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**: STRUCTURE :**  
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**7.0 Objectives****7.1 Introduction****7.2 Grammatical Categories****7.2.1 Number, Gender, Person, Case, Definiteness, Degree****7.2.2 Tense, Aspect, Mood, Voice****7.3 Word Classes****7.4 Key Words****7.5 Let Us Sum Up****7.6 Check Your Progress****7.7 Books Suggested****Answers**  
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**7.0 OBJECTIVES**

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In this unit we shall;

- discuss various grammatical categories,
- look at how various categories function,
- consider examples from a few other languages as example.

On completing the unit, you should be able to;

- understand different categories of grammar, and
  - differentiate between different categories of grammar.
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**7.1 INTRODUCTION**

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Words can be classified by various criteria, such as phonological properties (e.g., monosyllabic vs. Polysyllabic words), social factors (e.g., general vs. technical vocabulary), and language history (e.g. Loanwords vs. native words). All of these are classes of words, but as a technical term, word class refers to the ten traditional categories below (plus perhaps a few others), most of which go back to the Greek and Roman grammarians. In addition to the terms, a few examples are given of each word class.

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**7.2 GRAMMATICAL CATEGORIES**

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Grammatical categories are related to grammatical paradigm associated with words. In a word like 'write', we can attach grammatical categories to indicate different meanings. For example, writes, wrote, written, writing. The basic meaning of the word which is associated with the word 'write' remains common in all these four words but each of these words takes on a different meaning associated with its grammatical category. 'Writes' is

associated with singular in the present form and 'wrote' with the past form. Though all are forms of the same 'lexical' word and have the same core or basic meaning, yet they all have properties which distinguish one from the other and specifically allow them to be used in certain situations only. For example, when we look at 'written', which is in the past participle form of the word, it can be used only when it is preceded with a form of 'have'. Similarly, 'writing' can be used only when it is preceded by a form of 'be'. If you wish to interchange, it would not be possible to do so (\*I have writing a letter to my brother.) and would lead you to say...Oh ! It's incorrect !

A grammatical category is a linguistic category, not a real world category. But there is a relationship between a grammatical category and a linguistic category.

These grammatical categories are usually expressed through inflections on the word. For example, to express number we do not need a separate word but we inflect the linguistic word with a plural marker '-s/-es'. So we do not say \*many child is playing with several dog. Instead, we say 'children are playing with dogs'. Similarly to indicate time, we inflect the word 'playing'.

Often, these grammatical categories are universal and they are inflected universally on the same grammatical and linguistic categories. To indicate time, we usually inflect the verb and not the noun. It is so in English and it is so in several Indian languages too. So past is inflected on 'go' as 'went', and in Hindi too 'ja' becomes 'gaya'. But the noun is not used to indicate past time. What do you think ? Can you give an example where past is inflected on a noun or an adjective ?

There are several grammatical categories which get associated with words belonging to different parts of speech. Number, Gender, Person, Degree, Case, Definiteness, Tense, Aspect, Mood, Voice are such grammatical categories which we will now look at in detail.

Number, gender or noun class, and definiteness are inherently inflected on nouns and case is relational on noun classes of words. Let us first begin with Number.

### **7.2.1 Number :**

The grammatical category of number is associated with nouns and pronouns. We indicate the concept of singular and plural, which is an expression of number. Some languages have only the classes of singular (one) and plural (more than one) like English but a few other languages (like Sanskrit) have three categories expressing number, singular, dual (two) and plural expressed as *vacanso* we have *ekvacan*, *dvivacan* and *bahuvacan* in Sanskrit.

In English, the category of number is expressed in Nouns using a plural marker '-s/-es'. Its absence indicates singular. For example, girls, tables, fans, roses, boxes and cages. All these words indicate plural as they have the plural marker. The singular, without the plural form for these words are girl, table, fan, rose, box and cage, respectively.

In pronouns, the distinction is quite elaborate and we have plural forms and singular forms for all kinds of pronouns. Personal (he, she, they), Demonstrative (this, that, these, those), Indefinite (none, several, one), Possessive (ours, mine), and reflexive (yourself, yourselves) pronouns all reflect the grammatical distinction of number with a singular and a plural form.

### **Gender :**

Gender is another category which is related to and inflected on nouns. There are two kinds of gender; one is natural gender, that one which one is born with. This is normally either masculine or feminine or neuter. For example, a boy is masculine, a girl is feminine and a moon is neither masculine nor feminine, and it is neutral gender. There is another gender which is grammatically determined. There can be three genders in grammar (dependent on the language) which may have nothing to do with natural gender. Moon is considered masculine in several languages and so are several animals.

In English there are three genders, masculine, feminine and neuter. You can experience the working of gender when you replace a noun with a pronoun in its subsequent reference. For example, Viral is going to Delhi tonight. He /she is going by train. In English there is no indication from the sentence or the word whether it is a masculine noun or feminine or neuter.

But it is not necessarily so in other languages. In Hindi, there are indications in the sentence regarding the gender of a particular word. *Chaand dikh gaya hai* and *chaandani khil rahi hai*. The impact of the gender is on the verb. Here the word itself has no indication as to the gender of the word. Additionally, in Spanish for example, the sentence contains markers to indicate the gender of the word. Even the word has indication of its gender. Look at the examples given by Ling; el libro ‘the book’, el chico ‘the boy’ (both masculine) and la revista ‘the magazine’, la chica ‘the girl’ (both feminine). Hence different languages have different rules and indicators for gender but the common feature across all languages is that gender is indicated on the noun.

### **Person :**

Almost all languages have indication related to person. It is a way of referring to someone taking part in an event like a character. The person who is talking (the first person), the person being talked to (the second person), and the person being talked about (the third person). English has three persons where ‘I, we’ are the first person, ‘you’ the second person and he, she, it and they in the third person. In Hindi too, main, hum are in the first person, *tum, aap (sab)* are indicators of the second person and *voh, yeh (sab)* show the third person.

Person is normally indicated by the pronouns and does not impact the noun otherwise, at least in English. Person impacts the verb though. ‘I come’, ‘he comes’, they come’. ‘*Main aaya*’, ‘*woh aaye*’, ‘*tum aaye*’, etc. In French too the two second person pronouns, ‘tu’ and ‘vous’ impact the verbs in all the tense forms. How is it in your mother tongue? Is the person indicated in pronoun? And does it impact the verb in any way?

**Case :**

Case is a grammatical category which largely impacted the language. Almost all the earlier languages were analytic languages having a large bearing upon case structure. Have you studied Sanskrit ? In Sanskrit, there are eight cases like, nominative, accusative, dative, genitive, etc. It is different from your mother tongue ?

Case is a special grammatical category which though inflections show the function a word (noun, pronoun, verb, adjective, determiners) performs in a sentence. Several languages in the olden day had case but in many of them the cases gradually merged and in some they disappeared largely.

Some languages have rich case systems. German has four cases Nominative, Accusative, Dative, Genitive. According to Ling, in the sentence '*Der Mann kaufte dem Vater des Jungen den Computer*'. (The man bought the boy's father the computer) the cases are indicated as :

*Der Mann kaufte* NOM man bought

*Dem Vater* DAT father

*Des Jungen* GEN boy

*Den Computer* ACC computer

In old English, there were elaborate cases in almost all the categories of words but they gradually disappeared with time. Today, English retains only a few cases in pronouns. They are simplified forms of nominative case, accusative and genitive. The subjective form (I, you, he, she, It, we, they), the objective form (me, your, him, her, us, them) and possessive form (my, mine, your, yours, his, her, our, ours, their).

Give two more examples of workings of gender using your mother tongue

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**Definiteness :**

It is a semantic feature of the noun phrase which helps identification of the noun as either definite or specific and as indefinite or general. In several languages, there are inflectional markers

It is often apparent through the use of determiner used along with the head noun word in English. Determiners or articles such as a, an, many, some mark the noun as indefinite whereas determiners like the, both, every mark the noun as definite.

We need a chair here. (a general chair, any chair)

We need the chair which is cushioned. (a specific, particular chair which is cushioned)

Can you add two more sets of sentences to show the difference between determiners' use.

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 .....  
 .....

**Degree :**

Degree as a grammatical category is related to comparison when applied to adjectives and adverbs. It is demonstrated either as a suffix inflected upon the word or as an additional word showing comparison.

In English, there are three degrees of comparison in adjectives; positive (short, long, clever, beautiful) comparative (shorter, longer, more clever, more beautiful) and superlative (shortest, longest, most clever, most beautiful). As you can see here, one and two syllable words like short and long are inflected by a suffix marker '-er' in the comparative form and '-est' in the superlative form. In words with more than two syllables, there are additional marker words to indicate comparative (more) and superlative (most).

Same is applicable in the case of adverbs; soon, sooner and soonest, carefully, more carefully and most carefully.

Give examples of degree in your language using adjectives and adverbs

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 .....  
 .....

So far we were looking at grammatical aspects related to noun phrases. Now we will look at the grammatical aspects associated with verb phrases. There are three grammatical aspects related to verb; tense, mood and voice. We will now look at each in some detail.

**7.2.2. Tense :**

Verbs which show action are carriers of several aspects of grammatical categories. The first, tense is related to the indication of time.

In Hindi, there are three tenses related to present, past and future. For example, to talk about go we have *ja* (present), *gaya* (past) and *jayega* (future).

How many tenses are there in English ? Look at the following sentences and write appropriately in the columns provided against each sentence

	<b>Sentence</b>	<b>Time indicated</b>	<b>Tense</b>
1.	He goes to college by bus.		
2.	He went to college by bus yesterday.		
3.	He will go to college by bus tomorrow.		

In English, there are two broad tenses, Present and Past which are used to indicate three time frames of present, past and future. These two tenses convey variety of meanings related to movement of time from single moment to a movement in two moments. In the sentences given above, 1, indicates present time indicated by simple present tense. In sentence 2, the time indicated is past and is expressed using simple past tense. In the third sentence however, the time indicated is future (tomorrow) but the tense used is simple present (same as in sentence no. 1).

The verb 'to be' has different forms in different tenses; is/am/are in the present and was/were in the past. 'to do' too has forms like, 'do/does' (present) and 'did' (past). Similarly other verbs too exhibit such forms like, writes, wrote, eats, ate, etc. indicating time in the present or past and hence, the corresponding tense.

**Aspect :**

This too is a property of verbs and is also related to time structure of an activity or state of being or action. There are three aspects of verbs; simple, continuous and perfect. Here, perfect expresses an action that is complete, continuous an action that is going on and simple has no time structure.

The verb 'to be' can be expressed as is/am/are in the simple aspect, as 'being' in the continuous aspect and as 'been' in the perfect aspect. Other verbs too exhibit these three aspects; writes, writing, written, eats, eating and eaten in simple, continuous and perfect aspects respectively.

Look at the following sentences :

- |  |               |                   |
|--|---------------|-------------------|
| 1. She eats an apple.                            | Tense Present | Aspect Simple     |
| 2. She ate an apple.                             | Tense Past    | Aspect Simple     |
| 3. She is eating an apple.                       | Tense Present | Aspect Continuous |
| 4. She was eating an apple.                      | Tense Past    | Aspect Continuous |
| 5. She has eaten an apple.                       | Tense Present | Aspect Perfect    |
| 6. She had eaten an apple before she ate banana. | Tense Past    | Aspect Perfect    |

Continuous aspect indicates an action that is in progress and hence it is also called 'progressive' aspect. Perfect tense indicates an action taking place in one time frame with reference to another time frame. In sentence 6 for example, eating of an apple happened in a time frame which took place before the time of eating banana.

**Mood :**

Mood reflects the speaker's attitude towards a subject. It may be possible, wished or demanded. Accordingly, the mood can be indicative, interrogative, imperative or subjunctive. The indicative mood is used to express factual or neutral situation as in 'Children are playing in the garden', where some information is conveyed. In interrogative mood, a question is asked as in 'where are you going ?' interrogative can take a yes/no form as well as a 'wh' form.

The imperative mood expresses commands and requests like in ‘Shut the door’, where the speaker expresses a wish and demands an action on that basis. The third and the last mood is subjunctive expressing doubt, possibility, necessity or desire. In English this has limited use and is usually expressed through the use of modal auxiliaries. Look at the following sentences and identify how the meaning changes with change in the modal auxiliary.

They **can** leave now.

They **may** leave now.

They **must** leave now.

They **need to** leave now.

They **have to** leave now.

### **Voice :**

Voice is the quality of verb that indicates whether its subject acts or is acted upon; that is whether it is the subject of the sentence or is it the object. There are two kinds of voice in English; Active and Passive Voice. In active voice, subject is the doer of the action where as in Passive voice subject of the sentence is acted upon. Example,

Tom chased Jerry. (**Active voice**; Tom is the subject and performs the action)

Jerry was chased by Tom. (**Passive voice**; the action of chasing is performed on Jerry, who is the subject of this sentence)

In Passive voice, the doer of the action actually becomes the agent of the action introduced by the word ‘by’. This voice also changes the emphasis of the sentence; shifting the focus on the object of action from the subject of action.

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## **7.3 DETERMINING WORD CLASSES**

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Each language has several categories in which words are classified. In English too we broadly classify eight classes of words viz., parts of speech. At the end of this unit, we expect the students to understand the eight broad classes of words and also learn various sub aspects of realising and associations of these word classes.

1. Nouns (name of a person, place or thing)
2. Pronouns (words that replace nouns subsequently)
3. Adjectives (words that qualify or describe a noun)
4. Verbs (that express action)
5. Adverbs (words that qualify or describe a verb)
6. Prepositions (which show relation or place of words with respect to one another)
7. Conjunctions (linking or joining words, connectors)
8. Interjections (express emotions or feelings)

Look at the following sentences

1. Riyana is going to a music class now.
2. She has given the book to Yatharth.
3. Ritvik has a large collection of fancy rackets and unique shuttles.
4. He came home late last night.
5. Awesome ! Bharat has done a wonderful deed !

NOUN	PRO- NOUN	ADJECTIVE	VERB	ADVERB	PRE- POSITION	CONJUN- CTION	INTER- JECTION

On basis of the definitions given above of the word classes and identify words in this set which belong to various parts of speech. List them under each class.

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#### 7.4 KEYWORDS

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- **Singular** : denoting or referring to just one person
- **Degree** : is one of the three forms used in the comparison of adjectives and adverbs
- **Tense** : Simple, continuous and perfect Aspect
- **Active** : a form of verb in which the subject is typically the person or thing performing the action and which can take direct object

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#### 7.5 LET US SUM UP

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In this unit we have;

- discussed various grammatical categories,
- looked at how various categories function,
- considered examples from a few other languages as example,
- understood different categories of grammar and
- differentiated between different categories of grammar.

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#### 7.6 CHECK YOUR PROGRESS 1

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##### CHECK YOUR PROGRESS 1

1. **FROM YOUR READING OF THE UNIT, GIVE YOUR OWN EXAMPLES (AT LEAST TWO) FROM WHAT YOU HAVE UNDERSTOOD OF THE FOLLOWING.**
  - a. genitive case in nouns
  - b. passive voice in verbs
  - c. definiteness in nouns
  - d. present tense in verbs



- e. gender in nouns
- f. modal auxiliaries in verbs

**CHECK YOUR PROGRESS 2**

2. **IDENTIFY AND UNDERLINE THE GRAMMATICAL CATEGORY MENTIONED IN COLUMN A IN THE CORRESPONDING SENTENCE GIVEN IN COLUMN B. (AN EXAMPLE IS GIVEN).**

	Column A	Column B
a.	aspect	He <u>has forgotten</u> her birthday.
b.	mood	The teacher recommended that the exercise be rewritten.
c.	gender	The audience gave the violinist a standing ovation.
d.	definiteness	Harzog had a unique experience on climbing the mountain.
e.	mood	You can postpone the date, if possible.
f.	gender	Parveen said she has a big diamond necklace.
g.	aspect	It has been raining since morning.
h.	tense	Rajul has seen the movie already.

**CHECK YOUR PROGRESS 3**

3. **IDENTIFY THE GRAMMATICAL CATEGORY EXEMPLIFIED BY THE UNDERLINED WORD AND EXPLAIN ITS MEANING. (ONE IS DONE FOR YOU AS AN EXAMPLE).**

	Sentence	category	implication
a.	The party's decoration was impressive.	case	
b.	My children love chocolate ice cream.	tense	Present tense and habit
c.	We have argued since we were children.	aspect	
d.	My parents are coming next weekend.	tense	
e.	I wonder where the remote control is.	definiteness	
f.	They are practicing singing.	number	
g.	One who tries, succeeds.	gender	
h.	The rat was chased by a cat.	voice	
i.	All's well that ends well.	tense	
j.	You should answer his calls.	case	
k.	She gave me her dress to wear in the party.	person	

**7.7 BOOKS SUGGESTED**

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**ANSWERS**

**Check Your Progress 2**

	<b>Column A</b>	<b>Column B</b>
a.	aspect	He <u>has forgotten</u> her birthday.
b.	mood	The teacher <u>recommended</u> that the exercise be rewritten.
c.	gender	The audience gave the violinist a standing ovation.
d.	definiteness	Harzog had <u>a unique experience</u> on climbing the mountain.
e.	mood	You <u>can postpone</u> the date, if possible.
f.	gender	Parveen said <u>she</u> has a big diamond necklace.
g.	aspect	It <u>has been raining</u> since morning.
h.	tense	Rajul <u>has seen</u> the movie already.

**Check Your Progress 3**

	<b>Sentence</b>	<b>category</b>	<b>implication</b>
a.	The party's decoration was impressive.	case	Genitive case
b.	My children love chocolate ice cream.	tense	Present tense and habit
c.	We have argued since we were children.	aspect	Perfect aspect
d.	My parents are coming next weekend.	tense	
e.	I wonder where the remote control is.	definiteness	
f.	They are practicing singing.	number	
g.	One who tries, succeeds.	gender	
h.	The rat was chased by a cat.	voice	
i.	All's well that ends well.	tense	
j.	You should answer his calls.	case	
k.	She gave me her dress to wear in the party.	person	

