



UNIVERSITY OF MALTA  
Institute of Linguistics



May/June 2008 Examinations

LIN1070 Grammar

Wednesday, 4<sup>th</sup> June 2008

09.15 10.45

Surname: \_\_\_\_\_ Name: \_\_\_\_\_ I.D. No. \_\_\_\_\_

Complete ALL the tasks in sections A and B. Write your answers on the test paper itself.

**Section A: MORPHOLOGY**

1. In the boxes in A below, place the letter (a, b, c, or d) that corresponds to the right answer in the statements (i - iv) in B.

A.

|    |     |      |     |
|----|-----|------|-----|
| i) | ii) | iii) | iv) |
|----|-----|------|-----|

B.

i) **Morphology is the study of:**

- a. the meanings of words
- b. the structure of words
- c. the origin of words
- d. the phonology of words

ii) **The following is an example of allomorphy:**

- a. sing, sang, sung
- b. house, flat
- c. revolt, revolution
- d. houses, books

iii) **A morpheme is:**

- a. a word with one meaning only
- b. the smallest meaningful affix
- c. a meaningful unit smaller than the phoneme
- d. the smallest meaningful linguistic unit

iv) **The following is an example of full suppletion in English:**

- a. child - children
- b. boy - boys
- c. good - better
- d. break - broke

2. Write down the four different types of affixation, with one example for each type.

| AFFIX TYPE | EXAMPLE |
|------------|---------|
| 1.         |         |
| 2.         |         |
| 3.         |         |
| 4.         |         |

3. Describe briefly the two following word formation processes, with **ONE** example for each.

1) reduplication

\_\_\_\_\_

EXAMPLE 1 \_\_\_\_\_

2) backformation \_\_\_\_\_

EXAMPLE 2 \_\_\_\_\_

4. Analyse the following words into root and derivational affix/es, identifying the grammatical category of the root and that of each resulting derived stem/word. The first one has been done for you as an example.

a) conceivable

|            |      |  |  |
|------------|------|--|--|
| conceiv(e) | able |  |  |
| root, V    | A    |  |  |

b) interdisciplinarity

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

c) computerisation

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

d) requirement

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

e) realistic

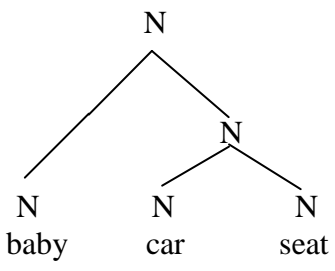
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|  |  |  |  |
|  |  |  |  |

f) disillusionment

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

5. In the boxes below, draw the tree structure for the following compounds. The first has been done for you as an example.

- a) baby car-seat
- b) local council general assembly
- c) heavy metal music competition
- d) outdoor festival

|  |           |
|--|-----------|
| <p>a. baby car seat</p>  <pre>graph TD; N1[N] --- N2[N]; N1 --- N3[N]; N2 --- baby[baby]; N3 --- N4[N]; N3 --- N5[N]; N4 --- car[car]; N5 --- seat[seat];</pre> | <p>b.</p> |
| <p>c.</p>  | <p>d.</p> |

**Section B: SYNTAX**

1. Which of the following relations (a - h) are dealt with in syntax? Place a cross (X) in the boxes on the left, next to the relevant relations on the right.

|                                      |                             |
|--------------------------------------|-----------------------------|
| Syntax deals with relations between: |                             |
| a.                                   | words in a phrase           |
| b.                                   | phrases in a clause         |
| c.                                   | allomorphs in stems         |
| d.                                   | sentence types              |
| e.                                   | phonemes in words           |
| f.                                   | different punctuation marks |
| g.                                   | pauses in sentence          |
| h.                                   | different text types        |

2. Divide the following sentences into subject and predicate by drawing a clear line at the relevant place. The first one (a) has been done for you as an example.

a. the boy sleeps

the boy | sleeps

b. an old friend whom I phoned today arrived this afternoon

c. the green dinosaur with red eyes stomped into the dark cave

d. Mary and the young man with the green beret were watching a film

e. she quietly left the room with her best friend

f. singing songs can be relaxing

3. In the bottom row, assign each vocabulary item a grammatical category from the following list:

- |                                  |                               |
|----------------------------------|-------------------------------|
| ART DF (definite article)        | ART INDF (indefinite article) |
| CN (common noun)                 | PN (proper noun)              |
| PRN (pronoun)                    | SUB (subordinate conjunction) |
| A (adjective)                    | PSS (possessive adjective)    |
| DEM (demonstrative adjective)    | ADV (adverb)                  |
| P (preposition)                  | V (verb)                      |
| AUX (auxiliary verb)             | PRT (participial verb)        |
| V CNJ (coordinating conjunction) |                               |

|     |      |      |       |      |        |            |
|-----|------|------|-------|------|--------|------------|
| the | girl | with | brown | hair | danced | gracefully |
|     |      |      |       |      |        |            |

|         |         |      |     |        |     |      |     |
|---------|---------|------|-----|--------|-----|------|-----|
| Eleonor | thought | that | her | mother | had | seen | her |
|         |         |      |     |        |     |      |     |

|      |     |          |   |       |
|------|-----|----------|---|-------|
| they | are | building | a | house |
|      |     |          |   |       |

4. Mark the sentences (a - d) below as syntactically ill-formed (unacceptable), semantically ill-formed, semantically odd, etc. by placing the relevant symbol in the box on the left corresponding to each sentence. Use the following symbols:
- \* (asterisk)                      syntactically ill-formed
  - # (hash sign)                    semantically ill-formed
  - ? (question mark)              semantically odd
  - ! (exclamation mark)        acceptable but not standard English

|    |  |
|----|--|
| a. | the mouse was repairing the car in the living room |
| b. | he don't like no exams                             |
| c. | they imagined yourself to be rich and beautiful    |
| d. | the closed door was wide open                      |

5. Following the X-bar model, draw the syntactic tree for the following phrase. Use the back of this page for your tree.

the young teacher of French with the red hat