

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
DEPARTMENT OF AFRICAN LANGUAGES
MAIN EXAMINATION QUESTION PAPER, MAY 2005

- TITLE OF PAPER** : **INTRODUCTION TO LINGUISTICS**
- COURSE CODE** : **AL200/IDE-AL200**
- TIME ALLOWED** : **TWO (2) HOURS**
- INSTRUCTIONS** :
1. **ANSWER FIVE (5) QUESTIONS IN ALL.**
 2. **ANSWER ONE (1) QUESTION FROM EACH SECTION.**
 3. **LINGUISTIC EXPRESSIONS AND FORMALISMS SHOULD BE USED WHEREVER APPROPRIATE.**
 4. **MARKS WILL BE DEDUCTED FOR UNTIDY WORK, WRONG SPELLING AND UNGRAMMATICAL SENTENCES.**
 5. **ALL EXAMPLES SHOULD BE GLOSSED.**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

SECTION A

[ANSWER ONE QUESTION IN THIS SECTION]

PHONETICS AND PHONOLOGY

QUESTION 1

(a) Each of the following groups of sounds consists of members of a natural class of sounds plus one sound that is not a member of that class. Identify the sound that does not belong to the class; name the feature that defines the class.

- (i) [g, p, b, d]
- (ii) [f, p, m, θ, v, b]
- (iii) [æ, u, i, e, ε]
- (iv) [z, v, s, ž, g]
- (v) [t, z, d, n, s]
- (vi) [m, n, b, ɲ, ɲ]
- (vii) [g, k, b, d, p, v, t]
- (viii) [a, u, e, w, i, o]

(b) Write the symbol which corresponds to each of the following phonetic descriptions.

- (i) voiceless uvular stop. [1]
- (ii) voiceless dental glottalic stop [1]
- (iii) voiceless alveolar lateral fricative [1]
- (iv) mid front tense round vowel [1]
- (v) voiceless labiovelar stop consonant [1]
- (vi) high central tense unrounded vowel [1]

(a) (i) Some speakers of English pronounce [ε] and [ɪ] the same in words like then, Kenny, pen, Bengals, gem, Mencken and temperature. What natural class of sounds follows these vowels? [1]

(ii) At a certain point of a child's language development, she/he might pronounce certain words as follows: love [l ʌ f]; God [g a t] rub [rʌp]; big [bɪk]. What natural class of speech sounds that are found in the final position of these words, are in adult's pronunciation? What happens to them in a children's speech? [1]

- (iii) In English indefinite article an [æ] rather than a [eɪ] is used before words such as apple; onion; icicle; evening; eagle and honour. What natural class of sounds begins the words of this list?
- (iv) Some English speakers in casual speech drop the unstressed vowel in the first syllable of words like police, believe; parade; Columbus, pollution, terrific and collision, but do not drop it in words like detective, dependent, majestic, or pedantic. What natural class of sounds follows the unstressed vowel in the first syllable in this first group of words? [1]
[4]
- (d) Write the following in regular English or siSwati spelling:
 - (i) [nit'awfeyila uma niŋaledzi] [1]
 - (ii) [ɛvri sawnd ye mek mek^{hiŋ} myzik] [1]

[2]

[TOTAL MARKS = 20]

QUESTION 2

a) Consider the following data from a hypothetical language and list the environments in which [k] or [g] occurs.

1.	[pig]	“table”	9.	[gakaq]	“juice”
2.	[pika]	“chair”	10.	[suku]	“fast”
3.	[tig]	“man”	11.	[gat]	“eat”
4.	[tiku]	“tiger”	12.	[gup]	“find”
5.	[lukaq]	“zebra”	13.	[puku]	“sleep”
6.	[tugnes]	“tongue”	14.	[sesnog]	“child”
7.	[gakog]	“baby”	15.	[gap]	“hat”
8.	[lokan]	“lose”			

[4]

b) For each of the following pairs of sounds, state whether they have the same place of articulation or different ones. Then give the feature based on the place of articulation for each sound.

- (i) [n] : [ɲ]
- (ii) [p] : [m]
- (iii) [t] : [d]
- (iv) [l] : [r]
- (v) [ɲ] : [ŋ]
- (vi) [dʒ] : [ʃ]
- (vii) [v] : [f]
- (viii) [β] : [X]

- (ix) [p^h] : [f]
- (x) [θ] : [ϕ]

[10]

- (c) Discuss briefly how the glottalic airstream mechanism is formed and indicate the types of speech sounds this mechanism produces. Also give the sound segments that are produced by this airstream mechanism that are found in siSwati. [6]
- [TOTAL MARKS = 20]**

QUESTION 3

According to O’Grady et. al. (2003:58) “consonants are described with reference to six parameters”. With the aid of examples, briefly discuss each of the parameters. [20]

[TOTAL MARKS = 20]

QUESTION 4

Discuss at least four varieties of [r] that are found or heard in some languages of the world. Discuss each variant as to how it is produced, give its name and a word in the language where that variant is found and give its phonetic symbol.

[TOTAL MARKS = 25]

SECTION B

[ANSWER ONE QUESTION IN THIS SECTION]

PHONOLOGY

QUESTION 5

In Principles of Phonology (1939/69) Trubetzkoy classified the distinctive oppositions on the basis of three relationships. State these relationships and under each list the types of oppositions he established.

[TOTAL MARKS = 20]

QUESTION 6

- (a) Consider the data from a hypothetical language called Vuma and posit the phonemic vowels in this language.
- | | |
|---------------------|-------------------------|
| 1. [ga] “bite” | 7. [gã] “speak” |
| 2. [vi] “come from” | 8. [vī] “dirty” |
| 3. [du] “pull” | 9. [dū] “hole/den” |
| 4. [nza] “hand” | 10. [nzã] “liquor” |
| 5. [ɣi] “hate” | 11. [ɣī] “squeeze” |
| 6. [bam] “sew” | 12. [bãm] “confederate” |
- [18]**

(b) Consider the following data and state a rule in words that relates the underlying forms to the phonetic ones.

- 1. /zan/ "sleep" [zãn] "sleeping"
- 2. /biŋ/ "look" [bĩŋ] "looking"
- 3. /sum/ "write" [sũm] "writing"

[2]
[TOTAL MARKS = 20]

QUESTION 7

Consider the hypothetical word inifeyili and, using the metric stress placement, assign stress to the given word if it represents the characteristics of the language specified:

- a) - if the word inifeyili is from a language that has stress in the final syllable of a word. (3)
- b) - if the word inifeyili is from a language that has stress in the final syllable of a word. (3)
- c) - if the word inifeyili is from a language that has alternating stress, that is, iambic. (3)
- d) - if the word inifeyili is from a language that has alternating stress, that is, trochaic. (3)
- e) - if the word inifeyili is from a language that has a penultimate stress. (4)
- f) - if the word inifeyili is from a language that has an alternating stress plus a penultimate stress. (4)

[TOTAL MARKS = 20]

QUESTION 8

(a) Write the following phonological rules in words indicating the type of process the rule represents.

(i) [- cons. / + syll] → [+ nasal] / — [+ nasal] [2]

(ii) [+ cons / + syll / + lateral] → [+velarized] / —
 { [- cons / + syll / + back]
 [- cons. / + syll / + low]
 # } [3]

(iii) $V \rightarrow [-\text{long}] / _ \text{CC(C)}$ [2]

(iv) $\left[\begin{array}{l} + \text{ cons} \\ - \text{ syll} \\ + \text{ stop} \\ - \text{ voice} \end{array} \right] \rightarrow [+ \text{ aspirated}] / \# \left[\begin{array}{l} - \text{ cons} \\ - \text{ syll} \\ + \text{ stressed} \end{array} \right]^6$ [2]

(v) $\emptyset \rightarrow \left[\begin{array}{l} - \text{ cons} \\ - \text{ syll} \\ + \text{ palatal} \end{array} \right] / \# _ V$ [2]

(11)

b) Briefly explain what is meant by a “feeding” rule and a “bleeding” rule. [4]

c) Set up the syllables of the word anjikafeyili “I did not fail”. [5]

[TOTAL MARKS = 20]

SECTION C

[ANSWER ONE QUESTION IN THIS SECTION]

MORPHOLOGY

QUESTION 9

Consider the following Isthmus Zapotec data from Language Files (1987) and answer the questions that follow:

- | | | | |
|----------------|-------------------|------------------|--------------------|
| 1. [nee] | “foot” | 12. [kazigidu] | “our chins” |
| 2. [kanee] | “fee” | 13. [zike] | “shoulder” |
| 3. [neebe] | “his foot” | 14. [zikebe] | “his shoulder” |
| 4. [kaneebe] | “his feet” | 15. [kazikelu?] | “your shoulder” |
| 5. [neelu?] | “your foot” | 16. [diaga] | “ear” |
| 6. [kaneetu] | “your (pl) feet” | 17. [kadiagatu] | “your (pl) ears” |
| 7. [kaneedu] | “our feet” | 18. [kadiagadu] | “our ears” |
| 8. [kazigi] | “chins” | 19. [bisozedu] | “our father” |
| 9. [zigibe] | “his chin” | 20. [kabisozetu] | “your (pl) father” |
| 10. [zigilu?] | “your chin” | 21. [kabisozetu] | “your |
| 11. [kazigitu] | “your (pl) chins” | | |

- (a) List the morphemes of Isthums Zapotec which correspond to each of the following English translations.
- (i) foot
 - (ii) chin
 - (iii) shoulder
 - (iv) ear
 - (v) father
 - (vi) your (sg).
 - (vii) his
 - (viii) our
 - (ix) your (pl)
 - (x) plural marker
- [TOTAL MARKS = 20]**

QUESTION 10

Consider the following words and give the name of the operation or process that was involved in its derivation of a pair as well as the type of the process under each word of the pair where applicable.

- | | | | |
|----|-----------------------|----|----------------------|
| 1. | (a) drive > drove | 5. | unkempt |
| | (b) foot > feet | 6. | writing pen |
| 2. | (a) go > went | 7. | (a) manje-ke |
| | (b) child > children | | (b) ke - ufuna sona |
| 3. | (a) ímport | 8. | (a) incomplete |
| | (b) impórt | | (b) boozer |
| | (c) dá "speak" | | (c) zigaz > zasigaz |
| | (d) dà "read" | | (d) senzo > zisenzom |
| 4. | (a) impi > impiimpi | | |
| | (b) zizozi > zizizozi | | |
- [TOTAL MARKS = 20]**

QUESTION 11

Define the following terms, giving one example under each.

- (a) conversion or zero derivation
- (b) clipping
- (c) blends
- (d) backformation

- (e) acronyms
- (f) onomatopoeia
- (g) word manufacture or coinage
- (h) number
- (i) person
- (j) tense

[TOTAL MARKS = 20]

QUESTION 12

O'Grady et al (1996:150-151) point out that "In English, it is common to distinguish between two sets of derivational affixes".

- a) - name the two sets of derivational affixes they are talking about. [2]
- b) - list seven affixes that fall under each set you gave under (a) above. [14]
- c) - give one difference between the sets you gave under (a) above. [2]
- d) - give the order in which these two sets of derivational affixes take if they happen to be used together in one and the same word. [2]

[TOTAL MARKS = 20]

SECTION D**[ANSWER ONE QUESTION UNDER THIS SECTION]****SEMANTICS****QUESTION 13**

- (a) Consider the following sentences and indicate the type of maxim used. Give reasons for your response.

1. (a) Have you finished writing question one? [4]
(b) Not yet.
2. (a) What examination paper are you writing now? [4]
(b) AL 200.
3. (a) When are you leaving? [4]
(b) Tomorrow at 13.00 hours.
4. I promised to leave at 14.00 hours. [4]

[16]

- (b) Define the following words:

- i) - pragmatic [2]
- ii) - speech act. [2]

[TOTAL MARKS = 20]

QUESTION 14

The following sentences consist of a verb, its various noun phrases. Identify the thematic role of the noun phrase by writing out the noun phrase and then give its thematic role.

EXAMPLE: John kicked the ball.

RESPONSE: John = Agent
the ball = Theme

- (a) Go to Manzini
- (b) She will drive from the park to the house
- (c) The boy lives near the gate
- (d) The wind opened the door
- (e) One of the men unlocked all the doors with a paper clip
- (f) With the telescope the boy saw the stars.
- (g) The hay was loaded on the truck by the farmer.
- (h) Zweli heard the noise.

[TOTAL MARKS = 20]

QUESTION 15

The following sentences make certain presuppositions. What are they? Write them in a sentence form.

- (a) The invigilator ordered the students to stop writing.
- (b) Who discovered Africa?
- (c) Why dogs don't talk?
- (d) The mother thought that the baby was in danger.
- (e) Stephen wants more money.
- (f) My sister is a Professor.
- (g) Would you like another piece of meat?
- (h) Who bought a graduation gown?
- (i) She doesn't brew beer anymore.
- (j) Where are you going?

[TOTAL MARKS = 20]

QUESTION 16

Semantic relations among sentences might include: paraphrase, entailment and contradiction. Indicate what each pair of the following sentences might mean.

1. (a) The boy killed the cat.
(b) The cat is dead.
2. (a) The sun melted the butter
(b) The butter melted.
3. (a) Thoko is the only child.
(b) Zipho is Thoko's sister.

4. (a) Zipho is single.
(b) Zipho is married.
5. (a) Thoko is a female.
(b) Thoko is human.
6. (a) The students gave clothes to the orphans.
(b) The students gave the orphans clothes.
7. (a) Thoko is my aunt.
(b) Thoko is male.
8. (a) Tom is Thoko's husband.
(b) Thoko is married.
9. (a) Bhozo is a bachelor.
(b) Bhozo is male.
10. (a) Mswati III is King.
(b) Mswati III is queen.

[TOTAL MARKS = 20]

SECTION E

SYNTAX

[ANSWER ONE QUESTION UNDER THIS SECTION]

QUESTION 17

Paraphrase each of the following sentences in two different ways to show that you understand the ambiguity involved.

- (a) Tom hit a man with a stick.
- (b) The hatred of the killers is bad.
- (c) Siphon and Susan or Menzi frightened the cat.
- (d) The horse is ready to ride.
- (e) They are moving sidewalks.
- (f) Old women and men are hard to live with.
- (g) Thoko loves Martha more than S'bongile.
- (h) I love the synthetic ostrich hides.
- (i) The man is a dirty street fighter.
- (j) The policemen's appointment was shocking.

[2 x 10 = 20]

[TOTAL MARKS = 20]

QUESTION 18

- (a) Using the Transformational Generative Grammar (TGG) derive the sentence:

The student would have been studying. [14]

- (b) List six things that Transformational Rules must account for according to Transformational Generative Grammar (TGG) approach. [6]

[TOTAL MARKS = 20]

QUESTION 19

- (a) Using the Transformational Generative Grammar (TGG) approach draw the deep structure of the following sentence: The painter who ran to the store saw the girl who ran to the burning bush. (Note: use the AUX in all sentences). [18 ½]

- (b) Give the name of the rule, in Transformational Generative Grammar (TGG), that is used to introduce the lexical items to the terminal nodes of a deep structure. [1 ½]

[TOTAL MARKS = 20]

QUESTION 20

Consider the following data from a hypothetical language called Zwi and answer the questions below:

1.	uzi	ze	haf	usi	fo	“The girl looked at a bay”
2.	uzi	ze	haf	kesi	fo	“The girl looked at a river”
3.	uzi	fo	haf	hesi	ze	“The girl looked at the table”
4.	uzi	fo	haf	hesi	fo	“A boy looked at a table”
5.	usi	ze	zuv	uvi	ze	“The boy wanted the house”
6.	usi	fo	haf	abi	ze	“A boy looked at the chair”
7.	ufi	fo	zuv	hesi	ze	“A queen wanted the table”

- (a) List the Zwi morphemes whose meaning is equivalent to English:

- | | |
|--------------|--------------|
| (i) a | |
| (ii) the | (vii) queen |
| (iii) looked | (viii) house |
| (iv) wanted | (ix) river |
| (v) girl | (x) table |
| (vi) boy | (xi) chair |

[1 x 1 = 11]

- (b) Using Phrase-Structure rules, write a grammar that will generate sentences under (20) above from 1 - 7. [9]

[TOTAL MARKS = 20]