

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
DEPARTMENT OF AFRICAN LANGUAGES
SUPPLEMENTARY EXAMINATION QUESTION PAPER, JULY 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****QUESTION 1**

- (a) Give a brief account of place and manner of articulation, and glottal activity involved in the production of the following speech sounds. Give a name of a language in which each of the speech sounds you are discussing is found and provide an example of a word in which this speech sound is found.

- | | | |
|-----|-----|-----|
| (a) | [ŋ] | (5) |
| (b) | [ʈ] | (5) |
| (c) | [b] | (5) |
| (d) | [q] | (5) |

[TOTAL MARKS = 20]**QUESTION 2**

- a) For each of the following pairs of sounds, state whether they have the same or different manner of articulation. Then identify the manner of articulation for each sound.

- | | |
|--------|------------|
| (i) | [s] + [θ] |
| (ii) | [k] : [g] |
| (iii) | [f] : [ʃ] |
| (iv) | [l] : [t] |
| (v) | [ð] : [v] |
| (vi) | [m] : [ŋ] |
| (vii) | [h] : [ʔ] |
| (viii) | [tʰ] : [ʃ] |
| (ix) | [w] : [y] |
| (x) | [z] : [ʒ] |

[1 x 10 = 10]

- b) Give the name or expression that is defined by each of the following statements taken from O'Grady et. al. (2003):
- i. Moving pitches on a single segment that signal meaning differences.
 - ii. The maintenance of a distinction among the pitch registers of an utterance even as the overall pitch of the utterance falls.

- iii. A common substitution process in a child language acquisition which involves the replacement of a liquid by a glide.
 - iv. Pitch movement in spoken utterances that is not related to differences in word meaning.
 - v. Level tones that signal meaning differences.
- (5)

(c) Define the following terms or expressions:

- i. centring diphthong. (1)
- ii. rising diphthong. (1)
- iii. approximant (1)
- iv. International Phonetic Alphabet (IPA) (2)

(5)

[TOTAL MARKS = 20]

QUESTION 3

According to O’Grady et. al. (2003:614) “A frequently expressed complaint about English Orthography is that it does not establish a one-to-one relationship between symbols and phonological segments”. With the aid of examples discuss some (at least six) problems that are associated with English orthography.

[TOTAL MARKS = 20]

QUESTION 4

(a) Using descriptive phonetic terms like sibilant, fricative, and so on, provide a single phonetic characteristic that all the segments in each group share. Try to avoid answers such as “consonants” or “vowel”. Example: [b d g æ m y] ... are all voice.

- (i) [p t k g ?]
- (ii) [i e ε æ]
- (iii) [č ž š ʃ]
- (iv) [p b m f v]
- (v) [ʌ ə ʊ a]
- (vi) [h ʔ h]

- (vii) [u o e]
- (viii) [s z č j š ž]
- (ix) [l r m n ŋ y w]
- (x) [t d l r n s z] [1 x 10 = 10]

(b) The following are English and siSwati words written in phonetic transcription. Write the words using normal English or siSwati orthography where appropriate.

- (i) [siʔAnu]
 - (ii) [hit]
 - (iii) [ʔʌʔʌmbʌ]
 - (iv) [ʔʌʔʌʔʌʔʌʔʌ]
 - (v) [s t r o k]
 - (vi) [fiŋʌ]
 - (vii) [priçə-r]
 - (viii) [bɒna]
 - (ix) [boni]
 - (x) [ŋʌtoma]
- [1 x 10 = 10]

[TOTAL MARKS = 25]

SECTION B

[ANSWER ONE QUESTION IN THIS SECTION]

PHONOLOGY

QUESTION 5

Consider the following data from a hypothetical language called PHIHLI and answer the questions that follow:

A	B	C
“bite” [bʌyd]	“bide” [bay t]	“tie” [tay]
“rice” [rʌyz]	“rise” [ray s]	“by” [bay]
“type” [dʌyb]	“bribe” [bray p]	“sigh” [say]
“wife” [yʌyv]	“wives” [yay fs]	“die” [day]
“take” [dʌyd]	“time” [taym]	
	“nine” [nayn]	
	“tile” [tayl]	
	“tire” [tayr]	
	“writhe” [rayθ]	

“scratch” /tī / “he scratches” [o tī] “he doesn’t scratch” [o ntī]

State in words the rules that change the phonemic forms of the verbs to the phonetic forms, where the phonetic forms differ from the phonemic ones. [12]

[TOTAL MARKS = 20]

QUESTION 7

(a) Consider the Kirundi two forms of the infinitive markers taken from Katamba (1995:96) and answer the questions that follow:

- a) soma “read” du - soma “to read”
- b) kubita “hit” du-kubita “to hit”
- c) va “come from” ku - va “to come from”
- d) rya “eat” ku - rya “to eat”

i) Give the name of the articulatory process that is involved in the pronunciation of the above infinitives. (2)

ii) State in words the distribution of the infinitive morphemes. (3)

(b) Consider the following data from Arlotto (1972:89) and answer the questions below.

<u>Old English</u>	<u>Middle English</u>	
brid	bird	“bird”
hros	hors	“horse”
pridda	pirde	“third”

(i) Give the name of the articulatory process that was involved in the forms of Old English when these forms changed into Middle English. Consider Old English as an underlying form. (2)

(ii) Briefly explain what happened when Old English changed into Middle English. (3)

(c) Again consider another data, of old English and New English taken from Arlotto (1972:79) and answer the questions that follow.

OLD ENGLISH	NEW ENGLISH
æmtig	empty
gunra	gander
punor	thunder
spinel	spindle

- (i) Give the name of the articulatory process that is represented by the forms of Old English when it changed into New English. (2)
- (ii) State in words the rule that describe what has happened between Old and New English. (3)
- d) Consider the data from Arlotto (1972:67) on Old and New English and answer the questions that follow:

w	<u>OLD ENGLISH</u>	<u>NEW ENGLISH</u>
wyrst	[wǔrst]	worst [wə-rst]
wyrcan	[wǔrkan]	work [wə-rkŋ]
gyrdel	[gǔrdɛl]	girdle [gə-rd!]
byrpen	[bǔrθɛn]	burden [bə-rdn]

- (i) Give the name of the articulatory process that is represented by the forms of Old English when changing to New English.
- (ii) Briefly explain what happened when Old English changed into New English. (3)

[TOTAL MARKS = 20]

QUESTION 8

Formalize the following phonological rules:

- (a) Obstruents are voiced when following any voiced sound segment. [2]
- (b) A voiced consonant become voiceless at the end of a word. [2]
- (c) A vowel becomes nasalized before a word-final nasal segment. [2]
- (d) An obstruent is voice between a word-initial nasal consonant and a vowel. [2]
- (e) Low vowels become nasalized between nasal consonants. [2]
- (f) Any vowel becomes deleted before another vowel. [2]
- (g) Fricatives are voiced between vowels. [2]
- (h) Fricatives are voiced between vowels. [2]
- (i) Aspirate a voiceless stop consonant at the end of a word. [2]
- (j) A voiced consonant becomes a nasal before a nasal. [2]

[TOTAL MARKS = 20]

SECTION C**[ANSWER ONE QUESTION IN THIS SECTION]****MORPHOLOGY****QUESTION 9**

Consider the following data from Icelandic and answer the questions that follow:

	<u>INFINITIVE</u>		<u>PAST PARTICIPATE</u>	
1.	taka		tekin	“take”
2.	draga		dregin	“drag”
3.	vaksa		veksin	“grow”
4.	aka		ekin	“drive”
5.	vaða		veðin	“wade”
6.	gefa		gefin	“give”
7.	vega		vegin	“lift”
(a)	List the morphemes of Icelandic which correspond to each of the following English translations:			
	(i)	take		
	(ii)	drag		
	(iii)	grow		
	(iv)	drive		
	(v)	wade		
	(vi)	give		
	(vii)	lift		
	(viii)	infinitive marker		
	(ix)	past participle marker		(18)
(b)	What phonological process is illustrated here? (2)			

[TOTAL MARKS = 20]**QUESTION 10**

- (a) Discuss three differences between inflection and derivation. (12)
- (b) Draw tree diagrams for each of the following words:
- (i) untidiness (4)
- (ii) unpolished (4)

[TOTAL MARKS = 20]

QUESTION 11

- (a) O'Grady et al (1996:146) indicate that "sometimes beginning students have trouble determining the category of the base to which an affix is added". With the aid of examples, briefly discuss the way out of this problem that the authors suggest. (14)
- (b) Give an example of the following types of words that are derived by using affixes.
- (i) - adjective derived from a verb.
 - (ii) - noun derived from a verb.
 - (iii) - adjective derived from a noun.
 - (iv) - verb derived from a noun.
 - (v) - verb derived from an adjective.
 - (vi) - verb derived from a verb.

(6)
[TOTAL MARKS = 20]

QUESTION 12

Bauer (1993:30-31) says that "compound nouns can be further subdivided into four groups according to semantic criteria". With the aid of examples, discuss the exocentric and endocentric types of compounds. [TOTAL MARKS = 20]

SECTION D

[ANSWER ONE QUESTION UNDER THIS SECTION]

SEMANTICS**QUESTION 13**

- (a) Define the expression "thematic role". (2)
- (b) Define the following thematic roles and give one example under each expression.
- i. goal
 - ii. causative
 - iii. instrument
 - iv. experiencer
 - v. possessor
 - vi. source
 - vii. theme
 - viii. agent
 - ix. location

[2 x 9 = 18]

[TOTAL MARKS = 20]

QUESTION 14

Consider the following pair of sentences and indicate which type of “-nyms” they represent.

1. (a) The face of the building was painted white.
(b) My face has sun burns.
2. (a) The tail of the cat is black.
(b) The tale of the two cities is interesting.
3. (a) Lead is heavy.
(b) You lead your family.
4. (a) She is passive.
(b) She is sluggish.
5. (a) She is fast.
(b) She is slow.
6. Thoko received the parcel that I gave her.
7. Roses are beautiful flowers.
8. (a) The crown is in seclusion.
(b) The crown of the winner was made with leaves.
9. My father loves watching silent movies.
10. (a) The wind is blowing noisily.
(b) Wind the window down.

[2 x 10 = 20]

[TOTAL MARKS = 20]

QUESTION 15

Give two meaning of the underlined words.

- (a) I saw a bat.
- (b) I went to the bank.
- (c) This club is good.
- (d) I am working on the plot.
- (e) I have a pen.
- (f) Dolphins are bright.
- (g) She is glaring.
- (h) I can bear children.
- (i) I saw a mole.
- (j) I love looking at pupils.

[1 x 20 = 20]

[TOTAL MARKS = 20]

SECTION E

SYNTAX

[ANSWER ONE QUESTION UNDER THIS SECTION]

QUESTION 17

Draw the surface structures of the following sentences:

- (a) The boy found the car. (3 1/2)
- (b) The strong cat pulled the dead mouse. (4 1/2)
- (c) The man ran. (2 1/4)
- (d) The ugly boy found the pen. (4)
- (e) The tall handsome man appeared in the red car. (5 3/4)

[TOTAL MARKS = 20]

QUESTION 18

- (a) Consider the following ambiguous sentence: Zola and Skimpy or Zef wrote the examination. Paraphrase it with two sentences and, using the Transformational Generative Grammar (TGG), draw the surface structure of these sentences. (16)
- (b) Briefly explain what it means to say that language is creative. (4)

[TOTAL MARKS = 20]

QUESTION 19

(a) Consider the following sentences from a hypothetical language called SpooF and answer the questions that follow:

- 1. sog naa "The boy comes"
 boy come
- 2. sog ben nuu "The boy sees the pig"
 boy see pig
- 3. zaa naa "The dog comes"
 dog come
- 4. zaa ben nuu "The dog sees the pig".
 dog see pig
- 5. nuu naa "The pig comes"
- 6. sog vam zaa "The boy likes the dog".
 boy like dog

- 7. zaa vam sog "The dog likes the boy"
- 8. sog vam "The boy likes".
- 9. sog ben "The boy sees".
- 10. *naa sog
- 11. *sog nuu ben
- 12. *vam zaa sog

- (a) List the morphemes/words that are found in this language (i.e. Spoof). (6)
- (b) Write the Phrase-Structure rules that will generate the grammatical sentences given above. (9)
- (c) How do you say in Spoof:
 - 1. The boy sees the dog.
 - 2. The boy likes the pig.
 - 3. The pig likes the boy.
 - 4. The dog likes.

[TOTAL MARKS = 20]

QUESTION 20

In terms of subcategorization, explain why the following sentences are ungrammatical.

- 1. * The man kicked.
- 2. * The children wept tears.
- 3. * The boys laughed the man.
- 4. * The girl put on the bed.
- 5. * The man found quickly.
- 6. * The girl found in the house.
- 7. * The bus driver sympathized to leave.
- 8. * The man cheated herself.
- 9. * The men killed himself.
- 10. * The baby sleeps the blanket.

[2 x 10 = 20]

[TOTAL MARKS = 20]