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القسم او الفرع: اللغة الانجليزية

المرحلة: الثانية

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أسم المادة باللغة الانجليزية:  Morphology

## (Defining and Determining the "Base")

<u>Defining the "Base":</u>

There is another classification of morphemes that divides them into Bases and Affixes. A base morpheme is the part of a word that has the principal meaning.
The words placed between brackets represent the base morphemes (bases):

'manly' == (man is the base)

'annoyance' == (annoy is the base)

're-enter' ====( enter is the base)

'active' ====== (act is the base)

rereadings ==== (read is the base)

## Determining the Base:

To determine the base morpheme in a word, you need to cut the word into morphemes, for example, the word 'readability' contains the base 'read' and the two affixes (-abil-) and (-ity). Another example, the word 'unmistakable' which contains the base 'take' and the affixes (un-, -mis, and able).

## ((Difficulties in Morphemic Analysis)

There are serious and insoluble difficulties in morphemic analysis that the native speakers or English learners encounter when they deal with words. They include:

1.    The first difficulty is that each one has his own individual storage of morphemes who perceives these morphemes according to his view. For example, the word 'automobile' is viewed by:

A.    Tom thinks that 'automobile' is one morpheme only, which means car.

B. David realizes the word 'morpheme' as consisting of two morphemes; the first is 'auto' that means (self), and the second is 'mobile' that means (mobile).

Accordingly, each one recognizes or analyzes one morpheme in two different ways.

2. Some speakers do not differentiate between the agentive original form (-er, -or, ar) as found in the word 'sweater' /'sweta(r)/, which is a piece of clothing from the derivational suffixes that are added to the verbs to form nouns, such as speaker, reader, actor, etc.

Sweater Speak=er

## Agentive Derivational Suffix

Nouns having agentive (er) include ( voucher, cracker, tumbler, mother, father, etc.)

Nouns having derivational suffixes (-er) include ( speaker, reader, writer, driver, etc.)

3. The third problem is that some morphemes undergo semantic

changes, this means their meanings changed through the course of time. For instance, the morpheme (-prehend), which means (seize), but its meaning changes depending on the surrounding morphemes:

A. Apprehend means to arrest or seize.
Comprehend means to seize mentally, and this is metaphor, but this metaphor has been changed and now it means "to understand".

# محتوى المحاضرة الثانية

## Affixes

Affixes are the bound morphemes which are added to the words either initially or **medially** or finally. They are divided into three types:

### Prefixes - Infixes - Suffixes

1. Prefixes are the bound morphemes that occur at the beginning of the words (before the base), e.g.,: impossible, incorrect, illegal, rewrite, unlawful, disagree, interactive, etc.

2. Infixes are also called IVC ( Intervocalic Change). They refer to change in the vowels of nouns or verbs, for example, the word 'foot'/ fut/ is singular and changing it into a plural form 'feet' /fi:t/ creates a change from short vowel / u / into a long vowel / i:/.
3. Suffixes are bound morphemes that occur at the end of the words (after the base), e.g.,:

helper, equality, kindness, confusion, ownership, warmth, books, reading, door's key, simply, called, hopeless, wonderful etc.

## Inflectional Affixes:  الملحقات الانعكاسية

The inflectional affixes can be schematized as:

1. Plural (-s) Book —+ books Noun plural

2. Singular Poss. (-'s) Boy —+ boy's Noun singular possessive

3. Singular Poss. (-s') Boy —+ boys' Noun plural possessive

4. (- s 3rd ) He speaks English. Present third-person singular

5. (-ing) Verb He is speaking English. Present participle

6. (-ed) Past Faten walked fast. Past tense
   7.(-ed) PP Faten has walked fast. Past participle

8. (-er ) CP Short —+ shorter Comparative degree

9. (-est) SP Short —• shortest Superlative Degree

## Inflectional Affixes''

The inflectional suffixes differ from the derivational suffixes in the following ways:

OR:
It is preferable to say:

**(The characteristics of the inflectional suffixes)**

**1.** The inflectional suffixes do not change the part of speech, e.g.,:

Book = books (still nouns), play = played (Still verbs), short = shorter (still adjectives).

**2.** They take the final positions of words, e.g.,: Talk = talked , reading

**3.** They go with all stems of a given part of speech,

e.g.,:

He eats, drinks, dreams, plays, entertains, writes,

works

Book = books, door = doors.

**4.** They do not pile up; only one ends a word, e.g.,:

Work = works but you cannot add other inflections to say *work+s+ing

Write = wrotewritten, but do not add other inflections to the past or past participle forms ( * writing or *wrotes, or *writtening or *writtens).

**Doing Exercise (8.12):**

Give the types of the inflectional suffixes, bolded with red, in the following sentences:

 1. The flagpole stood in front of Main Hall. (-ed) Past

 2. Four pledges were initiated. Noun plural

 3. Shirely pledges to do her best. (- s 3rd )

 4. The pledge's shirt was torn. Singular Poss. (-'s)

 5. The pledges' shirts were torn. Plural Poss. (-s') We were discussing the editorial. (-ing) Verb

6. The novel was shorter than I expected. (-er ) CP

7. They waited at the dock. (-ed) Past

8. Which is the longest route? (-est) SP

9. Have you taken calculus yet? (-ed) PP

10. Chris played well in the second set. (-ed) Past

11. The dealer weighed the poultry. (-ed) Past

12. Would you mind repeating the question? (-ing) Verb

13. The sheets were soon ironed. Noun plural

14. He never locks the door. (- s 3rd )

## Derivational Suffixes <span>١٥.</span>
## Characteristics of The Derivational Suffixes

١٦. These suffixes are added randomly to the words to form new words. They have three main characteristics:

   1.The process of adding the derivational suffixes to other words is arbitrary. This means to make a noun from the verb 'adorn', we must add (-ment) suffix to it to become "adornment", but no other suffix will do. Another example, to change the verb 'fail' to a noun, we must add (-ure) to become "failure", and it is not to add (-ment)".

   2. In most cases, the derivational suffixes change the part of speech of the words as shown in the table below:

Base Word Suffix added New Form

Act -ive active Noun Adjective Beauty -

ful beautiful Noun Adjective Gloom -y

gloomy Noun Adjective Friend -ship

friendship Noun Noun Confuse -ion

confusion Verb Noun

3.Derivational suffixes usually do not close off a word. This means that one can add a derivational suffix after adding the first one, then it is possible to add the third one, for instance, fertile + iz + er + s = fertilizers. Another example, organ + iz + er + s.

# (Suffixal Homophones )

Both inflectional and derivational Suffixes have homophonous forms. These are explained below with examples:

**(A).** The inflectional morpheme (-er cp) has two homophones.

> 1.The first derivational suffix (-er n performer), which is attached to verbs to form nouns, such as fish = fisher, teach = teacher, read= reader. This (-er) means "that which performs the action of the verb".

2.The second derivational suffix (-er) that appears at the end of words like chatter, mutter, flicker, glitter, and patter. This (-er) conveys the meaning of repetition because 'chat' is a verb, and 'chatter' is also a verb meaning to talk.

**(B).** The verbal inflectional suffix (-ing vb) has two homophones in (-ing)

> **(1).** The first one is the nominal derivational suffix (-ing nm), which is added to verbs to form nouns like meetings, readings, and writings.

-He is meeting the visitors. (Verb)

- He attended the meeting. (Noun)

> **(2).** The second homophone of (-ing vb) is the adjectival morpheme (-ing aj), as in a charming woman.

**(C).** The verb inflectional (-ed pp) has a homophone in the adjectival derivational (-ed pp), as shown in the sentences below:

-Helen was excited about her new job. (Verb)

- **(D)** She was a very devoted mother. (Adjective)
  - The adverbial derivational suffix (-Iy av) is added to most adjectives to form adverbs of manner, such as  kind
  kindly,  quick = quickly,  formal = formally.

## Allomorphs

## Defining  Allomorphs

 AIIo + morphs/  Prefix  (different)  Free  Morpheme  (forms)

Allomorph means any of two or more actual representations of the same morpheme.  Or simply it indicates different forms of the same morpheme. They show a morpheme in its different phonological or morphological environments.

**Examples of Phonological Allomorphs of the**

**Morpheme Plural {s}. It has three allomorphs:**

**Allomorphs**

1. {-s) as in books /buks/ allomorph {-s)

2. {-z) as in doors /dc:rz/ allomorph {-z) = Morpheme


3. {-iz} as in boxes /boksiz/ allomorph {-iz)


Here the occurrence of one sound or another depends on its phonological surrounding, which means it depends on the preceding sound. It is the preceding sound that determines which sound it will be — namely it will be pronounced {-s} or {-z) or {-iz). This pattern of occurrence of three forms of the same morpheme happens when each form occupies its own territory and does not trespass on the domain of another form. This, in fact, is called Complementary Distribution, which is abbreviated (CD). These are phonological rules concerned with pronunciation.


Examples of Morphological Allomorphs of the Morpheme {ed pt). It has three allomorphs:

**Allomorphs**

1. {-zd) as in wanted /'wontzd/ allomorph {- zd }

2. {-t} as in passed /po:st/ allomorph {-t) = Morpheme {-ed pt)

3. {-d} as in seemed /si:md/ allomorph {-d}

These are morphological rules that are concerned with the inflections.

<div align="center">**محتوى المحاضرة الرابعة**</div>

**Conditioning: Phonological and Morphological**

**Phonological conditioning**

It means when the phonological environment determines which allomorph is used, we say that the selection of allomorphs is phonologically conditioned. The occurrence of an allomorph is governed by a rule, for example, the morpheme {-s) is pronounced /s/ if the final letter of the word is one of the sounds (p, t, k, f, and 6) as in the word books /buks/, while the morpheme /s/ is pronounced as /iz/ if the word ends with one of the sibilant sounds (s, z, /, g, Q, @, such as dishes /dz{iz/. Other than these two rules, the morpheme {-s} is pronounced as /z/ like doors /da:rz/.

**Morphological Conditioning**

But sometimes we have words that have irregular plural forms like ox - oxen or we have zero forms of plural like sheep or fish. In this case, we have morphological conditioning which means when the environment that requires a certain allomorph only by identifying specific morphemes,, here we say that the selection of allomorphs is morphologically conditioned. The phonological and morphological conditionings are described in the following conditioning formula:

{-s pl)= /iz/    /-z/ - /-s /=       /•/

Phonological conditioning Morphological Conditioning change into

     morphologically conditioned with

/°/ zero plural allomorph (form)

## Replacive Allomorphs

Replacive Allomorph means a vowel sound is replaced by
another when changing the verb from the present form into
the past form, e.g.,:
Sing (present) = sang (past), there is a change in vowel sounds
from /z/ into

/æ/.

To explain the process of replacive allomorphs, we need to
adopt the allomorphic formula that shows how each sound is
replaced by another. Also, it shows how the vowel sound
becomes a short or Iong or diphthong sound in the process of
inflecting the verb. Moreover, the change of the vowel quality
from a short to a Iong sound or vice versa is called an infix.
Consider the following examples, taken from exercise (8.34),
which expound the allomorphic formula.
Steps of doing the allomorphic formula of each verb:

1. Transcribe phonemically the past form of the verb (saw)
= /sa:/.
2. Put the sign (=) after the first phonemic
transcription.

3. Transcribe phonemically the present form of the

verb (see) /si:/.

4. Place the sign (+).

5. Open slants, then put the vowel of the present (base) verb
/i:/, after that you put the sign (>) meaning "changes into".
Then you put the vowel of the past verb saw /a:/. At the end,
you put the closing slant.

1.See, saw /sa:/ = /si:/ + /i: > a:/

2. begin, began /bz'gæn/ = /bz'gzn + z > æ / 3.bite, bit

/bzt/ = /bazt/ + /az > z /

4. give, gave /gezv/ = /gzv/ + /ez > z /

Write the allomorphic formula of the present and past forms of the following verbs:

1. see, saw /sa:/ = /si:/ + /i: > o:/

**Homophones** mean two words having the same pronunciation and phonemic transcription, but they differ in meaning, e.g.,:

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See, sea / si:/ Week,

weak / wi:k/

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**محتوى المحاضرة**

**الخامسة**

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**Definition of Word**

A word is any segment of a sentence or phrase, which is bounded by successive points at which pausing is possible. This pausing can be a short stoppage among words. The sentence below explains the above definition:

Since +the +streetlamp+ is +out, I+ must+ caIl+ up+

the+ council man.

A word is any unit of language that gives meaning. OR It is the unit of a language that has spoken and written forms.

## Classification of English Words

English words can be classified on the basis of the kinds and combinations of morphemes of which they are composed. They are three classes:

1. Simple word that consists of a single free morpheme, e.g.,: Short, long, book, day, window, etc.

2. Complex word contains either two bound morphemes together or a bound morpheme + free morpheme, e.g.,:

Examples of bound morpheme + bound morpheme:

Ex clude , tele vise , matri cide , book+mark, book shelf

3. Compound word consists of free morphemes, usually two, e.g.,:

Green house , out side , attorney general,
Jonny-on-the-spot

# محتوى المحاضرة السادسة

## Compound words and Grammatical Structures

Compound words resemble grammatical structures in that they imply grammatical relationships. Here are (9) implied grammatical structures:

No Implied Grammatical Structures Implying Grammatical Relationships in Compound Words

1.  Subject + verb Earthquake (...earth quakes)

2.  Verb + object Crybaby (...cries the baby)

3.  Verb + adverbial Stop over (        stops over)

4.  Subject + be + adjectival High chair ( ...chair is high)

5.  Subject + be + nominal Girlfriend (...friend is a girl)

6.  Subject + be + adverbial Ingroup ( ...  group is in)

7. Prepositional phrase Extrasensory (...beyond the senses)

8. Adjective modified by Treetop (...top of tree)

prepositional phrase

9.  Coordination Give-and-take (give and take)

## **The differentiations between Compound Words and Grammatical Structures:**

Compound words can be distinguished from grammatical structures in three ways:

1. Compound words cannot be divided by the insertion of intervening material between the two parts, but the grammatical structures can be divided. For example,

a. She is a sweetheart. (Compound Word)

b. She has a sweet heart. (Grammatical Structure)

In sentence (a), the word 'sweetheart' is a compound word and cannot be divided or inserting any an element to it.

But in sentence (b), the word 'sweet heart' is a grammatical structure in the sense that we can add another

word between them. Also, this grammatical structure can accept insertions:

b. She has a sweet, nice heart.

So, we inserted another adjective, which is 'nice'.

2.The compound is only one word whether it consists of two or three words, while the grammatical structure counts each word separately in the sense that the first word functions as a modifier for the second word (headword), as illustrated below:

c. It was a very hard ball. (Grammatical Structure)

d. It was a baseball. (Compound) Fixed forms.

in sentence (a), 'hard ball' is a grammatical structure because 'hard' is an adjective modifying the noun 'ballj and that's why the adjective 'hard' admits the intensifier 'very', but the word 'baseball' is one compound word that cannot accept any intensifier.
Thus, it is not correct to say:

b. *It was a very baseball. (Wrong)

3.Some compound nouns have the primary stress on both words like 'high chair//ha'z t/e'a(r)/, meaning (a chair for children), while in the grammatical structure, the primary stress is found on the modifier (adjective) "high" /'haz t{ea(r)/, meaning ( a chair that is high).

## Processes of Word formation

Wordformation refers to creating new words through different morphological processes. These processes are illustrated below with sufficient examples:

### A. Compounding

Compounding is simply the joining of two words or more into to have new words. The resulting new words can be nouns or adjectives or verbs or adverbs. As the process of compounding adopts syntactic patterns as illustrated in the table below:

No. Syntactic Pattern Compound Words

1. Noun + Noun =Noun Corn flakes

2. Adjective + Noun = Noun Busy body

3. Verb + Adjective        Noun Break fast

4. Preposition + Noun = Adverb Along side

5. Verb + Noun = Noun Hang-glider

6. Verb + Preposition = Verb Cut off

7. Adjective + adjective = Adjective Long-haired

## B. Derivation

Derivation is the forming of new words by combining derivational and inflection affixes with already existing words, such as disadvise, reading, speaker, emplane, deplane, teleplay, ecosystem, coachdom, re-ask, activity, actor, etc.

## C. Invention (Coinage)

Invention or coinage refers to new words that are totally invented, such as the words 'kodakj 'nylon', 'dingbat', 'floosyj 'goof', 'vaselinej and 'blurb'.

## D. Clipping

Clipping means cutting off the beginning or the end of a word, or both, leaving a part to stand for the whole. The resultant form is called a clipped word, such as professor = prof, laboratory = lab, examination = exam, mathematics = math, psychology = psych, dormitory = dorm.

## E. Acronymy

Acronymy is the process whereby a word is formed from the initials or beginning segments of a succession of words. If the initials are pronounced as one word, it will be acronym like the acronym 'NATO', which is pronounced /'neztau/. But if the word is pronounced as separate sounds, this is called abbreviation, such as the word MP taken from the initials Military Police or Member of Parliament.

**F. Blending** / is the fusion of two words into one, usually the first part of one word with the last of the other word, such as gasohol taken from gasoline and alcohol.

**G.Antonomasia (Eponym)** refers to the formation of a common noun , or a verb, or an adjective from the name of a person or place. For example, a lover may be called 'Romeo' after the name of the lover Romeo. Casanova is used to call some make-up products Casanova.

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## محتوى المحاضرة الثامنة

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## INFLECTIONAL PARADIGMS
Definition of Paradigm:

A paradigm is a set of related forms having the same stem, but they have different affixes. For example, the stem 'head' has a derivational paradigm: ahead, beheaded, header, headlong, headship, heady, and subheaded, heading, headstrong. Paradigms are also formed by the words to which the inflectional affixes are attached. These are called inflectional paradigms. There are only four of them as illustrated below:

## Noun Paradigm

Forms Stem Plural Possessive Plural + Possessive

Inflectional Suffixes (-s pl) (-s Poss.) (- s pl Poss.) Irregular Noun woman women woman's women's Regular Noun doctor doctors doctor's doctors'

**Pronoun Paradigm**

1st I me my mine

2nd you you your yours

3rd Masculine he him his his

Feminine she her her hers Neutral it

it its Its

1st we us our ours

2nd you you your yours 3rd

they them their theirs

Interrogative

Relatives who whom whose whose

The pronoun paradigm differs from the other three in that it is not a stem-and-affix group; rather it is a small and closed set of words of fixed forms. This closed set if words is called a structure class.

**Verb Paradigm**:
Verb paradigm refers to a stem verb that has related forms with different inflectional suffixes. For example, the stem 'write' verb can be 'writes' having a 3rdpersonal singular (-s), an inflectional suffix. As it can be 'writing' with the inflectional (-ing) participle form, or can be 'wrote' having (-ed1) or 'written with (ed 2) inflectional suffix of the past participial form. The table below explains the verb paradigms and their inflectional suffixes:

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## محتوى المحاضرة التاسعة

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**Verb Paradigm**

Forms Stem Present 3rd person Present Participle Past

Tense Past Participle

Inflectional Suffixes -(s 3rd) (-ing) (-ed 1) (-ed2) Regular Verb show shows showing showed showed Irregular Verbs ring rings ringing rang rung

Zero participial Verbs cut cuts cutting cut cut.

**The Noun Paradigm**
We have already explained the four-form paradigm like the stem 'doctor', the plural paradigm 'doctors', the singular possessive paradigm 'doctor's, and the plural possessive paradigm doctors'. However, many nouns do not take the possessive inflectional suffix (-s) because the (of-structure) often takes the place of the inflectional (-s) suffix or some language users prefer using the (of-structure) instead of the inflectional paradigm (- s possessive). For instance, one is more likely to say "the ceiling of the room" instead of saying "the room's ceiling". In verbal or spoken language, we cannot decide whether the speaker is using the possessive (-s) or the plural (-s) since both of them have identical forms either /-s/ or /-z/ or /-iz/. For example, if you hear someone saying / da 'doktarz 'semzno:r/, it could mean either "the doctor's seminar" (singular possessive ) or "the doctors' seminar", (plural possessive) or "the doctors seminar" (plural noun).
**Paradigm of Noun Groups**

A few groups of nouns have only one form. These groups are illustrated below:

1. The first group has a zero (-s plural) suffix including tennis, courage, and haste - these are the stems.

**2.** The second group does not have a singular form; rather each noun has a (-s plural) suffix, such as clothes, environs, trousers, etc. As they can be substituted by the subject and object pronouns they/ them used with the plural auxiliary verbs, e.g.,:

- My clothes are clean, but they are not dry.

Summation Plural refers to the common nouns that consist of two parts: scissors tongs

**3.** The third group contains nouns that end with the original (-s) indicating science or scientific subjects, such linguistics, physics, mathematics, optics, phonetics, etc. They are considered singular forms, e.g.,:

We studied phonetics last year, and it was a hard subject.

The fourth group is called the ill-defined group because it has miscellaneous forms of nouns ending with (-s) like ethics, oats, suds, and measles. These can be singular and plural depending on the context: Singular Measles is a contagious disease. Malady Plural Have you ever had them, the measles? Maladies

Singular Ethics is a challenging subject. A philosophic discipline

Plural I don't approve of his personal ethics. Beliefs and actions..

## محتوى المحاضرة العاشرة

## Aspect in the Verb Phrase & C. The Comparable Paradigm ))

# 1. **Aspect in the Verb Phrase**

Aspect is the expression of meanings concerned with the continuity or distribution of events in time. Here are a few such meanings, which are expressed in various ways:

1. Beginning of events: He began to sweat.

2. End of event: He stopped sweating.

3. Frequency of event: She always sang.

4. Repetition of event: Jim pounded on the door.

5. Habitual performance of event: They used to eat dinner early.

6. Single Occurrence of event in time: I ate my lunch.

7. Progression or duration of event in time: I was eating my lunch.

8. Completion of event: I have eaten my lunch.

9. The Comparable Paradigm

**The comparable paradigm** / refers to the stem adjectives irrespective of the inflectional suffixes added to them.

Stem Comparative Superlative

sweet Sweeter = inflectional Suffix sweetest= inflectional Suffix

short shorter= inflectional Suffix Shortest= inflectional Suffix

deadly deadlier= inflectional Suffix deadliest= inflectional Suffix

This paradigm is regarded the pattern for these groups of adjectives:

1. Nearly all one-syllable adjectives, such as hot, small= smaller, proud.

2. Some two-syllable adjectives, especially those ending in (-Iy) and (-y), such as lovely, funny and polite.

3. A few adverbials of one or two syllables , such as fast and early.

4. One preposition, near as it is noted in the sentence "Nadia sat nearest the door."

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