



Morphology & Syntax

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INFLECTION

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I-Definition

Inflection = word formation process that changes the morphological form of a word to fit a syntactic context

= the process of adding an affix to a word or changing it in some other way according to the rules of the grammar of a language. (Richards, Platt & Weber, 1987:77)

Example:

In English

- Verbs are inflected
 - + for 3rd – person singular : I work ,
he works
 - + and for past tense: I worked
- Most nouns may be inflected for plural:
 - Horse- horses
 - Flower – flowers



- **English inflectional affixes are all suffixes:**

- plural -s: cat - cats
- possessive/genitive 's: John's
- 3rd person singular. non-past -s: sing-sings
- progressive -ing: sing-singing
- past tense -ed: talk-talked
- past participle -ed: study-studied
- comparative -er: happy-happier
- superlative -est: happy-happiest

II-Inflection vs derivation

	Inflection	Derivation
1. Category change:	Does not change in both grammatical category and meaning of the word.	Change the type of category(word class) and meaning of the word.
2. The location:	Tend to occur outside derivational affix (further to the root/ usually at the end of the word)	tend to occur next to the root (closer to the root)
3. Type of meaning:	contribute grammatical meaning thus to build different forms of one and the same word.	contribute lexical meaning thus to form different words.
4.Productivity:	Almost productive and very few exceptions	usually attach to a limit class of word

III-Nominal inflection

1- Number: the morphological category that expresses contrasts involving countable quantities

- **In English inflectional system:**

Singular (one) & Plural (more than one)

Noun + suffix-s → Plural Noun

Ex:

Student → Students

Teacher → Teachers

- **In other languages:**

The number is not marked only on noun at all.

2-Noun class:

❖ Gender classification:

In French, Italian, Spanish : masculine or feminine

In German : masculine, feminine and neuter

→ Generally, there is the correlation between the inherent sex of living things and the grammatical gender of noun designating them.

Ex: In Italian

Fratello- brother _ masculine

Sorella- sister _ feminine

However, most inanimate nouns are classified more or less arbitrarily.

❖ Ways of marking the noun class:

1- On the noun itself: prefix and suffix

Ex:

Russian uses a sets of affixes:

Noun		Ending	Class
Dom	'house'	∅	masculine
Ulica	'street'	-a	feminine
tʃuvstvo	'sensation'	-o	neuter

Swatti uses prefixes:

Prefix	Example		Description of class
um (u)	um-fana	'boy'	persons
li	li-dvolo	'knee'	body parts, fruit
s(i)	si-tja	'plate'	instruments
in	in-Ja	'dog'	animals
bu	bu-bi	'evil'	abstract properties
pha	pha-ndle	'outside'	locations



2-The form of the determiner:

In Spanish, *e/* for masculine, *la* for feminine

In French, *le* for masculine, *la* for feminine

3-The other words that agree with the noun: adjectives, verbs and pronouns

3-Case:

- Another type of inflectional contrast associated with nouns in many languages involves case.
 - +Nominative (Nom): subject
 - +Accusative (Ac): direct object
 - +Dative (Dat): indirect object
 - +Genitive (Gen): possessor
 - +Locative (Loc): location
 - +Ablative (Abl): direction away from

Example:

Turkish case	English expression
ev (Nom)	house
ev-de (Loc)	in the house
ev-den (Abl)	from the house

Adam ev-den tjikti. =>The man went from the house.

- In many languages, number, gender, and case contrasts are combined into one ending.
- A morpheme encoding more than one grammatical contrast is called a **portmanteau** morpheme.

Ex: In Russian

Dom (house): dom-ov => masculine, plural, genitive

Ulica (street): ulic-u => feminine, singular, accusative

- The case associated with the subject of the transitive verb is called the **ergative**.
- The case associated with the subject of an intransitive verb is called the **absolutive**.

Ex: in Yidin

Wagudja-ngu (man) djugi (tree) gundal.

=>The man is cutting the tree.

Wagudja (man) gundal.

=>The man is cutting.

- The same form of the pronoun is used for the subject of a transitive verb as for the subject of an intransitive verb =>these contrasts follow the **nominative-accusative** pattern.

Ex: + in English

They laughed.

They read the billboard.

+ in Tamil

Anta manitan mavatt-ai settinan.

(That man cut the tree)

Anta manitan alutan.

(That man wept)

IV-Verbal inflection:

3 main kinds:

1-Person and number agreement:

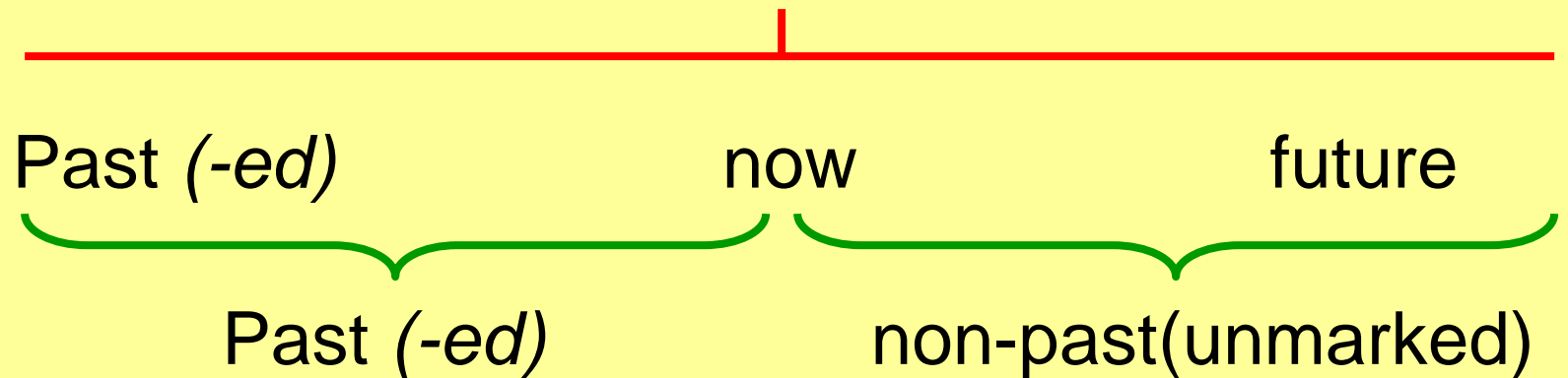
Singular subject (one) + singular verb:

Ex: Paul works.
A repairman works.
The bird sings.
The boy plays.

Plural subject (more than one) + plural verb:

EX: Tom and Marry work.
The birds sing.
The boys play.

2-Tense



Ex:

I worked.

He left.

I speak.

We leave tomorrow.

3- Voice:

The change in the form of a verb to show whether its subject is the doer or the receiver of the action, in other words, whether the verb is in the active voice or the passive voice.

Ex:

Active voice: He writes the book.

Passive voice: The book is written by him.



SYNTAX

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THE SYNTAX OF ENGLISH

The term “syntax” is from the ancient Greek syntaxis, a verbal noun which literally means “arrangement” or “setting out together”. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

Syntax deals with how sentences are constructed.

Syntax: the grammatical principles, units, and relations involved in sentence structure.

Word classes

Words are combined into larger structures – phrases, clauses, and sentences. Words and word groups can be analyzed by forms and positions.

Classification of word classes:

1. Major classes – nouns, verbs, adjectives, adverbs – have a great many members.

Minor classes – pronouns, numerals, determiners, prepositions, conjunctions and so on – have few members.

2. Major classes tend to have referential meanings, since they involve, or allow, reference to actual things, actions, events, or properties, e.g. “Horse means that kind of animals.” uttered while pointing to a horse.

Minor classes tend not to have referential meanings. That is their meanings are not easily specified by means of a neat definition, e.g. how would you define **the** or **of**?

3. Major classes are receptive to new members. That is new words are added to some language every day. New nouns, verbs, adjectives and adverbs appear in every language. (open classes)

Minor classes are not receptive to new members. We may not find any last new article, conjunction, pronoun or preposition. (closed classes)

English form classes (lexical words)

Nouns:

Nouns have two forms: inflectional and derivational morphemes.

- Two inflectional suffixes:

Noun plural morpheme: book-s, box-es

Noun possessive morpheme: man's, girls'

- Noun-forming derivational suffixes: sender, happiness, booklet, use

Verbs:

Verbs have two forms: inflectional and derivational morphemes.

Four verb inflectional suffixes:

- Third person singular form: read-s, go-es
- Present participle: Read-ing, run(n)-ing
- Past simple: play-ed, went
- Past participle: play-ed, gone

Verb-forming derivational affixes:

Acknowledge, bathe, deepen, enlarge

Adjectives:

Adjectives have two forms: inflectional and derivational morphemes.

Two adjective inflectional suffixes:

- Comparative form: taller, hotter
- Superlative form: tallest, hottest

Adjective-forming derivational suffixes:

Useful, yellowish, active, readable

Adverbs:

Adverbs have two forms: inflectional and derivational morphemes.

Two adverb inflectional suffixes:

- Comparative form: later, earlier
- Superlative form: latest, earliest

Adverb-forming derivational suffixes:

Usefully, happily, actively

Note: Evenings (Suffix “S” may be an adverb-forming derivational suffix when the word means “every evening”).

Uninflected words (Functional words)

Words that do not belong to one of the four form-classes – noun, verb, adjective, or adverb are known as uninflected words, UW's. Uninflected words take no inflectional endings as listed below.

1. Words that are traditionally called nouns:

pathos, advice, tennis, evidence, botany

2. Words that are traditionally called adverbs:

often, seldom, also, never, perhaps

3. Words that are traditionally called adjectives:

antic, menial, only, tired

4. Words that are traditionally called verbs: modals, auxiliaries (can, do, did, will, should, etc.)

5. Most of the words in the structure-classes:
(Preposition, conjunction, pronoun, interjection)

the, must, quite, from, and, since, which, all

English positional classes

There are four positional classes: the nominal, the verbal, the adjectival and the adverbial.

The words playing the role of subject, object and complement are the nominal.

The verb conjugated in a sentence is a verbal (50)

The adjectival occupies the position between the determiner and the noun, right after an intensive verbs, and the direct object.

The adverbial modifies verbs, adjectives, other adverbs, phrases, clauses and sentences.

Any word, whatever its form-class will be called a nominal if it occupies one of the eight noun positions.

1. The position of the subject:

Upstairs is the safest hiding place.

For Glenda to steal the diamond would be a shame.

What he is holding is very important.

2. The position of the direct object:

I hate learning German.

He likes to drink coke.

3. The position of the indirect object:

She gave whomever she met different offers.

She gave nobody a hand shake.

4. The position of the retained object:

We were given the thinnest.

He was bought a pen.

5. The position of the (subjective) complement:

The pen is his.

My hope is learning/learn/to learn English.

6. The position of the (objective) complement:

She made him how miserable he is.

They call her whatever they like.

7. The position of the object of a preposition:

He is keen on everything.

He left the room without saying a word.

8. The position of the appositive

He introduces his friend, a student.

Exclamatory sentences

- What + N !

Ex: What a boy!

- What + N + S + V!

Ex: What a bad/good boy he is!

- How + Adj/Adv!

Ex: How beautiful!

- How + Adj/Adv + S + V!

Ex: How beautiful Thuy Kieu is!

Verbals are those forms that occupy the verb positions.

He likes music.

She would have been reading a book by that time.

Verbals may be analyzed as follows:

Tenses: Present simple, past simple, future simple, etc.

Aspect: Perfect/imperfect

Mood: Permission, ability, possibility, advice, etc.

Voice: Active and passive

Categories: Intransitive, Intensive, Monotransitive, ditransitive, complex transitive, monotrans-prep, ditransitive-prep.

Categories: Intransitive, Intensive, Monotransitive, ditransitive, complex transitive, monotrans-prep, ditransitive-prep.

- Intransitive: She farts loudly.
- Intensive/linking: It gets cold.
- Monotransitive: He reads a book.
- Ditransitive: He gave me a gift.
- Complex transitive: I wish you to be healthy.
- Monotrans-prepositional: He decided on the plan.
- Ditransitive-prep: The story reminds me of my village.

Adjectivals, like nominals, occupy certain characteristic sentence positions.

1. The position between the determiner and the noun:

That happy/elected/city/smiling man helps her.

2. The position right after the noun:

The man sitting there is his father.

3. The position right after a linking verb:

He looks quiet.

4. The position right after the direct object:

They consider her useless.

Adverbials are the word groups as well as the single words that occupy the adverb positions and perform the adverb functions.

1. Initial position:

Really, she is beautiful.

Today it is cold.

With some money he went to the store.

When he comes home, he is very tired.

2. Medial position:

- Between the subject and the beginning of the verb phrase.

He actually loves music.

- After the modal/first auxiliary verb and before the main verb:

He can often solve any problem.

- After the main verb, especially linking verb, but before other obligatory elements of the clause.

It is still four months away.

He is at any event happy.

3. Final position:

- After intransitive verbs:

He came last night.

She drives very quickly.

- After all other elements.

He reads the book very fast.

She has lived here for two years.

Tom is hungry after he works hard.

English minor classes:

Minor/closed classes include: pronouns, numerals (ordinal and cardinal), determiners, Prepositions, conjunctions (coordinate and subordinate) and auxiliaries.

KINDS OF VERBS

(From the angle of sentence patterns)

- Transitive verbs (V_t): There must be objects behind them.

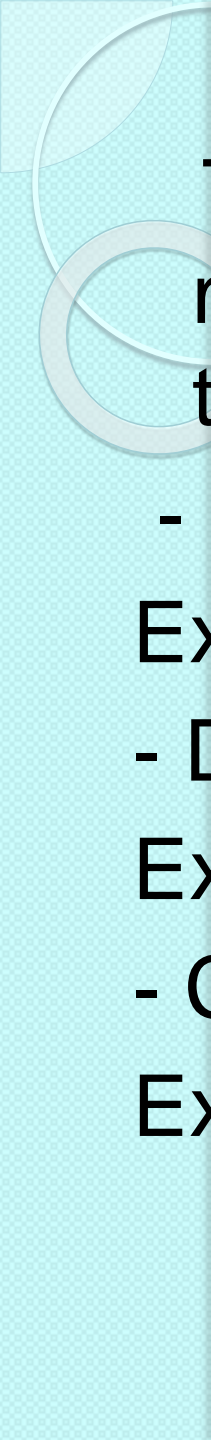
Ex: eat, like, check, play, love, write, etc.

- Intransitive verbs (V_i): There are no objects behind them.

Ex: sleep, live, yawn, appear, work, etc.

- Linking/intensive verbs (V_l): They are **be**, **become** and **seem**, and any verbs that can be replaced by one of these three verbs.

Ex: It gets cold = It becomes cold.



Transitive verbs may be divided into monotransitive, ditransitive and complex transitive.

- Monotransitive verbs:

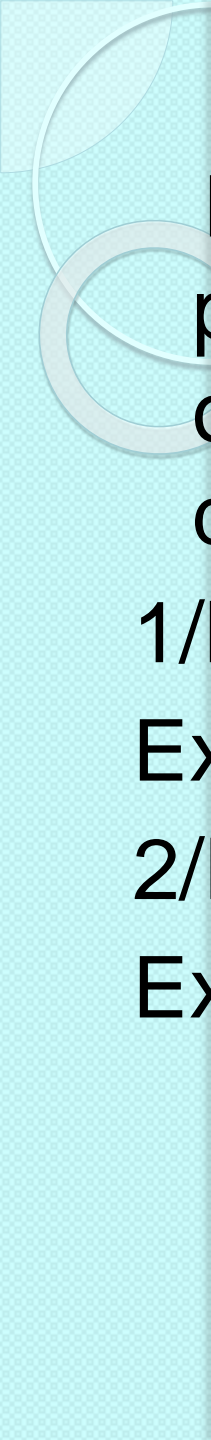
Ex: He **reads** a book.

- Ditransitive verbs:

Ex: He buys me a book.

- Complex transitive verbs:

Ex: We call him Teo.



Besides, verbs may combine with prepositions, so there are two more kinds of verbs: monotransitive prepositional and ditransitive prepositional

1/Monotransitive prepositional verbs:

Ex: They talked about her story.

2/Ditransitive prepositional verbs:

Ex: The picture reminds me of my country.

Linking (Intensive) verbs

Be, Become and **Seem** are linking verbs.

Any verb which may be replaced by one of these verbs is called a linking verb.

Ex: 1/ He **gets** to school.

2/ He **gets** some food.

3/ He **gets** sad.

Only **gets** in sentence 3 is a linking verb because it may be replaced by **becomes**.

He **goes** to the club.

His face **goes** red when he meets her.

They **came** to the fair.

His dream **came** true.

Jack **runs** to the stadium.

Jack's money **runs** short.

Jack **runs** a factory.

Basic Sentence Patterns

TO BE (Patterns 1,2,3)

Pattern 1: N(S) Be (V) Adj (C)

Ex: Food **is** **good**.

Sometimes a prepositional phrase can replace an adjective.

Ex: The teacher **was** **in bad mood**.

Pattern 2: N(S) Be(V) Adv (C)

Ex: The girl **is** **here**.

The game **will be** **at three o'clock**.

Pattern 3: N1(S) Be(V) N1(C)

Ex: My brother **is** a doctor.

LINKING/INTENSIVE VERB (Patterns 4 and 5)

Pattern 4: N(S) V₁ ADJ(C)

Ex: The acrobat **seems** young.

The screw **worked** loose.

The defendant **stood** firm.

Pattern 5: N1(S) V₁ N1(C)

Ex: He **remains** a doctor.

She **becomes** a lecturer.

Subject complement may be of five cases.

INTRANSITIVE VERB

Pattern 6: N(S) V_i [intransitive]

Ex: The sportsmen **cried**.

The sportsmen **were crying** in the stadium.

TRANSITIVE VERB (Patterns 7,8,9)

Pattern 7: N1(S) V_t N2 (DO) [monotransitive]

Ex: The boy **caught** a ball.

He **loved** a doctor.

Pattern 8: N1(S) V_t N2 (IO) N3 (DO) [ditransitive]

Ex: He **gave** her some flowers.

He **gave** some flowers to her.

She **was given** some flowers.

Some flowers **were given** to her.

Pattern 9: N1(S) V_t N2 (DO)

- a. N2(C)
- b. Adj(C)
- c. Pro(C)
- d. Adv(C)
- e. Pre. Part. (C)
- f. Past Part. (C)
- g. Prep Phrase(C)
- h. Inf. Phrase / To BE(C)
- i. bare infinitive phr

(C)

- a. The basketball team **chose** **Charlotte** **captain**.
- b. He **considered** **her** **brilliant**.
- c. I **thought** **the** **caller** **you**.

NOTES: This is a **complex transitive verb**.

d. We **supposed** **him** **upstairs**.

e. She **saw** **him** **crying**.

f. I **believe** **him** **seated**.

g. We **considered** **her** **in the way**.

h. We **thought** **Chico** **to be a fine player**.

i. We **heard** **him** **sing a song**. (complete action)

(We **heard** **him** **singing a song**). (a part of action)

(Object complement can be nine elements: noun, adjective, pronoun, adverb, present participle, past participle, prepositional phrase, full infinitive and bare infinitive)

Attribute: (định ngữ) modifies nouns. It stands before or after nouns. (Noun modifier)

Ex: A **full** bag; a bag **full of gold**

The car **in front of the building**

The car **stops** in front of the building.

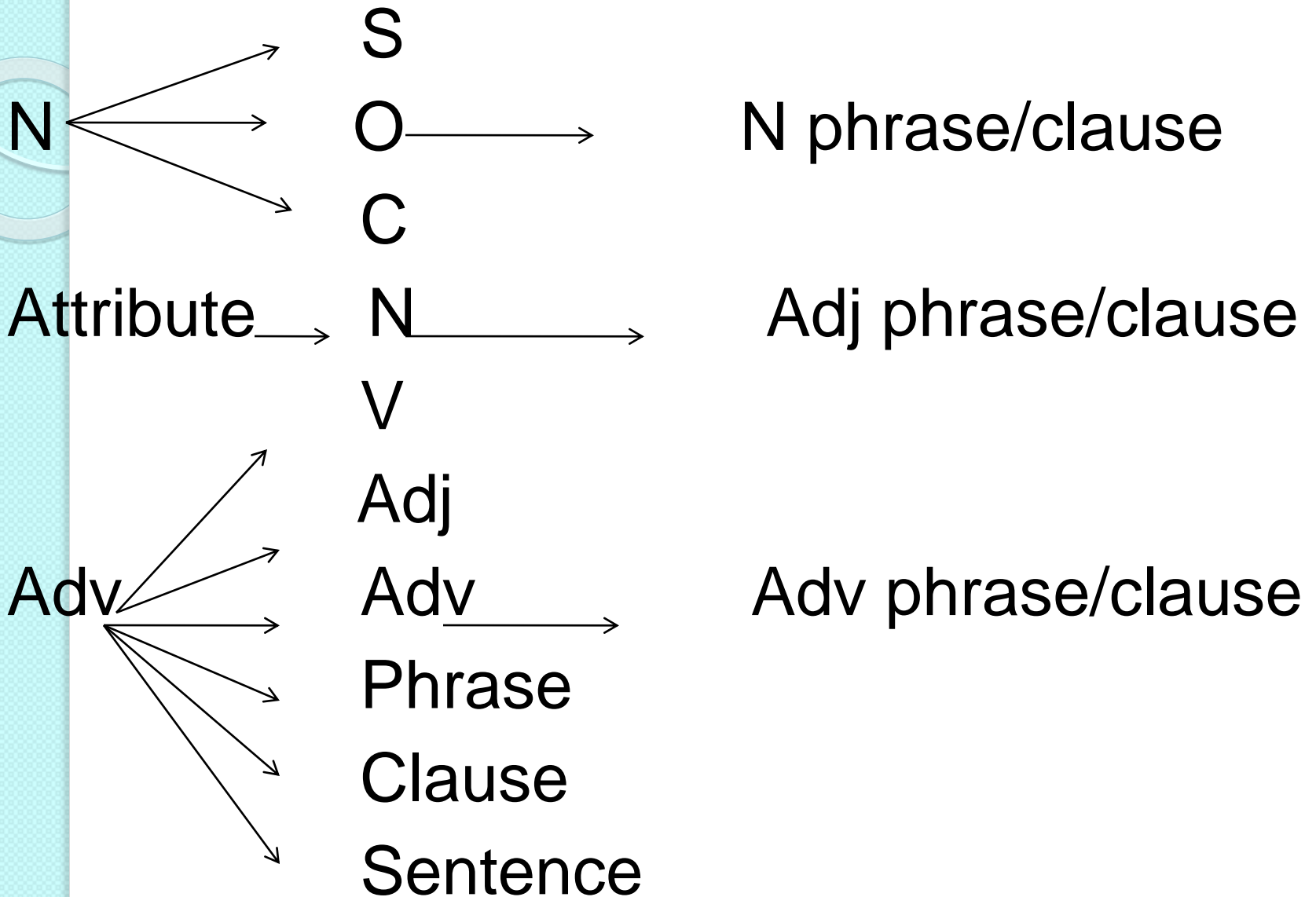
Adverb: (Trạng ngữ) modifies verbs, adjectives, other adverbs, phrases, clauses and sentences. (Verb/Adj/Adv/Phrase/clause/ sentence modifier)

Ex: She sings **beautifully**.

He is **very** tall. He runs **very** fast.

The car **just** in front of the building.

Generally, he is reliable.



Analyze the sentence elements:

1. He showed me his card.
2. Mary writes some letters.
3. They live in Ca Mau.
4. Today it is windy.
5. Jimmy will fly to London.
6. Martha looks happy now.
7. They call her Peggy.
8. The room gets dirty.
9. Don't drink it!
10. Who(m) are you phoning?

11. He made her some milk.
12. Mary does some exercises.
13. They work in Da Lat.
14. Today it is cloudy.
15. Jimmy drove to London.
16. Martha seems happy now.
17. They call him Jimmy.
18. The house becomes clean.
19. Turn it on!
20. Why are you crying?

21. Today is Thursday.
22. When will he leave for Ha Noi?
23. In the room stands a man.
24. There he comes.
25. How fast the horse runs!
26. Jack seems very excited today.
27. Mai often helps them.
28. They appointed her the chairman.
29. Henry called her yesterday.
30. The engineer will hold a meeting.
31. The last will analyze sentence 31.

1. When will he leave for Ha Noi?

When will he leave Ha Noi?

2. In the room stands a man. (a)

In the room a man stands. (b)

In the room he stands. (c)

In the room stands he. (d)

3. "I'm tired", he said. (a)

"I'm tired", said he. (b)

"I'm tired", Tom said. (c)

"I'm tired", said Tom. (d)

Prepositions



Prepositions

- Before nouns
- Meaningful

Particles

- Before nouns
- Meaningless

Adverbs

- No nouns
- Meaningful

1. The book is **in** the drawer.
2. He hands **in** his paper.
3. The teacher comes **in**.
4. Jack stands **up**.
5. Mary looks **up** some new words.
6. They swim **up** the stream.

7. Mary sat **down** sadly.
8. The ship went **down** the river.
9. He looked **down** upon them.
10. They are surprised **at** the news.
11. We are **at** SGU now.
12. That 's the news which he was amazed **at**.
13. The machine is **out** of order.
14. Watch **out**! It is dangerous.
15. They found **out** a wicked scheme.

16. That's the man whom he talked **to**.
17. He is looking forward **to** his parcel.
18. Jack threw the ball **to** his friend.

SENTENCE STRUCTURE: CONSTITUENTS

I. STRUCTURE

A sequence of words is considered as a syntactic structure when:

- a. It is divisible into parts (called constituents)
- b. There are different kinds of parts.
(different categories of constituents)
- c. The constituents are arranged in a specifiable way.
- d. Each constituent has a certain specifiable function in the structure of the sequence of words as a whole.

II. ESTABLISHING CONSTITUENTS

There are five tests to identify constituents in a sentence.

1. OMISSION TEST:

If a sequence of words can be omitted from a sentence leaving another good sentence, this is a good indication that the sequence is a phrase functioning as a constituent in the structure of the sentence.

EXAMPLE: I have studied English ***in this evening class*** for three months.

In this evening class is a constituent in this sentence because if this group of words is omitted from the sentence, it still leaves a full sentence: *I have studied English for three months.* So ***in this evening class*** is a phrase.

2. REPLACEMENT TEST

If a sequence of words in a sentence can be replaced with a single word without changing the overall structure of the sentence, then that sequence functions as a constituent of the sentence and is therefore a phrase.

EXAMPLE: I consider ***this beautiful girl*** as my friend.

This beautiful girl is a phrase because when this sequence of words is replaced by the word ***her*** the overall structure does not change: *I consider ***her*** as my friend.*

3. QUESTION TEST

Answers to WH-question (that is, questions that contain one of the question words *who*, *which*, *what*, *why*, *where*, *when*, *whose*, and *how*) are phrases.

EXAMPLE: We elected ***the intelligent boy*** our monitor.

The intelligent boy is a phrase because this group of words can be used to answer the question *who did we elect as our monitor?*

4. MOVEMENT TEST

The movement of a sequence of words in forming a construction indicates that the sequence is a phrase.

EXAMPLE: I will come back *in ten minutes*.

In ten minutes is a phrase because it can move to the front of the sentence but still leave the overall sentence: *In ten minutes I will come back*.

5. SENSE TEST

Any sequence of words which can be filled in blank “what does _____ mean?” is a phrase.

EXAMPLE: I usually come to ***the beautiful landscape***.

The beautiful landscape is a phrase because it is reasonable to make the question: “What does ***the beautiful landscape*** mean?”

SENTENCE STRUCTURE: FUNCTIONS

I. SUBJECT AND PREDICATE

At first, a sentence can be divided into two constituents, *the first of which is said to function as subject, and the second as predicate.*

EXAMPLE: [The ducks] [are paddling
away].

Subject

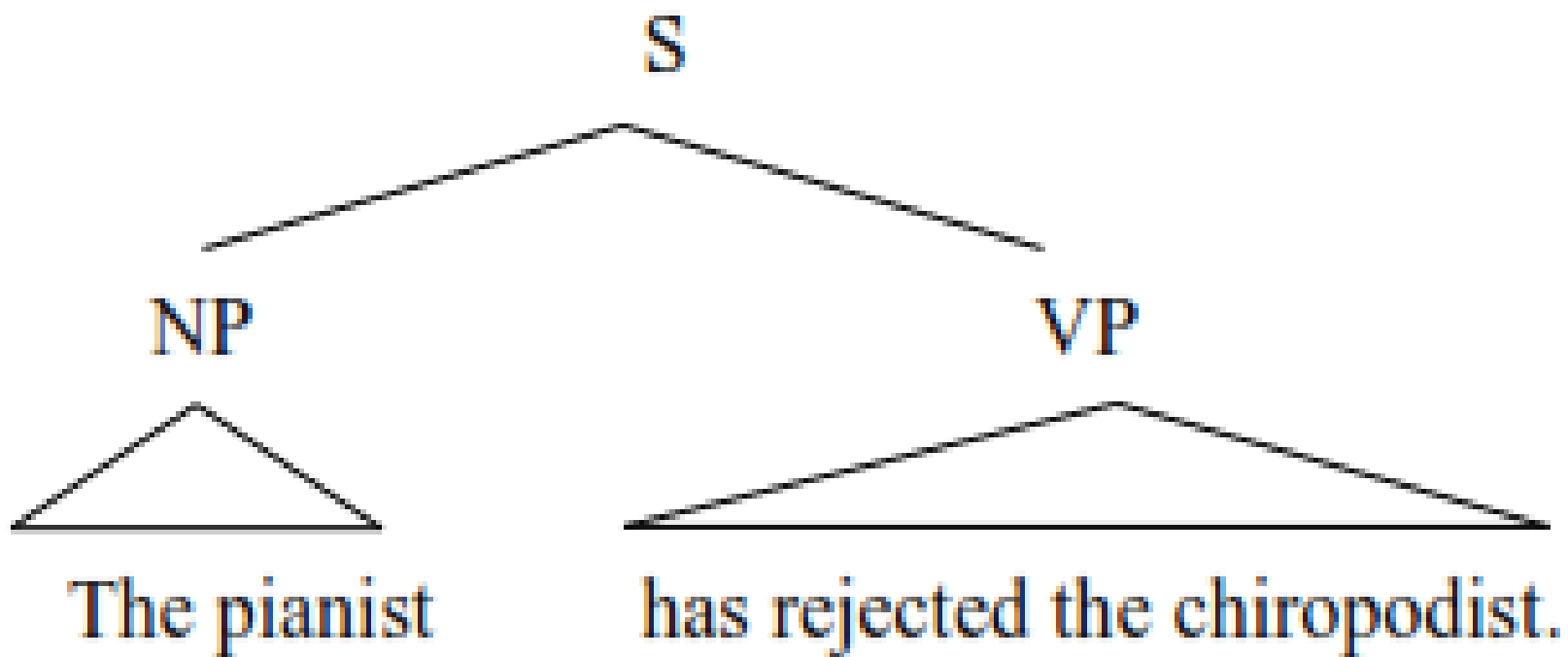
Predicate

II. NOUN PHRASE AND VERB PHRASE

The subject of the sentence is a noun phrase (NP) immediately dominated by a sentence. And a predicate is a verb phrase (VP) immediately dominated by a sentence. The NP and the VP together form a sentence (S)

EXAMPLE: [The pianist] [has rejected the chiropodist]

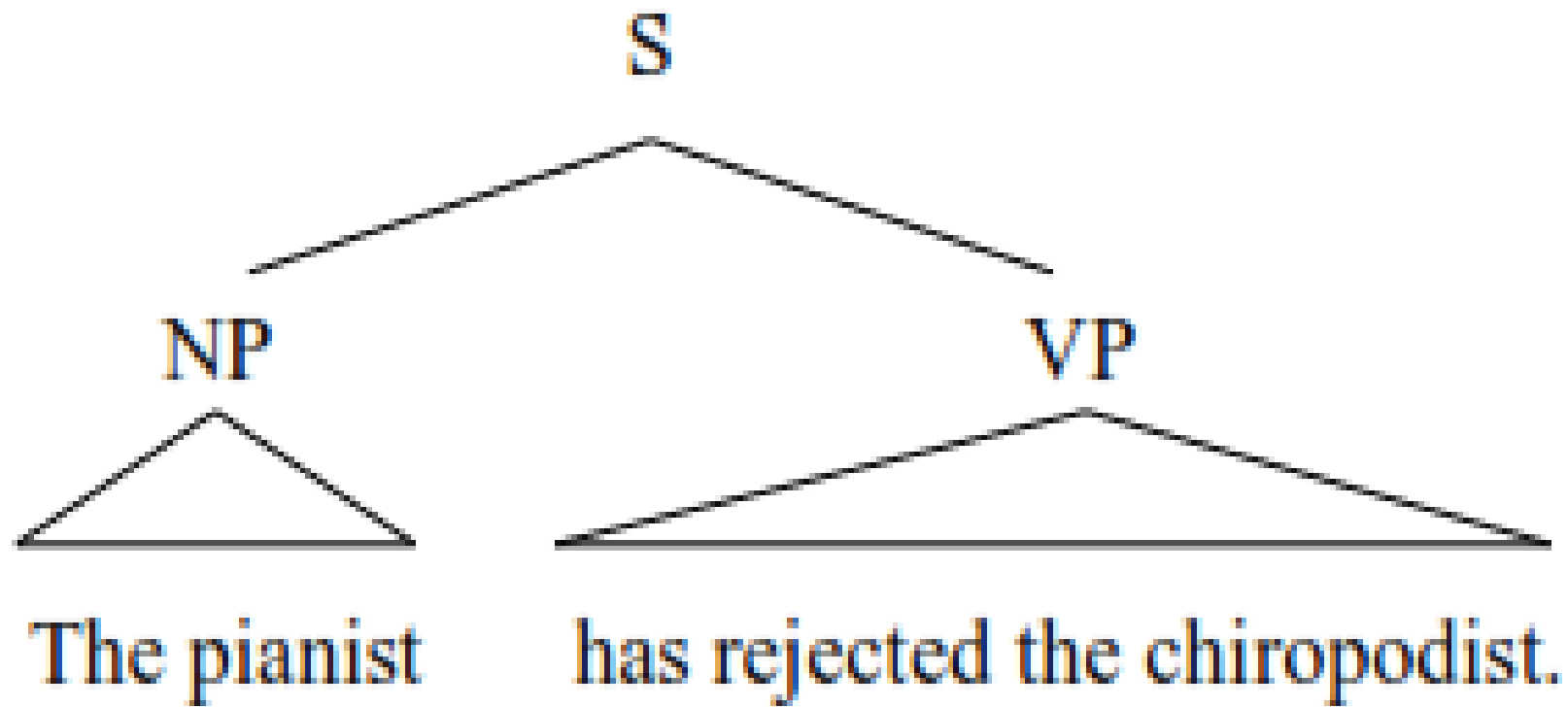
This sentence can be showed in a tree diagram or a phrase marker as following:



III. DEPENDENCY AND FUNCTION

When two constituent nodes are immediately dominated by the same single node, they are said to be sisters. The sisters are said to have the functions in respect of each other. The single node is called to be mother of the two constituents.

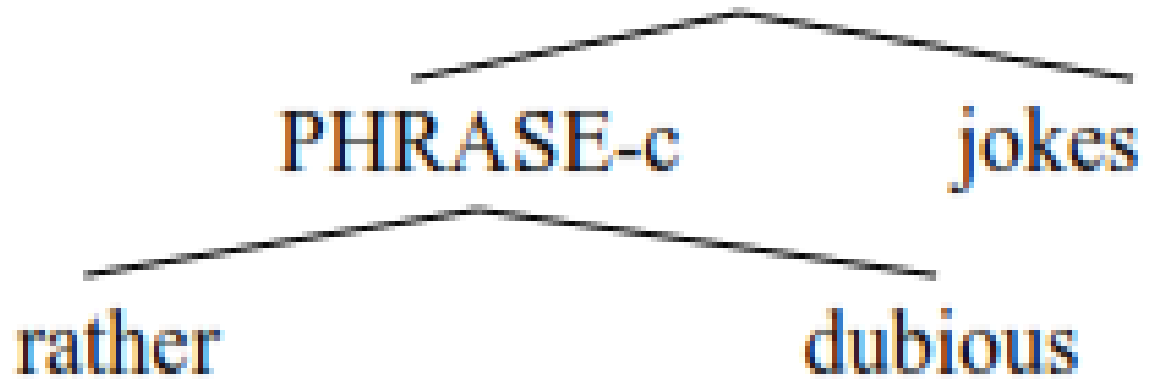
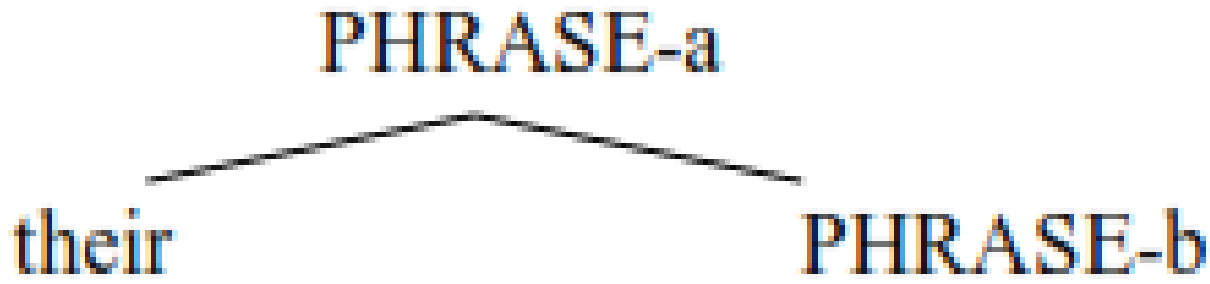
EXAMPLE: [The pianist] [has rejected the chiropodist]



1. MODIFIER AND HEAD

In a phrase if any word or group of words can be omitted leaving other well-form phrase, the word or the group of words functions as a ***modifier***.

EXAMPLE: The NP ***their rather dubious jokes*** is showed in its following tree diagram:



In this tree diagram, there are three sister relations of modification.

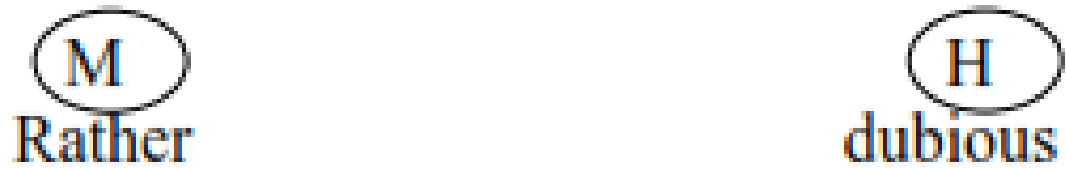
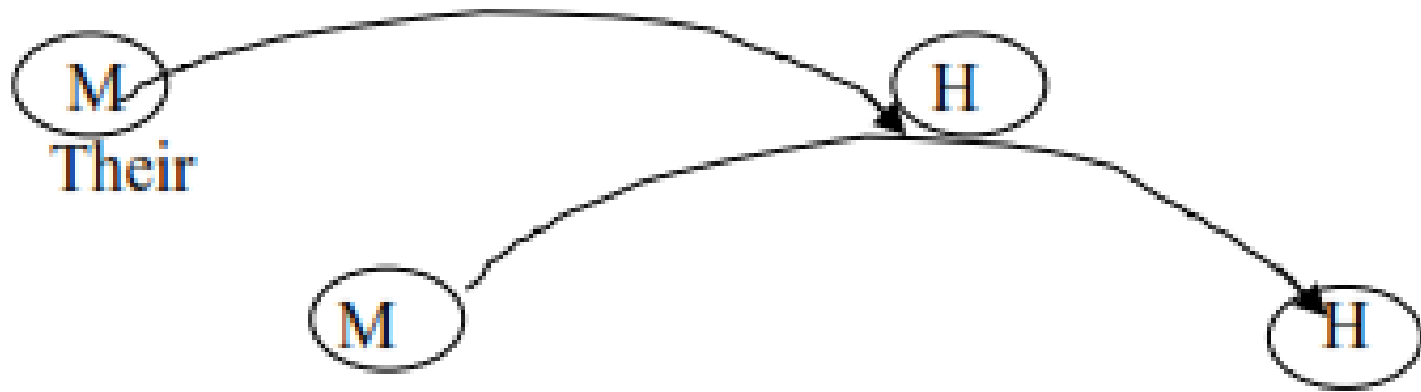
- *Their* and PHRASE-b (*rather dubious joke*)
- PHRASE-c (*rather dubious*) and *jokes*
- *Rather* and *dubious*

In PHRASE-c *rather* is dependent on *dubious* because if *dubious* were omitted, we have an ill-formed string **their rather jokes*. In contrast, *rather* can be omitted and the omission still leave a perfectly good phrase *their dubious jokes*.

This is ***a one-way function or dependency.***
In this case ***rather*** has a function of ***modifier*** in respect of its sister ***dubious.***
The same thing happens to PHRASE-b in which PHRASE-c has a function of ***modifier*** in respect of its sister. *Jokes*, and PHRASE-a in which ***their*** has a function of ***modifier*** in respect of its sister PHRASE-b ***rather dubious jokes.***

In a phrase containing a modifier, the element that is modified forms the essential center of the phrase and is said to be the head of the phrase.

So in the example above, *dubious* functions as a head of *rather*, *jokes* as a head of *rather dubious*, and *rather dubious jokes* as a head of *their*. These are the relation between modifiers and heads.



2. HEAD AND COMPLEMENT

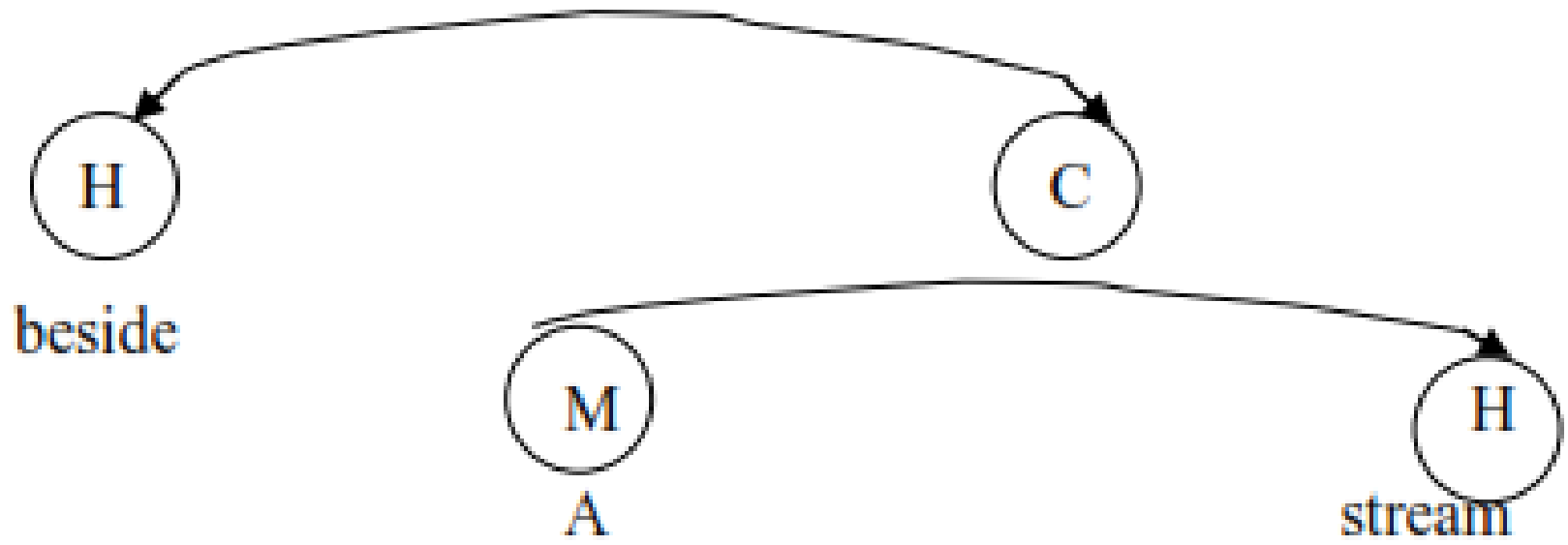
In a structure when the presence of one element determines the presence of another and vice versa, there is a two-way dependence in this structure.


EXAMPLE: **Old Sam sunbathed beside a stream.**

In this sentence, the prepositional phrase ***beside a stream*** includes the preposition ***beside*** and the noun phrase ***a stream***.

If we omit *beside* or *a stream* we are left ill-formed sentences:

* *Old Sam sunbathed a stream* and * *Old Sam sunbathed beside*. So the relation between *beside* and *a stream* is two-way dependence. In this relation, *beside* functions as *head* in respect of *a stream*, and *a stream* functions as *complement* in respect of *beside*. So in the two-way dependences complements typically follow their heads in English.

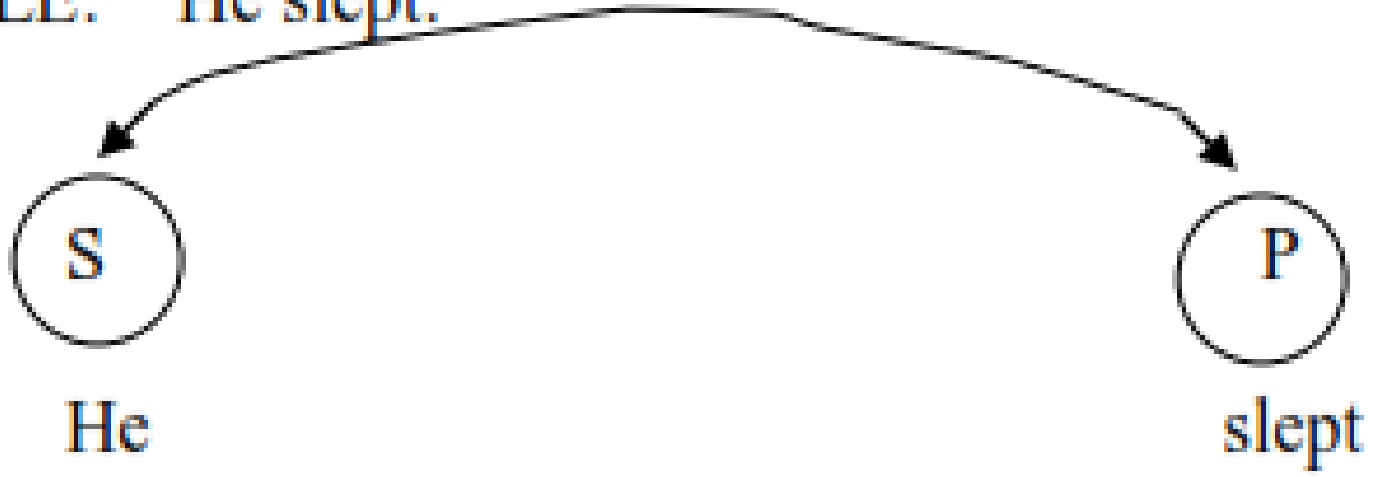




The relation between a subject and a predicate is also a two-way dependence.

EXAMPLE: He slept.

EXAMPLE: He slept.





Good luck!