

UNIVERSITY OF SWAZILAND

FINAL EXAMINATION PAPER - MAY 2008

B.A DEGREE

TITLE OF PAPER : INTRODUCTION TO LINGUISTICS

COURSE NUMBER: AL200 /IDE-AL200

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS:

1. ANSWER FOUR (4) QUESTIONS IN ALL
2. ANSWER TWO QUESTIONS FROM EACH SECTION
3. LINGUISTIC EXPRESSIONS 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

SECTION A
PHONOLOGY AND MORPHOLOGY

Answer Question 1 and any other question in this section.

QUESTION 1

A. The following data illustrate two suffixes in Mende, a language spoken in both Liberia and Sierra Leone. Notice in the data that suffixes all bear tone, but the tone varies on different words.

- | | | | | | | |
|----|-------|------------|---------|------------------|---------|------------------|
| a) | kɔ | 'war' | kɔma | 'on war' | kɔhu | 'in war' |
| b) | pɛɛ | 'house' | pɛɛma | 'on (the) house' | pɛɛhu | 'in (the) house' |
| c) | bɛɛ | 'trousers' | bɛɛma | 'on trousers' | bɛɛhu | 'in trousers' |
| d) | ngila | 'dog' | ngilama | 'on (the) dog' | ngilahu | 'in (the) dog' |

In the examples tones are indicated as follows:

á = high
à = low
â = falling

- i) Account for the differences in tone on the suffixes for 'on' and 'in' in Mende. State your solution with autosegmental notation. (Hint: Assume that the suffixes have no tone to begin with, but that the words to which they are attached do have tone). (9)
- ii) Assuming that you have answered question (i) successfully, account for the tones of the suffixes meaning 'on' and 'in' in the additional examples below:

- | | | | | | | |
|----|------|---------|--------|------------------|--------|------------------|
| e) | mbu | 'owl' | mbuma | 'on (the) owl' | mbuhu | 'in (the) owl' |
| f) | ɲaha | 'woman' | ɲahama | 'on (the) woman' | ɲahahu | 'in (the) woman' |
- (6)

B. Syllabify the following words:

- | | | |
|-------|----------------|------|
| (i) | atlantic | |
| (ii) | suprasegmental | |
| (iii) | syntax | (10) |
| (iv) | psychology | |
| (v) | theory | |

[25 MARKS]

QUESTION 2

(a) Consider the following data from Latin

1. agrico-la aqu-am vide-t.
2. cib-um agrico-la vide-t.
3. agrico-la hort-um vide-t.
4. av-us cib-um vide-t.
5. avuncul-us av-um adjuva-t.
6. fili-a hort-um ama-t.
7. vacc-a aqu-am bibi-t.
8. hirc-us cib-um edi-t.
9. vitul-um av-us adjuva-t.
10. fili-a avuncul-um oscula-t.
11. vacc-a vitul-um pari-t.

-us *masculine nominative sg.*
-um *masculine accusative sg.*
-a *feminine nominative sg.*
-am *feminine accusative sg.*
-t *past tense marker*
vide 'see'
lava 'wash'
ama 'love'

pull 'chick'
aqu 'water'
bibi 'drink'
hirc 'goat'
pari 'bear'
fili 'daughter'
avuncul 'uncle'
oscula 'kiss'

vacc 'cow'
vitul 'calf'
hort 'garden'
cib 'food'
agricol 'farmer'
av 'grandfather'
adjuva 'help'
edi 'eat'

Give the meanings of each of the sentences in (1) to (11). (11)

(b) Assign a morphological tree structure to each of the following words:

- (i) articulation
- (ii) acknowledgement
- (iii) after thought (14)
- (iv) affectionately
- (v) white wash

[25 MARKS]

QUESTION 3

(a) Explain each of the following linguistic terms. Support your explanation with one example from any language:

- (i) partial assimilation
- (ii) morpheme
- (iii) phoneme
- (iv) syncope
- (v) epenthesis (18)
- (vi) blending
- (vii) opaque segment
- (viii) suppletion
- (ix) compensatory lengthening

(b) Determine and write down the distinctive feature(s) which differentiate(s) the sound segments in each of the following pairs:

- (i) [n, d]
- (ii) [n, m]
- (iii) [l, r]
- (iv) [e, o] (7)
- (v) [u, w]
- (vi) [t, ts]
- (vii) [b, β]

[25 MARKS]

SECTION B
SYNTAX AND SEMANTICS

Answer Question 4 and any other Question from this Section.

QUESTION 4

Analyze the following sentence by doing the following:

- i) Drawing its D- Structure
- ii) Showing all the Transformational Rules that have been used to generate its Surface Structure.
- iii) Drawing its S- Structure
- iv) Drawing its Semantic Network.

The Sentence:

Why could the old man not accept an invitation from the woman whom he loved.

[25 MARKS]

QUESTION 5

- a) With the aid of examples from any language of your choice explain any **FOUR** of the following syntactic concepts.
- i) D- Structure
 - ii) S- Structure
 - iii) Subcategorization
 - iv) C-Command
 - v) Trace Theory
 - vi) Transformational Rules
 - vii) Move Alpha
 - viii) Grammatical category

[25 MARKS]

QUESTION 6

a) Describe fully any **TWO** of the following theories associated with Semantic Development:

- i) Associationist theory
- ii) Categorical or semantic feature theory
- iii) Prototype theory
- iv) Cognitive theory

[10 Marks]

b) With the aid of examples explain three of the following semantic concepts:

- i) sign
- ii) symbol
- iii) index
- iv) icon

(15 Marks)

[25 MARKS]