóng 5 diǎn dào 7 diǎn cái zhēnzhèng yíngdé bǐsài. *他从5点到7点赢比赛。 ? 4点之前他一直输，他从5点到7点才真正赢得比赛。 '*He won the race from 5 to 7 o'clock.' '?He has been losing until 4 o'clock, and he won the race from 5 to 7 o'clock.'</p>
<p>shíxiàn 实现 'realize'</p>	<p>*Nǐ zhèngzài shíxiàn. *你正在实现。 '*You are realizing.'</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn shíxiàn. ? Tā cóng 5 diǎn dào 7 diǎn cái shíxiàn guānghé zuòyòng. *他从5点到7点实现。 ? 它从5点到7点才实现光合作用。 '*He realized from 5 to 7 o'clock.'</p>

		‘?It only realizes photosynthesis from 5 to 7 o’clock.’
rènchū 认出 ‘identify’	*Nǐ zhèngzài rènchū. *你正在认出。 ‘*You are recognizing.’	*Tā cóng 5 diǎn dào 7 diǎn rèn chū. ? Tā cóng 5 diǎn dào 7 diǎn néng rèn chū fànzuì fēnzǐ, dànshì 7 diǎn yǐhòu jiù yòu hūnmíle. *他从5点到7点认出。 ? 他从5点到7点能认出犯罪分子, 但是7点以后就又昏迷了。 ‘*He identified from 5 to 7 o’clock.’ ‘?He could recognize the criminal from 5 to 7 but he was comatose again after 7 o’clock.’
chāo biānjiè 超边界 ‘cross the border’	*Nǐ zhèngzài yuè biānjiè. *你正在越边界。 ‘You are crossing the border.’	*Tā cóng 5 diǎn dào 7 diǎn chāo biānjiè. ? Tā cóng 5 diǎn dào 7 diǎn chāoguò biānjiè zhēnchá dí jūn, 7 diǎn hòu lìkè fǎnhuí *他从5点到7点超边界。 ? 他从5点到7点超过边界侦查敌军, 7点后立刻返回 ‘*He crosses the border from 5 to 7 o’clock.’ ‘?He crossed the border from 5 to 7 o’clock to investigate the enemy and returned immediately after 7 o’clock.’
kāishǐ 开始 ‘start’	*Nǐ zhèngzài kāishǐ. Nǐ yǐjīng hé nǚpéngyǒu fēnshǒu hěn jiǔ le, tā zhèngzài kāishǐ xīn de liànqíng. *你正在开始。 你已经和女朋友分手很久了, 她正在开始新的恋情。 ‘*You are starting.’ ‘You have broken up with your girlfriend long time ago, she is starting a new relationship.’	*Tā cóng 5 diǎn dào 7 diǎn kāishǐ. ? Tā cóng 5 diǎn dào 7 diǎn kāishǐ yītiān de zǎocān. *他从5点到7点开始。 ? 他从5点到7点开始一天的早餐。 ‘*He started from 5 to 7 o’clock.’ ‘?He started the day’s breakfast from 5 to 7 o’clock.’
jiéshù 结束 ‘stop’	*Nǐ zhèngzài jiéshù.	*Tā cóng 5 diǎn dào 7 diǎn jiéshù.



	<p>Tā zhèngzài jiéshù guòqù de xiàngmù, zhǔnbèi kāishǐ xīn de tàn-sù.</p> <p>*你正在结束。</p> <p>他正在结束过去地项目，准备开始新的探索。</p> <p>‘*You are stopping.’</p> <p>‘He is ending his past projects and is preparing to start a new exploration.’</p>	<p>? Tā cóng 5 diǎn dào 7 diǎn jiéshù fǎ dòng jī gōngdiàn, 8 diǎn chóngxīn qǐdòng fādòngjī.</p> <p>*他从5点到7点结束。</p> <p>? 他从5点到7点结束发动机电，8点重新启动发动机电。</p> <p>‘*He ended from 5 to 7 o’clock.’</p> <p>‘?He ended the engine power supply from 5 to 7 o’clock and restarted the engine at 8 o’clock.’</p>
<p>chóngxīn kāishǐ 重新开始 ‘resume’</p>	<p>*Nǐ zhèngzài chóngxīn kāishǐ.</p> <p>Tā zhèngzài chóngxīn kāishǐ xīn de shēnghuó.</p> <p>*你正在重新开始。他正在重新开始新的生活。</p> <p>‘*You are resuming.’</p> <p>‘He is restarting a new life.’</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn chóngxīn kāishǐ.</p> <p>? Tā cóng 5 diǎn dào 7 diǎn chóngxīn kāishǐ diǎnhuǒ.</p> <p>*他从5点到7点重新开始。</p> <p>? 他从5点到7点重新开始点火。</p> <p>‘*He resumed from 5 to 7 o’clock.’</p> <p>‘?He restarted ignition from 5 to 7 o’clock.’</p>
<p>chūshēng 出生 ‘be born’</p>	<p>*Nǐ zhèngzài chūshēng.</p> <p>*你正在出生。</p> <p>‘*You are getting born.’</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn chūshēng.</p> <p>*他从5点到7点出生。</p> <p>‘*He was born from 5 to 7 o’clock.’</p>
<p>sǐwáng 死亡 ‘die’</p>	<p>*Nǐ zhèngzài sǐwáng.</p> <p>*你正在死亡。</p> <p>‘You are dying.’</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn sǐwáng.</p> <p>*他从5点到7点死亡。</p> <p>‘*He died from 5 to 7 o’clock.’</p>
<p>bào zhà 爆炸 ‘explode’</p>	<p>*Tā zhèngzài bào zhà.</p> <p>*它正在爆炸。</p> <p>‘*It is exploding.’</p>	<p>*Tā cóng 5 diǎn dào 7 diǎn bào zhà.</p> <p>*它从5点到7点爆炸。</p> <p>‘*It exploded from 5 to 7 o’clock.’</p>

Table 7 Achievement verb tests 1

Achievement verb	‘in X time’ test	‘for X time’ test
<p>chéngrèn 承认 ‘admit’</p>	<p>Zài jǐngchá de yánlì xùnwènxià, tā zài yì tiān nèi chéngrènle suǒyǒu zuìxíng.</p> <p>在警察的严厉讯问下，他在一天内承认了所有罪行。</p>	<p>Nǐ chéngrèn suǒyǒu zuìxíng yí gè xiǎoshí le.</p> <p>你承认所有罪行一个小时了。</p>

	‘Under severe interrogation by the police, he admitted all crimes in a day.’	‘You have admitted all crimes one hour ago.’
fāxiàn 发现 ‘spot/notice/find’	Tā zài yì tiān nèi fāxiànle wǔ bǎ diūshī de yàoshi. 他在一天内发现了五把丢失的钥匙。 ‘He found five lost keys in a day.’	Nǐ fāxiànle wǔ bǎ diūshī de yàoshi yí gè xiǎoshí le. 你发现了五把丢失的钥匙一个小时了。 ‘You have found five lost keys one hour ago.’
diūshī 丢失 ‘lose’	Tā zài yì tiān nèi diūshī dàbùfèn gōngjù. 他在一天内丢失大部分工具。 ‘He lost most of his tools in a day.’	Nǐ diūshī dàbùfèn gōngjù yí gè xiǎoshí le. 你丢失大部分工具一个小时了。 ‘You have lost most of your tools one hour ago.’
dàodá shāndǐng 到达 山顶 ‘reach the top of the mountain’	Tā zài yì tiān nèi dàodá/dào le/dàodá le shāndǐng. 他在一天内到达/到了/到达了山顶。 ‘He reached the top of the mountain in a day.’	Nǐ dàodá shāndǐng yí gè xiǎoshí le. 你到达山顶一个小时了。 ‘You have reached the top of the mountain one hour ago.’
yíng bǐsài 赢比赛 ‘win the race’	Tā zài yì tiān nèi yíngdé bǐsài. *Tā zài yì tiān nèi yíngde/yíng hǎo/yíng wán/yíng dé le bǐsài. 他在一天内赢得比赛。 *他在一天内赢了/赢好/赢完/赢得了比赛。 ‘He won the race in a day.’	Nǐ yíngdé bǐsài yí gè xiǎoshí le. 你赢得比赛一个小时了。 ‘You have won the race one hour ago.’
shíxiàn 实现 ‘realize’	Tā zài yì tiān nèi shíxiàn suǒyǒu de yuànwàng. 他在一天内实现所有的愿望。 ‘He fulfilled all his wishes in a day.’	Nǐ shíxiàn suǒyǒu de yuànwàng yí gè xiǎoshí le. 你实现所有的愿望一个小时了。 ‘You have fulfilled all your wishes one hour ago.’
rènchū 认出 ‘identify’	Tā zài yì tiān nèi rènchū suǒyǒu de ànfàn. 他在一天内认出所有的案犯。	Nǐ rènchū suǒyǒu de ànfàn yí gè xiǎoshí le.

	‘He identified all criminals in a day.’	你认出所有的案犯。一个小时了。 ‘You have identified all criminals one hour ago.’
chāo biānjiè 超边界 ‘cross the border’	Tā zài yì tiān nèi chāo biānjiè shí jǐ cì. 他在一天内超边界十几次。 ‘He crossed the border a dozen times in a day.’	Nǐ chāo biānjiè yí gè xiǎoshí le. 你超边界一个小时了。 ‘You have crossed the border one hour ago.’
kāishǐ 开始 ‘start’	Tā zài yì tiān nèi kāishǐ xīn de jìhuà. 他在一天内开始新的计划。 ‘He started a new plan in a day.’	Nǐ kāishǐ xīn de jìhuà yí gè xiǎoshí le. 你开始新的计划一个小时了。 ‘You have started a new plan one hour ago.’
jiéshù 结束 ‘stop’	Tā zài yì tiān nèi jiéshù suǒyǒu de shíyàn. 他在一天内结束所有的实验。 ‘He ended all experiments in a day.’	Nǐ jiéshù suǒyǒu de shíyàn yí gè xiǎoshí le. 你结束所有的实验一个小时了。 ‘You have finished all experiments one hour ago.’
chóngxīn kāishǐ 重新 开始 ‘resume’	Tā zài yì tiān nèi chóngxīn kāishǐ xuéxí. 他在一天内重新开始学习。 ‘He resumed his study in a day.’	Nǐ chóngxīn kāishǐ xuéxí yí gè xiǎoshí le. 你重新开始学习一个小时了。 ‘You have resumed your study one hour ago.’
chūshēng 出生 ‘be born’	*Tā zài yì tiān nèi chūshēng. *他在一天内出生。 ‘*He was born in a day.’	Nǐ chūshēng yí gè xiǎoshí le. 你出生一个小时了。 ‘You have been born one hour ago.’

<p>sǐwáng 死亡 ‘die’</p>	<p>Tā zài yì tiān nèi sǐwáng. 他在一天内死亡。 ‘He died in a day.’</p>	<p>Tā nǎo sǐwáng yí gè xiǎoshíhóu, jūrán xǐng le. 他脑死亡一个小时，居然醒了。 ‘An hour after his brain have died, he woke up.’</p>
<p>bào zhà 爆炸 ‘explode’</p>	<p>Tā zài yì tiān nèi bào zhà. 它在一天内爆炸。 ‘It exploded in a day.’</p>	<p>*Nǐ bào zhà yí gè xiǎoshí le. *它爆炸一个小时了。 ‘*It have exploded one hour ago.’</p>

Table 8 Achievement verb tests 2