

**UNIVERSITY OF SWAZILAND**

**FACULTY OF HUMANITIES**

**DEPARTMENT OF AFRICAN LANGUAGES & LITERATURE**

**SUPPLEMENTARY EXAMINATION PAPER, JULY 2006**

**TITLE OF PAPER : INTRODUCTION TO LINGUISTICS**

**COURSE CODE : AL200**

**TIME ALLOWED : TWO (2) HOURS**

**INSTRUCTIONS:**

- 1. ANSWER SIX (6) QUESTIONS IN ALL.**
- 2. ALL QUESTIONS HAVE EQUAL MARKS.**
- 3. LINGUISTIC EXPRESSION AND FORMALISM, 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.**

### QUESTION 1

In each of the following sets, of sounds, circle the segment or segments which is/are:

- (i) [+ cor]            p, d, g, f, s, k, ʃ, r  
(ii) [+ lab]           o, p, w, f, j, e, i

[10 marks]

### QUESTION 2

Study the siSwati data presented below and do the task that follows:

- (i) imbuti                    'a goat'  
(ii) inkomo                   'a head of cattle'  
(iii) insimu                   'a piece of land'  
(iv) imphilo                   'life'  
(v) ingoti                    'an accident'

- (a) Provide phonemic transcriptions of each of the items listed above.  
(b) Provide phonetic transcriptions of the same items.  
(c) Name and define the process which makes the phonetic transcription differ from the phonemic one.

[10 marks]

### QUESTION 3

Study the data presented below taken from Herero, a Bantu language spoken in Namibia, and then do the tasks which follow:

Column A

Column B

- |                     |         |               |
|---------------------|---------|---------------|
| (i) Kama 'squeeze'  | kamena  | 'squeeze for' |
| (ii) tuma 'send'    | tumina  | 'send for'    |
| (iii) teka 'scoop'  | tekera  | 'scoop for'   |
| (iv) rora 'try'     | rorera  | 'try for'     |
| (v) kuta 'tie'      | kutira  | 'tie for'     |
| (vi) kanda 'milk'   | kandera | 'milk for'    |
| (vii) tona 'strike' | tonena  | 'strike for'  |
| (viii) čita 'do'    | čitira  | 'do for'      |

- (a) In Column B above, two assimilation processes occur. Name the two processes.  
(b) Briefly explain how each of the two processes occur.  
(c) State whether the two assimilation processes are contiguous or non-contiguous, and briefly say why.

[10 marks]

#### **QUESTION 4**

With the aid of distinctive features and the conventional notations formalise the following rules:

- (a) Voiceless stops are aspirated after nasal stops.
- (b) Alveolar fricatives are palatalized before /i/
- (c) Word-final voiced stops are devoiced in phrase-final position.
- (d) The lateral segment /l/ is realised as the voiced alveolar stop when it occurs after the alveolar nasal.
- (e) The high front vowel is deleted before the low vowel.

#### **QUESTION 5**

Study the forms listed below and do the tasks which follow:

- |               |               |                   |
|---------------|---------------|-------------------|
| 1. oxen       | 8. cattle     | 15. impossibility |
| 2. destroy    | 9. demand     | 16. disappear     |
| 3. on         | 10. unbeknown | 17. dethrone      |
| 4. idiotic    | 11. petty     | 18. inconsiderate |
| 5. unfairness | 12. point     | 19. scratches     |
| 6. origin     | 13. try       | 20. professional  |
| 7. a          | 14. undo      |                   |

- (a) Write down simple words from the corpus provided above.
- (b) Break each of the complex words in the corpus into its morphemes.
- (c) Tell whether the morpheme is inflectional or derivational.

[10 marks]

#### **QUESTION 6**

Consider the sentences given in (i) and (ii) below and do the tasks which follow:

- (i) I said I know.
- (ii) She wonders if he left.

- (a) For each of the sentences given above, list the PS rules required to generate its P-marker.
- (b) Draw a tree diagram to represent each of the two sentences.

[10 marks]

### **QUESTION 7**

Study the ambiguous sentences given below, and do the task which follows:

'He married the girl in Mbabane:

- (a) Briefly state its two meanings.
- (b) Use syntactic structure to represent the ambiguity.

[10 marks]

### **QUESTION 8**

Consider the sentence reproduced below and do the task which follows:

'The girl in the car screamed'

- (a) How many word-level constituents are found in the sentence?
- (b) List each of the word-level constituents you identified in (a) above.
- (c) Indicate the word level category for each of the constituents you listed in (b) above.
- (d) Group the various word-level constituents you identified in (a) according to their appropriate phrasal categories.