

Státní bakalářská zkouška z anglického jazyka

1 One problem which recurs in any discussion of word-formation is the matter of productivity. Although
2 the term 'productive' is used in various ways in morphology, we can fundamentally say that a process
3 is productive while it is used in the coinage of new forms. Purely syntactic processes are usually
4 assumed to be totally productive: they are assumed not to have lexical exceptions, not to be restricted
5 by factors related to etymology, the word-classes involved, or demands for euphony. Any of these may
6 have an effect in word-formation. **On the other hand, the lexicon of English contains many words**
7 **whose precise form or meaning could not be predicted on the basis of the current state of the**
8 **language.** In some instances, the process has simply ceased being productive. We have a word like
9 *dreadnought*, but cannot create a new parallel like **fearterrorist*. In other cases, an existing word has
10 acquired particular connotations or meanings which make it non-compositional or idiomatic. For
11 example, a frogman is not a person who happens to have bulging eyes or a long tongue, nor yet a man
12 who collects, eats or sells frogs. The meaning of *frogman* is fixed. Such patterns or examples are said
13 to be lexicalized.

(Based on: Bauer, Laurie. 2006. Compounds and Minor Word-formation Types. In Bas Aarts and April McMahon (Eds) *The Handbook of English Linguistics*. Blackwell Publishing Ltd, 483-506.)

Answer the following questions in relation to the text above (unless indicated otherwise).

1. Mark the position of primary word stress in the following words: *productivity*, *coinage*, *syntactic*, *fundamentally*, *connotation*. Divide the underlined suffixes into:
 - a. those which shift the word stress
 - b. those which do not shift the word stress (neutral suffixes)
 - c. name four prominence factors: _____
2. Transcribe the sentence in bold (lines 6-8). Divide it into tone units, mark stresses, indicate linking devices and use weak forms.
3. Transcribe the plural allomorphs in the following words. Give the regular plural pronunciation rule. *Forms*, *ways*, *processes*, *factors*, *states*, *frogs*.
4. In the text, find 2 words with a strongly aspirated plosive and 2 with a shortened vowel. Explain the function of aspiration.
5. Why is the definite article pronounced differently in the examples *the other hand*, *the lexicon*?
6. Identify the sense relation obtaining between the words *lexicon* and *word*. In the text, find another pair of words illustrating the same type of relation.
7. Explain the concept of collocation and find one example in the text of each of the following patterns:
 - a. adjective + noun _____
 - b. verb + noun _____
 - c. adverb + adjective _____
8. Decide whether the words *in*, *the*, *we*, *that* and *can* in the underlined sentence are of native (Germanic/Anglo-Saxon) origin, or whether they were borrowed from a different language. Give one reason justifying your decision.

9. This question is not related to the text above: Explain the concept of connotation and give one illustrative example (from the text or your own).
10. Compare the word-formation processes of derivation and compounding in terms of the morphemic status of the elements participating in them. Illustrate each process by one example from the text; analyse the words into morphemes and describe them from the point of view of function and attachment.
11. In the underlined sentence (lines 1-3):
 - a. Identify the number of finite clauses.
 - b. Give the syntactic function (e.g. subject, post-modification, etc.) and type (e.g. adjectival relative clause, etc.) of all the dependent clauses. For adverbial clauses, give also their semantic role (e.g. time, condition, etc.).
12. Compare the syntactic function of the pronoun *any* in the phrases *any discussion* (line 1) and *Any of these* (line 5). In the text, find examples of two other pronouns which can perform these two syntactic functions; identify the class of the pronouns and their syntactic function in the text.
13. In the text, find examples of three different (forms of) relative pronouns. Explain why the particular pronoun is used in each case.
14. The clause *they are assumed not to have lexical exceptions* (line 4) is an example of a construction called 'subject raising'. Compare the clause to its structural alternative *it is assumed that they do not have lexical exceptions*, and describe the process of the transposition.
15. Who does the pronoun *we* (lines 2, 8) refer to? Give an example (from the text or your own) of another means used in English to refer to the same type of referent.
16. Identify the type of modality expressed by the underlined modal verbs in the following examples
 - a. *Any of these may have an effect in word-formation.* (lines 5-6)
 - b. *...many words whose precise form or meaning could not be predicted on the basis of the current state of the language.* (lines 6-7)
 - c. *We ... cannot create a new parallel like *fearterrorist.* (lines 8-9)
17. Compare the adverbials *On the other hand* (line 6) and *usually* (line 3) in terms of
 - a. form (type of phrase):
 - b. degree of integration in the sentence:
 - c. function:
18. Identify the type (the infinitive, participle, gerund) of the nonfinite forms in bold and the syntactic functions of the underlined nonfinite clauses (e.g. object):
 - a. factors **related** to etymology (line 5)
 - b. the process has simply ceased **being** productive (line 8)
19. Give the (valency) clause patterns of the following clauses:
 - a. ... an existing word has acquired particular connotations or meanings... (lines 9-10)
 - b. ... which make it non-compositional or idiomatic (line 10)
 - c. ... a frogman is not a person who... (line 11)

20. Identify the uses/meanings of the verb *HAVE* in the following clauses and explain the differences among them.

- a. an existing word has acquired particular connotations or meanings (lines 9-10)
- b. a person who happens to have bulging eyes or a long tongue (line 11)
- c. scholars have to deal with spoken and written language (clause not contained in the text)