Høgskolen i Telemark

Avdeling for allmenne fag

MIDTSEMESTEREKSAMEN

I

425 ENGELSK GRAMMATIKK

12.03.2003

Tid:	3 timer/timar (0900-1200)
Sidetall/Sidetal:	8 (medregnet/medrekna denne sida)
Hjelpemidler/ Hjelpemiddel:	Ingen
Merknader:	Arket med sidene 7 og 8 skal rives fra og leveres samman med de andre oppgavesvarene. / Arket med sidene 7 og 8 skal rivast frå og leverast saman med dei andre oppgåvesvara.

The sheet containing pages 7 and 8 should be torn off and handed in together with the other answers.

The percentage assigned to each question is indicated in the margin.

Unless otherwise instructed, please write your answer on the ordinary answer paper, and arrange your papers so that your answers appear in the same order as the questions.

Rutepapir blir delt ut.

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(30 %) **QUESTION I.** *Answer both questions* **A** *and* **B.**

A. Answer the following questions, which relate to the text below.

(a)	(line 1)	What kind of phrase is this? What is its syntactic function?
(b)	(line 2)	What is the syntactic function of this subordinate clause?
(c)	(line 3)	With regard to the nominal subcategory of *number*, how do you classify this noun? What do we say/write if we want to emphasize one single item?
(d)	(line 4)	With regard to *word formation*, how do you classify driving licence?
(e)	(lines 4-5)	How many immediate constituents (clause elements) are there in this sentence/main clause? Which are they?
(f)	(line 5)	What is the syntactic function of this prepositional phrase?
(g)	(line 6)	Explain the syntactic function of each of the two simple adverb phrases.
(h)	(line 7)	What form class (word class/phrase class) is fast, and what syntactic function as clause element does this simple phrase realize?
(i)	(lines 7-8)	What is the syntactic function of this prepositional phrase?
(j)	(line 9)	What form class (word class/phrase class) is possible, and what is its syntactic function ?
(k)	(line 9)	The subclause here has the same syntactic function as the subclause which he had bought in the cosmetics shop at Covent Garden in lines 4-5. What is this syntactic function?
(l)	(line 10)	Indicate the internal structure of this noun phrase.

TEXT

Dillon ordered a taxi to pick him up the following morning at six o'clock. He was waiting for it on the steps
2 at the front door of the hotel. He had his suitcase in one hand when it arrived, a briefcase in the other. He was wearing his trenchcoat, suit, striped tie and glasses to fit the Peter Hilton persona, and he carried the Jersey
4 driving licence and the flying licence as proof of identity. In the case was a toilet bag and some items which he had bought in the cosmetics shop at Covent Garden. He had included a towel from the hotel, and socks
6 and underpants. It all looked terribly normal and the wig could be easily explained.

The run to Heathrow was fast at that time in the morning. He went and picked up his ticket at the booking
8 desk, then he put his case through and got his seat assignment. He wasn't carrying a gun. There was no possible way he could do that, not with the kind of maximum security that operated on the Belfast planes.
10 He got a selection of newspapers, went up to the gallery restaurant and ordered a full English breakfast. Then he started to work his way through the papers, checking on how the war in the Gulf was doing.

(Adapted from *Jack Higgins, Eye of the Storm.*)

B. The following questions (1 – 15) all relate to the sentences below (a – u). Answer each question by giving the question number, the sentence reference and the exact unit asked for. You may use one and the same sentence for more than one answer. When there are alternative answers, choose *one* only.

Identify, in the sentences below

(1) a derivational prefix

(2) a derivational suffix

(3) an inflectional suffix

(4) a solid compound

(5) a noncount noun

(6) an abstract noun

(7) a collective noun

(8) a prepositional phrase functioning as *adverbial*

(9) a prepositional phrase functioning as *postmodifier*

(10) an adverb phrase functioning as *adverbial*

(11) an adverb phrase functioning as *premodifier*

(12) a sentence with **SP** pattern

(13) a sentence with **SPA** pattern

(14) a subordinate clause functioning as clause element

(15) a subordinate clause functioning as phrase element

SENTENCES

a. The birds are singing quite softly in the bushes.
b. The ice which you put on the table an hour ago has melted.
c. Ted thought that the plan was good.
d. The girl with the pony-tail wanted sugar on her porridge.
e. That was an unwise comment.
f. Katie lives in Cardiff.
g. Patric Palmer is the oldest member of the club.
h. I am amazed at what she told me.
i. This is the correct answer to my question.
j. We were exposed to hardships.
k. Rather awkwardly Sam stumbled when he was on his way to the office this morning.
l. He ended up in jail.
m. I don't understand why you pour salt in your hair.
n. The crew had been working all night.
o. This seems to be the correct solution.
p. They discovered that a number of satellites orbit around the planet.
q. Cheetahs can run very quickly.
r. What they think is irrelevant.
s. The bird with the colourful plumage is quite exceptionally beautiful.
t. The girl who has a pink pullover is Pat's sister.
u. You can return the book when you have read it.

(30 %) **QUESTION II.**

In each of the following pairs of sentences there is a syntactic and/or semantic contrast. Discuss this contrast in ***any THREE*** of the sentence pairs.

(1) (a) She made him a good pie.

(b) She made him a good poet.

(2) (a) Larry's landlord had finally eaten.

(b) Larry's landlord was completely drunk.

(3) (a) Bob met a very successful artist.

(b) Bob was a very successful artist.

(4) (a) Mary talked to the woman in the dressing-gown.

(b) Mary talked to the woman in the dressing-room.

(5) (a) Tessa thinks that the boys are working.

(b) Tessa sings while the boys are working.

(20 %) **QUESTION III.**

*Answer **ONE** of the following questions, either* **A** *or* **B** *or* **C**.

A. Give a full syntactic analysis of the following sentence:

Sandy saw a strange man with a gun in the garden.

B. The following sentences are ambiguous. Explain the ambiguity in ***ONE*** of the sentences grammatically and provide two different semantic paraphrases matching each of the two grammatical explanations of the sentence.

(1) Sue hit the woman with the umbrella.

(2) Kevin could hear his landlord swearing while he was mending the roof.

(3) Bill found Bob a suitable sparring partner.

C. Explain the morphology of the words below, using proper grammatical terminology such as *lexical morpheme, (grammatical) derivational morpheme, (grammatical) inflectional morpheme, stem/root, base, prefix, suffix*:

sings, songs, talking, softer, rebuild, nicely, confirmation, displacement, misunderstanding, overcarefully, postindustrial, prehistoric, unwanted, undernourished.

(20 %) **QUESTION IV.** **Candidate:** _____

NB! **You are supposed to write your answers on this sheet, which is to be detached and handed in separately.**

Cross out (~~*like this*~~) the incorrect alternative in the sentences below.

1. The attention paid to these problems *is/are* considerable.

2. The arguments in favour of changing our policy *is/are* overwhelming.

3. Jack Brown, speaking on behalf of all the union members, *is/are* of a different opinion.

4. The solution to all our financial problems, which *is/are* rapidly increasing, *seems/seem* to be to stop wasting more money.

5. The plan has been examined by a number of experts, who *finds/find* it acceptable.

6. A number of plans *has/have* been proposed.

7. The number of plans proposed *is/are* remarkable.

8. Two pints *is/are* 1.136 litres.

9. The majority of the committee *is/are* members of the board.

10. Veal and mutton *is/are* my favourite kinds of meat.

11. Fish and chips *is/are* not as expensive as lobster and caviare.

12. 'Trousers' *is/are* a plural-only noun.

13. That Jack made a few relevant comments *was/were* interesting.

14. Too many grammatical errors *means/mean* a lower grade.

(To be continued next page)

15. The coach as well as most of the players *thinks/think* that the team will win the match.

16. Everybody *likes/like* the idea.

17. Each of the students *prefers/prefer* to work independently.

18. There *is/are* two alternative solutions, but neither *is/are* actually good enough.

19. *Has/have* anybody seen my grammar?

20. There *is/are* one car and two motor cycles in the garage.

21. Mathematics *is/are* of great importance to astronomers.

22. Her mother or her father *is/are* going to attend the meeting.

23. The jury, who will soon arrive at their conclusion, *has/have* been discussing for three hours now.

24. The opposition, including two left-wing parties, *represents/represent* no real threat to the government.

25. The whole livestock on this farm *has/have* to be slaughtered.