Avdeling for allmenne fag

EKSAMEN

I

420/425 ENGELSK GRAMMATIKK

13.05.2003

Tid:	4 timer/timar (0900-1300)
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.

Eksamensresultata blir offentliggjort på Arena høgskole. Passordet til Arena har alle studenter fått i eget brev ved semesterstart. Du går inn på Arena høgskole via HiTs nettsider.

(35 %) **QUESTION I.** *Answer both questions* **A** *and* **B.**

A. Answer the following questions, which relate to the supplied text (pages 3-4).

(a)	(Headline)	Explain what this *present perfective* verb phrase signals as to the situation described. What distinction in meaning would there be if a simple past verb phrase (found) had been used instead?
(b)	(lines 1 & 21)	What is the syntactic function of this in each case here?
(c)	(line 2)	What word class is find here? What type of word-formation is involved?
(d)	(line 2)	What is the syntactic function of the simple adverb phrase remarkably?
(e)	(lines 2-3)	Why is the passive voice used here?
(f)	(line 5)	What is the syntactic function of Dr Xu's in the noun phrase Dr Xu's team?
(g)	(line 7)	Give the active version corresponding to this passive clause. State the syntactic function of famous in the passive clause as well as in the corresponding active clause.
(h)	(line 10)	What is the syntactic function of all here?
(i)	(line 11)	What is the syntactic function of the simple adverb phrase extremely?
(j)	(line 12)	What kind of phrase is on the ground? What is its syntactic function?
(k)	(line 12)	With regard to word-formation, how do you classify dirt-covered?
(l)	(lines 14-16)	State the word class of that in each of the three cases.
(m)	(line 16)	What type of modality and what modal meaning is expressed in might be?
(n)	(lines 21 & 22)	Why is hold used in line 21 and holds in line 22? How do you subclassify the noun school in these sentences?
(o)	(lines 23-25)	Comment on the syntactic function of running in each of the three cases.
(p)	(line 26)	What kind of phrase is of caution? What is its syntactic function?
(q)	(line 28)	Why is both the *perfective aspect* (had been) and the *passive voice* (been glued) used in this *past perfective passive* verb phrase?

B. A *subordinate* clause can structurally either be an immediate constituent of a superordinate clause, or it can be an immediate constituent of a phrase (a 'phrase-embedded' subclause).

Identify, in the text,

(1) - ***two*** subclauses functioning as clause elements, one *nominal* and one *adverbial.*

(2) - ***one*** *phrase-embedded* subclause. Specify its syntactic function.

TEXT:

FEATHERED DINOSAURS

Chinese scientists have found a four-winged, feathered dinosaur

It is not always the biggest dinosaurs, such as *Tyrannosaurus rex*, that are the most exciting. This week sees the announcement of a 77cm fossil dinosaur find that has, remarkably, four feathered wings. It was discovered by a group headed by Xu Xing of the Chinese Academy of Sciences, and is described this week in the journal *Nature*.

Dr Xu's team found two fossils of a new species that they named *Microraptor gui*, in the Liaoning province of China, about 300 kilometres north-east of Beijing. *Microraptor* is a theropod dinosaur, and a close relative to the velociraptor that was made famous by the film "Jurassic Park". Its feathers have an asymmetrical shape which is very similar to modern bird feathers. Dr Xu says that *Microraptor's* feathers would have allowed it to glide through the air.

Because the dinosaur's feathers go all the way down to the bottom of *Microraptor's* legs, the researchers believe that it did not live on land. Running would have been extremely difficult for an animal that was dragging its leg feathers on the ground. And dirt-covered feathers would also have made flying impossible.

As no one has yet worked out a way in which hind wings could be used for flapping in flight (and it is certainly hard to imagine how a bird with four wings would actually fly) researchers think that *Microraptor* must have been a tree-dweller that could glide.

A possible solution to that problem is given by Dr Xu, who suggests that *Microraptor* might be an intermediate stage between earlier theropods that could not fly and *Archeopteryx*, a theropod that is thought

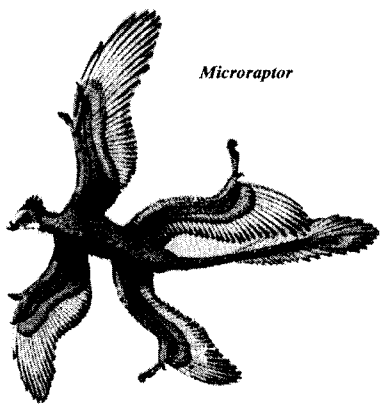
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to have been able to fly and is also the earliest identified bird species. *Archeopteryx*, like modern birds, had only two wings; Dr Xu guesses that rear wings atrophied as bird ancestors moved from gliding to fully-fledged flight.

This gives ammunition to adherents of the arboreal school of thought, who hold that powered flight developed from gliding. The competing school holds that flight evolved on the ground, as some sort of powered running. Last week, researchers reported that partridges could get up steep hills more easily if they flapped their wings while they were running. This provides an evolutionary advantage as an intermediate step to flight, supporting the running school of thought.

While Dr Xu's results seem to be a stroke in favour of the arboreal school, a note of caution is in order. The last time such a fossil find was announced, in the October 1999 issue of *National Geographic*, it turned out to be a falsified specimen — the head and body of a primitive bird had been glued to the legs and tail of a theropod. But since Dr Xu and his collaborators were those who uncovered the deception, there is good reason to believe that some dinosaurs had feathers.

(Adapted from *The Economist*, January 25th – 31st 2003.)



Microraptor

(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) When Wendy woke up, Brian made breakfast.

(b) When Wendy woke up, Brian was making breakfast.

(2) (a) She always talks frankly about her personal problems.

(b) Frankly, she always talks about her personal problems.

(3) (a) Harold has written a short story which is quite absurd.

(b) Harold has written a short story, which is quite absurd.

(4) (a) Larry looked up from his book.

(b) Larry looked up to his boss.

(5) (a) He must find her a good actor.

(b) He must have found her a good actress.

(15 %) **QUESTION III.**

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

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

The Chinese scientists think that Microraptor is a dinosaur which lived in the trees.

B. Explain and exemplify ***any THREE*** of the following terms:

(1) classifying vs. specifying genitive
(2) complex transitive
(3) derivational morpheme
(4) possessive pronoun
(5) premodifier

C. In **three** of the sentences below insert an appropriate form of the word(s), provided below in brackets, either in their BASE form or by their *word class* classification. If more than one form is possible, explain any difference in meaning and/or grammatical analysis.

(1) David did not remember (FEED) the goldfish during the weekend.

(2) They consider Netty, (*relative pronoun*) is a Yorkshire terrier, as a full member of their family. (*Personal pronoun*) is three years old.

(3) The police (BE) just now interrogating the crew, (*relative pronoun*) (HAVE) so far not revealed (*possessive pronoun*) different opinions about the cause of the accident.

(4) A person in the audience made a quick-witted comment on the stand-up comedians, (*relative pronoun*) (BE) quite amusing.

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

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

Answer both questions **A** *and* **B**.

A. Insert a suitable **preposition** in the slots in the sentences below.

1. We knew that there had been a serious accident _____ the M1 near Luton, so we pulled _____ the motorway in due time.
2. Does this train stop _____ the next station?
3. If you are not careful, you may run _____ difficulties. Then you may find yourself _____ great trouble.
4. I am surprised _____ your behaviour.
5. He came _____ her office and sat down _____ her desk.
6. The house almost went up _____ flames, but the fire is now _____ control.
7. You must keep _____ the lawn.
8. He has read all the books _____ that shelf.
9. The burglar got _____ the house _____ breaking a window-pane.
10. They arrived _____ dawn.
11. Is it far _____ here _____ the cathedral?
12. The necklace is made _____ pure gold _____ some unknown oriental goldsmith.
13. His reliability is _____ all question.
14. He has not been injured _____ an accident, nor beaten up _____ a hammer. He has been savaged _____ a bull-terrier.
15. I'm sorry _____ that.
16. She is really good _____ tennis.

(To be continued next page)

17. He was completely _____ the proposal.

18. I'll put _____ a good word _____ you.

B. In the following sentences, either *one* or *both* of the alternatives will be acceptable. If only **one** alternative is acceptable, cross out (~~*like this*~~) the incorrect one. In the cases where **both** alternatives are acceptable, put a cross (X) in front of the sentence.

1. He fell *unconscious/unconsciously* to the floor.
2. He was unable to say anything *sensible/sensibly*.
3. They haven't arrived *already/yet*.
4. The employment of minor children *is/are* forbidden in this country.
5. Attempts to come to an agreement at the conference *has/have* failed.
6. Each of the delegates *has/have* been asked the same questions.
7. She doesn't like *any/some* of his friends.
8. Didn't I tell you to do *anything/something*?
9. Did *anybody/somebody* call last night?
10. She can't see that she isn't capable of doing it, *is* she/*can* she?
11. These *people/peoples* live in tropical Africa.
12. *It/There* must be a difference between the two sentences.
13. *It/There* is a saying that little pitchers have long ears.
14. *It/There* was a question I would have liked to discuss.
15. He *watched/was watching* a film on TV, when the doorbell *rang/was ringing*.
16. Mary *must have/must be having* dinner now.
17. He *may borrow/may have borrowed* the car.
18. Darts *is/are* Dylan's favourite pastime, but he *gets/get* very upset when the darts *doesn't/don't* hit the board.
19. There *is/are* a number of people in the hall.
20. Linguistics *is/are* the scientific study of language.