Examination paper for ENG1101

*English linguistics (7.5 credits)*

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Examination date: 15 May 2015

Examination time (from-to): 09.00 - 13.00

Permitted examination support material:

Collins Cobuild Dictionary
Collins COBUILD (Advanced Learner’s) Dictionary

Other information:

Language: English

Number of pages: 13 (including front pages)

Number of pages enclosed: none

Examination results: 8 June 2015

Checked by:

Date

Signature
Nowadays hardly anybody doubts that the English naturalist Charles Darwin (1809-82) is one of the greatest scientists of all time. He discovered that all living things on Earth share the same ancestry, and that the different species have evolved extremely slowly over many millions of years. This was a shocking idea for most people in the nineteenth century, but his evolution theory now forms the cornerstone of modern biology.

We know that mutations occur in every species. Mutations that give living things a better chance of survival are passed on from generation to generation. Darwin called this process ‘natural selection’.

Darwin found wildlife and fossils fascinating from an early age. While he was studying in Cambridge and in Edinburgh, he had a rather unusual hobby: beetle collecting. While he was a medicine student in Edinburgh, he joined a student natural history group. There he was involved in the investigation of the anatomy and lifecycle of marine invertebrates in the Firth of Forth. Shortly after the end of his studies he received an important invitation. He could join a scientific expedition along the coastline of South America on a ship named the HMS Beagle. He considered the voyage a great opportunity for a career as a naturalist. At that time he didn’t suspect that it would also change the way people thought about the natural world.

During the five years of the survey voyage on the Beagle he was constantly seasick but he continued his work. Darwin made his most important studies of plants and animals on the Galapagos Islands. The following fact puzzled him extremely. Islands which were close to each other in the Galapagos group were home to different species of bird and tortoise, and each individual was perfectly adapted to its local environment.

When the Beagle returned to England in 1836, these observations lay the ground for Darwin’s revolutionary theories. Although they were quite well developed by the end of the 1830s, Darwin didn’t publish them immediately because he knew they would be controversial. Only in 1859 was “On the Origin of Species” published.
1. **Linguistic concepts**

For each of 1.1-1.5, pick the choice from the list that is most accurately characterised by the definition and write the appropriate letter on your answer sheet.

1.1. “A group of word classes which are characterised in linguistics as the open word classes.”
   a. nouns, pronouns, verbs and adjectives  
   b. noun, pronouns, verbs and auxiliaries  
   c. nouns, verbs, adjectives, adverbs and prepositions  
   d. verbs, adjectives, adverbs and nouns  
   e. verbs, auxiliaries, adverbs and prepositions  
   f. conjunctions, determiners, prepositions and pronouns

1.2. In phonetics and phonology, the term used to describe the situation where two vowels belonging to separate syllables stand next to each other is:
   a. triphthong  
   b. hiatus  
   c. diphthong  
   d. schwa-syllable  
   e. syllabic sonorant  
   f. sonority peak

1.3 “Two words that differ in one sound segment thereby signalling different meaning.”
   a. allophonic variation  
   b. coordinated segments  
   c. minimal pair  
   d. complementary distribution of phones  
   e. a sonority pair  
   f. an obstruent pair

1.4. This term refers to a phrase that modifies another phrase in a sentence (e.g. a PP or S modifying a NP or a PP, AdvP or S modifying a VP):
   a. specifier  
   b. complement  
   c. adjunct  
   d. predicative  
   e. conjunct  
   f. adverbial

1.5. The purpose of tests such as ‘substitution, fronting or questioning’ is to:
   a. determine subordinate clause types  
   b. determine the word class of words  
   c. determine the grammatical function of a phrase  
   d. determine which words belong to one constituent  
   e. determine the difference between complements and modifiers  
   f. determine the difference between subjects and objects
2. **Phonetics & Phonology**

For each of 2.1-2.5, decide which description is correct and write the appropriate letter on your answer sheet.

2.1 The place of articulation shared by the following sounds: [b], [m], [w]
   a. velar  
   b. nasal  
   c. post-alveolar  
   d. labiodental  
   e. palatal  
   f. labial

2.2 The manner class which includes the following sounds: [ð], [z], [ʒ]
   a. voiceless fricatives  
   b. voiceless stops  
   c. voiced fricatives  
   d. approximants  
   e. voiced affricates  
   f. voiceless affricates

2.3 The class which the following sounds of English belong to: [ʊ], [ʌ], [ɒ]
   a. short high vowels  
   b. rounded front vowels  
   c. rounded back vowels  
   d. mid vowels  
   e. short back vowels  
   f. short low vowels

2.4 The class which includes the following group of sounds: [ɔɪ], [ə], [ɜ], [æ], [ŋ], [j]
   a. voiced approximants  
   b. voiced obstruents  
   c. sonorants  
   d. glides  
   e. vowels and semi-vowels  
   f. back vowels and consonants
2.5 What is the factor that determines whether consonants in a polysyllabic word belong to the preceding syllable or the following syllable?

a. the principles of sonority resulting in the onset being the most sonorous part of the syllable
b. equal distribution of intervocalic consonants between coda and onset
c. maximising the onset if phonotactic constraints allow it
d. rules for allophonic variation
e. rule of complementary distribution
f. rhyme maximisation e.g. maximally 3 consonants in the coda

3. Phonetics & Phonology

This question relates to the text.
For each of (a.)-(e.), find a word in the text which matches the description, and write it down. Indicate the line number for each example. Do not include names and numbers.

a. a word containing an palatal approximant
b. a word containing a voiced postalveolar consonant
c. a word containing a syllable onset combination C1-fricative-C2-stop
d. a word ending on a voiceless dental fricative
e. a word containing a long rounded high back vowel
4. **Phonetics & Phonology**

This question relates to the text.

The following words occur in the text (IPA descriptions in RP):

i. /ɒpətju:nəti/

ii. /sɜːveɪ/

iii. /kɒntrəvɜːʃəl/

iv. /rɪtɜːnd/

v. /tʃɑːns/

vi. /ʃɒkɪŋ/

a. Write each word in normal orthography.

b. Identify two cases among these words in which the AE pronunciation differs and describe those differences?

c. Describe the distribution of /r/-sounds in rhotic and non-rhotic varieties of English taking syllable structure into consideration.

d. Draw a syllable structure tree for iii. /kɒntrəvɜːʃəl/
5. **Morphology**

This question relates to the text.

For each of 5.1-5.5, decide which description is correct and write the appropriate letter on your answer sheet.

5.1 The proper analysis of *its* in line 23:

- a. genitive plural form of the third person pronoun *it*
- b. genitive singular form of the third person pronoun *it*
- c. cliticization of a contracted finite auxiliary to the pronoun *it*
- d. suffixation of the third person singular morpheme to the pronoun *it*
- e. suffixation of the plural morpheme to the pronoun *it*
- f. cliticization of the plural morpheme to the pronoun *it*

5.2 The type of morphological process illustrated by *investigation* in line 13:

- a. compounding
- b. derivational affixation
- c. inflectional affixation
- d. inflectional suffixation
- e. derivational prefixation
- f. inflectional prefixation

5.3 The type of morphological process illustrated by *living* in line 7:

- a. derivational affixation
- b. blending
- c. inflectional affixation
- d. compounding
- e. conversion
- f. suppletion

5.4 The type of morphological process illustrated by *studying* in line 11:

- a. derivational affixation
- b. blending
- c. inflectional affixation
- d. compounding
- e. conversion
- f. suppletion

5.5 The morphosyntactic analysis of the word *Darwin's* in line 26:

- a. plural, nominative, noun
- b. singular, nominative, noun
- c. plural, genitive, noun
- d. singular, genitive, noun
- e. plural, accusative, noun
- f. enclitic auxiliary attached to subject noun
6. **Morphology**

This question relates to the text.

a. Find two words in the text which are formed by conversion (or zero derivation). Indicate the line number for each word.

   i. State which word class the form belongs to as it is used in the text.

   ii. Explain why it must be analysed as belonging to that word class in this case.

   iii. State which other word class(es) this word could have.

b. For each verb in i.-v., state the form and combination of morphosyntactic features that the verb has:

   i. *doubts* (line 1)

   ii. *thought* (line 18)

   iii. *evolved* (line 3)

   iv. *join* (line 15)

   v. *lay* (line 25)

7. **Morphology**

This question relates to the text.

a. *Evolution theory* (line 5) is a compound, while *revolutionary theories* (line 26) is a phrase. Explain why *evolution theory* is a compound and *revolutionary theories* is not.

b. Find two other words in the text that are compounds. One should be written as a closed/solid compound and one should be written as an open/spaced compound. For each compound,

   i. state whether it is an endocentric or exocentric compound.

   ii. provide a structural analysis in the form of a morphological tree diagram.
8. Syntax

This question relates to the text.

For each of the words / phrases in 8.1-8.5, decide which description of its category or its function is correct and write the appropriate letter on your answer sheet.

<table>
<thead>
<tr>
<th>8.1</th>
<th>a great opportunity for a career as a naturalist in line 17</th>
<th>a. Prepositional complement</th>
<th>b. Indirect object</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>c. Predicative complement</td>
<td>d. Adverbial modifier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Direct object</td>
<td>f. Attributive modifier</td>
</tr>
</tbody>
</table>

| 8.2 | that in line 17                                          | a. Pronoun               | b. Complementiser (subordinating conjunction) |
|     |                                                        | c. Determiner            | d. Coordinating conjunction                     |
|     |                                                        | e. Degree word           | f. Preposition                                  |

| 8.3 | living things in line 7 | a. Direct object       | b. Adverbial modifier |
|     |                         | c. Subject             | d. Attributive modifier |
|     |                         | e. Predicative complement | f. Indirect object |

| 8.4 | During the five years of the survey voyage on the Beagle in line 19 | a. Embedded (subordinate) clause | b. Adverbial modifier |
|     |                                                               | c. Subject               | d. Attributive modifier |
|     |                                                               | e. Predicative complement | f. Indirect object |

| 8.5 | that give living things a better chance of survival line 7-8 | a. Declarative subject clause | b. Relative clause |
|     |                                                               | c. Main clause            | d. Adverbial clause |
|     |                                                               | e. Declarative complement clause | f. Coordinated clause |
9. Syntax

This question relates to the text.

For each of (a.) - (b.), find a sentence in the text which meets the description.

- Write down the whole sentence (indicate the line number(s)).
- Indicate the subordinate clause using square brackets (i.e. write [ immediately before the first word of the subordinate clause, and ] immediately after the last word of the subordinate clause).
- Underline the finite verb of the subordinate clause.

a. A main clause containing a finite subordinate clause that is an adverbial clause.
b. A main clause containing a finite subordinate clause that is the complement of a verb.

For (c), find a sentence in the text which meets the description.

- Write down the whole sentence (indicate the line number(s)).
- Indicate the beginning and the end of each conjunct (i.e. write [ immediately before the first word of each conjunct, and ] immediately after the last word of each conjunct).
- Underline the finite verb of each conjunct clause.

c. A sentence which is a coordination of two main clauses.

For (d.), find a sentence in the text which meets the description.

- Write down the whole sentence (indicate the line number(s)).
- Indicate the predicative complement (PRED-COMP) phrase using square brackets (i.e. write [ immediately before the first word of the phrase, and ] immediately after the last word of the phrase. If it is a one word phrase, simply enclose that word in square brackets.
- Indicate the subject (SU) constituent by underlining all the words belonging to the subject phrase.

d. A sentence whose main verb is a linking verb - SU + V + PRED-COMP (+Adv) pattern. (The sentence you choose may also contain optional adverbial constituent)
10. Syntax

a. For the sentence (i) only one of the following diagrams is a correct representation of its phrase structure. Decide which tree diagram is the correct one.

i. *He had studied medicine in Edinburgh.*

```
(a.)
S
 NP  VP  NP  PP
 N   Aux  V  N  P  NP
 He  had  studied  medicine  in  Edinburgh

(b.)
S
 NP  VP  NP  PP
 N   Aux  V  N  P  NP
 He  had  studied  medicine  in  N

(c.)
S
 NP  AuxP
 N   Aux
 He  had

V
 studied
 N  in
 medicine  Edinburgh

(d.)
S
 NP  AuxP
 N   Aux
 He  had

V
 studied  NP
 N  in  N
 medicine  Edinburgh

(e.)
S
 NP  AuxP
 N   Aux
 He  had

V
 studied  NP
 N  in  NP
 medicine  Edinburgh

(f.)
S
 NP  AuxP
 N   Aux
 He  had

V
 studied  NP
 N  in  NP
 medicine  Edinburgh
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b. Decide which tree diagram is the correct one.
   Give reasons for your choice.
   
   ii. *He wrote down his ideas.*

   a.: 
   [Diagram]

   b.: 
   [Diagram]

   c. The following sentence can have two different phrase structure representations. Explain why.

   iii. *The young naturalist studied wildlife in South America.*

   a.: 
   [Diagram]

   b.: 
   [Diagram]