

HCMC UNIVERSITY OF TECHNOLOGY AND EDUCATION FACULTY OF FOREIGN LANGUAGES SECTION OF LINGUISTICS		<b>ENGLISH MORPHOLOGY and SYNTAX FINAL TEST – TERM II ACADEMIC YEAR: 2019-2020</b>	
<b>Invigilator 1</b>	<b>Invigilator 2</b>	Test Date: <b>July 31, 2020</b> Course code: <b>MOSY230236</b> The test booklet includes <b>7</b> pages. Duration: <b>75</b> minutes	
<b>Mark and Signature</b>		<b><u>No materials are allowed.</u></b>	
<b>Examiner 1</b>	<b>Examiner 2</b>	Student's Full name:..... Student's ID:..... Ordinal Number: ..... Room: .....	

**ANSWER KEY**

**I. How many morphemes do the following words consist of? (0.5 x 10 m)**

Ex: enrolment ..... 3 .....

corona	1	superduper	2
coronavírus	2	ice-breaking	3
transmission	3	humanitarian	3
fatalities	4	reunification	4
contact tracing	4	April Fools' Day	5

**II. The words in column 2 have been created from the corresponding words in column 1.**

**Indicate the word formation process responsible for the creation of each word in column 2. (1.0 x 10 m)**

Ex. text + book	→	textbook	<i>compounding</i>
Column 1		Column 2	Word formation process
cube	→	cubism	.....derivation/affixation/ suffixation
rowdy	→	rowdydowdy	.....reduplication
delicatessen	→	deli	.....clipping
television (n)	→	televise (v)	.....back-formation
(from the sound of the bird)	→	cuckoo (n)	.....onomatopoeia/echoism .....sound imitation
cuckoo (n)	→	cuckoo (adj)	.....conversion/word class shift
cuckoo + clock	→	cuckoo clock	.....compounding

smoke + fog → smog .....blending  
 (from *Gene*, early form of the name  
*Genoa*, Italian city where the cloth  
 was first made) → jeans (n) .....antonomasia  
 (from "light amplification by  
 stimulated emission of radiation") → laser .....acronymy

**III. Identify all the allomorphs of the root morphemes in the following words and give their meanings. Write the allomorphs in phonemic transcription in slashes / ... /. (0.5 x 10 m)**

Ex: strong, strength  
 / strɒŋ / / streŋ- / : strong

contain, content, countenance  
 / -tʃn / / -ten / / -t9n- / : hold

proceed, process, procedure  
 / -sld / / -ses / / -sld2- / : go

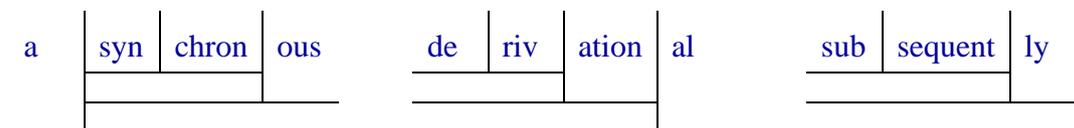
revert, reverse, reversion  
 / -v+t / / -v+s / / -v+S- / : turn

conduct (v), conducive, conduit  
 / -d6kt / / -djUs / / -dj31t / : bring, lead

legible, legend, lecture  
 / led2- / / led2- / / lek- / : read

**IV. Draw word-structure trees for the following words: (1.0 x 5 m)**

asynchronous, derivational, subsequently, anti-aircraft, primary health care



**V. Read the text below. Use each word given in brackets to form a word that fits in the space. Pay attention to the correct word forms. (1.0 x 10 m)**

Etymology is the branch of linguistics that investigates the origins of words, their (1. origin**AL** ..... ) structures, and their semantic relationships.

The term “etymology” was introduced more than 2,000 years ago by the classical philosophers. In the broad sense, etymology is the (2. reconstruct**ION** ..... ) of the phonetic and (3. deriv**ATIONAL** ..... ) elements of a word. In addition to demonstrating relationships between sounds and (4. identify**ING** ..... ) identical morphemes, it accounts for the selection of morpheme combinations in specific derivational patterns. The term “etymology” is also applied to an (5. **account** ..... ) of the derivation of a word.

Characterized by a (6. multipl**ICITY** ..... ) of possible solutions, etymological study makes (7. exten**SIVE** ..... ) use of hypothesis and seldom arrives at (8. defin**ITIVE** ..... ) results. Etymology is a special case of the explanatory sciences, whose constructs, unlike those of the (9. descri**PTIVE** ..... ) sciences, are (10. mark**EDLY** ..... ) hypothetical in nature.

**VI. Label the phrasal category of each underlined phrase. Then name its function.**

**(1.0 x 10 m)**

- |   |  |
|---|--|
| Ex: He gave <u>the dog</u> a hesitant, reassuring pat.                      | Answer: NP [iO]                                      |
| There was a stretch <u>of derelict land</u> next to the railway.            | PP [post-MOD of ‘stretch’]<br><i>post-modifier</i>   |
| Her family had farmed <u>the land</u> for generations.                      | NP [dO]  |
| He was granted <u>land</u> by the king.                                     | NP [dO]  |
| She was all alone <u>in a strange land</u> .                                | PP [aA of place]<br><i>adjunct adverbial</i>         |
| It's very fertile countryside where you can just live <u>off the land</u> . | PP [PC]<br><i>prepositional complement of ‘live’</i> |
| America was seen <u>as the land of freedom and opportunity</u> .            | PP [oP]<br><i>object predicative/complement</i>      |
| This used to be <u>common land</u> ,  | NP [sP]<br><i>subject predicative/complement</i>     |
| where everyone had the right to graze animals.                              |  |
| Why do complaints always <u>land on my desk</u> ?                           | VP [predicate]                                       |

‘Will there be any food left over?’ he asked hopefully. AdvP [aA of manner]  
*adjunct adverbial*

This exercise should give you a good review for the test, hopefully. AdvP [dA]  
*disjunct adverbial, sentence adverbial*

**VII. Explain the ambiguity of the following phrase and give generalized D-structure trees for the two readings: *all the men’s clothes* (5 m)**

First reading: the clothes of all the men **1m**  
(generalized D-structure tree) **1.5m**

Second reading: all the clothes of the men **1m**  
(generalized D-structure tree) **1.5m**

**VIII. Give tree diagrams of the D-structures for the following sentences. (10 m)**

- a. She’ll give her husband a new watch for his birthday. **4m**  
b. Martha left the bathroom in an awful mess. (ambiguous) **3m (x 2)**