

# Inflectional Morphology

Alexandra Smirnova

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# Objectives

This chapter aims at developing your understanding of the syntagmatic perspective to morphology.

Upon the completion of this activity you will be able to :

- **identify** different forms of the same word in different grammatical contexts ;
- **label** the part of speech of each word in a simple sentence ;
- **use** different forms of words belonging to different parts of speech appropriately in different grammatical contexts.

# I Parts of Speech

Read the following sentences :

- My father drives carefully.
- The daulphin swims well.

These sentences contain very different information - one is about your close relative, another one is about an animal you've, probably, never seen. However, if you analyse them, you will notice certain similarities in the way words in these sentences behave. In both sentences there is a **doer** (father/ daulphin) who performs an **action** (drives/ swims) in a particular **manner** (carefully/ well). Such similarities of function allow us to group words together into different categories which are called **parts of speech**.

In this section we will have a closer look at the criteria used to discriminate between different parts of speech. We will also see how parts of speech are relevant to the study of morphology.

## 1. Criteria for Distinguishing Parts of Speech

Word classes (parts of speech) are usually established on the basis of the following three types of criteria\* :

- **notional** (related to the similarities in **meaning**) ;
- **morphological** (related to the similarities in the **internal structure** of words) ;
- **syntactic** (related to the similarities of **function in the sentence**).

### Method:Notional Criteria

---

Notional criteria refer to generalizations about the meaning of words belonging to the same word class.

Read the following groups of words. Do they have anything in common in terms of meaning ?

- **nouns** : dog, spoon, star, girl, ambition, cruelty ;
- **verbs** : jump, eat, sing, dwell.

You might say that the words in the first group refer to things or people, and that would be the classical definition of a noun. Nouns have been notionally defined as names of things, persons and places\*. This definition, however, does not account for the presence of such abstract words as 'ambition' and 'cruelty' in the same group, and therefore seems inadequate.

A better solution might be to characterise nouns as words that denote stable features of human experience\*, whereas verbs denote features of experience that unfold in time. Even this solution is not unproblematic, however.

Notional criteria can not be adequately applied to all groups of words.

Read the following sentence :

***My sister went to the post office to buy stamps.***

Let's try to remove some words :

***Sister went post office buy stamps.***

The sentence is awkward, but it is still comprehensible. Now, let's do it the other way round :

***My to the to.***

This time, the result is absolutely meaningless.

This experiment shows us that words have different degrees of 'meaningfulness.' Those words that are ***high in meaning*** are called ***lexical***, whereas words that are ***low in meaning*** are called ***functional***. Notional criteria might work well for the first category of words, but they are hardly applicable to the latter.

### ***Method:Morphological Criteria***

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Morphological criteria refer to the similarities in the internal structure of words belonging to the same word class.

Compare :

- ***nouns*** : cat - cats, ambition - ambitions, place - places ;
- ***adverbs*** : slowly, quickly, terribly, maddeningly.

You may have noticed that most nouns take the plural suffix ***-s***, whereas most adverbs are formed by adding the suffix ***-ly*** to an adjective. Such common structural patterns help to establish word classes.

### ***Method:Syntactic Criteria***

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Syntactic criteria refer to the similarities of the grammatical function of the word in relation to other words in the sentence.

Compare :

- The heavy ***rain*** stopped.
- A striped ***cat*** jumped up and tried to attack me.
- An old ***gentleman*** came in.

In these sentences nouns in bold are preceded by articles (the, a), premodified by adjectives (heavy, striped, old) and function as subjects of the sentences.

### ***Note***

---

None of the abovementioned criteria is self-sufficient. They should be employed together to establish word classes more or less adequately.

## 2. Parts of Speech in English

Based on the criteria that we have identified in the previous section, most grammar books distinguish nine parts of speech in the English language.

<i>Parts of Speech</i>	<i>Meaning</i>	<i>Examples</i>
Noun	refers to stable features of human experience	The <b>wall</b> is white. <b>Monkeys</b> are funny.
Verb	refers to features of human experience that unfold in time	The cat <b>jumped</b> on the table. He <b>closed</b> the door.
Adjective	describes properties of nouns	I had a <b>busy</b> day. It is an <b>interesting</b> story.
Adverb	describes properties of verbs	She sings <b>well</b> . He reads <b>slowly</b> .
Pronoun	replace nouns	<b>He</b> offered <b>me</b> a drink. Behave <b>yourself</b> !
Article	links nouns to the broader context of speech	<b>The</b> doll is broken. I saw <b>a</b> girl.
Preposition	shows the relationship of a noun or a pronoun to another word	Your bag is <b>under</b> the chair. I left a message <b>for</b> you.
Conjunction	joins clauses or sentences	
Interjection	shows strong emotions or feelings	<b>Wow</b> , that's great ! <b>Ouch</b> , that really hurt.

The first four categories are **lexical** (high in meaning) :

- noun
- verb
- adjective
- adverb

The last five categories are **functional** (low in meaning) :

- pronoun
- article
- preposition
- conjunction
- interjection

As we have seen above, morphology is one of the criteria used to distinguish between different parts of speech. Words belonging to the same word class have certain similarities in their internal structure. Therefore, we shall proceed by exploring each part of speech in order to establish similarities of form in different grammatical contexts.

### 3. Exercise

[solution n°1 p.62]

Identify all lexical words in the following text.

I<sup>3</sup> went<sup>4</sup> to<sup>5</sup> Rio<sup>6</sup> a<sup>7</sup> couple<sup>8</sup> of<sup>9</sup> months<sup>10</sup> ago<sup>11</sup>.  
 I<sup>12</sup> like<sup>13</sup> to<sup>14</sup> be<sup>15</sup> independent<sup>16</sup>,<sup>17</sup> I<sup>18</sup> chose<sup>19</sup> to<sup>20</sup> find<sup>21</sup>  
 my<sup>22</sup> own<sup>23</sup> way<sup>24</sup> around<sup>25</sup> the<sup>26</sup> city<sup>27</sup>.<sup>28</sup> I<sup>29</sup> was<sup>30</sup><sup>31</sup>  
 mistaken<sup>32</sup>! Rio<sup>33</sup> is<sup>34</sup> so<sup>35</sup> big<sup>36</sup> that<sup>37</sup> I<sup>38</sup> kept<sup>39</sup> getting<sup>40</sup>  
 lost<sup>41</sup>!

### 4. Exercise

[solution n°2 p.62]

Check all functional words in the following text.

Small<sup>1</sup> really<sup>2</sup> is<sup>3</sup> beautiful<sup>4</sup> in<sup>5</sup> this<sup>6</sup> museum<sup>7</sup>  
 of<sup>8</sup> art<sup>9</sup> with<sup>10</sup> a<sup>11</sup> difference<sup>12</sup>. The<sup>13</sup> best<sup>14</sup>  
 exhibits<sup>15</sup> are<sup>16</sup> so<sup>17</sup> tiny<sup>18</sup> they<sup>19</sup> can<sup>20</sup> only<sup>21</sup> be<sup>22</sup> seen<sup>23</sup>  
 clearly<sup>24</sup> with<sup>25</sup> a<sup>26</sup> microscope<sup>27</sup>.

### 5. Grammatical Homonyms

Certain lexical items may belong to different parts of speech, while at the same time having a link in their lexical meaning. Such words are called **grammatical homonyms**. Let us compare the following examples:

- She turned her palms **up**.  
 In this sentence the word 'up' describes the property of the verb 'turned'. It functions as an **adverb**.
- They went **up** the roof.  
 Here the word 'up' is used to introduce the noun 'roof'. It functions as a **preposition**.
- The wind is **up**.  
 Here the word 'up' characterizes the noun 'wind'. It is an **adjective**.
- I've had **ups** in my life, and I've had downs.

Exercise : Identify the part of speech of the words in bold. Explain your choice.

In this sentence the word 'up' functions as an object of the verb 'have'. Moreover, it takes the inflectional suffix -**s** which marks the plural form of a noun. Therefore, it is a **noun** here.

- For both vegetarians and vegans, the daily value of iron is **upped** to 14 mg for men and 32 mg for women. Here the word 'up' denotes an action and it takes the inflectional suffix -ed, which marks the past simple form of verbs. Therefore, it functions as a **verb**.

## 6. Exercise : Identify the part of speech of the words in bold. Explain your choice.

[solution n°3 p.62]

### Exercise

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1. I'm not much interested in her **likes** and dislikes.
2. He looks **like** Father Christmas.
3. We all **like** him.

### Exercise

---

1. He has been on the **go** since morning.
2. We are **going** together.

### Exercise

---

1. Run **after** him and catch him!
2. He said something\* cute like one bottle for before and one for **after**.
3. He followed on **after**.

### Exercise

---

1. The trip\* was cancelled because of **concerns** about safety.
2. It **concerns** me that these people are not getting the support they need.
3. Any information **concerning** this problem would be appreciated.

### Exercise

---

1. The boys\* were not behaving very **well**.
2. We used\* to get our water from a **well**.
3. A sense\* of hurt and outrage **welled** up inside him.
4. You don't\* look too **well**.
5. **Well**, I don't know\* about that.

### Exercise

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1. The birds\* were flying high **above** the trees.
2. Please reply\* to the **above** address.
3. Many of the documents\* mentioned **above** are now available on the Internet.
4. Put on the golem's\* robe to hide your figure. She wears the robe from the **above**, covering her white dress.

# II Inflection

## 1. Let's think...

It was previously mentioned that words take different forms in different grammatical contexts. Let's have a closer look at what that means.

Read the following sentences and try to replace words in bold with other words. Make sure that the sentence remains grammatically correct. Look at the structure of the words you have suggested. Do they share any common elements ? Why ?

This pianist **perform-s** at the local hall every week.

This house is **bigg-er** than that one.

All the **ticket-s** are sold.

Now, try to do the same thing for the following sentences. What do you notice ?

The pianists always **dis-agree** with the singer.

The **perform-ance** last week was particularly impressive.

The palace is **beauti-ful**.

Check your answers on the next page.

## 2. Discussion

Here are some suggestions :

The pianist **perform-s/ play-s/ appear-s** in the local hall every week.

This house is **bigg-er/ small-er/ larg-er** than that one.

All the **ticket-s/ book-s/ car-s** are sold.

Any verb that appears in the first sentence must carry the third person singular suffix -s to agree with the noun.

Any adjective that appears in the second sentence must carry the comparative suffix -er because it is followed by 'than.'

Any noun that appears in the third sentence must carry the plural suffix -s because it is preceded by 'all.'

As we can see, there are certain grammatical contexts that require the presence of the following suffixes :

- -s : third person singular for verbs
- -er : for comparison in adjectives
- -s : plural for nouns

These suffixes are called *inflectional*. Their presence is imposed by the grammatical context (other words in the same sentence).

Some suggestions for the second group of sentences :

The pianists always *dis-agree/ argue/ joke* with the singer.

The *perform-ance/ concert/ show* last week was particularly impressive.

The palace is *beauti-ful/ impress-ive/ amaz-ing*.

Here, all words are structurally different. There are no contexts where, if any noun appears \*, it must carry the suffix -ance.

These suffixes are called *derivational*. Their presence is not required by the grammatical context (other words in the same sentence). We will deal with such suffixes in chapter 2 of this course.

### 3. Properties of inflectional suffixes

#### ⚙️ Method

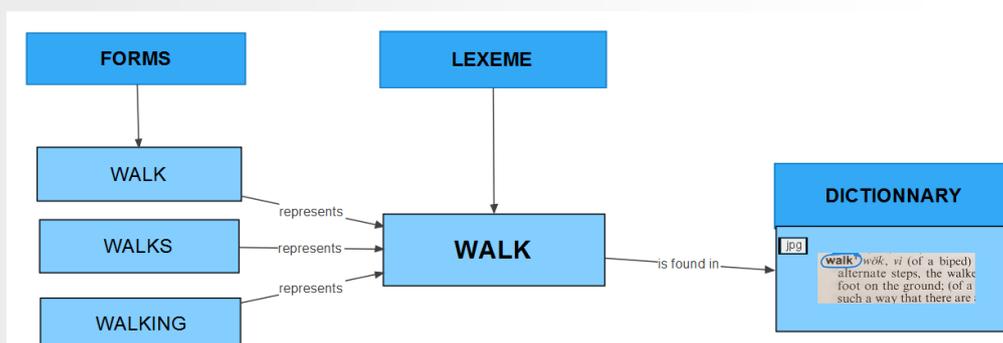
In English all inflectional morphemes are suffixes.

They possess a number of properties that will help you to distinguish them from derivational suffixes :

1. **Inflectional suffixes never change the part of speech of the base** they are attached to.  
 bed (noun) - bed**s** (noun)  
 kick (verb) - kick**ed** (verb)  
 small (adjective) - small**er** (adjective)
2. **Inflectional suffixes always follow (not precede) derivational suffixes.**  
 paint-er → paint-**er-s** **NOT** ! paint-**s-er**
3. **Inflectional suffixes can be attached to many, though not all, members of the same word class.**  
 cat - cat**s** BUT ! sheep - sheep  
 bottle - bottle**s**  
 feeling - feeling**s**

#### ⚠️ Warning

Inflectional suffixes do not make new words, but rather new forms of the same word. The *initial form* of the word (the one that you find in dictionaries) is called a *lexeme*.



Exercice : Do the exercises provided below to make sure you understand the difference between inflection and derivation. Good luck !

*Lexeme*

#### 4. Exercise : Do the exercises provided below to make sure you understand the difference between inflection and derivation. Good luck !

[solution n°4 p.64]

Exercise

---

In English inflectional morphemes are always \_\_\_\_\_

Exercise

---

What determines the presence of a particular inflectional suffix ?

Exercise

---

A lexeme is the \_\_\_\_\_ of the word that we usually find in a \_\_\_\_\_ .

Exercise

---

Identify words with inflectional suffixes on the following list :

- play**ed**
- speech**less**
- care**ful**
- parent**s**
- bigg**est**
- greed**ily**

Exercise

---

Identify words with inflectional suffixes on the following list :

- tall**er**
- depth
- chair**s**
- attract**ive**
- open**ed**

Exercise

---

Which of the lexical items given below are forms of the lexeme SELL (v) ?

- sell**er**
- sell**s**

Exercise : Do the exercises provided below to make sure you understand the difference between inflection and derivation. Good luck !

- sold
- selling

#### Exercise

---

Identify forms of the lexeme BOOK (n) :

- bookish
- books
- booking
- bookable

\* \*

\*

In this section, we have seen that **inflection** is the change of form that words undergo to **fit in different grammatical contexts**. Morphemes that are used for this purpose are called inflectional. In English all **inflectional morphemes** are **suffixes**. You can apply a number of tests to check if a given morpheme is inflectional. In the rest of this chapter, we will study inflectional forms of different parts of speech in English.

# III Forms of Nouns

## 1. Grammatical Categories of Nouns

It is usually said that nouns have three grammatical categories :

- **gender** (masculine, feminine, neuter) ;
- **number** (singular, plural) ;
- **case**.

Does it mean that nouns in all languages have the same grammatical categories ? Let's investigate...

## 2. Gender

Compare the following words in Russian and in English. What do you notice ?

	<i>RUSSIAN</i>	<i>ENGLISH</i>
<i>masculine</i>	мальчик ∅ учитель ∅ внук ∅	boy teacher nephew
<i>feminine</i>	девочка учительница внучка	girl teacher niece
<i>neuter</i>	яблоко облако небо	apple cloud sky

## 3. Discussion

You might have noticed from the table on the previous page that in Russian nouns have specific inflections that mark them for gender (masculine, feminine or neuter). All nouns that end in **-a** are feminine, all nouns that end in **-o** are neuter, whereas nouns that are masculine do not have any inflection and always end in a consonant.

Furthermore, this distinction is not restricted to biological gender. For example, the word дом (house) is masculine, the word стена (wall) is feminine, the word окно (window) is neuter.

In Russian, therefore, the category of gender is inflectional - there are specific inflectional suffixes that mark Russian nouns for gender.

In English, by contrast, there are no specific inflectional suffixes that mark nouns for gender. There is no morphological marker in the structure of the word teacher that can help you identify the person as male or female. This biological distinction is expressed lexically, i.e. with the help of another word, - *male* teacher / *female* teacher.

\* \*

\*

*English nouns have no morphological category of gender.*

# IV Number

Most *countable nouns* in English have *two word forms* that contrast in *number*.

## *SINGULAR*

## *PLURAL*

mushroom

mushrooms

tree

trees

book

books

Most English nouns have regular plural forms that are created by adding the plural suffix **-s**.

Certain nouns, however, have irregular forms. Look at the table provided below. How many patterns can you identify ?

foot → feet

crisis → crises

alumna → alumnae

tooth → teeth

curriculum → curricula

erratum → errata

child → children

datum → data

ox → oxen

mouse → mice

focus → foci

oasis → oases

sheep → sheep

series → series

stimulus → stimuli

fish → fish

tuna → tuna

trout → trout

leaf → leaves

index → indices

genus → genera

goose → geese

man → men

diagnosis → diagnoses

woman → women

ellipsis → ellipses

knife → knives

aircraft → aircraft

larva → larvae

analysis → analyses

# V Irregular plurals

You have, probably, identified the following patterns :

## 1. *Allomorphy of the root morpheme*

- **a vowel change**  
foot - **feet**  
tooth - **teeth**  
mouse - **mice**  
goose - **geese**  
woman - **women**  
man - **men**
- **f → v + the regular suffix -s**  
leaf → **leaves**  
knife → **knives**

## 2. *Suffixes (other than the regular -s)*

- **zero-allomorph of the regular -s**  
sheep → sheep  
fish → fish  
aircraft → aircraft  
series → series  
tuna → tuna  
trout → trout
- **suffix -(r)en**  
child → **children**  
ox → **oxen**
- **suffix -a**  
datum → **data**  
erratum → **errata**  
genus → **genera**
- **suffix -i**  
focus → **foci**  
stimulus → **stimuli**
- **suffix -ae**  
larva → **larvae**  
alumna → **alumnae**
- **suffix -(c)es**

crisis → crisi**es**

index → indi**ces**

oasis → oasi**es**

diagnosis → diagnosi**es**

analysis → analysi**es**

Most of the nouns in group 2 are of either Greek or Latin origin. Therefore, these suffixes are not productive in the English language. It means that they appear in a limited set of words that have to be learnt by heart. You will find ***the list of irregular plurals*** in the attachment below.

[cf. Irregular plurals in English]

# VI Case

In many languages nouns have the category of case.

Compare the following sentences in Arabic. What determines the usage of kasra ( نيدملا ) in the first sentence, the usage of damma ( نيدملا ) in the second sentence and the usage of fatha in the third sentence ?

نيدملا ي ف نكسا ى ن ا

ةل ي م ج نيدملا هذ

نيدملا هذ ب ح ا

In the first sentence the form with kasra is required by the preposition, whereas in the second and in the third sentences it is determined by the syntactic function of the word : we use damma for the subject of the sentence, and fatha for the object. This is called the category of **case**.

**Cases** are inflected forms that indicate the grammatical function of a noun with respect to other words in the sentence.

Do English nouns have cases. If we translate the Arabic sentences given above, we will notice that the word 'city' takes the same form in all three cases :

I live in a **city**.

The **city** is beautiful.

I like the **city**.

In these cases there are no inflections that mark the role of the noun 'city' in the sentence (subject - object - part of a prepositional phrase).

## VII Let's think...

Is 'man's' in 'that man's bicycle' another inflected form of the word 'man' ? Does it mean that the lexeme MAN has three forms : man (sg), men (pl), man's (possessive) ? Look at the examples\* provided below and give your arguments.

that man's bicycle  
that old man's bicycle  
that man next door's bicycle  
that man you met yesterday's bicycle  
that man you met's bicycle

## VIII Discussion

In some textbooks, «man's» is considered to be the 'possessive' form of the noun 'man' (the so called genitive case contrasted to the common case 'man'). The examples above show, however, that **'s attaches to a whole noun phrase**.

'That man next door's bicycle' : does the bicycle belong to the door ?

'That man you met yesterday's bicycle' : does the bicycle belong to yesterday ?

Definitely not !

Therefore, **'s** is no longer an inflectional suffix in English. It belongs in the study of syntax, rather than morphology. It would be more consistent to consider it as a **determiner**.

It can be concluded that **the category of case is not expressed morphologically** in English.

### *Reminder*

---

In this section we have seen that English nouns contrast morphologically only in number. There are no inflectional forms that mark English nouns for gender or case.

# IX Exercice : Irregular plurals

[solution n°5 p.65]

Study the list of irregular plurals provided in the attachment. Then try to do the quiz.

## Exercice

---

Fill in the gaps using the plural form of the following nouns : **half, stratum, species, phenomenon**.

- Many people were from different lower \_\_\_\_\_ of the urban society.
- Cut potatoes in \_\_\_\_\_ or into quarters if they are large.
- Science uses experimentation to explain natural \_\_\_\_\_.
- An interesting feature of this \_\_\_\_\_ is that it often migrates.

## Exercice

---

Fill in the gaps using the plural form of the following nouns : **brother, axis, alga, deer**.

- \_\_\_\_\_ are reared to become adult cattle or are slaughtered for their meat.
- They prayed for their \_\_\_\_\_ still living under persecution.
- You have to draw the y and x \_\_\_\_\_ on paper in 2D.
- She is studying ice \_\_\_\_\_ and zooplankton in coastal Antarctic seas.

## Exercice

---

Fill in the gaps using the plural form of the following nouns : **crisis, genus, nucleus, stimulus, alumna**.

- Heat and light are physical \_\_\_\_\_.
- The analysis contained 26 species from ten \_\_\_\_\_.
- The single nucleus divides by three successive divisions to form 8 \_\_\_\_\_.
- You can stay in touch with fellow \_\_\_\_\_ through the Association Message Board.
- Ongoing international \_\_\_\_\_ are causing untold human suffering.

## Exercice

---

Fill in the gaps using the plural form of the following nouns : **criterion, oasis, stimulus, phenomenon, species**.

- These gases are released by natural \_\_\_\_\_ such as volcanic eruptions.
- From rolling sand dunes to verdant \_\_\_\_\_, there is an abundance of natural wonder to discover in Death Valley.
- We recorded responses of brain cells to visual \_\_\_\_\_ such as colour and light.

- d. A third of all amphibian [ ] are threatened with extinction.
- e. Administrators do not give explanations to anyone about the [ ] used for the acceptance of new members.

Exercise

---

Fill in the gaps using the plural form of the following nouns : **aircraft, loaf, diagnosis, focus, stratum.**

- a. She bought five [ ] of bread.
- b. The main [ ] of the discussion were poverty and malnutrition.
- c. Which of the suggested [ ] is correct for each patient?
- d. The [ ] are assembled and repaired in Florida.
- e. Different geological [ ] can be clearly seen in this sample.

Exercise

---

Fill in the gaps using the plural form of the following nouns : **thesis, syllabus, fungus, life, shelf.**

- a. The apple tree is subject to several diseases caused by [ ] .
- b. All doctoral [ ] are examined by two or more professors.
- c. Some people lived their entire [ ] without ever being close to anyone.
- e. There are three [ ] in the wardrobe.
- d. The [ ] for these courses will be available next month.

Exercise

---

Fill in the gaps using the plural form of the following nouns : **bacterium, prognosis, calf, analysis, self, parenthesis.**

- a. The results of these [ ] are shown in Table 1.
- b. Her married name is written in [ ] below the signature.
- c. Now we can express our true [ ] .
- d. We watched the cow suckling her [ ] .
- e. Chlorine is added to the water to kill [ ] .
- f. She wanted to know if her [ ] would come true.

# X Verb Forms and Verbal Categories

## 1. Verb Forms

English verbs can have maximum *five forms*:

1. **The basic form – GIVE**  
Mary and John **give** a lecture every year.  
Mary may **give** a lecture.  
Mary wants to **give** a lecture.
2. **The third person singular present tense – GIVES**  
Mary **gives** a lecture every year.
3. **The simple past form – GAVE**  
Mary **gave** a lecture last week.
4. **The gerund or progressive participle (I) - GIVING**  
Mary is **giving** a lecture today.
5. **The perfect or passive participle (II) – GIVEN**  
Mary has **given** a lecture today.

 *Note: Let's think...*

---

Are there verbs that have fewer forms than indicated above ? More forms than indicated above ?

## 2. Discussion

Certain verbs have fewer forms than the verb GIVE. All **regular verbs**, for example, have only **four morphologically distinct forms** because their past simple form is identical to the perfect / passive participle. This phenomenon is called **syncretism**.

The only verb that has more than five forms is the verb 'to be'.

 *Example*

---

<i>Eight forms</i>	<i>Five forms</i>	<i>Four forms</i>	<i>Three forms</i>	<i>One form</i>
BE am	GIVE gives	START starts	PUT puts	MUST

is	gave	<b>started</b>	<b>put</b>	
are	giving	starting	putting	
was	given	<b>started</b>	<b>put</b>	
were				
been				
being				

### 3. Morphological Structure of Verb Forms

#### 💡 *Fundamental*

There are three morphological mechanisms involved in the creation of verb forms :

- **vowel change in the root morpheme (allomorphy)**  
 dig - dug  
 speak - spoke  
 grow - grew
- **inflectional affixation**  
 -s : build**s**, put**s**  
 -ing : build**ing**, act**ing**  
 -ed : play**ed**, act**ed**  
 -t : sle**pt**, cre**pt**  
 -en : giv**en**, striv**en**
- **suppletion (different root morphemes represent the same lexeme in different grammatical contexts)**  
 go - went  
 be - was - am

#### 📌 *Note*

Forms like **go - went** can not be considered allomorphs for the following reasons :

- historically, these forms come from different sources - two different words merged into one ;
- their phonological form is so different that sometimes they do not have a single sound in common.

#### *Verb Forms in British and American English*

There is a slight difference in the usage of verb forms in American and British English. Some verbs are regular in British and irregular in American, while others are irregular in British and regular in American. Some examples are given in the table below.

**IRREGULAR IN BRITISH ENGLISH** 

**REGULAR IN AMERICAN ENGLISH**



Exercise : Write word forms that correspond to the following descriptions. What morphological mechanism is involved in the creation of these fo

burnt	burned
spelt	spelled
knelt	kneeled
leapt	leaped
spoilt	spoiled
dreamt	dreamed

**REGULAR IN BRITISH ENGLISH** 

**IRREGULAR IN AMERICAN ENGLISH**



dived	dove
wetted	wet
quitted	quit
fitted	fit

**4. Exercise : Write word forms that correspond to the following descriptions. What morphological mechanism is involved in the creation of these forms?** [revision 8 p.67]

Exercise

---

The simple past of the verb GIVE

Exercise

---

The progressive participle of the verb FILL

Exercise

---

The perfect participle of the verb DROP

Exercise

---

The second person of the verb BE

Exercise

---

The basic form of the verb FLY

Exercise

---

The third person singular of the verb PREPARE

Exercise

---

The passive participle of the verb READ

Exercise

---

The simple past of the verb GO

**5. Exercice : Label the forms of the underlined words. Write their lexemes (use capital letters).** [solution n°7 p.68]

Exercice

---

She *opened* the door.

Exercice

---

She *celebrates* her birthday.

Exercice

---

*Be* patient !

Exercice

---

The book was *written* in the XV century.

Exercice

---

They are still *discussing* this issue.

Exercice

---

I will *check* my e-mail tomorrow.

Exercice

---

It was not the square she had *heard* about.

## 6. Exercise : Read the text. Is it American or British ? Justify your answer. (exercice n°8 p.68)

### Exercise

When she saw Indiana's look, she continued, "Morgan implanted a scrambler on T.S." Indiana kneeled and brushed away the burned hair and ash. It was tiny, but the small lump at the base of his skull was there. (from 'Matrix Trigger' by K. Britz)

### Exercise

When she saw Indiana's look, she continued, "Morgan implanted a scrambler on T.S." Indiana kneeled and brushed away the burned hair and ash. It was tiny, but the small lump at the base of his skull was there. (from 'Matrix Trigger' by K. Britz)

### Exercise

...without further ado, she plunged into the water, wetting her white clothes with cooling water. Following her example, the half-baked children leapt into the well and dived under the water. (from The Dream Quest by S. L. Lu)

## 7. Grammatical Categories of English Verbs

English verbs have six grammatical categories :

- *person*
- *number*
- *tense*
- *aspect*
- *voice*
- *mood*

## 8. Person and Number

These categories often go hand in hand, i.e. the same inflectional suffix is used to mark the verb for a particular number (singular or plural) and a particular person (first, second or third). They show the connection between the subject and the predicate in the sentence. This phenomenon is called **subject - verb agreement**.

Compare the following examples from English and French :

<i>PERSON</i>	<i>NUMBER</i>	<i>PRONOUNS</i>	<i>ENGLISH</i>	<i>FRENCH</i>
<i>FIRST PERSON</i>	<i>SINGULAR</i>	I	spea <u>k</u>	parl <u>e</u>
	<i>PLURAL</i>	WE	spea <u>k</u>	parl <u>ons</u>
<i>SECOND PERSON</i>	<i>SINGULAR</i>	YOU (tu)	spea <u>k</u>	parl <u>es</u>

	<b>PLURAL</b>	YOU (vous)	spea <b>k</b>	parl <b>ez</b>
<b>THIRD PERSON</b>	<b>SINGULAR</b>	HE	spea <b>ks</b>	parl <b>e</b>
		SHE	spea <b>ks</b>	parl <b>e</b>
		IT	spea <b>ks</b>	parl <b>e</b>
	<b>PLURAL</b>	THEY	spea <b>k</b>	parl <b>ent</b>

We can see from the table that English verbs have only one inflectional suffix (-s) that marks the verb for person (3d) and number (singular).

In many other languages, like in French, the system of subject-verb agreement is developed to a much higher extent. There are separate inflections, for example, for the first person plural, second person plural and third person plural.

## 9. Tense and Aspect

### *Tense*

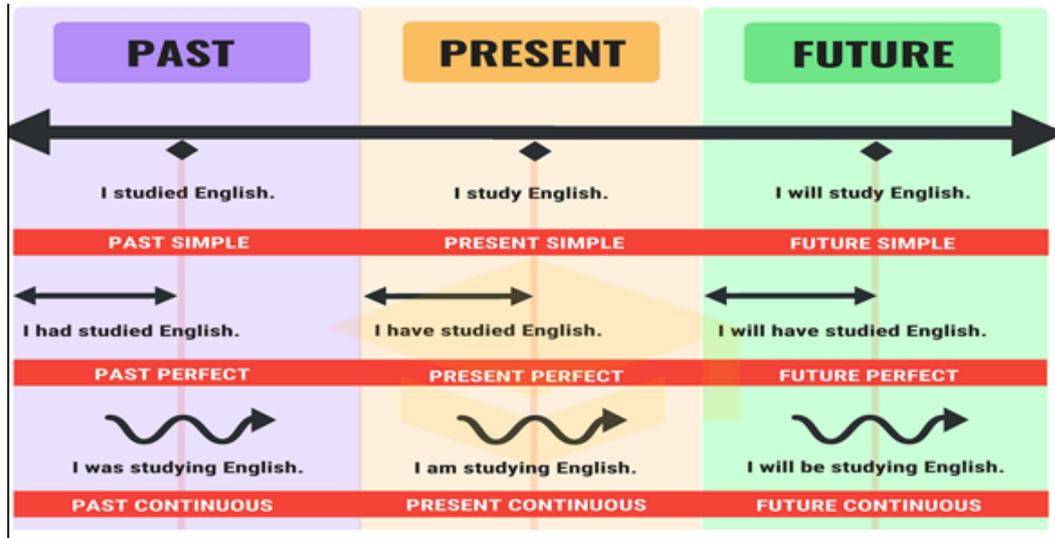
The category of tense locates the moment when the described situation occurs by relating it to the time of speaking. If the described event precedes the moment of speech, the verb is in the **past**. If it coincides with the moment of speech, the verb is in the **present**. If it follows the moment of speech, the verb is in the **future**.



### *Aspect*

Aspects are different ways of viewing the internal temporal structure denoted by a verb. The action might be seen by the speaker as :

- ongoing (the **progressive** aspect) ;
- completed with respect to a certain moment of time (the **perfect** aspect) ;
- a fact (the **simple** aspect).



Aspects

**Lightbulb Fundamental**

Tense and aspect also go hand in hand, which means that the same morpheme usually expresses a particular tense in conjunction with a particular aspect.

The inflectional suffix **-ed**, for example, combines the past tense and the simple aspect : the event precedes the moment of speech and is seen by the speaker as a fact.

The third person singular suffix **-s** is also related to both tense and aspect : the event coincides with the moment of speech and is seen by the speaker as a fact (the present tense, the simple aspect).

As we can see, these suffixes are polysemous. They convey multiple meanings.

Another inflectional suffix **-ing**, on the other hand, expresses only aspect and is not related to tense. Compare :

I was driving to work. (past)

I am driving to work. (present)

I will be driving to work. (future)

Now, let us remove the auxiliaries. Can you identify the tense in the following sentences ?

I \_\_\_ driving to work.

I \_\_\_ driving to work.

I \_\_\_ driving to work.

This experiment shows us clearly enough that that the suffix **-ing** is related only to the progressive aspect. Even if we remove the auxiliaries we still know that the action is in progress. However, it is absolutely impossible to relate it to the past, present or future. This function is performed by the auxiliaries (is/ was/ will be).

Such forms are called **analytical**. The study of analytical forms is out of the scope of the present course because they are related more to morphosyntax than to morphology alone.

## ⊕ Complement: Let's think...

---

What is the difference between 'tense' and 'time' ? Why don't we use the word 'time' to refer to the grammatical category ?

## 10. Discussion

Read the following sentences. Does the category of tense reflect here the "natural" temporal order of events ?

I **was sitting** in the park, reading a newspaper, when all of a sudden this dog **jumps** at me.

He'll **be** here soon. His plane **arrives** at 6:30.

In the first sentence the speaker describes an event that happened in the past. However, in the second part of the sentence she uses the present form of the verb 'jump' in the attempt to make the story more immediate and exciting for the listener. This stylistic device is known as 'dramatic or narrative present.'

The events described in the second sentence are related to the future. Here again the speaker uses the present form of the verb 'arrive' because the action expressed by this verb is going to happen according to the timetable.

In both cases, therefore, the morphological form of the verb used by the speaker does not reflect the natural temporal order of events. The present form of the verb can be used to describe an event related to the past or to the future. As a result, it is important to distinguish between terms 'tense' and 'time'.

The word **tense** is used to describe a specific form of the verb, whereas the word **time** is used to describe the natural temporal order of events.

## 11. Voice

### 🔍 Definition

---

The category of **voice** indicates whether the **subject** of the sentence corresponds to the **doer of the action** or to the **semantic object**.

### 🔗 Example

---

Compare the sentences given below. Try to answer the following questions : Who performs the action ? What is the subject of the sentence ? Keep in mind that in English the subject always comes before the verb :

- **Mary wrote the letter.**
- **The letter was written by Mary.**

## 12.

- **Mary wrote the letter.**

In this sentence 'Mary' is both the doer of the action and the subject of the sentence. This sentence is in the **active voice** :

- **The letter was written by Mary.**

Here the word 'letter' is used as the subject of the sentence. However, the real doer of the action is still Mary. When the subject does not correspond to the actual doer of the action, the sentence is said to be in the **passive voice**:

**the subject = the semantic object**

The **passive voice** in English is an **analytical form** which consists of the **auxiliary BE** and the **passive participle (II)** of the lexical verb.

To turn the sentence into the passive voice you should :

- move the object to the beginning of the sentence ;
- identify the tense of the verb used in the sentence ;
- put the auxiliary BE into the tense you've previously identified ;
- use the passive participle of the lexical verb.

**🔗 Example**

Mary wrote the letter.

- move the object to the beginning of the sentence : The letter... ;
- wrote - the Past Simple tense ;
- use the Past Simple form of the auxiliary BE - was/ were : The letter was...;
- use the passive participle of the verb 'write' - written : The letter was written (by Mary).

The table below provides the comparison of active and passive forms in the English language.

TENSE	ACTIVE VOICE	PASSIVE VOICE
PRESENT SIMPLE	She <b>asks</b> a question.	A question <b>is asked</b> by...
PAST SIMPLE	She <b>asked</b> a question.	A question <b>was asked</b> by...
FUTURE SIMPLE	She <b>will ask</b> a question.	A question <b>will be asked</b> by...
PRESENT CONTINUOUS	She <b>is asking</b> a question.	A question <b>is being asked</b> by...
PAST CONTINUOUS	She <b>was asking</b> a question.	A question <b>was being asked</b> by...
PRESENT PERFECT	She <b>has asked</b> a question.	A question <b>has been asked</b> by...
PAST PERFECT	She <b>had asked</b> a question.	A question <b>had been asked</b> by...
FUTURE PERFECT	She <b>will have asked</b> a question.	A question <b>will have been asked</b> by...

*The Active and the Passive Voice*

## 13. Exercice

[solution n°9 p.69]

Exercice : Turn the following sentence into the passive voice.

---

I am baking a cake.

Exercice : Turn the following sentence into the passive voice.

---

They have solved the problem.

Exercice : Turn the following sentence into the passive voice.

---

The company will fire him.

Exercice : Turn the following sentence into the passive voice.

---

He washes the dishes.

Exercice : Turn the following sentence into the passive voice.

---

The postman had delivered the parcel.

Exercice : Turn the following sentence into the passive voice.

---

The teacher was reading a book.

Exercice : Turn the following sentence into the passive voice.

---

I will have written the article by the end of the week.

Exercice : Turn the following sentence into the passive voice.

---

John bought a bottle of milk.

## 14. Mood

The category of **mood** indicates whether the speaker presents an event as a **real fact**, or as something **unreal**, or else as something he **wishes** to be performed and made real

\*  
.

There are **three moods** in English :

- **the indicative** ;
- **the imperative** ;
- **the subjunctive**.

**INDICATIVE MOOD**

**IMPERATIVE MOOD**

**SUBJUNCTIVE MOOD**

Represents an event as a **real fact**.

Expresses the speaker's will as a **command** or a **request**.

Represents hypothetical (possible) situations and outcomes.

Mary **wrote** a letter.

**Write** her a letter !

It is essential that he **write** her a letter.

**⚠ Warning**

All verb forms can be used in the indicative mood.

Only the **basic form** can be used in the **imperative** and the **subjunctive** mood.

Compare :

- It is essential that we **write** her a letter.
- It is essential that he **writes** her a letter.

In the **subjunctive** mood there is no subject-verb agreement, and the **basic form** is used even with **he, she, it**.

Read the following article and memorize the words that attract the subjunctive mood.

[cf. The Subjunctive Mood]

## 15. Exercice

[solution n° 10 p.70]

Exercice : Identify the mood of the verb in bold.

---

**Eat** up your breakfast !

- indicative
- imperative
- subjunctive

Exercice

---

All I ask is that your friend **stop** talking.

- indicative
- imperative
- subjunctive

Exercice

---

It is important that he **be** allowed to express his natural behavior.

- indicative
- imperative
- subjunctive

Exercice

---

We all **went** to the party yesterday.

- indicative
- imperative
- subjunctive

Exercice

---

She **is** always so friendly !

- indicative
- imperative
- subjunctive

Exercice

---

**Feel** free to give us a call.

Exercise : Open the brackets using the subjunctive mood of the verb. Identify the word in each sentence that attracts the subjunctive mood.

- indicative
- imperative
- subjunctive

Exercise

---

I suggest that James **play** the piano.

- indicative
- imperative
- subjunctive

Exercise

---

God **bless** you.

- indicative
- imperative
- subjunctive

**16. Exercise : Open the brackets using the subjunctive mood of the verb.  
Identify the word in each sentence that attracts the subjunctive mood.**

[Resolution n°11 p.72]

Exercise

---

I recommend that he  (to go) to another clinic.

Exercise

---

I ask that she  (to forgive) me for causing problems in her life.

Exercise

---

It's crucial that she  (to win) this game.

Exercise

---

It was imperative that he  (to leave) behind the safety of Nashville for the wilds of the Mexico border.

Exercise

---

Go back to her doctor and insist that he  (to take) another look at what's going on.

Exercise

---

I demand that everyone  (to be) quiet.

Exercise

---

The King will order that she  (to have) everything she needs.

# XI Exercice : Which categories do these verbs contrast in ?

[solution n°12 p.73]

Exercice

---

They **live** in New York. / She **lives** in Singapore.

Exercice

---

I've just **met** him in the hall. / I'm still **waiting** for him.

Exercice

---

**Eat** slowly and **chew** food well. / I insist that he **eat** more vegetables.

Exercice

---

I **signed** the contract yesterday. / The contract was **signed** yesterday.

Exercice

---

The police were tracking the suspect. / The police are tracking the suspect.

## XII Forms of Adjectives

### 1.

In highly inflected languages like Russian, Polish or Latin adjectives agree with nouns in gender, number and case. They also have the category of comparison.

The table below demonstrates all forms of the Russian adjective умный (clever). In total, this word has **15 different forms**.

Abbreviations :

M. - masculine,

F. - feminine,

N. - neuter,

SG. - singular,

PL. - plural.

cases	M. SG.	F. SG.	N. SG.	PL.
nominative	умный	умная	умное	умные
genitive	умного	умной	умного	умных
dative	умному	умной	умному	умным
accusative	умного	умную	умное	умных
instrumental	умным	умной	умным	умными
prepositional	умном	умной	умном	умных

Comparative: умнее, умнейший      TOTAL: 15 different forms

*Forms of the Russian Adjective УМНЫЙ*

*How many forms do English adjectives have ?*

#### 1. Gender

##### ENGLISH

a kindØ man

a kindØ woman

a kindØ dog

##### RUSSIAN

добры́й мужчина (M.)

добра́я женщина (F.)

добро́е животное (N.)

In these examples the adjective 'kind' is used with nouns referring to different biological gender. However, the morphological structure of the adjective does not change. In the three cases we use the same form - *kind*. This means that **English adjectives do not have the grammatical category of gender**. Compare it to Russian, where the change in gender is marked by the use of the specific inflectional morpheme (-ый for masculine, -ая for feminine, -ое for neuter).

## 2. Number

### ENGLISH

### RUSSIAN

a kindØ man

добры́й мужчина (SG)

kindØ men

добры́е мужчины (PL)

As we can see from the table above, the change in number is not expressed morphologically either. The same form of the adjective 'kind' is used with the plural 'men' and the singular 'man.' This means that **English adjectives do not have the grammatical category of number**.

## 3. Case

### ENGLISH

### RUSSIAN

The kindØ man is there. (subject)

Добры́й мужчина там.

I saw the kindØ man. (object)

Я видел добро́го мужчину.

The syntactic function does not affect the adjective's morphological structure in English. In the first sentence 'kind' is part of the subject, in the second sentence it is part of the object. There no special morpheme, however, that marks this difference. This means that **English adjectives do not have the grammatical category of case**.

## 4. Comparison

### ENGLISH

### RUSSIAN

This man is kind.

Этот мужчина добры́й.

That man is kinder.

Тот мужчина добрее́.

Those men are the kindest.

Те мужчины добрейши́е.

English adjectives have only one grammatical category that is expressed morphologically - the category of comparison. *-er* and *-est* are inflectional suffixes that mark the **comparative** and the **superlative** forms respectively. The **unmarked** form is called **positive**.

## ⚠ Warning

English adjectives have only **three forms** that contrast on the dimension of comparison :

- **the positive form**  
long, green
- **the comparative form**  
longer, greener
- **the superlative form**  
the longest, the greenest

## 2. Regular and irregular forms of adjectives

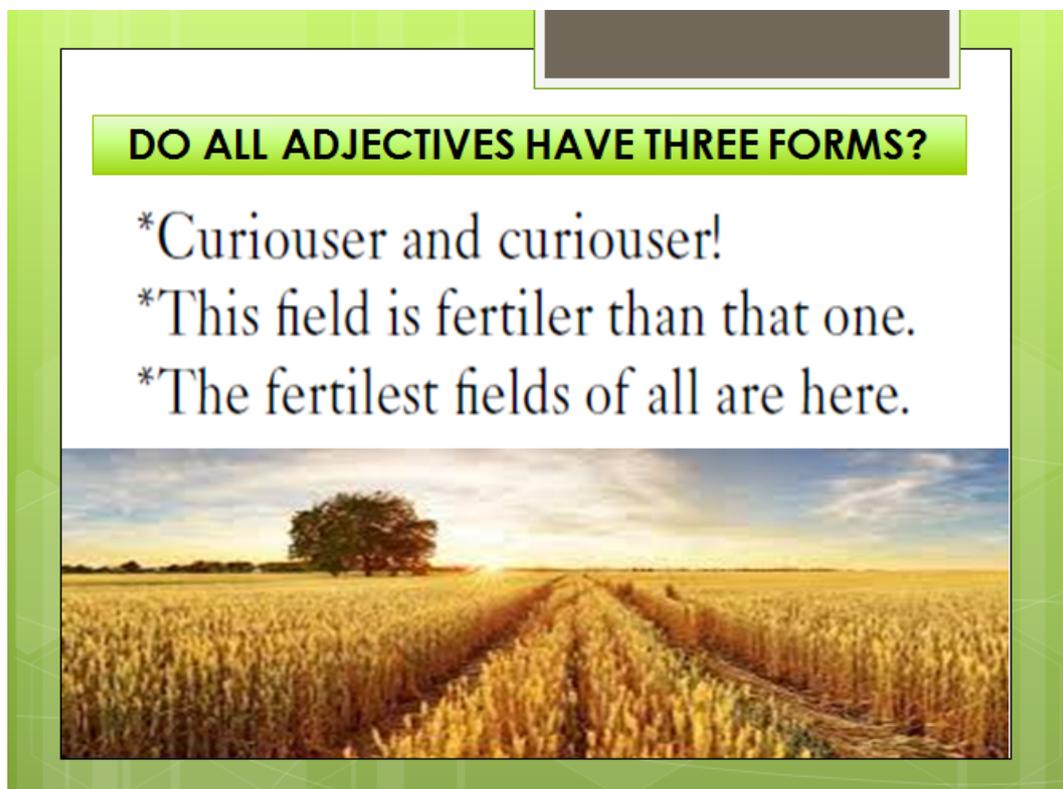
- **Regular forms** of adjective are created by adding inflectional suffixes **-er** and **-est** to the basic positive form :  
cheap - cheaper - the cheapest
- Some adjectives have **irregular forms** in English. Their comparative and superlative forms are created using a different root morpheme. Such forms are called **suppletive** :

*good - better - best*

*bad - worse - worst*

⊕ *Complement: Let's think...*

Do all adjectives (except for the suppletive ones) have the same three forms ? Look at the picture.\* What is the correct way to say this ? Why ?



*Do all adjectives have the same forms ?*

## 3. Lexical means of expressing comparison

Many adjectives lack the comparative and superlative forms. To express the same content we use **periphrastic forms** with **more** and **most**.

More and **more curious** !

This field is **more fertile** than that one.

**The most fertile** fields of all are here.

**Warning**

The suffixes **-er** and **-est** appear on adjectives whose **basic form has one syllable**, or **two** provided that **the second syllable ends in a vowel** (e.g. tidy, yellow). **Longer adjectives** usually require the **periphrasis**.

**4. Exercise : Type in the correct form of the adjective in brackets. What morphological or lexical processes were used to construct these forms (inflectional affixation, suppletion, periphrasis) ? ? ? ? ? ? ?**

[solution n° 13 p.74]

Exercise

It is \_\_\_\_\_ (bad) vacation I've ever had !

Exercise

Bagdad was still \_\_\_\_\_ (rich) and \_\_\_\_\_ (splendid) city in the world.

Exercise

I suppose no place is \_\_\_\_\_ (good) than home on Christmas.

Exercise

The story explains that when certain druids resisted Christianity they became pixies, and the more they resisted the \_\_\_\_\_ (tiny) they became.

Exercise

The time required for germination in \_\_\_\_\_ (favourable) circumstances varies very greatly.

Exercise

He will pull \_\_\_\_\_ (large) roses, and chase \_\_\_\_\_ (gay) butterflies.

Exercise

\_\_\_\_\_ (good) cucumbers make \_\_\_\_\_ (good) pickles.

Exercise

Their world was about to get \_\_\_\_\_ (messy).

Exercise

This scenario represents \_\_\_\_\_ (bad) case.

# XIII Forms of Adverbs

## 1. Variable and Invariable Adverbs

Adverbs can be classified as *variable* and *invariable*.

Most adverbs are *invariable*, which means they have only *one form*.

Ex : perhaps, just, already

Some adverbs are *variable*, or *gradable*, which means that they have *three forms* that contrast on the dimension of *comparison*.

Ex : fast - faster - the fastest

### Warning

A number of adverbs have the same form as the corresponding adjectives. Read the following examples. Are the words in bold adjectives or adverbs ? How do you know?

1. Don't take me **wrong**.  
Sorry, this is the **wrong** number.
2. You mustn't drive so **fast** on a slippery road.  
Is this a **fast** train ?
3. I have to get up **early** tomorrow.  
It was **early** morning when Harry arrived.
4. He works **hard**.  
The work is **hard**.

## 2. Adverbs vs. Adjectives

In the following examples all the words in bold *characterize, or modify, nouns* (number, train, morning, work). They are *adjectives*.

- Sorry, this is the **wrong** number.
- Is this a **fast** train ?
- It was **early** morning when Harry arrived.
- The work is **hard**.

By contrast, in the sentences below all the words in bold *characterize, or modify, verbs* (take, drive, get up, work). They are *adverbs*.

- Don't take me **wrong**.

- You mustn't drive so **fast** on a slippery road.
- I have to get up **early** tomorrow.
- He works **hard**.

Other examples of adverbs that have the same form as adjectives :

- He arrived **late**. (adverb)  
He'll be home in **late** March. (adjective)
- He talked **loud**. (adverb)  
We heard a **loud** noise. (adjective)
- The hawk was circling **high** in the sky. (adverb)  
This mountain is very **high**. (adjective)

### 3. Forms of Variable Adverbs

Variable adverbs have three forms :

- **the positive form**  
soon
- **the comparative form**  
sooner
- **the superlative form**  
soonest

Like adjectives, adverbs have regular, irregular and periphrastic forms.

- Short adverbs that coincide in form with adjectives take inflectional suffixes **-er** and **-est** - **inflectional affixation** :  
early - earlier - earliest  
soon - sooner - soonest  
easy - easier - easiest  
low - lower - lowest
- Some adverbs have **suppletive** forms :  
**well - better - best**  
**badly - worse - worst**  
**little - less - least**
- Longer adverbs form degrees of comparison lexically (**periphrasis**), using the adverbs **more/ most** to express a higher or the highest degree and **less/ least** for a lesser or the least degree :  
effectively - **more/ less** effectively - **(the) most/ least** effectively

#### 4. Exercise : Are the words in bold adjectives or adverbs ?

[solution n° 14 p.75]

Exercise

---

He left **early** each Friday afternoon, often returning **late** on Monday morning.

Exercise

---

I can get there a lot **faster** by plane.

Exercise

---

I remember well her **lovely** face.

Exercise

---

I know it's a **high** price.

Exercise

---

The man stirred the fire until the flames leaped **high**.

Exercise

---

She chose the **fastest** route possible.

Exercise

---

He laughed long and **loud**, and with more reason than before.

Exercise

---

We shall find it out **soon**.

Exercise

---

I need the **soonest** date you have available.

Exercise

---

We all enjoyed the **late** afternoon.

## 5. Exercise : Open the brackets using the appropriate form of the adverb. What process is used to construct each form ?

[solution n°15 p.76]

Exercise

---

Actions speak  (loud) than words.

Exercise

---

The guests laugh even  (nervously) than before.

Exercise

---

Children of teen mothers tend to perform  (badly) in school than those born to older parents.

Exercise

---

Those who spent their time socializing scored  (high).

Exercise

---

Apply the cream  and  (frequently) until it is no longer required.

Exercise

---

It is important to do your own testing to discover what works  (well) for your audience.

Exercise

---

We would have arrived  (early) if we'd driven.

Exercise

---

(importantly), don't punish or scold your child for using a pacifier.

Exercise

---

Dorothy Days life speaks for itself, and here in these diaries it speaks  (loud) of all.

Exercise

---

American students ranked  (low) in mathematical competence and Korean students ranked  (high).

# XIV Forms of Pronouns

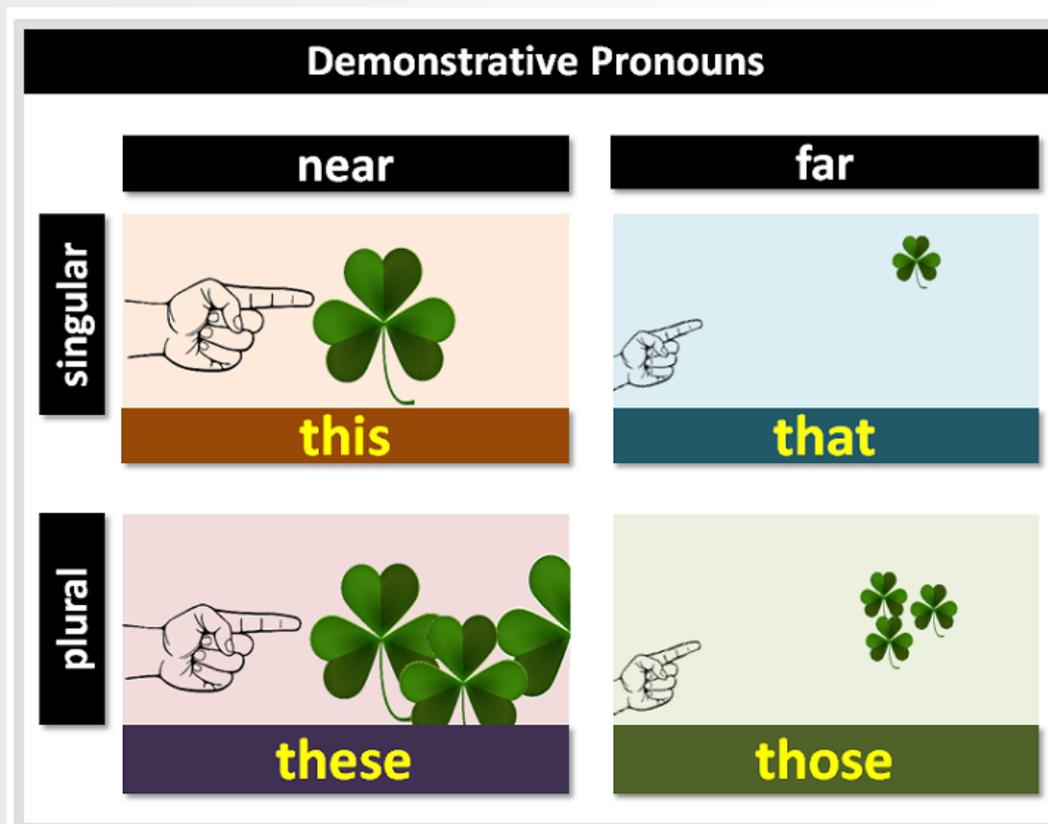
## 1.

Among the functional words, only some pronouns have **two different forms** in English. They are **demonstrative** and **personal pronouns**.

### 💡 *Fundamental: Demonstrative Pronouns*

Demonstrative pronouns exhibit a **singular/ plural** contrast :

- this (sg) - these (pl)
- that (sg) - those (pl)



*Demonstrative Pronouns*

## 2. Personal Pronouns

Compare the following sentences. Pay attention to the forms of words that function as subjects and objects. What do you notice ?

- **John** loves **Mary**.  
**Mary** loves **John**.
- **He** loves **her**.  
**She** loves **him**.



## 3. Discussion

- **John** (*subject*) loves **Mary** (*object*).  
**Mary** (*subject*) loves **John** (*object*).

The words 'John' and 'Mary' have different syntactic functions in the first and in the second sentence. 'John' functions as a subject in the first sentence and as an object in the second sentence. However, the morphological structure of the word remains the same - John (in both sentences). This is due to the fact that English nouns do not have the category of case.

- **He** (*subject*) loves **her** (*object*).  
**She** (*subject*) loves **him** (*object*).

If we replace 'John' and 'Mary' with personal pronouns, the situation is different. Each pronoun has two different forms. One form (**he, she**) functions as a subject, another form (**him, her**) is used as an object. **He** and **him, she** and **her** are said to contrast in **case**.

### **Warning**

Personal pronouns in English have two cases : the nominative and the **accusative case**. The nominative case is used if the pronoun functions as a subject. Whereas the accusative case is used if the pronoun functions as an object.

- **He** loves Mary.  
**he = subject (the nominative case)**
- Mary loves **him**.  
**him = object (the accusative case)**

## FORMS OF PERSONAL PRONOUNS

LEXEME	I	WE	YOU	HE	SHE	IT	THEY
Nominative case	I	<u>we</u>	<u>you</u>	<u>he</u>	<u>she</u>	<u>it</u>	<u>they</u>
Accusative case	me	us	<u>you</u>	<u>him</u>	<u>her</u>	<u>it</u>	<u>them</u>

*Forms of Personal Pronouns*

The relationship between nominative and accusative forms is **suppletive** for most pronouns : *I - me, we - us, he - him, she - her*.

### ⊕ Complement: Let's think...

What about the corresponding words with the possessive meaning (my, your, his, her, its, our, their) ? Is it another form of the personal pronouns ?

## 4. Discussion

There are two possible solutions to this problem :

- These are pronoun forms that belong to a third case – the **genitive** or **possessive case**.
- These are **determiners** because they perform a determiner-like role and cannot be combined with other determiners.

\*the my hat

Compare : \*the that hat

For the purposes of this course we will adopt the second solution.

## 5. Exercise : What is the form of the pronoun in bold ?

[solution n° 16 p.77]

Exercise

---

They could not give **him** any help.

- the nominative case
- the accusative case

Exercise

---

A sudden gust of wind circled **them** and whispered words in her mind.

- the nominative case
- the accusative case

Exercise

---

**We**'d better get the kids ready.

- the nominative case
- the accusative case

Exercise

---

Dark eyes studied **her** intently.

- the nominative case
- the accusative case

Exercise

---

You didn't tell **us** it was her birthday.

Exercise

---

**She** forced a smile.

Exercise

---

I remember **you** very well.

Exercise

---

**They** actually sided with him.

# XV Inflected Word Forms

## 1.

Compared to other languages, English is quite poor in inflectional morphology. The following forms can nevertheless be distinguished :

### INFLECTED WORD FORMS IN ENGLISH

SYNTACTIC CATEGORY	NUMBER OF WFs	EXAMPLES
NOUNS	2	<u>cat</u> , <u>cats</u>
VERBS	5	<u>give</u> , <u>gives</u> , <u>gave</u> , <u>giving</u> , <u>given</u>
ADJECTIVES	3	<u>green</u> , <u>greener</u> , <u>greenest</u>
ADVERBS	3	<u>soon</u> , <u>sooner</u> , <u>soonest</u>
PRONOUNS	2	<u>she</u> , <u>her</u>
DETERMINERS	2	<u>this</u> , <u>these</u>

*Inflected Word Forms in English*

You will find a detailed description of English word forms in the attachment below.

[cf. Word Forms in English]

# XVI Exercice : Word Forms

[solution n°17 p.78]

In each of the following groups of word forms, identify those that can be forms of the same lexeme. What lexeme do they represent ?

## Exercice

---

man, manner, men, manly

- man
- manner
- men
- manly

## Exercice

---

builder, building, built, builds

- builder
- building
- built
- builds

## Exercice

---

cleaner, cleanness, cleanest, cleaned

- cleaner
- cleanness
- cleanest
- cleaned

## Exercice

---

woman, she, her, herself

- woman

- she
- her
- herself

### Exercice

---

wellness, best, bestseller, better, well

- wellness
- best
- bestseller
- better
- well

# XVII Exercise : What word forms represents each of the following descriptions? Are any of them suppletive?

*[solution n°18 p.79]*

Exercise

---

The superlative form of the adverb BADLY

Exercise

---

The accusative case of the pronoun I

Exercise

---

The plural form of the determiner THIS

Exercise

---

The simple past of the verb FEEL

Exercise

---

The nominative case of the pronoun YOU

Exercise

---

The comparative form of the adjective NICE

Exercise

---

The third person singular of the verb TRY

Exercice

---

The progressive participle of the verb BRAG

Exercice

---

The superlative form of the adjective GOOD

Exercice

---

The perfect/ passive participle of the verb WEAVE

# XVIII Exercice : Label the forms of the words in bold. Write the lexeme they represent.

[solution n° 19 p.80]

Exercice

---

Why do **leaves** fall in winter?

Exercice

---

**We** are staying at the hotel.

Exercice

---

She is leaving London on June 6.

Exercice

---

I have **left** my keys at home.

Exercice

---

Her solution is the **best**.

Exercice

---

My parents saw **us** in the park.

Exercice

---

My sister sings **better** than me.

Exercice

---

They are **said** to be good friends.

Exercice

---

These **bacteria** are very dangerous.

Exercice

---

You should **provide** more information.

Exercice

---

We are **getting** closer.

Exercice

---

The new version of his essay is much **better**.

# Exercises solution

## > Solution n°1

Exercise p. 9

Identify all lexical words in the following text.

I went to Rio couple of months ago. I like to be independent, I chose my own way around the city. It was a mistake! Rio is a big city that I kept getting lost!

## > Solution n°2

Exercise p. 9

Check all functional words in the following text.

Small really is beautiful in this museum of art with a difference. The best exhibits are tiny they can only be seen clearly with microscope.

## > Solution n°3

Exercise p. 11

Exercice

1. I'm not much interested in her **likes** and dislikes. noun
2. He looks **like** Father Christmas. preposition
3. We all **like** him. verb

1. 'Like' is preceded by a possessive pronoun 'her' and take the inflectional suffix -s (plural form).
2. 'Like' introduces a noun 'Father Christmas'.
3. 'Like' denotes an action.

## Exercise

1. He has been on the **go** since morning. noun
  2. We are **going** together. verb
1. 'Go' is preceded by the definite article and is introduced by the preposition 'on'.
  2. 'Go' denotes action.

## Exercise

1. Run **after** him and catch him! preposition
  2. He said something \* cute like one bottle for before and one for **after**. noun
  3. He followed on **after**. adverb
1. 'After' introduces a personal pronoun 'him'.
  2. 'After' is introduced by a preposition 'for'.
  3. 'After' modifies the verb 'follow'.

## Exercise

1. The trip \* was cancelled because of **concerns** about safety. noun
  2. It **concerns** me that these people are not getting the support they need. verb
  3. Any information **concerning** this problem would be appreciated. preposition
1. 'Concerns' is introduced by the preposition and it takes the inflectional suffix -s (plural).
  2. 'Concerns' denotes an action and takes the inflectional suffix -s (third person singular).
  3. 'Concerning' introduces the noun 'problem'.

## Exercise

1. The boys \* were not behaving very **well**. adverb
  2. We used \* to get our water from a **well**. noun
  3. A sense \* of hurt and outrage **welled** up inside him. verb
  4. You don't \* look too **well**. adjective
  5. **Well**, I don't know \* about that. interjection
1. 'Well' modifies the verb 'bahave'.
  2. 'Well' is introduced by a preposition and denotes a thing.
  3. 'Well' denotes an action.
  4. 'Well' describes the property of the person referred to by the pronoun 'you' (=healthy).
  5. Here 'well' is used to express a feeling such as doubt, surprise, or anger.

## Exercise

1. The birds\* were flying high **above** the trees. preposition
  2. Please reply\* to the **above** address. adjective
  3. Many of the documents\* mentioned **above** are now available on the Internet. adverb
  4. Put on the golem's\* robe to hide your figure. She wears the robe from the **above**, covering her white dress. noun
1. 'Above' introduces the noun 'trees'.
  2. 'Above' describes the property of the noun 'address'.
  3. 'Above' describes the property of the verb 'mention'.
  4. 'Above' is introduced by the preposition 'from' and is preceded by the definite article.

> **Solution** n° 4

Exercice p. 15

Exercice

In English inflectional morphemes are always \_\_\_\_\_

suffixes

Exercice

What determines the presence of a particular inflectional suffix ?

grammatical context

Exercice

A lexeme is the initial form of the word that we usually find in a dictionary.

Exercice

Identify words with inflectional suffixes on the following list :

- play**ed**
- speech**less**
- care**ful**
- parent**s**
- big**gest**
- greed**ily**

Exercice

Identify words with inflectional suffixes on the following list :

- tall**er**
- depth

- chairs
- attractive
- opened

Exercice

Which of the lexical items given below are forms of the lexeme SELL (v) ?

- seller
- sells
- sold
- selling

Exercice

Identify forms of the lexeme BOOK (n) :

- bookish
- books
- booking
- bookable

> **Solution** n°5

Exercice p. 25

Exercice

Fill in the gaps using the plural form of the following nouns : **half, stratum, species, phenomenon**.

- a. Many people were from different lower strata of the urban society.
- b. Cut potatoes in halves or into quarters if they are large.
- c. Science uses experimentation to explain natural phenomena.
- d. An interesting feature of this species is that it often migrates.

Exercice

Fill in the gaps using the plural form of the following nouns : **brother, axis, alga, deer**.

- a. Deer are reared to become adult cattle or are slaughtered for their meat.
- b. They prayed for their brethren still living under persecution.
- c. You have to draw the y and x axes on paper in 2D.
- d. She is studying ice algae and zooplankton in coastal Antarctic seas.

Exercise

Fill in the gaps using the plural form of the following nouns : **crisis, genus, nucleus, stimulus, alumna.**

- a. Heat and light are physical stimuli.
- b. The analysis contained 26 species from ten genera.
- c. The single nucleus divides by three successive divisions to form 8 nuclei.
- d. You can stay in touch with fellow alumnae through the Association Message Board.
- e. Ongoing international crises are causing untold human suffering.

Exercise

Fill in the gaps using the plural form of the following nouns : **criterion, oasis, stimulus, phenomenon, species.**

- a. These gases are released by natural phenomena such as volcanic eruptions.
- b. From rolling sand dunes to verdant oases, there is an abundance of natural wonder to discover in Death Valley.
- c. We recorded responses of brain cells to visual stimuli such as colour and light.
- d. A third of all amphibian species are threatened with extinction.
- e. Administrators do not give explanations to anyone about the criteria used for the acceptance of new members.

Exercise

Fill in the gaps using the plural form of the following nouns : **aircraft, loaf, diagnosis, focus, stratum.**

- a. She bought five loaves of bread.
- b. The main foci of the discussion were poverty and malnutrition.
- c. Which of the suggested diagnoses is correct for each patient?
- d. The aircraft are assembled and repaired in Florida.
- e. Different geological strata can be clearly seen in this sample.

Exercise

Fill in the gaps using the plural form of the following nouns : **thesis, syllabus, fungus, life, shelf.**

- a. The apple tree is subject to several diseases caused by fungi.
- b. All doctoral theses are examined by two or more professors.
- c. Some people lived their entire lives without ever being close to anyone.
- e. There are three shelves in the wardrobe.
- d. The syllabi for these courses will be available next month.

Exercise

Fill in the gaps using the plural form of the following nouns : **bacterium, prognosis, calf, analysis, self, parenthesis.**

- a. The results of these analyses are shown in Table 1.
- b. Her married name is written in parentheses below the signature.
- c. Now we can express our true selves.

d. We watched the cow suckling her calves.

e. Chlorine is added to the water to kill bacteria.

f. She wanted to know if her prognoses would come true.

## > Solution n°6

Exercice p. 30

Exercice

The simple past of the verb GIVE

gave

allomorphy (vowel change in the root)

Exercice

The progressive participle of the verb FILL

filling

inflectional affixation (-ing)

Exercice

The perfect participle of the verb DROP

dropped

inflectional affixation (-ed)

Exercice

The second person of the verb BE

are

suppletion

Exercice

The basic form of the verb FLY

fly

No change. The basic form corresponds to the lexeme as it is found in the dictionary.

Exercice

The third person singular of the verb PREPARE

prepares

inflectional affixation (-s)

Exercice

The passive participle of the verb READ

read

Allomorphy - the root vowel is pronounced differently.

Exercice

The simple past of the verb GO

went

suppletion

> **Solution** n° 7

Exercice p. 31

Exercice

She **opened** the door.

The simple past of the verb OPEN

Exercice

She **celebrates** her birthday.

The third person singular of the verb CELEBRATE

Exercice

**Be** patient !

The basic form of the verb BE

Exercice

The book was **written** in the XV century.

The passive participle of the verb WRITE

Exercice

They are still **discussing** this issue.

The progressive participle of the verb DISCUSS

Exercice

I will **check** my e-mail tomorrow.

The basic form of the verb CHECK

Exercice

It was not the square she had **heard** about.

The perfect participle of the verb HEAR

> **Solution** n° 8

Exercice p. 32

Exercice

When she saw Indiana's look, she continued, "Morgan implanted a scrambler on T.S." Indiana kneeled and brushed away the burned hair and ash. It was tiny, but the small lump at the base of his skull was there. (from 'Matrix Trigger' by K. Britz)

American

kneeled, burned

## Exercice

When she saw Indiana's look, she continued, "Morgan implanted a scrambler on T.S." Indiana kneeled and brushed away the burned hair and ash. It was tiny, but the small lump at the base of his skull was there. (from 'Matrix Trigger' by K. Britz)

American

kneeled, burned

## Exercice

...without further ado, she plunged into the water, wetting her white clothes with cooling water. Following her example, the half-baked children leapt into the well and dived under the water. (from The Dream Quest by S. L. Lu)

British

leapt, dived

> **Solution** n°9

Exercice p. 37

Exercice : Turn the following sentence into the passive voice.

I am baking a cake.

A cake is being baked.

- 'A cake' is the object in this sentence. We move it to the subject position : **A cake...** ;
- The original sentence is in the Present Continuous ;
- We use the **auxiliary BE in the Present Continuous - is being**: A cake **is being...** ;
- Then we add the **passive participle** of the lexical verb - **baked**: A cake is being **baked**.

Exercice : Turn the following sentence into the passive voice.

They have solved the problem.

The problem has been solved.

- 'The problem' is the object in this sentence. We move it to the subject position : **The problem...** ;
- The original sentence is in the Present Perfect ;
- We use the **auxiliary BE in the Present Perfect - has been**: The problem **has been...** ;  
Pay attention to the **subject-verb agreement**. In the active sentence the subject is plural (they), therefore we use the plural form of the verb - have. In the passive sentence the subject (the problem) is singular, therefore we use the singular form of the verb - has.
- Then we add the **passive participle** of the lexical verb - **solved**: The problem has been **solved**.

Exercice : Turn the following sentence into the passive voice.

The company will fire him.

He will be fired.

- 'Him' is the object in this sentence. We move it to the first position : He... ;
- The initial sentence is in the Future Simple ;
- We use the **auxiliary BE in the Future Simple**: He **will be...** ;

- Then we add the **passive participle** of the lexical verb : He will be **fired**.

Exercice : Turn the following sentence into the passive voice.

He washes the dishes.

The dishes are washed.

- 'The dishes' is the object in this sentence. We move it to the subject position : **The dishes...** ;
- The initial sentence is in the **Present Simple** ;
- We use the auxiliary BE in the Present Simple - **are** (the new subject is in the plural) : The dishes **are...** ;
- We add the **passive participle** of the lexical verb - washed : The dishes are **washed**.

Exercice : Turn the following sentence into the passive voice.

The postman had delivered the parcel.

The parcel had been delivered.

- 'The parcel' is the object of the sentence. We move it to the first position : **The parcel...** ;
- The initial sentence is in the **Past Perfect** ;
- We use the **auxiliary BE in the Past Perfect** - had been : The parcel **had been...** ;
- We add the **passive participle** of the lexical verb - delivered : The parcel had been **delivered**.

Exercice : Turn the following sentence into the passive voice.

The teacher was reading a book.

A book was being read.

- 'A book' is the object in this sentence. We move it to the subject position : **A book...** ;
- The initial sentence is in the **Past Continuous** ;
- We use the **auxiliary BE in the Past Continuous** - was being : A book **was being...** ;
- We add the **passive participle** of the lexical verb - read : A book was being **read**.

Exercice : Turn the following sentence into the passive voice.

I will have written the article by the end of the week.

The article will have been written by the end of the week.

- 'The article' is the object in this sentence. We move it to the subject position : **The article...** ;
- The original sentence is in the **Future Perfect** ;
- We use the **auxiliary BE in the Future Perfect** - will have been : The article **will have been...** ;
- We add the **passive participle** of the lexical verb - written : The article will have been **written**.

Exercice : Turn the following sentence into the passive voice.

John bought a bottle of milk.

A bottle of milk was bought.

- 'A bottle of milk' is the object in this sentence. We move it to the subject position : **A bottle of milk...** ;
- The initial sentence is in the **Past Simple** ;
- We use the **auxiliary BE in the Past Simple** - was : A bottle of milk **was...** ;
- We add the **passive participle** of the lexical verb - bought : A bottle of milk was **bought**.

> **Solution** n° 10

Exercice p. 39

Exercice : Identify the mood of the verb in bold.

**Eat** up your breakfast !

- indicative
- imperative
- subjunctive

It's a command.

Exercice

All I ask is that your friend **stop** talking.

- indicative
- imperative
- subjunctive

It expresses a wish. It can be recognized here by the basic form of the verb used with the third person singular (your friend).

Exercice

It is important that he **be** allowed to express his natural behavior.

- indicative
- imperative
- subjunctive

It expresses a hypothetical situation.

Exercice

We all **went** to the party yesterday.

- indicative
- imperative
- subjunctive

It expresses a real fact.

Exercice

She **is** always so friendly !

- indicative
- imperative
- subjunctive

It expresses a real fact.

Exercice

**Feel** free to give us a call.

- indicative
- imperative
- subjunctive

It expresses a request.

Exercice

I suggest that James **play** the piano.

- indicative
- imperative
- subjunctive

It expresses a wish.

Exercice

God **bless** you.

- indicative
- imperative
- subjunctive

It expresses a wish.

> **Solution** n° 11

Exercice p. 41

Exercice

I recommend that he **go** (to go) to another clinic.

recommend

Exercice

I ask that she **forgive** (to forgive) me for causing problems in her life.

ask that

Exercice

It's crucial that she **win** (to win) this game.

crucial

Exercice

It was imperative that he **leave** (to leave) behind the safety of Nashville for the wilds of the Mexico border.

imperative

Exercice

Go back to her doctor and insist that he **take** (to take) another look at what's going on.

insist

Exercice

I demand that everyone **be** (to be) quiet.

demand

Exercice

The King will order that she **have** (to have) everything she needs.

order

## > **Solution** n° 12

Exercice p. 42

Exercice

They **live** in New York. / She **lives** in Singapore.

number

plural vs. singular

Exercice

I've just **met** him in the hall. / I'm still **waiting** for him.

aspect

the perfect aspect vs. the progressive aspect

Exercice

**Eat** slowly and **chew** food well. / I insist that he **eat** more vegetables.

mood

the imperative mood vs. the subjunctive mood

Exercice

I **signed** the contract yesterday. / The contract was **signed** yesterday.

voice

the active voice vs. the passive voice

Exercice

The police were tracking the suspect. / The police are tracking the suspect.

tense

the past tense vs. the present tense

### > **Solution** n° 13

Exercice p. 46

Exercice

It is **the worst** (bad) vacation I've ever had !

The form is suppletive.

Exercice

Bagdad was still **the richest** (rich) and **most splendid** (splendid) city in the world.

The adjective **rich** consists of **one syllable**. Therefore, its superlative form is regular. It take the inflectional suffix -er : **inflectional affixation**.

The adjective **splendid** consists of **two syllables** and end in a **consonant**. Therefore, the superlative meaning is expressed lexically : **periphrasis**.

Exercice

I suppose no place is **better** (good) than home on Christmas.

The form is suppletive.

Exercice

The story explains that when certain druids resisted Christianity they became pixies, and the more they resisted the **tinier** (tiny) they became.

The adjective **tiny** consists of **two syllables** and ends in a **vowel**. Therefore, the regular form is used : **inflectional affixation**.

Exercice

The time required for germination in **the most favourable** (favourable) circumstances varies very greatly.

The adjective **favourable** consists of **four syllables**. Therefore, the superlative meaning is expressed lexically : **periphrasis**.

Exercice

He will pull **the largest** (large) roses, and chase **the gayest** (gay) butterflies.

Adjectives large and gay are monosyllabic. They have regular forms : inflectional affixation.

Exercice

**The best** (good) cucumbers make **the best** (good) pickles.

The adjective good is **suppletive**.

Exercice

Their world was about to get **messier** (messy).

The adjective **messy** consists of **two syllables** and ends in a **vowel**. Therefore, it has a regular form : **inflectional affixation**.

Exercice

This scenario represents the **worst** (bad) case.

The adjective bad has **suppletive** forms.

## > Solution n° 14

Exercice p. 49

Exercice

He left **early** each Friday afternoon, often returning **late** on Monday morning.

adverb

Both words modify verbs (left and returning).

Exercice

I can get there a lot **faster** by plane.

adverb

It modifies the verb 'get'.

Exercice

I remember well her **lovely** face.

adjective

It modifies the noun 'face.'

Exercice

I know it's a **high** price.

adjective

It modifies the noun 'price.'

Exercice

The man stirred the fire until the flames leaped **high**.

adverb

It modifies the verb 'leaped.'

Exercice

She chose the **fastest** route possible.

adjective

It modifies the noun 'route.'

Exercise

He laughed long and **loud**, and with more reason than before.

adverb

It modifies the verb 'laughed.'

Exercise

We shall find it out **soon**.

adverb

It modifies the verb 'find out.'

Exercise

I need the **soonest** date you have available.

adjective

It modifies the noun 'date.'

Exercise

We all enjoyed the **late** afternoon.

adjective

It modifies the noun 'afternoon.'

## > **Solution** n° 15

Exercise p. 50

Exercise

Actions speak **louder** (loud) than words.

Inflectional affixation

Exercise

The guests laugh even **more nervously** (nervously) than before.

The adverb is long. We use **periphrasis**.

Exercise

Children of teen mothers tend to perform **worse** (badly) in school than those born to older parents.

The form is **suppletive**.

Exercise

Those who spent their time socializing scored **highest** (high).

Inflectional affixation

Exercise

Apply the cream **less** and **less frequently** (frequently) until it is no longer required.

The adverb is loud. We use **periphrasis**.

Exercise

It is important to do your own testing to discover what works **best** (well) for your audience.

The form is **suppletive**.

Exercise

We would have arrived **earlier** (early) if we'd driven.

Inflectional affixation

Exercise

**More importantly** (importantly), don't punish or scold your child for using a pacifier.

The adverb is long. We use the **periphrasis**.

Exercise

Dorothy Days life speaks for itself, and here in these diaries it speaks **loudest** (loud) of all.

Inflectional affixation

Exercise

American students ranked **lowest** (low) in mathematical competence and Korean students ranked **highest** (high).

Inflectional affixation

> **Solution** n° 16

Exercise p. 54

Exercise

They could not give **him** any help.

- the nominative case
- the accusative case

Exercise

A sudden gust of wind circled **them** and whispered words in her mind.

- the nominative case
- the accusative case

Exercise

**We'd** better get the kids ready.

- the nominative case
- the accusative case

Exercise

Dark eyes studied **her** intently.

- the nominative case
- the accusative case

Exercice

You didn't tell **us** it was her birthday.

the accusative case

Exercice

**She** forced a smile.

the nominative case

Exercice

I remember **you** very well.

the accusative case

Exercice

**They** actually sided with him.

the nominative case

> **Solution** n° 17

Exercice p. 56

Exercice

man, manner, men, manly

- man
- manner
- men
- manly

Exercice

builder, building, built, builds

- builder
- building
- built
- builds

Exercice

cleaner, cleanness, cleanest, cleaned

- cleaner
- cleanness
- cleanest
- cleaned

Exercise

woman, she, her, herself

- woman
- she
- her
- herself

Exercise

wellness, best, bestseller, better, well

- wellness
- best
- bestseller
- better
- well

### > **Solution** n° 18

Exercise p. 58

Exercise

The superlative form of the adverb BADLY

worst

Suppletive

Exercise

The accusative case of the pronoun I

me

Suppletive

Exercise

The plural form of the determiner THIS

these

Exercice

The simple past of the verb FEEL

felt

Exercice

The nominative case of the pronoun YOU

you

Exercice

The comparative form of the adjective NICE

nicer

Exercice

The third person singular of the verb TRY

tries

Exercice

The progressive participle of the verb BRAG

bragging

Exercice

The superlative form of the adjective GOOD

best

Suppletive

Exercice

The perfect/ passive participle of the verb WEAVE

woven

> **Solution** n° 19

Exercice p. 60

Exercice

Why do **leaves** fall in winter?

The plural form of the noun LEAF

Exercice

**We** are staying at the hotel.

The nominative case of the pronoun WE

Exercice

She is leaving London on June 6.

The progressive participle of the verb LEAVE

Exercice

I have **left** my keys at home.

the passive participle of the verb LEAVE

Exercice

Her solution is the **best**.

The superlative form of the adjective GOOD.

Exercice

My parents saw **us** in the park.

The accusative case of the personal pronoun WE

Exercice

My sister sings **better** than me.

The comparative form of the adverb WELL

The word 'better' modifies the verb 'sings'. You can ask the question : How does she sing ? It's an adverb.

Exercice

They are **said** to be good friends.

The passive participle of the verb SAY

Exercice

These **bacteria** are very dangerous.

The plural form of the noun BACTERIUM

Exercice

You should **provide** more information.

The basic form of the verb PROVIDE

Exercice

We are **getting** closer.

The progressive participle of the verb GET

Exercice

The new version of his essay is much **better**.

The comparative form of the adjective GOOD

Here the word 'better' characterizes a noun. You can ask the question : How is the new version of the essay ? It's an adjective.

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