

UNIVERSITY OF SWAZILAND

SUPPLEMENTARY EXAMINATION PAPER: JULY 2010

B.A. DEGREE

**TITLE OF PAPER: INTRODUCTION TO HISTORICAL AND
COMPARATIVE LINGUISTICS
(WESTERN & BANTU)**

COURSE NUMBER: AL401/IDE-AL401

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL.**
 - 2. CHOOSE ONE QUESTION FROM EACH SECTION.**
 - 3. LINGUISTIC EXPRESSIONS AND FORMALISMS SHOULD BE USED WHENEVER APPROPRIATE.**
 - 4. ALL EXAMPLES SHOULD BE GLOSSED.**

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

SECTION A

LEXICOSTATISTICS AND GLOTTOCHRONOLOGY

Answer Question 1

Question 1

- a) Swadesh (1955) discussed guidelines for the preparation of word lists used in lexicostatistics. Discuss **six** of the guidelines, giving *one* example under each point. (19 marks)
- b) Lexicostatisticians classify and subgroup languages according to their shared cognate percentages in core vocabulary. List the **six** subgroups. (6 marks)

[25 marks]

SECTION B

LINGUISTIC RECONSTRUCTION

Choose one question from this section

Question 2

- a) Examine the data below from Bislama (spoken in Vanuati) and do the tasks which follow:

Root		Transitive verb	
rit	'read'	ritim	'read'
bon	'burnt'	bonem	'burn'
smok	'smoke'	smokem	'smoke'
skras	'itch'	skrasem	'scratch'
slak	'loose'	slakem	'loosen'
stil	'steal'	stilim	'steal'
rus	'barbecue'	rusum	'barbecue'
tait	'tight'	taitem	'tighten'
boil	'boil'	boilem	'boil'
ciki	'cheeky'	cikim	'give cheek to'
pe	'payment'	pem	'pay for'
rere	'ready'	rerem	'prepare'
drai	'dry'	draim	'dry'
draun	'sink'	draunem	'push under water'
melek	'milk'	melekem	'squeeze liquid out of'
level	'level'	levelem	'level out'

- i) State what you think the original form of the transitive suffix might have been. (1 mark)
- ii) Identify the words whose suffixes have undergone changes and then give a step-by-step derivation of the surface forms to show why they have changed. (9 marks)
- iii) Identify the words that have retained their forms of suffixes and give good reasons why they have retained such forms. (12 marks)
- b) When might you want to use the method of Internal Reconstruction instead of the Comparative Method? (3 marks)

[25 marks]

Question 3

Consider the data below from two American Indian languages and answer the following questions. ([ɨ] represents a high back unrounded vowel).

Yerington Paviotso (YP)	Northfork Monachi (NM)	
mupi	mupi	'nose'
tama	tawa	'tooth'
piwi	piwi	'heart'
sawaʔpono	sawaʔpono	'a feminine name'
nɨmi	nɨwi	'liver'
tamano	tawano	'springtime'
pahwa	pahwa	'aunt'
kuma	kuwa	'husband'
wowaʔa	wowaʔa	'Indians living in the west'
mɨhɨ	mɨhɨ	'porcupine'
noto	noto	'throat'
tapa	tape	'sun'
ʔatapi	ʔatapi	'jaw'
papiʔi	papiʔi	'older brother'
pati	peti	'daughter'
nana	nana	'man'
ʔati	ʔeti	'bow/gun'

- a) Identify each sound correspondence. (4 marks)
- b) (i) For each correspondence you identified in (a) not containing an m or w, reconstruct a proto-sound. (6 marks)

- (ii) On the basis of the position of m in YP, can you predict which sound it will correspond to in NM? If so, state the rule. (2 marks)
- (d) (i) For the three correspondences you discovered in (a) involving m and w should you reconstruct two or three proto-sounds. Briefly explain why. (4 marks)
- (ii) List the reconstructed proto-sounds for m and w and indicate the changes (along with any conditioning factors) that they underwent in the daughter languages. (4 marks)
- (e) Based on the above reconstruct the following words:
- (i) 'tooth'
(ii) 'bow/gun'
(iii) 'sun'
(iv) 'husband' (5 marks)
(v) 'throat'
- [25 marks]

SECTION C

LANGUAGE CHANGE

Choose one question from this section

Question 4

- a) Consider the following sentences from Malay and do the tasks that follow:

1. *di padaŋ itu ada sæor ləbu*
There is an ox in the field
2. *saya ada sækor ayam*
I have a hen
3. *saya nampak sækor kuda*
I see a horse
4. *səoraŋ murid məŋhadiri səkolaħ itu*
A pupil attends the school
5. *ada səoraŋ peladʒar di dalam səkolaħ itu*
There is one student in the school

6. *di padaŋ itu ada baŋak ləbu*
There are many oxen in the field
7. *saya ada baŋak ayam*
I have many hens
8. *saya nampak baŋak kuda*
I see some horses
9. *ramai murid-murid məŋhadiri səkolaħ itu*
Many pupils attend the school
10. *pelađar-pelađar sədaŋ bəlađar*
Students are studying

(i) Match each of the following notions with a morpheme in the Malay data:

Nouns	Verbs	Articles	
ox	attend	a/one	
field	see	the	(4 marks)
hen			
school			

ii) Briefly discuss the formation of the plural in Malay. Support your points with relevant examples from the data. (6 marks)

iii) Considering the data above, compare and contrast the article-noun word order pattern in Malay and English. (3 marks)

b)	SiSwati	IsiZulu	S.Sesotho	Bemba	
	umfati	umfazi	musadi	umukafi	'woman/wife'
	umuti	umuzi	mutsi	umufi	'village/home'
	emanti	amanzi	metsi	amefi	'water'
	imbuti	imbuzi	podu	imbufi	'goat'
	tink ^h uni	izinkuni	dibeso	inkuni	'firewood'

- i) Which of the four languages whose data appear above do you consider to share cognates, if any? Justify your claim. (2 marks)
- ii) In the languages you consider to share cognate forms, identify and list the consonant correspondences found in the nominal stems. Do not include identical sets. (3 marks)
- iii) For each set of consonant correspondences you identified in (b(ii)) above, reconstruct the proto-consonant and state the strategy you used to arrive at the proto-consonant. (3 marks)

iv) State the phonological processes which took place during the evolution of the following forms from the Proto-language:

1. The Bemba stem [umukaj̄i] 'woman/wife'.
2. The IsiZulu stem [imbuzi] 'goat'
3. The siSwati stem [tink^huni] 'firewood' (4 marks)

[25 marks]

Question 5

With illustrations from any language, discuss the following linguistic terms and concepts:

- i) Implicational universals; (3 marks)
- ii) Agglutinating language; (3 marks)
- iii) Phoneme space; (4 marks)
- iv) Partial regressive assimilation; (3 marks)
- v) Conditioned sound change; (3 marks)
- vi) Genealogical classification of languages (4 marks)
- vii) Phonetic fusion (5 marks)

[25 marks]

SECTION D

MISCELLANEOUS TOPICS

Answer Question 6

Question 6

- a) With the aid of illustrations from any language(s), discuss the relationship between linguistic typology and language universals. (6 marks)
- b) Compare and contrast Guthrie's Proto-Bantu and Meinhof's Ur-Bantu vowel systems. (8 marks)
- c) Child language acquisition may lead to language change. (5 marks)
- d) Briefly discuss, with illustrations from siSwati, what is meant by a "sub-class". (6 marks)

[25 marks]