

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES & INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
SECOND SEMESTER FINAL EXAMINATION PAPER
MAY, 2016

TITLE OF PAPER: INTRODUCTION TO ENGLISH MORPHOLOGY AND SYNTAX

COURSE CODE: ENG 202/ IDE-ENG 202

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS:

1. This paper has four (4) questions.
2. Question 1 is compulsory.
3. Choose one other question from Questions 2 to Question 4.
4. Question 1 is worth thirty (30) marks and Questions 2-4 are worth twenty (20) marks each.
5. Presentation of answers should follow linguistic conventions where necessary, and good language use will attract credit.

This paper should not be opened until permission has been granted by the invigilator.

QUESTION 1 (compulsory)

(a) Study the following data, and answer the questions that follow. The data provide the possible forms of the regular past tense morpheme in English.

A.	Jogged	/dʒɒgd/
B.	Walked	/wɔ:kt/
C.	Collided	/kəlaɪdɪd/
D.	Heaved	/hi:vɪd/
E.	Flipped	/flɪpt/
F.	Huffed	/hʌft/
G.	Butted	/bʌtɪd/
H.	Fined	/faɪnd/
I.	washed	/wɒʃt/
J.	Dragged	/drægd/
K.	Loaded	/ləʊdɪd/
L.	Flitted	/flɪtɪd/
M.	Fudged	/fʌdʒd/
N.	Whizzed	/wi:zd/
O.	Hissed	/hɪst/
P.	Sorted	/sɔ:tɪd/

- (i) List the allomorphs of the past tense morpheme in English. [3 marks]
- (ii) Which allomorph makes the best underlying form? Explain why. [3 marks]
- (iii) Write a morphophonemic rule that accounts for the presence of each of the allomorphs of the past tense morpheme. [6 marks]
- (iv) Explain the phonological process that accounts for the conditioning of the allomorphs of the past tense marker in English. [3 marks]

(b) Using the Transformational Generative Grammar (TGG) approach, explain how a WH- Question can be derived from a simple declarative sentence (canonical sentence). Use examples in the form of tree diagrams to illustrate your answer.

[15 marks]

[TOTAL: 30 MARKS]

QUESTION 2

- (a) Discuss the word-formation processes that have been used to create the word: tax collector. [6 marks]
- (b) Draw a hierarchical structure of the word in (a) above. [4 marks]
- (c) **Distinguish** between the word-formation processes below, and give examples to illustrate your answer.
- (i) Acronymy and alphabetism/ initialism [4 marks]
 - (ii) Clipping and back-formation [3 marks]
 - (iii) Blending and compounding [3 marks]

[TOTAL: 20 MARKS]

QUESTION 3

- (a) Draw phrase structure trees for the following phrases and sentences:
- (i) [a very grim beast on the moors] [3 ½ marks]
 - (ii) [is cycling to town this afternoon] [3 marks]
 - (iii) The beautiful lady bought her children very expensive shoes. [4 ½ marks]
- (b) Read the sentence below:
- Remove the stones from the road!**
- (i) Draw the deep structure of the sentence above. [4 marks]
 - (ii) State the Transformational Rule that has been applied to convert the above sentence into its surface structure. [2 marks]
 - (iii) Draw the surface structure of the sentence. [3 marks]

[TOTAL: 20 MARKS]

QUESTION 4

(a) Give three reasons why the meanings of compound words must be learnt as if they were individual whole words. Illustrate your answer using examples. [10 marks]

(b) Explain what is meant by the terms below. Use examples to illustrate your answer.

(i) The Movement Test for phrasehood [3 marks]

(ii) Phrase structure [2 marks]

(iii) Echo question [2 marks]

(iv) Phrase Structure Rule [3 marks]

[TOTAL: 20 MARKS]