

Chapter 11

Morphology and Syntax

Engl 423

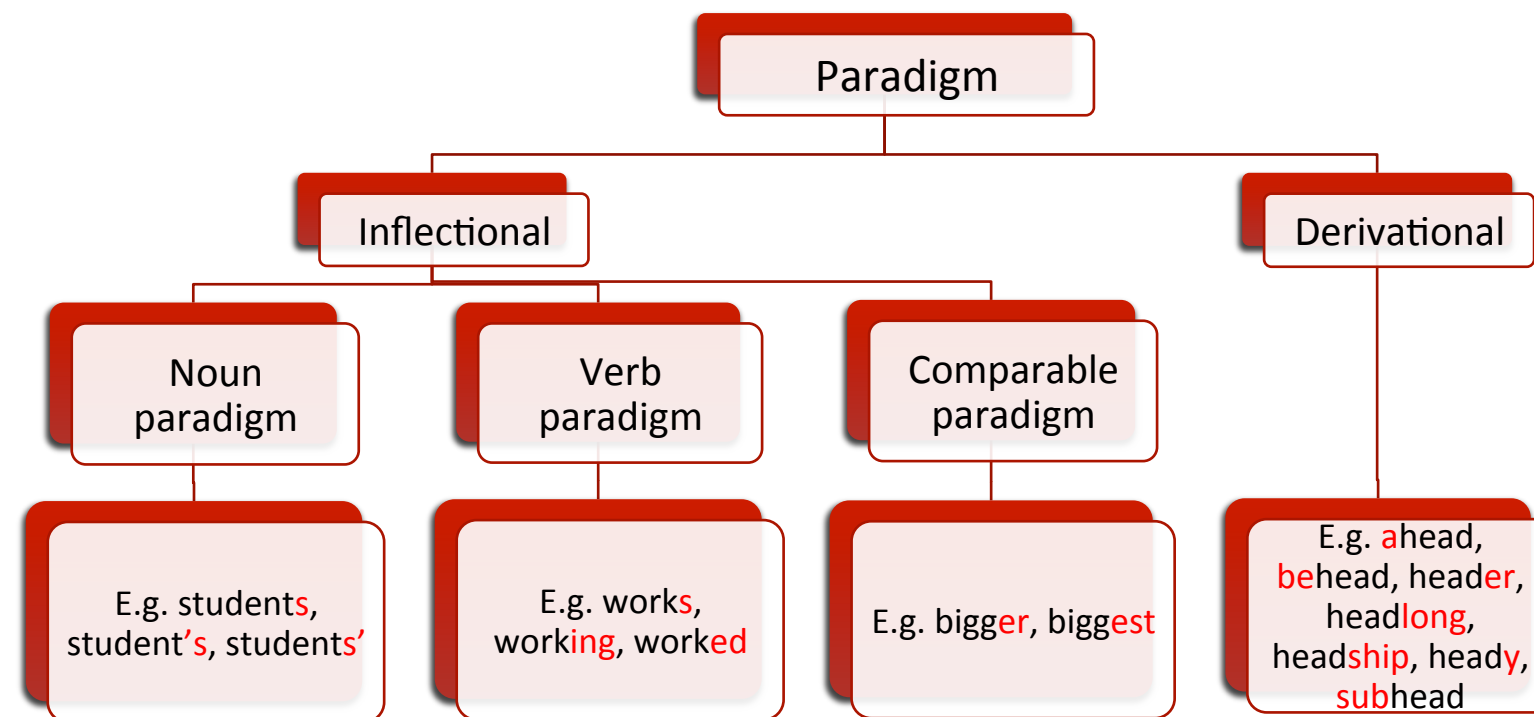
Hayfa Alhomaïd

Inflectional Paradigm



What do we mean by Paradigm?

The set of related forms having the same stem but different affixes.



The Noun Paradigm

FORM	STEM	PLURAL	POSSESSIVE	PLURAL +POSSESSIVE
INFLECTIONAL SUFFIXES		{s-pl}	{-s ps}	{-s pl ps}
MODELS	Student	Students	Student's	Students'
	Child	Children	Child's	Children's

Problems of the noun paradigm

- **NOT all nouns have all the four forms.**

E.g. not all nouns take the possessive *s*, but takes the *of structure* instead.

- **In spoken language we cannot always distinguish between the possessive *s* and the plural *s*, except in the case of irregular plural.**
- **Few nouns have only one form of this paradigm**
 1. Some words have the form of the stem. E.g. tennis, courage.
 2. Some words do not have a singular form but only that of the –s plural and take they/them as a pronoun and go with plural form of the verb. E.g. clothes, trousers.
 3. Some words end in –s but take it as a pronoun and go with singular form of the verb. E.g. economics, linguistics.
 4. Some words end in –s but may be either singular or plural depending on the context in which they occur or in the meaning expressed. E.g. ethics, suits.

The Noun Paradigm

Noun Plurals

There are three useful tests for number in the noun:

1. A noun is singular when it can be substituted by one of the following: he/him, she/her, it, this, or that. Whereas it is a plural when it can be substituted by: they/them, these, or those.
2. The noun is plural when it is preceded by one of these modifiers: several, many, these, those, fifteen, or sixty.

Some does not always indicate that the noun is plural, because sometimes some is used with singular.

3. The number of the noun can be indicated, when it is functioned as a subject, by the form of the present verb which has {-s 3d} when the noun is singular.

Collective nouns:

The collective nouns may be either singular or plural in meaning while they are singular in form which represent a collection or a unit of individuals.

E.g. tribe, team, committee.

The Noun Paradigm

Noun Plurals

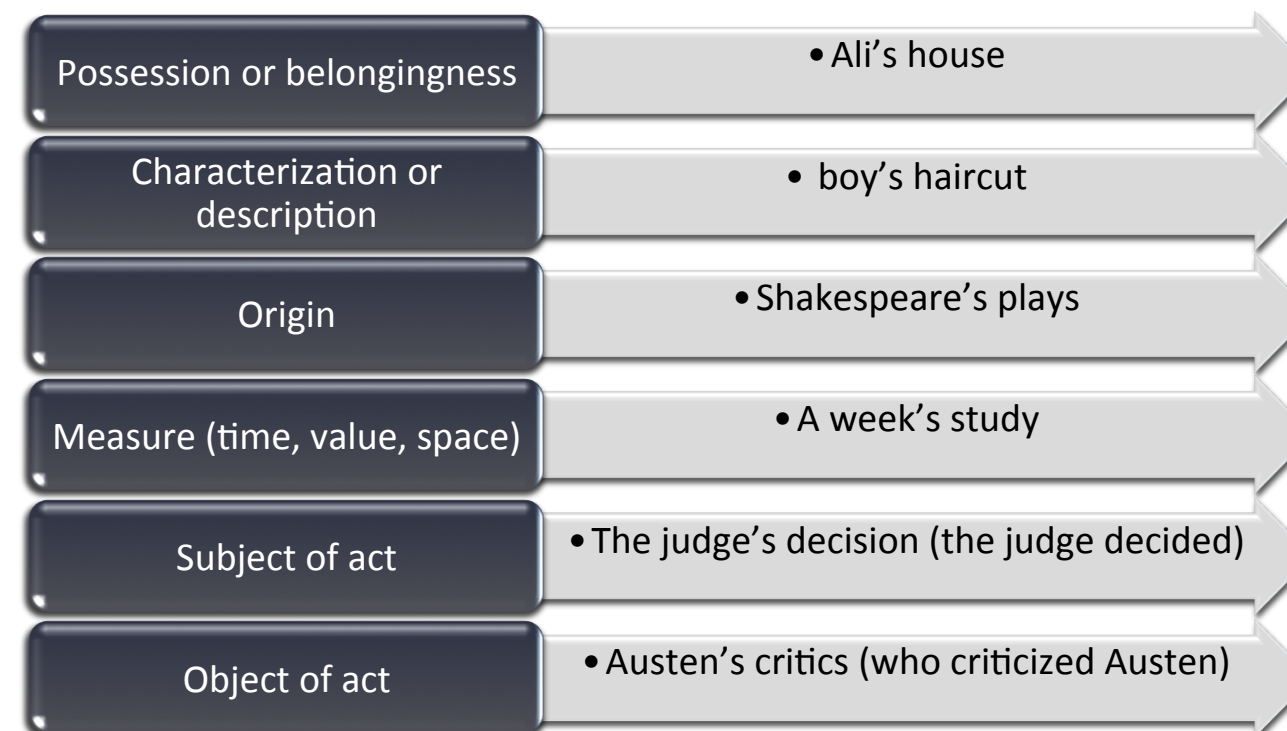
The most frequently used plural form is that of {-s pl}. However, there are several groups of irregular plurals:

1. Three nouns have an –en plural → oxen, children, and brethren.
2. Another group have no suffixal plural → fish, deer, sheep
3. Seven nouns form their plural by a replacive allomorph → man, woman, goose, tooth, foot, louse, mouse.
4. A group of nouns have a different allomorph in the plural form from that in the singular → half, loaf, self, knife, wife, life, path, bath, oath.

The Noun Paradigm

Noun possessive

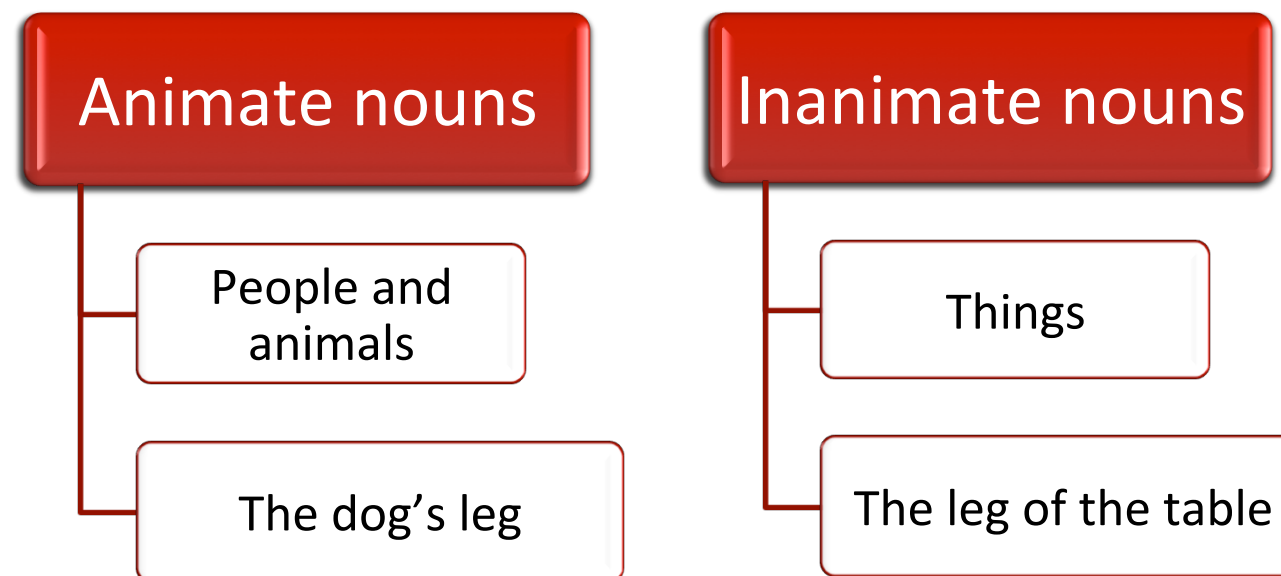
A variety of different semantic relationship can exist between the possessive noun and the one that follows:



The Noun Paradigm

Noun possessive

To make a choice whether to use the inflected possessive and *of structure* is to use inflected with animate nouns and the *of structure* with inanimate nouns.



The Verb Paradigm

FORM	STEM	PRESENT THIRD- PERSON SINGULAR	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
INFLECTION AL SUFFIXES		{s-3d}	{-ing vb}	{-d pt}	{-d pp}
MODELS	Work	Works	Working	Worked	Worked
	Write	Writes	Writing	Wrote	Written
	Cut	Cuts	Cutting	Cut	Cut

- Verbs in English have three, four, or five forms.

The Verb Paradigm

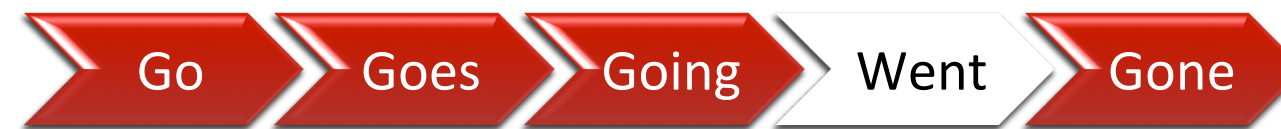
These five forms are:

1. The stem, which occurs after to, after auxiliaries, and in the present tense except for the third-person singular.
2. The present third-person singular, which is used with the pronouns he, she, it, and with singular words.
3. The present participle, which is combined with the eight forms of be; am, is, are, was, were, be, been.
4. The past tense, which takes different shapes including regular and irregular.
5. The past participle, which are used with have, has, had, and having to form verbal phrases, and also used with the forms of be to form the passive.

The Verb Paradigm

Suppletion

The total change within a paradigm. E.g. :



The stem go is totally changed into a different stem.

In this case we name the new form (went) the suppletive form.

The Verb Paradigm

Aspect of the verb phrase

Aspect is the expression of meanings concerned with the continuity or distribution of events in time. Such as:

1. Beginning of event → He began to run.
2. End of event → He stopped running.
3. Frequency of event → She usually cooks.
4. Repetition of event → He kept trying.
5. Habitual performance of event (habitual aspect) → I used to read before I sleep.
6. Single occurrence of event in time (indefinite aspect) → I did my homework.
7. Progression or duration of event in time (progressive or durative aspect) → I was sleeping.
8. Completion of event (perfective aspect) → I have eaten my lunch.

The Verb Paradigm

Aspect of the verb phrase

We can express the aspectual meaning in English language by many different ways:

- The meaning of the verb itself can express the aspectual meaning. E.g. strike and beat.
- The context in which the verb occurs, where the aspectual meaning can be expressed by using adverbials that answer the question of “when?” or “how long?”

E.g. She wrote a letter this morning. → **When?** (indefinite aspect)

She wrote a letter to her brother every month → **When?** (habitual aspect)

She wrote all morning to finish the letter → **How long?** (progressive aspect)

- In English, we have only two aspects that are indicated by a verb combination;

The Verb Paradigm

Aspect of the verb phrase

- **Progressive or durative aspect:**

The form is *be* + verb + *ing*, the *be* may occur in any of its forms (am, is, are, was, were, be, been)

The event in the progression aspect is progressing or going on, without any indication of an end.

It is used with verbs whose meaning can be extended in time, these are verbs of activity or process.

It is not used with verbs of mental activity and feeling or with verbs of nonaction.

The Verb Paradigm

Aspect of the verb phrase

- **Perfective aspect:**

The form is have + past participle, the *have* may occur in any of its forms (have, has, had, having)

The event in the perfective aspect can be interpreted in two ways of continuity of time.

1- The event began in the past and has been completed. E.g. I have finished my study.

2- The event continues up to the present. E.g. I have been in Riyadh since I was born.

It has also a past tense and future forms in which both of them indicate the sense of completion.

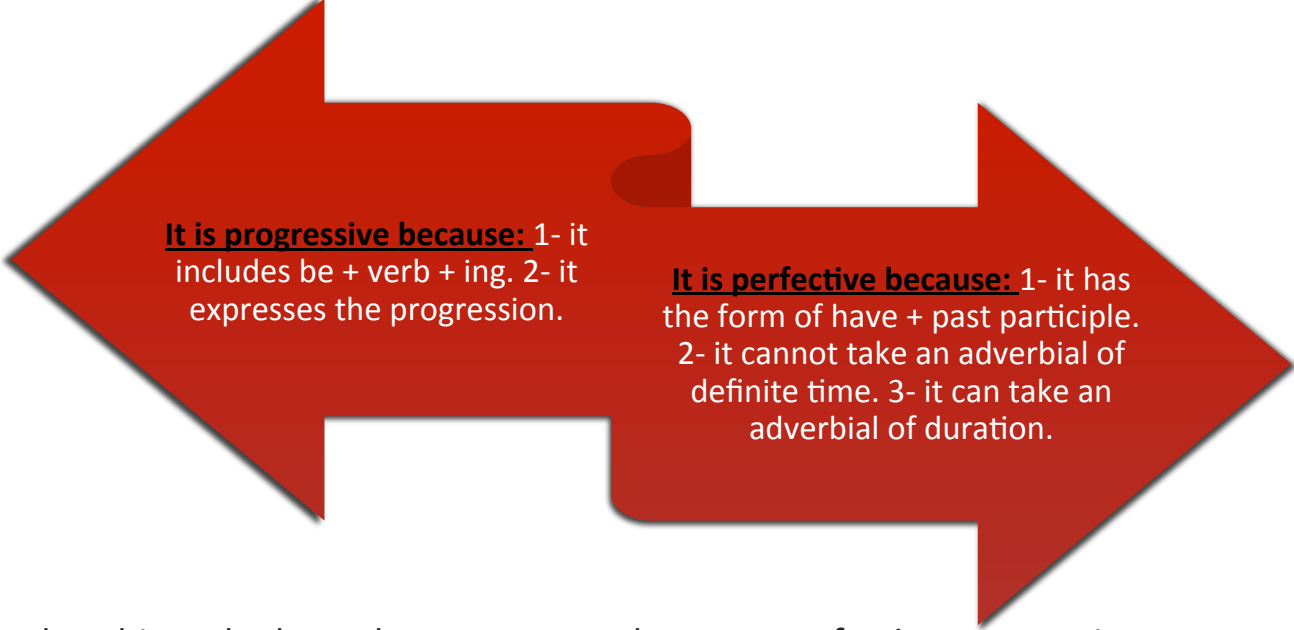
The Verb Paradigm

Aspect of the verb phrase

- **Progressive and Perfective aspects:**

Some sentences have both aspectual meanings. E.g.:

Sara has been studying English for three years.



It is progressive because: 1- it includes be + verb + ing. 2- it expresses the progression.

It is perfective because: 1- it has the form of have + past participle. 2- it cannot take an adverbial of definite time. 3- it can take an adverbial of duration.

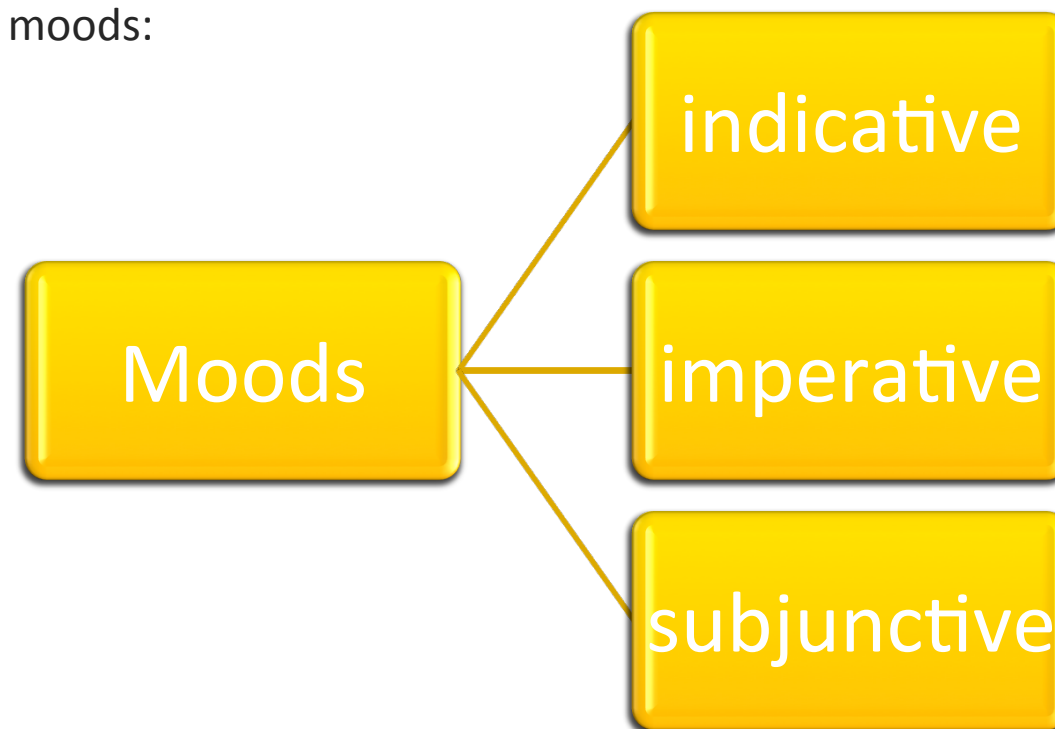
So we can say that this verb phrase has a compound aspect; perfective-progressive.

The Verb Paradigm

Mood in the verb phrase

Mood is the attitude of the speaker in relation to what is being said.

English has three moods:



The Verb Paradigm

Mood in the verb phrase

Indicative mood:

It is primarily concerned with the exchange of factual information and is the mood we use in most of our daily communication.

E.g. in affirmative sentences, negative sentences, questions.

The Verb Paradigm

Mood in the verb phrase

Imperative mood:

It is used in conveying commands. The imperative mood is usually used in the second person, though the actual pronoun *you* is rarely used.

It uses the stem form of the verb paradigm, which is the same form as the second person present indicative, except the *be* verb.

The Verb Paradigm

Mood in the verb phrase

Subjunctive mood:

It is not commonly used nowadays. in conveying commands.

It has two main uses:

- 1- it is used with particular verbs to express desires. This use is common in a few fixed expressions.
- 2- it is used to express something that is contrary to fact. This use employs a form that appears to be past tense but it has nothing to do with past time.

The Comparable Paradigm

FORM	STEM	COMPARATIVE	SUPERLATIVE
INFLECTIONAL SUFFIXES		{-er cp}	{-est sp}
MODELS	Clean	Cleaner	Cleanest
	Friendly	Friendlier	Friendliest
	Soon	Sooner	Soonest

The uses of the comparable paradigm

1. Nearly all one-syllable adjectives. E.g. hot, small, short.
2. Some two-syllable adjectives, especially those ending in *ly* or *y*. E.g. funny, lovely, polite.
3. A few adverbials of one or two syllables. E.g. fast, early.
4. One preposition: near.

Other adjectives and adverbs usually take a preceding *more* or *most* in the place of the inflectional *-er* and *-est* to indicate the comparative or superlative.

The Comparable Paradigm

The uses of the comparable paradigm

We can know whether the word that modified the noun is an adjective or a noun by the capacity of the inflectional suffixes –er and –est

E.g.:

This is a history book → **a noun because it cannot take the inflectional suffix –er or –est**

This is an old book → **an adjective because it can take the inflectional suffix –er or –est**

However, sometimes, this test does not work because some adjectives may not take the inflectional ending.

This is all for today

SEE YOU NEXT WEEK 😊