Morphology

University of Salahaddin/ College of Education

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Inflectional Paradigm 2

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The Noun Paradigm

The Noun Paradigm

SINGULAR	PLURAL	POSSESSIVE	PLURAL POSSESSIVE
stone	stones	stone's	stones'
ox	oxen	ox's	oxen's
man	men	man 's	men's

Noun Possessive

<u>Noun possessive</u> is a person, place, or thing that shows ownership . They show ownership with an apostrophe '. Examples:

- **The car of John** ➡ **John's car**

- **The books of the students** ➡ **The students' books**

- **Those socks of the sheep** ➡ **The sheep's socks**

The semantic relationships
between the possessive noun and the one that follows

1. **Possession or belongingness** --- John's hat

2. **Characterization or description**… a cowboy's walk

3. **Origin**…. Cary's novels

4. **Measure** (time, value, space) an hour's wait

5. **Subject of act** …..John's flight (John flew)

6. **Object of act** … Mary's critics were many.(They criticized Mary.)

Indicate the relation shown between the possessive and its following noun

1. We missed the other car by **a hair's breadth**. …........

2. **A wren 's song** floated through the window. …........

3. They were playing **children 's games**. …........

4. The police provided for **Richard's protection**. …........

5. **The boy's jump** saved his life. …........

The ambiguity in noun possessive

A noun possessive is ambiguous when it expresses more than one of the above relationships at the same time. For example, "**His son's loss grieved him**" has two possible meanings:

(1) He lost his son (object of underlying verb), and this grieved him.

Or

(2) His son (subject of underlying verb) lost something, perhaps a family heirloom, and this grieved him.

Indicate the relationships expressed by each ambiguous possessive

1- **<u>Dr. John's examination</u>** was a long one. -----------

2- That is **<u>my father's photograph</u>**. -----------

3- He was carrying **<u>a woman's coat</u>** on his arm. ----------

4- We bought one of **<u>Rutherford's paintings.</u>** -----------

5- The case was about **<u>his wife's fatal shooting</u>**. ----------

Animate Nouns versus Inanimate Nouns

In making a choice between the **inflected possessive** (student's) and the **of structure** (of the student), there is no hard-and-fast guideline, and often the form chosen depends on personal taste.

The tendency, however, is to use the **inflected** form with **animate** nouns and the **of structure** with **inanimate** nouns; thus:

- **the dog's leg** **(animate)**
- **the leg of the table** **(Inanimate)**

The Verb Paradigm

B. The Verb Paradigm

FORMS	STEM	PRESENT THIRD-PERSON SINGULAR	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
Inflectional Suffixes		{-s 3d}	{-ING vb}	{-D pt}	{-D pp}
MODELS	show	*shows*	*showing*	*showed*	*showed*
	ring	rings	ringing	rang	rung
	cut	cuts	cutting	cut	cut

The Verb Paradigm

Verbs have three, four, or five forms. Those with four, such as learn below, are the most common. The verb paradigm goes as follows:

Forms	stem	Third Person Singular	Past Tense	Past Participle	Present Participle
Five	Begin	Begins	Began	Begun	Beginning
Four	Allow	Allows	Allowed	Allowed	allowing
Three	Cut	Cuts	Cut	Cut	Cutting

The Verb Paradigm

Examples:

- **She wants to speak. (base)**

- **She speaks. (present tense)**

- **She spoke. (past tense)**

- **She is speaking. (present progressive)**

- **She has spoken. (present perfect)**

The Uses of Different Forms of Verbs

1. The first form is **the stem**. This occurs after **to**, after **auxiliaries** such as **can** and **will**, and in the **present** tense, except for the third-person singular. Examples: to **sit**, can **go**, we **eat**

2. **The present third-person singular{-s 3d}** is the form used with the pronouns **he**, **she**, **it**, and with singular words for which these pronouns will substitute. Examples: He **cuts** his class every Wednesday.

SIMPLE PRESENT TENSE		
PERSON	SINGULAR	PLURAL
1st person	take(base form)	take (base form)
2nd person	take(base form)	take (base form)
3rd person	takes {-s 3d}	take(base form)

The Uses of Different Forms of Verbs

3. The past tense {-ed pt} takes regular and irregular forms, like:
Jumped, shrunk, kept, led, began, rode, built, found, knew, swore, shook

4. **The past participle {-ed pp}** is used with:

• have, has, had to form verbal phrases indicating **perfective** aspect. Examples:
 He had **flown**

• the passive form indicating **passive voice**: Examples:
 The orchestra was **selected** by the committee.

The Uses of Different Forms of Verbs

5. The present participle: {-ing vb}. It is used:

* **with forms of verb 'to be' indicating progressive aspect.**

They were **writing** letters.

* **as subjectless verbal (When it is not the main verb and doesn't have a subject)**

Knowing what to say, Mary was so confident.

* **Not used with verbs indicating mental activities**. These verbs include **own, need , prefer, know, hear, like, remember, and understand**.

* Jake is **owing** a cabin in the north woods. (wrong)
* She was not **knowing** what to say. (wrong)

Suppletion

• **A total change in the paradigm is called suppletion.**

Consider the verb **go** which is replaced by a totally different past tense form **went**.

One English verb, **be**, is unique in that it has **eight** paradigmatic forms: **be / am / is / are / being / was/were / been**

The stem is obviously **be**, and the **alien** forms that have intruded themselves into the paradigm **am / is / are / being / was/were / been** are suppletive forms.

The Comparable Paradigm

Forms	Stem	Comparative	Superlative
Inflectional Suffixes		{-ER cp}	{-EST sp}
MODELS	sweet	sweeter	sweetest
	soon	sooner	soonest

The Comparable Paradigm

The comparable paradigm includes:

1. **Nearly all one-syllable adjectives:**
hot-hotter-hottest, **nice**-nicer-nicest

2. **Some two-syllable adjectives mainly ending in -y and -ly:**
pretty-prettier-prettiest, **lovely**-lovelier-loveliest

3. **A few adverbials of one or two syllables: early**-earlier-earliest

4. **One preposition: near**-nearer-nearest

The Comparable Paradigm

- Other adjectives and adverbs usually take the preceding **more** or **most** instead of –er/-est, for example:

difficult- **more** difficult- **most** difficult

- Some adjectives have suppletive (**irregular**) forms in the comparative and superlative such as '**good**':

better /betə/=/gʊd>bet-/+/ -ə/

best /best/ = /gʊd > be-/ + /-st/

The suppletive comparative & superlative forms

stem	comparative	superlative
well	better	best
bad, ill, badlv	worse	worst
old	older elder	oldest elder
much, many	more	most
little	less littler	least littlest
few	less fewer	least fewest

Do **ONLY** the following **SEVEN** Exercises:

- **11.9**
- **11.10**
- **11.11**
- **11.13**
- **11.18**
- **11.19**
- **11.20**