Institutt for språk og litteratur

Eksamensoppgave i ENG1101
Engelsk språkvitenskap (7,5 sp)

Faglig kontakt under eksamen:
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Hjelpemiddelkode/Tillatte hjelpemidler:
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   Collins COBUILD (Advanced Learner's) Dictionary

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__________________________
Dato                       Sign
Humans possess a cognitive ability that no other animal seems to have. We can mentally time-travel. At will, we can think back to the past and we can reimagine our first day at college or eating a meal last week. Then, just as rapidly, we can switch to picturing the future, imagining future travels or drinking a cup of tea in an hour’s time.

The experimental psychologist Endel Tulving described mental time-travel as part of autonoetic consciousness, which is the sense we have of ourselves as persisting across time. We can both re-experience events and pre-experience events. If you are meeting some friends for lunch, your prospective memory reminds you to turn up on the right day. But you can also picture yourself finding a table, reading the menu and ordering your food. This is different from active planning.

This ability to time-travel in our minds means that we can imagine different futures and produce the complex world that we live in today. When we recombine old memories, we can project ourselves forward in time. This gives us endless combinations from which we can select the most plausible possibilities.

We can preview future events in a window in the mind with the use of our memories. This is a focal and intrinsic part of the extraordinary ability of humans to adapt to their environments. It’s this ability that makes us unique. We can shape our future to our design and avoid threats before they emerge.

Other animals function differently. Psychologists believe that your dog doesn’t lie by the fire reminiscing about its favourite walks and hoping to return to that special field where it once found a dead rabbit.

Sometimes our ability to time-travel in our minds brings us distress. The capacity of imagination means that sometimes people ruminate about the future and the past. This can be incredibly upsetting and can interfere with happy functioning.”
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 “This pair of concepts designates the distinction between a linguistic expression used on a particular occasion and a linguistic expression viewed as an abstract entity.”
   a. sentence vs. utterance
   b. word vs. noun
   c. noun vs. noun phrase
   d. category vs. function
   e. sentence vs. word
   f. sentence vs. clause

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. diphthong
   c. hiatus
   d. segment
   e. sonority peak
   f. syllabic sonorant

1.3 “This element precedes the head in phrase structures.”
   a. modifier
   b. adjunct
   c. predicate
   d. specifier
   e. adverb
   f. adjective

1.4. “This is a type of morpheme that cannot occur on its own but must be attached to another morpheme.”
   a. suppletive morpheme
   b. root
   c. lexeme
   d. affix
   e. free morpheme
   f. allomorpheme

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 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: \([k], [g], [ŋ]\)

- a. dental
- b. alveolar
- c. post-alveolar
- d. palatinal
- e. velar
- f. glottal

2.2 The class to which both of the following English vowels belong: \([i] \ [æ] \ [e]\)

- a. front vowels
- b. high (close) vowels
- c. rounded vowels
- d. mid vowels
- e. low vowels
- f. back vowels

2.3 The manner class which includes the following sounds: \([p] \ [k] \ [ʔ] \ [t]\)

- a. voiced fricatives
- b. voiceless stops
- c. voiceless fricatives
- d. approximants
- e. voiced affricates
- f. voiceless affricates

2.4 The articulatory properties of the sound represented by \([ʤ]\):

- a. voiceless post-alveolar stop
- b. voiced post-alveolar affricate
- c. voiceless alveolar fricative
- d. voiced dental stop
- e. voiceless alveolar affricate
- f. voiced dental fricative

2.5 The class of English approximants:

- a. \([m] \ [n] \ [ŋ]\)
- b. \([ʤ] \ [ʧ]\)
- c. \([s] \ [z] \ [ʃ] \ [ʒ]\)
- d. \([θ] \ [ð]\)
- e. \([l] \ [r] \ [j] \ [w]\)
- f. \([g] \ [k] \ [h]\)
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. All descriptions relate to RP pronunciation.

a. a word beginning with a voiced dental fricative

b. a word containing a voiced post-alveolar affricate

c. a word containing a low front vowel

d. a word beginning with a voiceless stop consonant

e. a word ending on a voiced labiodental fricative
4. **Phonetics & Phonology**

This question relates to the text.

The following polysyllabic words occur in the text (phonemic descriptions for RP):

i. /priːvjuː/

ii. /riːkəmbaɪn/

iii. /ɪkstrɔːdənəri/

a. Identify each word (write it in normal orthography).

b. Explain in ca. 200 words how the words (i) /priːvjuː/ and (ii) /riːkəmbaɪn/ are syllabified and why they are syllabified that way. Your answer should specify how many syllables the word contains and where the syllable boundaries occur, and account for the part played by the ‘Onset Maximisation’ principle.

c. Draw a full syllable structure tree for (iii) /ɪkstrɔːdənəri/.
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 morphosyntactic analysis of *its* in line 20:
   a. plural, nominative, pronoun
   b. singular, nominative, pronoun
   c. plural, genitive, pronoun
   d. singular, genitive, pronoun
   e. plural, accusative, pronoun
   f. enclitic auxiliary attached to subject pronoun

5.2  The type of morphological process illustrated by *endless* in line 13:
   a. compounding
   b. inflectional prefixation
   c. inflectional affixation
   d. inflectional suffixation
   e. derivational prefixation
   f. derivational affixation

5.3  The type of morphological process illustrated by *picture* in line 9:
   a. derivational affixation
   b. blending
   c. inflectional affixation
   d. compounding
   e. conversion
   f. suppletion

5.4  The type of morphological process illustrated by *functioning* in line 24:
   a. inflectional affixation
   b. inflectional suffixation
   c. derivational affixation
   d. compounding
   e. derivational prefixation
   f. conversion

5.5  The type of morphological process illustrated by *meeting* in line 7:
   a. derivational affixation
   b. blending
   c. inflectional affixation
   d. compounding
   e. conversion
   f. suppletion
6. **Morphology**

This question relates to the text.

a. Some words (or word forms) can belong to different word classes. For example, there are cases when the word *drive* can be used as a noun and cases when it is used as a verb; other words can be used as a verb or as an adjective; and so on. The following words in the text are examples of this:
   
   a. *time-travel* in line 2
   
   b. *planning* in line 10
   
   c. *fire* in line 20

For each of (a)-(c):

- state which word class the form belongs to as it is used in the text, and list any other possible word class(es) the word could belong to
- give reasons for why the word as it appears in the text must be analysed as belonging to that particular word class

b. For each verb in i.-iv., state whether the verb is finite or non-finite. For each non-finite verb, state what type it is. For each finite form, state its agreement features:
   
   i. *have* (line 1)
   
   ii. *have* (line 6)
   
   iii. *preview* (line 15)
   
   iv. *makes* (line 17)

7. **Morphology**

This question relates to the text.

a. Provide a structural analysis (‘tree diagram’) of the words in i) and ii) in which you include the word class of the word, each stem and the root. Indicate whether affixes are inflectional or derivational.
   
   i. *differently* (line 19)
   
   ii. *incredibly* (line 24)

b. *Time-travel* (line 2) is a compound, while *future travels* (line 4) is a phrase. Explain why *time-travel* is a compound and why *future travels* is not.
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.

8.1 that in line 11
   a. pronoun
   b. complementiser
      (subordinating conjunction)
   c. determiner
   d. coordinating conjunction
   e. degree word
   f. preposition

8.2 that in line 20
   a. article
   b. complementiser
      (subordinating conjunction)
   c. determiner
   d. coordinating conjunction
   e. degree word
   f. preposition

8.3 *This ability to time travel in our minds* in line 11
   a. direct object
   b. adverbial modifier
   c. subject
   d. attributive modifier
   e. predicative complement
   f. indirect object

8.4 *endless combinations from which we can select the most plausible possibilities* in lines 13 and 14:
   a. direct object
   b. indirect object
   c. attributive modifier
   d. adverbial modifier
   e. prepositional complement
   f. predicative complement

8.5 differently line 19
   a. adverbial modifier
   b. relative clause
   c. attributive modifier
   d. adverbial clause
   e. 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 a relative clause.

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

Here are the seven basic sentence patterns of English:

1. SU + V
2. SU + V + DO
3. SU + V + P-Comp
4. SU + V + Pred-Comp
5. SU + V + IO + DO
6. SU + V + DO + P-Comp
7. SU + V + DO + Pred-Comp

For each of (c.) and (d.), identify the sentence pattern for the main clause (ignore the internal functions in embedded clauses). Identify each sentence function and indicate where it begins and where it ends using square brackets (i.e. write [ immediately before the first word of the constituent that fills the sentence function and ] immediately after the last word of the constituent that fills the sentence function).

**c.** Our ability to time travel in our minds brings us distress. (line 22)

**d.** This can be incredibly upsetting. (line 23-24)
10. Syntax

This question relates to the text.

a. The sentences in (i.), (ii.) and (iii.) are from the text. Each of them contain coordinated elements of different types.
   i. We can both re-experience events and pre-experience events. (cf. line 7)
   ii. The capacity of imagination means that sometimes people ruminate about the future and the past. (line 22-23)
   iii. This is a focal and intrinsic part of the extraordinary ability of humans to adapt to their environments. (line 16-17)

Account briefly for the syntactic notion coordination and illustrate your account by referring to the instances of coordination in (i), (ii), and (iii). For each instance, identify what the coordinated elements are and provide the appropriate label of the coordinated elements.

b. Provide a phrase structure analysis in the form of a tree diagram of the following sentence (modified from the text, line 12):

   This ability means that we can imagine different futures.