

Morphology & Syntax

Inflectional Paradigms

What is a paradigm?

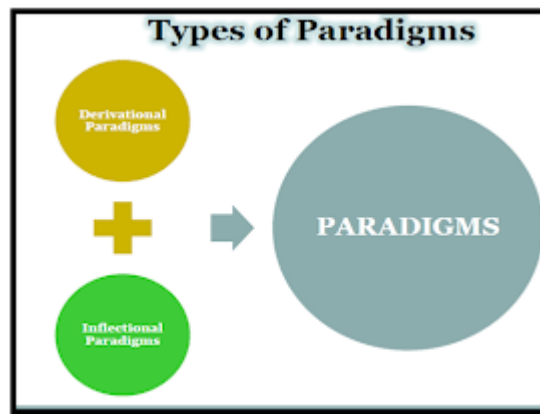
A **paradigm** is the complete set of related word-forms associated with a given lexeme. A paradigm is a set of related forms having the same stem but different affixes.

Example:

- a **derivational paradigm** with the stem *head*:
ahead, behead, header, headlong, headship, heady, subhead.
- Paradigms are also defined by the grammatical distinctions which a language chooses to code morphologically.

Example:

- **Nouns** in English have to be inflected for **NUMBER**.
Paradigms are the devices used by structuralists for establishing word classes in English considering the ways in which certain types of words can be grouped into sets, called **paradigms**, on the basis of the inflectional and derivational affixes (prefixes and suffixes) that they will take.



• **A derivational paradigm** is a set of related words which have the same root but different stems.

Examples:

1. nature, natural, naturally
2. unnatural, unnaturally
3. naturalist, naturalistic, naturalistically
4. naturalize, naturalization

• **An inflectional paradigm** is a set of related words consisting of the same stem to which different inflectional suffixes have been added.

Examples:

1. brighten, brightens, brightening , brightened, brightened
2. great, greater, greatest
3. boy, boy's, boys, boys'

• The inflectional paradigm is formed by words to which the inflectional suffixes are attached.

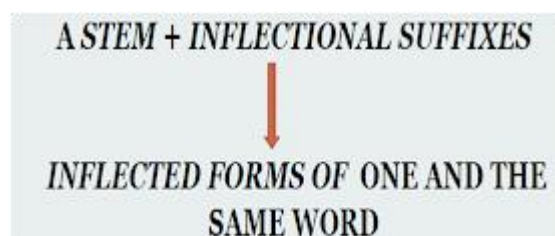
• As far as stems are concerned, we can say that the **stem** of the word is that part of the word which remains when the inflectional suffix is removed.

• Some authors refer to the stem as the base of the word.

• **There are three types of stems:**

1. **Simple stems** are identical to the root: **run**, **tree**, **room**, **chair**
2. **Derived stems** consist of a root and one or more derivational suffixes: **freedom**, **motherhood**, **anticapitalism**
3. **Compound stems** consist of two or more roots: **blackberry**, **airplane**, **day-care**

AN INFLECTIONAL PARADIGM is *a set of related words composed of the same stem and all the inflectional suffixes that can go with this stem.*



Affixes that are added to roots to indicate grammatical relationships are known as **INFLECTIONAL ENDINGS**, and the process of combining these endings with roots is called **INFLECTION**.

INFLECTIONAL CATEGORIES: are abstract meanings that typically relate to a larger linguistic system of contrasts. These categories are: **PERSON, NUMBER, GENDER, TENSE, ASPECT, VOICE, MOOD, and CASE.**

PERSON: refers to the three-way distinction between the speaker (**first person**), *the hearer* (**second person**), and someone or something else (**third person**).

GENDER: refers to the distinction between **MASCULINE, FEMININE, and NEUTER.**

NUMBER: refers to the distinction between **singular and plural.**

TENSE: indicates distinctions in the **TIME (PRESENT, PAST, FUTURE)**

ASPECT: (**PROGRESSIVE, PERFECTIVE**) of an action or state.

VOICE: refers to the distinction between **ACTIVE and PASSIVE.**

MOOD: refers to the distinction between **INDICATIVE, SUBJUNCTIVE, and IMPERATIVE.**

CASE: indicates the grammatical function of the inflected word in a phrase, clause, or sentence; (**NOMINATIVE CASE**), (**ACCUSATIVE CASE**), (**POSSESSIVE or GENITIVE**).

Inflectional categories and affixes of English		
Word Class	Inflectional Category	Affix Used to Express Category
Nouns	Number	-s: book/books
	Possessive	-'s, -': the cat's tail, Charles' toe
Verbs	3rd Person Singular Present	-s: It rains
	Past Tense	-ed: paint/painted
	Perfect Aspect	-ed: (has painted) (past participle)
	Progressive Aspect	-ing: fall/falling, 'I'm falling' (present participle)
Adjectives	Comparative	-er: tall/taller
	Superlative	-est: tall/tallest

Types of Inflectional Paradigms



A. The Noun Paradigm

FORMS	STEM	PLURAL	POSSESSIVE	PLURAL POSSESSIVE
Inflectional Suffixes		{-s pl}	{-s ps}	{-s pl ps}
MODELS	doctor	doctor s	doctor' s	Doctors' s
	mother	mother s	mother ' s	mothers' s

Nouns may be categorised in terms of **number** (singular or plural) and **case** (possessive or not). Nouns only take the **genitive case clitic –'s**.

A paradigm for all the forms of a noun is called a **declension**, and to write a **paradigm** for a particular noun is called **declining the noun**. Here is an **example** of the declension of the words: *stone, ox, and man*.

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

- The **four-form** paradigm is **maximal**: not all nouns have the four forms.
- many nouns do not take the possessive forms because an **of structure** often takes the place of {-s ps} the morpheme. 15 10/26/2011

Example:

“The ceiling of the room” – is more likely to be used than - “the room’s ceiling” .

- Some nouns have only the form of:

- the stem:** *tennis, courage*
- plural form:** *clothes, trousers*
- ending with an –s, and treated as singular:** *Physics, economics*
- ending with an –s, but may be either singular and plural:** *measles, ethics*

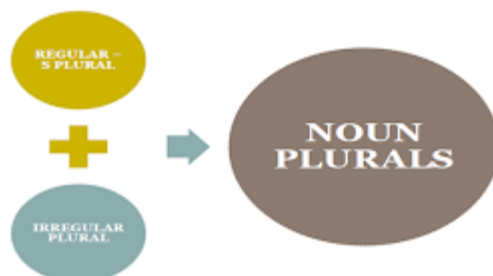
To differentiate singular from plural forms, there are **three** useful **tests** for the **NUMBER** in the noun:


- Pronoun substitution:**
 - a noun is **singular** if it can take *he/him, she/her, it, this, or that*
 - a noun is **plural** if it can take *they/them, these or those* 10/26/2011
- The number** of the noun may be **signaled by a modifier** such as *several, many*, or by a **pronoun reference**.
- When a noun** functions as a **subject** of a verb, its **number is sometimes shown by the form of the verb**.

Some collective nouns, may be either singular or plural in meaning when they are singular in form such as *tribe, team, faculty, family*.

Examples: 10/26/2011

- The *family* (**the unit**) is sitting at the dinner table.
- The *family* (**the individuals**) have gathered from many parts of the country.





{-s pl} = /-əz/ - /-z/ - /-s/ ∞ /-ən/ ∞ /ə/

1. Regular plurals include the three allomorphs of {-s pl} such as *hats* /-s/, *fads* /-z/, and *kisses* /-əz/.

NOUN POSSESSIVE
dentist's /dentists/
children's /tʃɪldrənz/
Waitress's /weɪtrəsəz/
students' /studnts/

There are different **semantic relationships** that can exist between the **possessive noun** and the one that follows:

1. **Possession or belongingness,**

- e.g. John's hat

2. **Characterization or description,**

- e.g. men's coats

3. **Origin,** 10/26/2011

- e.g. Cary's novels

4. **Measure** (time, value, space),

- e.g. a dollar's worth

5. **Subject of act,**

- e.g. John's flight

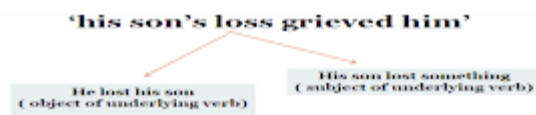
6. **Object of act,**

- e.g. Eliot's critics

Ambiguous possessive nouns:

Express more than one relation at the same time

Example:



{-s ps} vs. 'of structure':

There is a tendency to use the **inflected form with animate nouns**; thus, 'the dog's leg', but 'the leg of the table'.

B. The Verb Paradigm

FORMS	STEM	PRESENT THIRD-PERSON SINGULAR	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
<i>Inflection of Suffixes</i>		{-s 3d}	{-ING vb}	{-D pt}	{-D pp}
MODELS	show	shows	showing	showed	shown
	ring	rings	ringing	rang	rung
	cut	cuts	cutting	cut	cut

The Verb Paradigm:

• Verbs have five forms.

• Each of the five forms has its own uses:

1. The stem (base form) : occurs after **to** and **modals**, indicating **simple present tense** with **all person except 3rd person singular**, and indicating **imperative mood**.

2. The present third-person singular : {-s 3d} used with **he, she, it** or **nouns** which these pronouns will substitute.

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

3. The present Participle: {-ING vb}:

- Combines with forms of verb ‘to be’: indicating **progressive aspect**.

e.g. They were writing letters.

- Can be used as subjectless verbal:

e.g. 1. Owning a cabin in the north woods, Jake was very popular during the summer vacation.

2. Not knowing what to say, Mary kept silent.

- Not used with verbs indicating mental activities:
 - * Jake is owing a cabin in the north woods.
 - * She was not knowing what to say.

1. The past tense: {-D pt} has regular and irregular forms indicating **SIMPLE PAST TENSE**.

5. The past participle: {-D pp} has regular and irregular forms.

- It is used with verb **‘to have’** to form verbal phrases indicating **PERFECTIVE ASPECT**.
- It can be used with verb **‘to be’** to form the passive form indicating **PASSIVE VOICE**.

Suppletion

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

- Consider the verb **‘go’**
- The entire stem /go-/ has been replaced by a wholly different stem /wɜn-/.
- The suppletion can be expressed by this formula : /wɜnt/ = /go > wɜn/ + /t/.

Base form	[-s] form	[-in] form	[-ed1] form	[-ed2] form
go	goes	going	went	gone

Suppletion is the allomorphy that is produced by retrieving from the lexicon different phonological forms of the morpheme in question. A noticeable case is the verb *be* in *English*, which has the suppletive forms *am*, *are*, *is*, *was*, and *were*, as well as *be*, *being*, and *been*. Originally suppletive forms were those which were ‘supplied’ to fill in for missing forms of a root in a ‘defective’ (i.e., incomplete) paradigm. *Under that definition, am, is, are, was, and were are suppletive with respect to be, but been and being are not.* (David Tuggy, 1997)

It would be quite odd to posit a phonological rule to derive, for example, /æm/ from /bi/, or vice versa, or both of them from a third form; they are clearly not phonologically-related forms. Thus, it is normally assumed that forms such as ‘*am, are, is, was, were, and be*’ are *lexically stored*. *It is also generally assumed that a form like being, since it is predictable from the combination of be with the suffix -ing, is not stored.* A suppletive allomorph’s use may be conditioned by grammatical context (e.g., *am* occurs in present tense with **first person singular subject**). David Tuggy, 1997

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

Comparable paradigm includes:

1. Nearly all **one-syllable adjectives**: *hot*
2. Some **two-syllable adjectives** mainly ending in *-ly* and *-y*: *funny*/26/2011
3. A few **adverbials** of one or two syllables: *early*
4. One **preposition**: *near*

Other adjectives and adverbs usually take the preceding *more* or *most* instead of *-er/-est*.

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

_ **better** /bɛtər/ = /gʊd > bɛt-/ + /-ər/

_ **best** /bɛst/ = /gʊd > bɛ-/ + /-st/

Conclusion

In all inflectional paradigms, the stem remains constant.

- The suffixes produce the difference in meaning among the forms of each paradigm.10/26/2011
- Membership in one of these inflectional paradigms is considered a signal which enables us to group words into four lexical classes: **nouns, verbs, adjectives, and adverbs**.

Syntax

to form proper sentences

Syntax is the order or arrangement of words and phrases in sentences. The most basic syntax follows a subject + verb + direct object formula

Definition of syntax

1a : the way in which linguistic elements (such as words) are put together to form constituents (such as phrases or clauses) b : the part of grammar dealing with this.

2 : a connected or orderly system : harmonious arrangement of parts or elements the syntax of classical architecture.

Tone and syntax

"the arrangement of words and phrases to create well-formed sentences in a language." syntax, or sentence structure, greatly affects the tone, atmosphere, and meaning of your sentence. It can make something sound more formal.

What meaning of syntax:

syntax is the arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts.

Types of syntax

Syntax is the set of rules that helps readers and writers make sense of sentences.

Function of syntax

To convey meaning is one of the main functions of syntax. In literature, writers utilize syntax and diction to achieve certain artistic effects, like mood, and tone. Like diction, syntax aims to affect the readers as well as express the writer's attitude.

Role of syntax

The purpose of syntax is to study sentence structure and formation. It involves setting rules for creating coherent and grammatically correct sentences by focusing on word order, phrases, clauses, and the relationships among them.

Difference between Discourse and syntax

Discourse: includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.

Syntax: The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

Syntactic Skills

Syntax refers to the rules of word order and word combinations in order to form phrases and sentences.

Syntactic skills require an understanding and use of correct word order and organization in phrases and sentences and also the ability to use increasingly complex sentences as language develops.

Syntactic Structures

As outlined in Syntactic Structures (1957), it comprised three sections, or components:

the phrase-structure component.

the transformational component.

the morphophonemic component.

Aspects of Syntax

1 Competence vs. performance: descriptive adequacy.

2 Language acquisition, universal grammar and explanatory adequacy.

3 Grammaticality and acceptability.

4 Emphasis on mentalism.