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The Use of Verbs of Sight in Short Story" *A Doll's House* ".

A paper

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۚ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (٣٢)

صدق الله العظيم

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Dedication

To my great father

To my generous mother ...

To my supportive brothers and sister

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Chapter One

Introduction

A verb is given as a type of word that is the part of speech that conveys an action or state. That's the main part of the sentence. Every sentence has a verb. In English, a verb is the only kind of word that changes to indicate the past or present tense. (MacArthur, 1992:66).

All languages in the world have verbs, but they are not always used in the same way. Also, different languages can have different properties. For example in other languages Chinese and Indonesian verbs do not represent past and present tense. This means that the above definitions are valid only for English verbs.(Ibid)

Huddleston (1984, 34) clarifies that ,there are many types of verbs, such as regular verbs , irregular verbs, transitive verbs, intransitive verbs, finite verbs, indefinite verbs used in Basic English.

Harman (1996: 98). There are two main types of verbs in English. They are regular verbs called lexical verbs and auxiliary verbs. The difference between them is mainly where they appear in the sentence. Some verbs belong to both groups, but there are very few auxiliary verbs in English. Also, there are two types of auxiliary verbs: her. modal and non-modal verbs. Note that some of the verb forms look the same. They have the same shape. For example, simple present and walking simple form are the same form. The same applies to the past tense and past participle. However, these different forms can have different forms in other verbs. For example, the present tense of be is normal, but the simple form is be. Food in the past is edible, but the past participle is edible.

1.1The Problem

One of the major topics that have received the attention of many scholars in cognitive grammar is verb sight , which has been a focus not only in grammar but also in other disciplines, such as psychology and anthropology . Verb sight and its conceptual structure have sparked the interest of many scholars working within the area of cognitive semantics because of the productivity of its conceptual domain and its motivation of the various conceptual metaphors.

This study attempts to find solutions to the following questions:

1. What are the types of verbs of sight in English ?
- 2.What is meant by verb of sight in English?
- 3.How are verbs of sight used in English short stories?

1.2 The Aims

This study aims at:

1. Surveying the types of verbs in English.
2. Showing what is meant by verbs of sight in English .
3. Explaining the different meaning of verbs sight in English .
4. Investigating the a meaning of verb of sight in English short story .

1.3 The Hypotheses

The study hypothesizes that :

1. There are many difficulties in the analysis verbs of sight in English short story.
2. There many of verbs of sight in English .
3. Learners difficulties in distinguish between categories of verbs in English that use in short story .

1.4 The Procedure

1. Presenting a theoretical background about the verb of sight in English.
2. Analyzing a short story to find the verb of sight in it .
3. A conclusion of the study .

1.5 The Limits

This study is limited to find out the verbs of sight in English Language . Also, The role of its use in English language .The limits also include the data which is " *A Doll's House* ".

1.6 The Value

It is hoped that this study would be of help to those who have interest in grammar whether they are students or teachers, text book writers , linguists and syllabus designers.

Chapter Two

Literature Review

2.1 Syntactic Categories

According to Quirk et al, (1985: 54) syntactic category is defined as a syntactic unit that theories of syntax assume. Word classes, largely corresponding to traditional parts of speech (noun, verb, preposition) are regarded as syntactic categories. The phrasal categories (noun phrase, verb phrase, prepositional phrase) are also syntactic categories. Dependency grammars, however, do not acknowledge phrasal categories (at least not in the traditional sense).

2.1.1 Verb in English

Every language in the world has verbs, but they are not always used in the same ways. The verb is a word or in case of the verb phrase, a word group, which asserts action or state of being with respect to some noun or pronoun (Eckersley and Eckersley , 1963: 39).According to this definition, some verb can only be action verb or state verb, as in:

1. I walk, (action verb)
2. He remained silent, (state verb)

There are some verbs in English can be both action and state verbs at the same time . like “turn” can be both action and state verbs as in: (Ibid)

3. He turned his head, (action verb)
4. He turned pale, (state verb)

In (3) “turn” is mono transitive verb which has the pattern (SVO), while in (4) it is intransitive verb which has the pattern (SVC), it is a linking verb.

There are many types of verb such as Regular verb (Irregular verb / Linking verb / Transitive verb / Intransitive verb / Finite verb / Infinitive verb used in Basic English language. English language has two main kinds of verb, they are normal verbs which called lexical verbs and auxiliary verbs. The difference between them is mainly in where they can occur in a sentence. Some verbs are in both group, but there are few auxiliary verbs in English. There are also two kinds of auxiliary verbs: modal verbs and non-modal verbs. (Harmann,1996:32).

Pollock and Rounds (1954:49) state that the verb tells or asks something about or commands the subject to do something agree with them and add that the verb expresses an action, but also it may express a condition or state of being.

Romine(1972:144) that verb is a word asserting action, showing possession, or indicating state of being ‘Have’ in the following example shows possession:

The traditional verb is one of the parts of speech whose function in a sentence is prediction, which is as much as to say that it is a unit which is a part of bigger unit and which has certain correlations with other commensurable units. We can predict from this definition that there are some verbs the meaning of which depends on the arguments, type of verb complementation or type of noun (Ibid).

2.2 Types of Verbs in English

2.2.1 Lexical Verbs

According to Eckersley and Eckersley (1963) lexical Verbs are an open class of verbs which are all verbs except auxiliary verbs, in other words they show an action or state and can be added to with new verbs. Lexical verbs are used to show that the verb has vocabulary meaning rather just functioning as part of the grammar. Those are verbs that carry meaning. Most verbs in English are lexical. Consider the following example:

5. He is working in the library.

6.They are playing football in the garden.

The examples above show that every single verb carries a definite meaning, when it is used as lexical verb.(ibid)

2.2.2 Modal Verb

A modal verb is a type of verb that is used to indicate modality that is: like ability, permission, request, capacity, suggestions, order, obligation, or advice. Modal verbs always accompany the base (infinitive) form of another verb having semantic content. In English, the modal verbs commonly used are can , could , may , might , must , will , would , shall, should, ought to, had better, "have to" and sometimes need or dare. In English and other Germanic languages, modal verbs are often distinguished as a class based on certain grammatical properties(Paler, 2001:33)

In English grammar, a modal is a verb that combines with another verb to indicate mood or tense. A modal, also known as a modal auxiliary or modal verb, expresses necessity, uncertainty, possibility, or permission.(ibid)

2.2.3 Linking Verb

According to Downing and Lacke(2002:32) A *linking verb* is a verb “that serves as a connecting link or establishes an identity between subject and complement.” For example, the sentence *The blanket is green* uses the linking verb *is* to link the subject *the blanket* with the adjective *green* that provides information about the subject. The secret to linking verbs is revealed in their name: they link information together rather than express actions. We refer to the word, phrase, or clause that is being linked to the subject as a *subject complement*. A subject complement is “a word or a group of words, usually functioning as an adjective or noun, that is used in the predicate following a copula (linking verb) and describes or is identified with the subject of the sentence.”

7.My favorite food is pizza. (noun)

8.She looks pale. (adjective)

9.He was a man on a mission. (noun phrase)

10.It smelled stinkier than a skunk. (adjective phrase)

11.The soda tasted like oranges. (prepositional phrase)

12.It seems as if it might rain any moment. (subordinate clause)(ibid)

2.2.4 Transitive verb

Transitive verbs are not just verbs that can take an object; they demand objects. Without an object to affect, the sentence that a transitive verb inhabits will not seem complete (Paler, 2001:37)

13. Please bring coffee.

In this sentence, the verb '*bring*' is transitive; its object is 'coffee', the thing that is being brought. Without an object of some kind, this verb cannot function. (ibid)

14. Please bring.

Bring what, or who? The question 'begs' itself because the meaning of bring demands it.

Here are some more examples of transitive verbs and their objects.

15. The girls carry water to their village.

16. Could you phone the neighbors?

17. I caught a cold.

Each of the verbs in these sentences have objects that complete the verbs' actions. If the objects were taken out, the results would be illogical and questions would be raised in the mind of the reader; for example, the girls carry. Carry what? (Mcarthur, 1992:76)

2.2.5 Intransitive verb

Intransitive verbs are verbs that do not require a direct object. Intransitive verbs follow the subject and complete an independent clause, and they may be followed by prepositions, adverbs, or another clause to further contextualize the action of the verb. Common intransitive verbs include words like (run, rain, die, sneeze, sit, and smile) which do not require a direct or indirect object. For example, in the simple sentence, (He walks) the intransitive verb (walks) is not being done to someone or something. (Quirk ,1985: 21).

2.2.6 Ditransitive verb

Huddleston (1984: 31) that verbs have traditionally been defined as “action or state of being words.” Main verbs, or principal verbs, fall into five categories in English grammar. Transitive verbs are English verbs that take an object. Ditransitive verbs take two objects: a direct object and an indirect object or a direct object and an object complement. Ditransitive verbs that take a direct object and an object complement are referred to as attributive ditransitive verbs. Ditransitive verbs can occur within passive constructions.

18.Can I ask you a question?

19.Please forgive me my rudeness.

2.2.7 Action Verb

Action verb: Also called a dynamic verb, an action verb expresses an action in a sentence. In other words, the function of an action verb is to tell readers what the subject of the sentence is doing. Action verbs express specific actions and are used any time you want to show action or discuss someone doing something. (Chastain, 1988).

20.The duchess declined the invitation

21.Henry paints a picture.

2.3 Verbs of sight

2.3.1 Meaning of Verbs of sight

A sense verb is a verb that describes one of the five senses: sight, hearing, smell, touch, and taste. Verbs such as look, seem, taste, feel, smell, and sound are sensory (sense) verbs. In English, it is important to use adjectives rather than adverbs with sense verbs.

The rules of grammar usually require verbs to be modified by adverbs.

Ethan crossed the street quickly.

However, sense verbs should be modified by adjectives to sound right.

Even from a distance, Ethan's pace looked quick.

To native speakers of English, the impulse to pair sensory verbs with adjectives is instinctive; adverbs sound completely wrong in their place.

The cookies smelled deliciously.

We use the verb look to mean ‘turn our eyes in a particular direction to see something’. It is followed by at to refer to the person or thing which we see:

He’s looking at me.

Look, there’s a massive spider!

Don’t look now.

We don’t use look with if or whether. We use see instead:

Can you see if there are any biscuits in the cupboard?

Look is used to form a number of phrasal and prepositional verbs (look for, after, look up, etc.).

Look as a linking verb

We often use look as a linking verb like appear, be, become, seem. As a linking verb, look does not take an object and it is followed by a phrase or clause which gives more information about the subject (a complement):

That picture looks old.

That jacket looks very expensive.

Look as a linking verb is sometimes followed by like, as if or as though:

look like + noun phrase

He looks like someone famous.

It looks like a nice day outside.

look as if/as though + clause

She looks as if she is going to cry.

They looked as though they had seen a ghost.

Look as a discourse marker

(Qurik , 1985. 23)

We sometimes use look as a discourse marker but it needs to be used carefully as it is very strong. We use it when we are explaining something or making a point, especially when we are annoyed or speaking very forcefully:

Look, too many people have died in this war.

Look, Mark, you have been late for work every day this week. Is there a reason?

See

According to Huddleston. (1984, 43) ,we use the verb see to talk about using our eyes to be aware of what is around us:

He turned on the light so that he could see.

Did you see that falling star?

We can use see followed by an object and a verb in different constructions:

We saw their car drive past the house yesterday. (see + object + base form)

Did you see the children playing? (see + object + -ing form)

On television, we saw Nelson Mandela presented with a special prize. (see + object + -ed form)

When we see something as we are speaking, we usually say can see rather than the simple (I see) or continuous form (I'm seeing):

I can see you in the photo. Look, there you are at the very back.

We use see to mean ‘understand, know or be aware of something’. We don’t usually use this in continuous form:

[one person is explaining how to use a computer software program]

A: All that appears on the screen is what you put in the value.

B: I see. Right. (Ibid)

We can use you see when we are explaining something.

They had no children. They married late, you see.

We also use see to mean ‘meet or come into contact with someone’, or ‘visit a place’:

We went to see my mother at the weekend.

Have you seen Jerry lately?

We can use the continuous form of see when it refers to an arrangement to meet someone:

I’m seeing Harry at ten o’clock tomorrow. What shall I tell him?

We can also use the continuous form of see to mean ‘meeting someone as part of a romantic relationship’:

I asked her to go out on a date with me but she told me she was already seeing someone. Huddleston. (1984, 44)

Chapter Three

Date and Analysis

3.1 Date

A Doll's House is a play written by Norwegian playwright Henrik Ibsen.

Following is an analysis of the verb sight used in this story :

3.1.1. Data Description

One aspect of evaluation is testing. The main aim of evaluation is to "examine how much the whole programme has succeeded or failed or in what areas" (Al-Hamash and Younis, 1985 : 195).

A test is defined as " an instrument or a tool of measurement " (ibid).

Al-Jubory (2000 : 1) uses the term " assessment " instead of " testing " because of its wider view. Assessment includes any means of checking what students can do with the language .

3.1.2. Data Selection

A Doll's House is a three-act play written by Norwegian playwright Henrik Ibsen. It premiered at the Royal Theatre in Copenhagen, Denmark, on 21 December 1879, having been published earlier that month. The play is set in a Norwegian town circa 1879. The play is significant for the way it deals with the fate of a married woman, who at the time in Norway lacked reasonable opportunities for self-fulfillment in a male-dominated world, despite the fact that Ibsen denied it was his intent to write a feminist play. It aroused a great sensation at the time, and caused a "storm of outraged controversy" that went beyond the theatre to the world of newspapers and society.

The groundbreaking production by Henrik Ibsen explores the dynamic of a traditional family comprised of a bank lawyer named Torvald Helmer, his wife Nora, and their three little children. Torvald acts as the patriarch while Nora assumes her wifely duties. All appears well until it is revealed by Krogstad, a disgruntled former employee of Torvald, that Nora has incurred an unlawful debt in an attempt to care for her husband in a time of illness. Despite her intentions, Torvald reacts with outrage when the truth is revealed, fearing for his reputation. Fed up with her treatment as a helpless “doll” under her husband’s care, Nora declares her independence and leaves Torvald and her children, slamming the door behind her. Despite the emerging feminist movement, this shocked Ibsen’s 19th century audiences and the act became known as “the door slam heard around the world.”

3.2 The Analysis

She is in outdoor dress and carries a number of parcels; these she lays on the table to the right. She leaves the outer door open after her, and through it is seen a PORTER who is carrying a Christmas Tree and a basket, which he gives to the MAID who has opened the door.)

The verb of sight here is : seen

Hide the Christmas Tree carefully, Helen. Be sure the children do not see it until this evening, when it is dressed. (To the PORTER, taking out her purse.)

The verb of sight here is : see

Don't disturb me. (A little later, he opens the door and looks into the room, pen in hand.) Bought, did you say? All these things? Has my little spendthrift been wasting money again?

The verb of sight here is : looks

Nora (crying out). No, no! you mustn't see that until this evening.

The verb of sight here is : see

Helmer. And I would not wish you to be anything but just what you are, my sweet little skylark. But, do you know, it strikes me that you are looking rather--what shall I say--rather uneasy today?

The verb of sight here is : looking (two time)

Nora. Do I?

Helmer. You do, really. Look straight at me.

Nora (looks at him). Well?

The verb of sight here is : look / looks

You are not cold, I hope. (Helps her.) Now we will sit down by the stove, and be cosy. No, take this armchair; I will sit here in the rocking-chair. (Takes her hands.) Now you look like your old self again; it was only the first moment--You are a little paler, Christine, and perhaps a little thinner.

The verb of sight here is : look

Mrs. Linde. Not even any sorrow or grief to live upon.

Nora (looking incredulously at her). But, Christine, is that possible?

The verb of sight here is : looking

Nora. So you are quite alone. How dreadfully sad that must be. I have three lovely children. You can't see them just now, for they are out with their nurse. But now you must tell me all about it.

The verb of sight here is : see

Nora. Yes; and, just think of it, I couldn't go and nurse him. I was expecting little Ivar's birth every day and I had my poor sick Torvald to look after. My dear, kind father--I never saw him again, Christine. That was the saddest time I have known since our marriage.

The verb of sight here is : look/ saw

Nora. Yes; you see we had money then, and the doctors insisted on our going, so we started a month later.

The verb of sight here is : see

Mrs. Linde (going up to her). It is you that must not be angry with me, dear. The worst of a position like mine is that it makes one so bitter. No one to work for, and yet obliged to be always on the lookout for chances.

The verb of sight here is : lookout

Nora. You look down upon me altogether, Christine--but you ought not to. You are proud, aren't you, of having worked so hard and so long for your mother?

Mrs. Linde. Indeed, I don't look down on anyone. But it is true that I am both proud and glad to think that I was privileged to make the end of my mother's life almost free from care.

The verb of sight here is : look (two time)

Nora (takes a step towards him, and speaks in a strained, low voice). You? What is it? What do you want to see my husband about?

The verb of sight here is : see

Mrs. Linde. I have come to look for work.

Nora. Look here, Doctor Rank--you know you want to live.

The verb of sight here is : look

Krogstad. She is a great friend of yours, isn't she?

Nora. She is. But I don't see--

The verb of sight here is : see

Nora (impetuously). Well, do it, then!--and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post then.

The verb of sight here is : see

Chapter Four

Conclusion

A syntactic category of verb one of the most important subjects in the English language: This paper is intended to discuss the syntactic and semantic feature of the verb in language. A syntactic category is defined as a syntactic unit that theories of syntax assume. Word classes, largely corresponding to traditional parts of speech (noun, verb, preposition) are regarded as syntactic categories. A verb is stated as a kind of word which is a part of speech that tells about an action or a state. There are many types of verb such as Regular verb (Irregular verb / Linking verb / Transitive verb / Intransitive verb / Finite verb / Infinitive verb used in Basic English language. English language has two main kinds of verb, they are normal verbs which called lexical verbs and auxiliary verbs. The difference between them is mainly in where they can occur in a sentence. Some verbs are in both group, but there are few auxiliary verbs in English.

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