



# ELIZADE UNIVERSITY, ILARA-MOKIN

FACULTY: Humanities & Management Sciences

DEPARTMENT: History and Languages

Second SEMESTER EXAMINATIONS

2013/2014 ACADEMIC SESSION

**COURSE CODE: ENG 202**

**COURSE TITLE: INTRODUCTORY ENGLISH MORPHOLOGY AND SYNTAX(3 Credits)(C)**

**DURATION: 2 HOURS, 30 MINUTES**

HOD's SIGNATURE

**General Instructions:** Answer 1 question in Section A and all the questions in Section B.

## Section A

1. (a) Using the data below, discuss the relevant principle for the identification of morphemes, and show that the different phonetic realizations of plurality shown between slanting lines constitute one morpheme.

(a) The oxen are grazing. /in/

(b) The children are playing. /ren/

(c) The cats are wild. /s/

(d) The memoranda are yet to be signed. /ə/

(e) The ladies are not yet here. /iz/

(f) The dogs are barking. /z/

- b. For each word below, draw a word tree diagram.

1. variously 2. demagnetization 3. rotationally 4. asexual 5. reforestation

2. Refer to the following data to solve the problem below.

Use your own knowledge of English and the notion 'consistent match between meaning and form' to construct an argument in which you agree or disagree with the following statement, supporting your position with evidence from the data.

**Statement: The item spelled 'en' is the same item in all of the words, in all three lists.**

List #1: soften, harden, sweeten, whiten, strengthen, lengthen, widen,  
deepen, redden, blacken, weaken

List #2: given, taken, eaten, broken, driven, shaken

List #3: oven, open, coven, leaven, ramen, even, often, sudden

- b. For each word below, draw a word tree diagram.

1. professorial 2. post-colonialism 3. unacceptable 4. disinfectant 5. Electronically



MATRIC NUMBER -----

**SECTION B: ANSWER ALL QUESTIONS.**

Write all your answers on this sheet and submit it with your answer script.

- I. Analyse the following nominal groups, using the MHQ structure, by
- Underlining each segment,
  - Drawing slant lines between each segment, and
  - Writing the letter for each segment **underneath**, as shown in the example below.

Example: my best / friend  
m / f

- detectable electromagnetic radiation
- the most important questions in physics
- gravitational interaction with matter
- the forefront of communicating the current understanding of the universe
- multiple editorial functions that facilitate manipulation of text

II. Name the word-formation process exemplified by each of the following derivations.

word	derived from	word formation process
1. HIV	Human Immuno-deficiency Virus	
2. Bendel	Benin and Delta	
3. Watt	James Watt, British Scientist	
4. SCUBA	self-contained underwater breathing apparatus	
5. greed	greedy	

III. Underline the independent (Main) clause in each of the following sentences

- Amelia Earhart attempted to fly around the world in 1937; however, she did not complete the trip.
- Vincent Enyeama is the one goalkeeper who did well as the 2014 World Cup
- The doctor told Tomiwa to lose weight and exercise vigorously for forty-five minutes a day.
- The doctor was worried that Charlie was putting on too much weight.
- Tomiwa has a hard time sticking to a diet; he really loves rich, sweet desserts.

**IV Underline the dependent (subordinate) clause in each of the following sentences**

1. The last time he tried to lose weight, he ended up actually gaining weight.
2. Tomiwa has decided to hire a personal trainer because he is worried about his heart.
3. His new personal trainer, whose name is Marcus Ndanusa, thinks Tomiwa may be a lost cause.
4. Tomiwa is very good as long as Marcus is around, but he goes to the freezer for ice-cream when he leaves.
5. Marcus is starting to make a difference, though, and Tomiwa is starting to make some progress.

**V. Underline the dependent (subordinate) clause in each of the following sentences, and state whether it is an adjectival clause, an adverbial clause, or a noun clause:**

1. Please don't leave the party before your parents get there. \_\_\_\_\_
2. Whoever painted that picture of George Washington is a terrible painter. \_\_\_\_\_
3. I wonder who sent this package. \_\_\_\_\_
4. Hannah prayed that God would give her a son. \_\_\_\_\_
5. Before he outlawed beards, Czar Peter the Great of Russia taxed the people who wore them. \_\_\_\_\_

**VI. State whether each of the sentences below is:**

**A:** a simple sentence; **B:** a compound sentence; **C:** a complex sentence **or D:** a compound-complex sentence. **Simply write A, B C or D in front of the sentences, as appropriate.**

1. A ring of stones should be placed around a campfire. \_\_\_\_\_
2. Ido-Ekiti is in Ekiti State, but Ido-Ani is in Ondo State. \_\_\_\_\_
3. The Jaja boys are very good at cooking; even the five-year-old Taribo can make his own breakfast. \_\_\_\_\_
4. He got home and complained of body ache, and before he could be rushed to the hospital, he gave up the ghost. \_\_\_\_\_
5. The students reported that the robbers were armed with knives and guns. \_\_\_\_\_

**VII. Identify the elements of clause structure in the following sentences and analyse them using the notations S V O A C as appropriate by UNDERLINING each segment, DRAWING slant lines between each segment, and WRITING the letter for each segment underneath.**

1. The jury believed that the defendant was guilty.
2. Sally was painting a house by the sea.
3. Give Tade the broom
4. The mates have elected him class president
5. He feels better already.