

FURTHER INSTRUCTIONS

- Answer all parts of all questions in this paper.
- Read all parts of all questions carefully.
- Write your answers on the spaces provided in this paper.

1. The following set of words is from Bontoc, a language spoken in the Philippines. Identify the morpheme which means “to be” and determine whether it is a prefix, suffix or infix. Justify your answer.

fikas	‘strong’	fumikas	‘to be strong’
kilad	‘red’	kumilad	‘to be red’
fusul	‘enemy’	fumusul	‘to be an enemy’

(2 marks)

2. For the following list of words:
- give the number of morphemes
 - identify the root
 - identify the derivational morpheme(s)
 - identify the inflectional morpheme(s):

word	<u>morpheme(s)</u>	<u>root</u>	<u>derivational</u>	<u>inflectional</u>
unpacked				
graphically				
disappearing				

(10 marks)

3. Carefully study the following sentence and then answer the questions that follow.

The busy parliamentarians and their wives had coffee by the marketplace

- a. What is the structure of this sentence?

- b. Divide the sentence into its phrases and mark them.

- c. Find the following from the sentence:

the subject	
the object	
a noun	
a verb	
an adjective	

- d. From the sentence, find and analyze (break into morphemes) an example of a word with:

one morpheme	
two morpheme	
three morpheme	

(9 marks)

4. What is the difference between content words and function words?

(4 marks)

5. Identify the nouns, verbs, adjectives and adverbs in the following text:

And then, whozing huggily, with cruppets in his spod, podulously pridding across the vomity, vipped Podshaw, that gleerful glup, brandling bindily a groon and flupless whapet. Magistly, mimsiness and manity grumbled on Podshaw's blunk gooves.

From "English Grammar for Today: An Introduction", Geoffrey Leech
1982 Macmillan, London

Nouns	
Verbs	
Adjectives	
Adverbs	

(11 marks)

6. Carefully study the sentences given below and:
- give their language type in terms of subject, object and verb
 - state **two syntactic differences** between **English** and **each** of the two languages, using just the sentences given. **Do not** consider **lexical/vocabulary** differences

JAPANESE

watashi	ga	sakana	o	tabete	iru
I	subject marker	fish	object marker	eat(ing)	am

MEANING: *I am eating fish.*

SWAHILI

mototo	alivunja	kikombe				
m class marker	toto child	a he	li- past	vunja break	ki class marker	kombe cup

MEANING: *The child broke the cup.*

mototo	wanavunja	vikombe				
wa class marker	toto child	wa they	na- present	vunja break	vi class marker	kombe cup

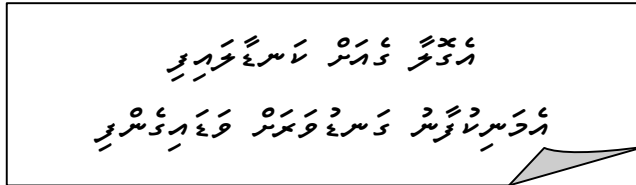
MEANING: *The children break the cups.*

(6 marks)

7. Is it possible for a noun phrase to have a sense but no referent? If so, give an example, and explain how it supports your conclusion; if not, explain why it is not possible.

(2 marks)

8. Carefully study the two Dhivehi sentences given below. Compare and contrast the two sentences in terms of their:
 - a. denotations
 - b. connotation
 - c. referential/affective/social meanings



(6 marks)

What is the lexical relationship between these words?

	Lexical relationship
a. shallow – deep	
b. open – closed	
c. move – run	
d. father – daughter	

(3 marks)

9. The following sentence is ambiguous.

I found her a reliable secretary.

a. Make clear what the two meanings are by giving two unambiguous paraphrases (one for each meaning of the original sentence).

a. Illustrate this ambiguity in terms of the functions of the different phrases in the two different interpretations.

(3 marks)

10. Study the following pairs of utterances carefully and for each of the pairs of utterances identify whether the sentence in (i) is connected to the sentence in (ii) by entailment or implicature. If they are connected by entailment, explain why this is necessarily an entailment, using proof by contradiction and if they are connected by implicature, describe a context which defeats the implicature.

a.

- i. They made a big mess in the kitchen.
- ii. They were trying to make a mess in the kitchen.

b.

- i. I aimed at the bird and fired.
- ii. I killed the bird.

c.

- i. I called the Hiyala, but I did not call her father.
- ii. Somebody called Hiyala's father.

d.

- i. Dhaleyka regrets eating the whole block of chocolate.
- ii. Dhaleyka ate the whole block of chocolate.

- e.
- i. Usman asked me to keep the gates open till I got back.
 - ii. The gates were open when Usman got back.

(5 marks)

11. Write one sentence for each of the given sets of conditions:

- a. A sentence with
- **modal verb**
 - **perfect aspect**
 - **a ditransitive verb**
 - **a noun phrase as a direct object**

- b. A sentence with
- **sentence adverb**
 - **past tense**
 - **progressive aspect**
 - **an intransitive verb**

- c. A sentence with
- **present tense**
 - **passive**
 - **a transitive verb**

d. A sentence with

- **an intensive verb**
- **a preposition phrase as a subject compliment**
- **a coordinate conjunction**

e. A sentence with

- **a complex-transitive verb**
- **an adjective phrase as an object compliment**

(10 marks)

12. Do a functional analysis of each of the sentences given below.

a. Wafiyya is walking along the beach.

b. Thakuru bought a new shirt

c. The boy put his toys in the box.

(10 marks)

13. Draw complete tree diagrams for each of the sentences given below; and provide the set of phrase structures that would account for (all and only) these sentences.

a. Wafiyya is walking along the beach.

b. Her husband may have been giving the baby a bath.

c. The man was killed by the police, apparently.

d. Thakhaan may have been hungry.

e. You should have put the books on the shelf.

Phrase Structure Rules:

(15 marks)

THE END

Download the Marking Scheme to Check your answers 😊