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## UNIT 3 INFLECTIONAL MORPHOLOGY OF ENGLISH-II

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### 3.0 OBJECTIVES

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At the end of this Unit you should be able to :

- Recognize the grammatical category of degree associated with adverbs and see how words that function as adverbs express the degree contrasts in regular and irregular ways.
- Distinguish between adverbs and adjectives that are identical in form.
- Recognize the main classes of verbs
- Recognize the different grammatical categories associated with the English verb and
- Recognize how these grammatical contrasts are expressed by verbs through inflection.

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### 3.1 INTRODUCTION

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We have so far seen that inflections sometimes show contrasts by means of suffixes, but at other times contrasts are shown by a change in the part of speech. We have also seen that each important part of speech has certain grammatical categories associated with it, and grammatical relationships are expressed through inflection. For example, adjectives have the grammatical category **degree**, so difference in the comparative and superlative degree are either expressed through

the addition of the suffixes **-er** and **-est**, respectively, or through the addition of the words **more** and **most**.

In this unit we look at the ways in which the adverbs and verbs are inflected.

### 3.2 INFLECTIONAL MORPHOLOGY OF THE ENGLISH ADVERB

Adverbs are sometimes difficult to identify because there are a large number that occupy different positions in the sentence. Some adverbs are closely associated with the verb, others with adjectives and also other adverbs. They describe the time, place and degree, manner of an action or event.

Adverbs resemble adjectives in that they, like adjectives, are inflected for only one grammatical category and that is **degree**.

Let us compare the ways in which adjectives and adverbs inflect for degree. Look at the following examples.

- 1) a) Did you have to work **hard**?
- b) Did you have to do a lot of **hard work**?
- a) You couldn't have worked **harder**.
- b) You had to put in **harder** work than they did.
- a) He had to work (the) **hardest**.
- b) He had the **hardest** job to do.

In each of these pairs, the word **hard** is used in the positive, comparative and superlative degree respectively. Can you tell in which sentence in each pair the word **hard** is used as an adjective/adverb? The first sentence in each group has used **hard** as an adverb and in the second sentence in each group **hard**, **harder**, **hardest** are used as adjectives.

Notice that in both cases the word **hard** has inflected for degree.

Let us look at another set of words.

- 2) a) They had to stay **long**
- b) They had to stay a **long** time.
- a) They stayed **longer** than expected
- b) They had a **longer** stay than expected.
- a) They stayed **longest**.
- b) Theirs was the **longest** stay ever.

In these sets of sentences the word **long** inflects for degree in adjectives and adverbs. In sentence (a) of each pair **long** functions as an adverb and in sentence (b) of each pair, it functions as an adjective.

Some other adjectives of this type are **fast**, **short**, **early**, **late**, etc. They all inflect for degree both as adjectives and adverbs.

There is another group of words which sometimes change their form for adverbs slightly, by taking the **-ly** suffix. For example, **clean**, **deep**, **direct**, **fine**, **flat**, **high**, **light**, **sharp**. When these words occur in comparison, the choice is between

the comparative inflected form **-er** and the **-ly** form with **more** or **most** placed before it. For example,

Adjective: This tin opener makes a **clean** cut through the lid.

Adverb: This tin opener cuts **clean** through the lid.

Adverb: This tin opener cuts **cleanly** through the lid.

Adjective: This tin opener makes a **cleaner** cut than that one.

Adverb: This tin opener cuts **cleaner** than that one.

Or

This tin opener cuts more **cleanly** than that one.

Like some adjectives, adverbs also inflect for degree by the addition of **more** or **most** before them. For example,

She sings **beautifully**.

Rita sings **more beautifully** than Sita

Anita sings **most beautifully**.

In order to distinguish between adjectives and adverbs which have identical form when they are inflected for degree we need to look at the verbs in the two sentences closely. Memorizing the inflected forms would not be of any use. Let us look at the sentences in which some of the words occur in an identical form of adjectives and as adverbs.

The sentence with the word **hard** in set 1 uses the word **hard** as an adverb as well as an adjective. The word **hard** in (a) is an adverb. It modifies the verb **work**. Adverbs modify verbs, adjectives and adverbs. Adjectives, on the other hand, occur before a noun or after certain verbs, modifying the noun or saying something about it. In sentence (b) the adjective **hard** modifies the noun **work**.

### 3.2.1 Irregular Adverbs

We have so far looked at those adverbs that have the comparative and superlative degree. They are regular adverbs. Irregular adverbs are also mostly the same as irregular adjectives and have irregular inflections for the comparative and superlative degrees. Sometimes, the only difference that they have is in the positive form. For example, let us compare the use of **well** and **bad(ly)** and their inflected forms as adverbs and as adjectives:

#### As adverbs:

Bhavna sings **well**. Saba sings **better**. Sarita sings **best**.

They performed **badly**. We performed **worse**. You performed (the) **worst**.

#### As adjectives:

**Bhavna** is a **good** singer. Saba is a **better** singer. Sarita is the **best** singer.

They are **bad** performers. We are **worse**. You are the **worst**.

Have you noticed any difference between the degrees for adjectives and those for adverbs? Well, the positive form for the adverbs **better** and **best** is 'well' while for adjectives it is **good**.

**Check Your Progress 1**

- 1) Say whether the words in bold type in each of the following sentences is an adverb or an adjective.
  - i) We had an **early** breakfast
  - ii) Don't speak so **fast**.
  - iii) Have you been waiting **long**?
  - iv) We had breakfast **earlier** than usual.
  - v) We waited **half** the afternoon.
  - vi) I want a **straight** answer to my question.
  - vii) You'll have to think **hard** to solve the problem.
  - viii) I **clean** forgot to ask him about it.
  - ix) Do you play tennis with your **left** hand?
  - x) They are demanding a **longer** holiday.
  - xi) Turn **right** at the cross-roads.
  - xii) He was **fast** asleep.
  - xiii) He has come **straight** from Paris
  - xiv) We went by a **fast** train.
  - xv) He was following **close** behind.

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### 3.3 INFLECTIONAL MORPHOLOGY OF THE ENGLISH VERB

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As you are already aware, the verb is considered to be the core of the sentence and therefore the most important word in it. We cannot do without verbs because the form of a verb generally influences the structure of the whole sentence. For example, look at the following sentence.

Radha gave Monica a book.

The verb **give** in this sentence makes the choice of the Nouns **Monica** and **book** essential. In other words the verb **give** takes two objects. Let us look at some more sentences.

The wind **howled**.

The child **cried**.

Notice that the verbs **howl** and **cry** in these sentences do not require an object. Such verbs are known as **intransitive** verbs. Verbs that require an object are known as **transitive** verbs.

Verbs are also important because they express various shades of meaning with the help of various grammatical contrasts such as those of **tense**, **mood**, **number** and **person**. The contrasts are expressed by several inflections. You have already studied these concepts.

In this unit we deal with them from the point of view of word-formation.

### 3.3.1 Verb Classes

The verb can function in two ways in a sentence – either as the **main verb** or as an **auxiliary** or helping verb. Verbs that can function only as main verb are called **Full Verbs**. For example, in the sentences

- i) He **eats** chocolates every day.
- ii) They **go** to the theatre on Saturdays
- iii) The dog **saved** their lives.
- iv) The ghost **vanished**.
- v) Do you **meditate** regularly?

The verbs **eat, go, save, vanish, meditate** are Full Verbs.

New verbs can be added to the list of full verbs in a language.

A complete English sentence always has a main verb, but it may or may not have an auxiliary. Let us look at the following pairs of sentences:

- i) Shobha **leaves** for Delhi tomorrow.
- ii) Shobha **had left** the house before 8 o'clock.
- i) The barber **cut** his hair very short.
- ii) The barber **has cut** his hair very short.

The first of each of these pairs of sentences has a main verb but no auxiliary. In the second of each of these pairs of sentences there is a main verb **left** and **cut** and also an auxiliary, that is, **had** and **has**.

A combination of a main verb plus an auxiliary verb is called a **verb phrase**. In a verb phrase the main verb carries the principle meaning. The auxiliary verb helps to express tense, voice, aspect or mood of the main verb. In other words, the auxiliary or helping verb expresses **grammatical function**, while the main verb **describes the action**. For example in the sentences

- i) They are eating dinner.
- ii) He has eaten dinner.

The main verb eating/eaten describe the action, the auxiliaries **are, has** only indicate tense, aspect, etc. In the first sentence the auxiliary **are** indicates the action in progress. In the second sentence the auxiliary **has** indicates that the action is completed.

In English there are three classes of verbs:

- a) Those that function only as main verbs
- b) Those that function only as auxiliaries, and
- c) Those that function as both.

As we have seen the verbs that function only as main verbs are called full verbs. The verbs that function only as auxiliaries are called **modal verbs** or **modal auxiliaries**. These are limited in number and it is not possible to add new modals. The modal auxiliaries are **will, would, shall, should, can, could, may, might**

**must, ought, dare, need and used.** Different modal verbs express different attitudes such as desirability, necessity, possibility, likelihood, etc.

The third class of verbs are those that can function either as main verbs or as auxiliaries. These are **BE, HAVE** and **DO**. They are called **primary verbs**. Each of these verbs has a number of different forms according to the grammatical contrasts they express, and most of these forms can occur both as main verbs and as auxiliaries. For example, the verb BE has the forms **is, am, are, was, were, being, been**, etc. Let us look at the following sentences:

- i) She is an electronics engineer.
- ii) She is studying electronics engineering.
- iii) I am a sales representative.
- iv) I have been working hard.

In sentences (i) and (iii) the verb ‘be’ occurs as the main verb. In sentences (ii) and (iv) the verb ‘be’ occurs as an auxiliary.

The primary verbs **have** and **do** have the meanings ‘possess’ and ‘finished’ respectively in the following sentences and function as main verbs.

Do you **have** some coloured pencils?

Have you **done** your assignment?

We have seen that there are three types of verbs, Full Verbs, Auxiliary (Modal) Verbs and Primary Verbs. In the next section we shall discuss the morphology of these types.

### Check Your Progress 2

- 1) Pick out the verb/s in each of the following sentences and say whether it is a full verb, a modal or a primary verb. If it is a primary verb, say whether it is functioning as a main verb or as an auxiliary.
  - i) She can sing well.
  - ii) They are all members of the Association of Engineers.
  - iii) We have done very well.
  - iv) You ought to leave before 6pm.
  - v) Radha has the most beautiful garden in the locality.
  - vi) I have made my meaning clear.
  - vii) We might leave next year.
  - viii) You should have informed me earlier.
  - ix) They bagged all the good seats.
  - x) I have been studying hard.
  - xi) We haven’t had enough rain this year.
  - xii) You must be in the auditorium by six o’clock.
  - xiii) They should inform the authorities immediately.
  - xiv) You need to have a think before you take a decision.

- xv) Have you been to the industrial exhibition?
- xvi) It would be in aid of a worthwhile cause.
- xvii) He is always being criticized by everybody.
- xviii) She used to drink tea but now she drinks coffee.

2) What is the meaning conveyed by the modal auxiliaries highlighted in each of the following sentences. Use your dictionary to find out.

- 1) I **should** have warned you earlier?
- 2) He says we **can** leave as soon as we've finished.
- 3) **Can't** I stay till the end of the programme?
- 4) If you invite him he **might** come.
- 5) She **might** be waiting at the airport.
- 6) If he sees you he **may** stop.
- 7) Ann **couldn't** have seen Tara yesterday.
- 8) You **must** go for a walk every morning.
- 9) We **should** have a party to celebrate your success.
- 10) **Could** students choose the subjects they wanted to study?
- 11) Kavita **might** lend you the money.
- 12) They **ought to** have stopped at the traffic lights.
- 13) You **should** file your income tax returns.
- 14) I knew I **ought** to have written to them.
- 15) They **shouldn't** allow cars to park in this narrow street.

### 3.4 GRAMMATICAL CATEGORIES ASSOCIATED WITH THE ENGLISH VERB

We shall now describe the grammatical categories associated with the English verb.

#### 3.4.1 Person and Number

The verb forms according to Person (1st, 2nd, 3rd) and Number (singular and plural) are as follows.

| Full verb  | Primary Verb     | Modal Verb        |
|------------|------------------|-------------------|
| I write    | I am writing     | I should write    |
| We write   | we are writing   | we should write   |
| You write  | you are writing  | you should write  |
| He writes  | he is writing    | he should write   |
| They write | they are writing | they should write |

Notice that the full verb takes **-s** inflection for third person singular as in the case of 'He writes'. The primary verb shows variation in form as well **-am** in the

first person singular, **is** in the third person singular and **are** in the rest of the cases. However the modal verb shows no change.

It is important for the verb to agree with the subject in person and number. Full verbs show this change only in the present tense not in the past tense e.g.

|            |           |            |            |          |
|------------|-----------|------------|------------|----------|
| I sleep    | we sleep  | <b>but</b> | I slept    | we slept |
| You sleep  | he sleeps |            | you slept  | he slept |
| They sleep |           |            | they slept |          |

Primary verbs, however, do show change in the past tense as well.

|                    |                  |
|--------------------|------------------|
| I was sleeping     | we were sleeping |
| You were sleeping  | he was sleeping  |
| They were sleeping |                  |

The modal verbs do not have clear past tense forms. The past tense forms of some modals (e.g. could, would, might, etc.) do not change their forms for number and person (e.g. I/we/you/he/they **might** go tomorrow).

### 3.4.2 Tense

Verbs inflect for tense in only two forms. One form indicates past tense and the other form refers to all times except the past, (that is, present, future or all time). Let's look at the following sentences for example,

#### Full Verbs

They **left** last week (past time)  
 They **leave** tomorrow (non-past=future)  
 They **left** early today (past)  
 They **leave** at six o'clock every day (habit= all time)

#### Primary Verbs

Ratan **was** in town till yesterday (past)  
 He **was** attending a meeting (past)  
 History **is** an interesting subject (non-past=all time)  
 She **is** arriving tomorrow (non-past=future)

In the last sentence notice that there is no inflected form of the verb to refer specifically to future time. Generally, to talk of an event in the future we use the modal auxiliaries **shall** and **will** with the base form of the verb. For example,

- i) He will go there tomorrow.
- ii) I shall be there by six o'clock tomorrow evening.

### 3.4.3 Aspect

**Aspect** in English is the distinction between 'action in progress' and 'action completed', which is expressed by inflectional changes in the verb. **Aspect** has thus two sub-categories: the **progressive** aspect and the **perfective** aspect (action completed).



Let us look at the following sentences:

- i) Radha is writing a letter.
- ii) Radha was writing a letter.

Notice that the first sentence refers to an activity that is continuing in the present. The second sentence also refers to an activity that is continuing but it is continuing in the past. The main verb in both sentences has the suffix **-ing** which indicates that the activity is in progress.

Now let us look at two more sentences.

- i) Radha has written the letter.
- ii) She had written the letter before you came.

The special form of the verb used in both sentences, that is **written**, gives us a sense of action completed. This form as we all know is the past participle form. In regular verbs this form is marked by the suffix **-ed** and in irregular verbs it is marked by the suffix **-en** or some other feature.

### 3.4.4 Mood

Another grammatical category associated with the verb is MOOD.

A verb or verb phrase takes different forms depending on the attitude the speaker expresses towards what is being said or towards the person being addressed. If what is being said is a statement of fact, it takes one set of forms. For example, the following sentences are spoken as statements of fact.

- i) Radha is a tall girl.
- ii) The earth rotates on its axis.
- iii) Man landed on the moon for the first time in 1969.

The verbs in these sentences are said to be in the **Indicative Mood**. They take different form depending upon the person and number of the subject, the tense, the aspect, etc. that are involved.

If the sentence is meant not as a statement of fact but as a command or a request asking someone to do something, the verb forms are different. It is the base form of the verb which is used in this case and there are no distinctions of tense, aspect, etc. The verb used thus is said to be in the **Imperative Mood** and the sentence containing the base form of the verb is called an imperative sentence.

Let us take up a few sentences that are commands expressed by the imperative.

- i) **Wait!**
- ii) **Stop!**
- iii) **Tell me the truth**

These have the same form as the base verb or bare infinitive.

For the negative we put **Don't** before the verb:

Don't hurry!

The person addressed is not mentioned, but can be expressed by placing a noun at the end of a phrase:

Eat your dinner, girls.

Be quiet Arun.

The pronoun **you** is rarely used unless the speaker wishes to be rude, or wishes to make a distinction, as in:

**You** wait here; **I'll** get a taxi.

Some examples of requests (asking someone to do something) expressed in the imperative mood are:

- i) Could I **have** two tickets please?
- ii) Could I **see** the secretary, please?
- iii) Could you please **show** me the way?
- iv) Please **take** a seat.
- v) Would Miss Bose please **come** to the enquiry desk?

Notice that the base form of the verb is used in all these sentences.

The third sub category of mood in English is the **Subjunctive Mood**. Verbs acquire different forms when one expresses a wish, makes a suggestion, a demand, expresses a possibility, a doubt, etc. This is most clearly seen in clauses with third person singular subject in non-past tense. In the indicative mood the verb in such clauses, takes the **-s** suffix as in 'He leaves for London tonight,' but in the subjunctive mood the base form of the verb is used. Look at the following sentences, for example:

I suggest that she leave tonight.

We suggest that she leave tonight.

We demand that she leave at once.

This use of the base form of the verb is known as the **present subjunctive**.

Another subjunctive form of the verb is the **past subjunctive** as in

He behaves as though he **owned** the place.

I wish they **were** here.

### 3.4.5 Voice

The category of voice has two sub-categories – **Active** and **Passive**. While reporting the same event we may either use the active voice or the passive voice. In the active voice the subject is seen as the doer. In the passive voice action is seen as done to/by the subject. For example,

- i) The tailor **stitched** four dresses yesterday. (active)
- ii) Four dresses **were stitched** by the tailor yesterday. (passive)

Notice that the form of the main verb in the second sentence is the past participle (-ed) and is preceded by the plural form of the verb BE as an auxiliary.

Having looked at the grammatical categories that are associated with the verb, we shall now consider the inflectional changes that Full Verbs can take.

## 3.5 MORPHOLOGY OF THE FULL VERB

### 3.5.1 Regular and Irregular Verbs

Full verbs are of two types: Regular and Irregular

How can we distinguish between regular and irregular verbs? Regular verbs have four morphological forms:

- i) The base form
- ii) The –s form
- iii) The –ing form
- iv) The –ed form

If we know the base form of the regular verb we can predict all its other forms. The vast majority of English words belong to this class. For example,

- i) help    ii) helps    iii) helping    iv) helped
- i) work    ii) works    iii) working    iv) worked
- i) talk    ii) talks    iii) talking    iv) talked
- i) shout    ii) shouts    iii) shouting    iv) shouted

Irregular verbs on the other hand do not have forms that are predictable. Some irregular verbs have five forms, others have only three, for some others the past form and past participle form are identical with the base form. Some others have two forms for the past and the participle, while others have one. Let us look at the following examples:

| Base   | -s form | -ing form | -ed1 form | -ed2 form |
|--------|---------|-----------|-----------|-----------|
| give   | gives   | giving    | gave      | given     |
| break  | breaks  | breaking  | broke     | broken    |
| bring  | brings  | bringing  | brought   | brought   |
| learn  | learns  | learning  | learned   | learned   |
|        |         |           | learnt    | learnt    |
| cost   | costs   | costing   | cost      | cost      |
| strike | strikes | striking  | struck    | struck    |
| beat   | beats   | beating   | beat      | beaten    |

Naturally, new or coined words cannot follow this uncertain pattern of these verbs. The number of irregular verbs in English, therefore cannot expand and is limited.

#### Check Your Progress 3

- 1) State the grammatical category that is involved in the contrast between the verb forms in each pair of sentences below. For example, in the sentences:

The boy wants to play

The boys want to play

The grammatical category of Number (singular/plural) brings about a contrast between the verb forms in the first and the second sentence.

- i)
  - a) I walk to school every day.
  - b) Lata walks to school every day.
- ii)
  - a) The child likes sweets.
  - b) The children like sweets.
- iii)
  - a) Soni is stitching some dresses.
  - b) Soni has stitched some dresses.
- iv)
  - a) They awarded her a distinction.
  - b) She was awarded a distinction.
- v)
  - a) The festival of lights begins tomorrow.
  - b) The festival of lights began yesterday.
- vi)
  - a) He was ill last week.
  - b) He has been ill since last week.
- vii)
  - a) I am going on leave for a fortnight.
  - b) He has gone on leave for a fortnight.
- viii)
  - a) They broke the window.
  - b) The window was broken.
- ix)
  - a) She goes to Bombay by air.
  - b) I suggest that she go to Bombay by air.
- x)
  - a) They ought to have told him.
  - b) He ought to have been told.
- 2) Supply the correct form of verb in brackets.
  - i) Yesterday they (beat) a man to death.
  - ii) He (drive) the car faster than he had ever done before.
  - iii) King Bruce (fling) himself down in great despair.
  - iv) He (quit) the flat at very short notice.
  - v) He was asked to (wear) the tail coat his grandfather had (wear).
  - vi) The picture that (hang) on the wall suddenly broke into pieces.
  - vii) Before he (realize) what was (happen) the man (thrust) a briefcase in his hand and (disappear).
  - viii) The news had (spread) much before it was published.
  - ix) The scooter was (steal) from the garage.
  - x) The manager (bring) the circular from the head office to the notice of the employees.
  - xi) She generally (spend) more than she (earn).

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## 3.6 LET US SUM UP

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In this unit we have learnt that

- Only a few adverbs have inflected forms. The inflections are the same as for adjectives, i.e. for the grammatical category of degree.
- Most adverbs that inflect for degree are those which have identical corresponding adjectives.
- English verbs occur either as main verbs or as auxiliaries.
- English verbs are divided into three classes: full verbs, modal verbs (auxiliary) and primary verbs. Full verbs occur only as main verbs; modal verbs occur only as auxiliaries; primary verbs occur both as main verbs and as auxiliaries.
- The grammatical categories associated with verbs are person and number, tense, aspect, mood and voice.
- Person and number contrasts of verbs are dependent on the subject since the verb agrees in person and number with the subject.
- Tense has two sub-categories, past and non-past, which are expressed inflectionally by verbs.
- The category 'aspect' refers to the inflectional expression of whether the activity denoted by the verb is in progress or has been completed. These represent its two sub-categories called the progressive and the perfective aspect, respectively.
- The category 'Mood' has three sub-categories: indicative, imperative and subjunctive.
- The category 'voice' has two sub-categories: active and passive.
- Modal verbs do not inflect for grammatical contrasts.
- Each of the primary verbs, BE, HAVE and DO shows a different set of forms to express grammatical contrasts.

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## 3.7 KEY WORDS

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- Auxiliary Verb**      The part of verb phrase that modifies the meaning of the main verb by showing such things as tense, aspect, mood, voice, etc.
- Aspect**                The grammatical category which expresses the way in which the action described by the verb is seen either as 'continuing' or as 'completed'. It has two subcategories: progressive ('action continuing') and perfective ('action completed').

|   |  |
|---|--|
| <b>Full verbs</b>                           | The large and open class of verbs in English which occur only as main verbs.   |
| <b>Irregular</b>                            | Adverbs that form their comparative and superlative degrees by changing their forms in <b>adverbs</b> other ways.  |
| <b>Irregular verbs</b>                      | Those full verbs which occur in five or three forms. They form their past tense forms in ways other than by the addition of <b>-ed</b> .   |
| <b>Main verb</b>                            | The word in a verb phrase which expresses its principal meaning, as distinguished from the auxiliary verb which merely modifies that meaning. The main verb can also occur alone as the verb element of a sentence and carry all its indicators of tense, number, person, etc. |
| <b>Modal verbs or<br/>Modal auxiliaries</b> | A small and closed class of verbs in English which occur only as auxiliaries.  |
| <b>Non-past tense</b>                       | The subcategory of tense that expresses action in present, future, or in all time. The so-called present tense forms (e.g. the <b>-s</b> form) are actually non-past forms.  |
| <b>Primary verbs</b>                        | The verbs, BE, HAVE and DO which can occur either as full verbs or as auxiliaries.   |
| <b>Person and Number</b>                    | Grammatical categories associated with the agreement between the subject and verb of a sentence.   |
| <b>Past tense</b>                           | the subcategory of tense that expresses action in past time.   |
| <b>Present Participle</b>                   | Refers to the <b>-ing</b> form   |
| <b>Past participle</b>                      | Refers to the <b>-ed</b> form; also expressed in irregular verbs with <b>-n</b> or <b>-en</b> suffix.  |
| <b>Regular adverbs</b>                      | Adverbs which form their comparative and superlative degree forms by taking the suffixes <b>-er</b> and <b>-est</b> respectively.  |
| <b>Regular verbs</b>                        | Those full verbs which occur in four forms: the base form, the <b>-ing</b> form, the <b>-s</b> form and the <b>-ed</b> form.   |
| <b>Tense</b>                                | Expression of time reference by means of verb inflections.   |
| <b>Verb phrase</b>                          | The element in the predicate part of a sentence which consists of one or more than one auxiliary and a main verb.  |
| <b>Voice</b>                                | The grammatical category which indicates whether the subject is seen as the 'doer' of the action or as the 'receiver'. The category has two subcategories: <b>active voice</b> ('subject does the action') and <b>passive voice</b> ('the action is done 'to/by the subject')  |

## 3.8 ANSWERS

### Check Your Progress 1

- i) adjective    ii) adverb    iii) adverb    iv) adverb    v) adjective  
vi) adjective    vii) adverb    viii) adverb    ix) adjective    x) adjective  
xi) adverb    xii) adverb    xiii) adverb    xiv) adjective    xv) adverb

### Check Your Progress 2

- 1) i) can: modal; sing: full verb  
ii) are: primary verb – main verb  
iii) have: primary verb (functions as auxiliary); done: functions as main verb  
iv) ought: modal; (to) leave: full verb  
v) has: primary verb (functions as main verb)  
vi) have: primary verb (functions as auxiliary); made: full verb.  
vii) might: modal; leave: full verb  
viii) should: modal; have: primary verb (functions as auxiliary); informed: full verb  
ix) bagged: full verb  
x) have been: primary (auxiliaries); studying: full verb  
xi) have (n't): primary verb (functions as auxiliary); had: primary verb (functions as main verb)  
xii) must: modal; be: primary verb (functions as main verb)  
xiii) should: modal; inform: full verb  
xiv) need: modal; (to) have: primary verb (functions as main verb) take: full verb  
xv) have: primary verb (functions as auxiliary); been: primary verb (functions as main verb)  
xvi) would: modal; be: primary verb (functions as main verb)  
xvii) is being: primary verbs (function as auxiliary); criticized: full verb  
xviii) used to: modal auxiliary; drink: full verb; drinks: full verb
- 2) 1) Obligation  
2) have permission  
3) permission  
4) possibility  
5) it is possible that .....  
6) it is possible  
7) lack of possibility/ability  
8) compulsion  
9) obligation

**Word Formation Strategies**

- 10) permission
- 11) remote possibility
- 12) unfulfilled obligation
- 13) you ought to – it is an obligation, a duty.
- 14) obligation/duty
- 15) obligation

**Check Your Progress 3**

- 1) i) Person      ii) Number      iii) Aspect      iv) Voice      v) Tense  
vi) Aspect      vii) Aspect      viii) Voice      ix) Mood      x) Voice
- 2) i) beat      ii) drove      iii) flung      iv) quit  
v) wear and worn      vi) hung  
vii) realized, happening, thrust and disappeared      viii) spread  
ix) stolen      x) brought      xi) spends, earns



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