

UNIVERSITY OF SWAZILAND

SUPPLEMENTARY EXAMINATION PAPER: JULY 2011

B.A. DEGREE

TITLE OF PAPER: INTRODUCTION TO LINGUISTICS

COURSE NUMBER: AL210/IDE-AL210

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL.**
 - 2. CHOOSE TWO (2) QUESTIONS FROM SECTION A.**
 - 3. CHOOSE ONE (1) QUESTION FROM SECTION B.**
 - 4. CHOOSE ONE (1) QUESTION FROM SECTION C.**
 - 5. LINGUISTIC EXPRESSIONS SHOULD BE USED WHENEVER APPROPRIATE.**
 - 6. 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) Each of the languages below illustrates a different kind of pattern of word stress.

In the examples stress is indicated as follows:

á = primary stress

à = secondary stress

(i) Describe, in words, the stress pattern of each language.

1. Latin

(i)	véri:ta:s	'truth'	
(ii)	hóminem	'man (accusative case)'	
(iii)	dí:kere	'to speak'	
(iv)	diksísti	'you spoke'	
(v)	míttutur	'he was sent'	(4)
(vi)	mittúntur	'they were sent'	
(vii)	veritá:tem	'truth (accusative case)'	
(viii)	amí:cuš	'friend'	

2. Diyari

(i)	kána	'man'	
(ii)	nánda	'to hit'	
(iii)	múla	'nose'	
(iv)	wílapína	'old woman'	(4)
(v)	ṅándawálka	'to close'	
(vi)	pínadu	'old man'	
(vii)	púḷuru	'mud'	
(viii)	mánkaṛa	'girl'	
(ix)	káṅini	'mother's mother'	

3. Mpakwiti

(i)	thú?u
(ii)	pá:na
(iii)	kálipwa

- (iv) dré:gwati (4)
- (v) bwáʔa
- (vi) ʔúnuwàna
- (vii) máguʔi:ni

(ii) Give the stress pattern you would predict for the word below in each language:
[bi:mata:ki:] (3)

a) Write the following words in phonetic notation and place the words in their syllables:

- i) fish
- ii) chicken
- iii) joy (10)
- iv) them
- v) theme

[Total: 25 marks]

Question 2

a) The following data illustrate the post-position suffix *hu* 'in' in Mende, a language spoken in both Liberia and Sierra Leone. Notice in the data that the suffix bears tone, but the tone varies on different words.

In the examples tones are indicated as follows:

- á = high
- à = low
- â = falling
- ã = rising

'in'

(i)	kpà	'debt'	kpàhù
(ii)	mbǎ	'rice'	mbàhù
(iii)	mbâ	'companion'	mbáhù
(iv)	ndàvúlá	'sling'	ndàvúláhù
(v)	félàmà	'junction'	félàmàhù
(vi)	nikíli	'groundnut'	nikílihù

Task

Account for the differences in tone on the suffix for 'in' in Mende. State your solution with autosegmental notation. Support your argument by analysing examples (i), (ii), and (vi). (10)

b) In Margi, a language spoken in West Africa, when the definite suffix [-áɾi] is added to a stem to create a sequence of vowels, there is either vowel gliding or vowel deletion. Notice in the data below that the tone of the suffix varies.

In the examples tone is indicated as follows:

á = high tone

à = low tone

		Definite	
(i)	sál	sáláɾi	'man'
(ii)	kùm	kùmáɾi	'meat'
(iii)	tágú	tágwáɾi	'horse'
(iv)	kú	kwáɾi	'goat'
(v)	úʔù	úʔwáɾi	'fire'
(vi)	hù	hwáɾi	'grave'
(vii)	cédè	cédèɾi	'money'
(viii)	fà	fáɾi	'farm'

Task

Account for the differences in tone at the surface level. State your solution with autosegmental notation. Support your argument by analysing examples (ii), (iv), (v), and (vii). (15)

[Total: 25 marks]

Question 3

a) Consider the following Modern English sentence:

'Lolo and her husband's sister took the dress to the taylor.'

- i) Indicate the part of the above sentence which is:
1. the subject NP;
 2. the genitive NP; (4)
 3. the direct object NP; and
 4. the indirect object NP.

ii) Name the case which was used in Old English to indicate each of the NP's listed in (i) (1-4) above. (4)

b) Briefly explain how information which could have been previously expressed through the use of case inflections could now be conveyed in Modern English. (4)

c) The following data on Tamil language indicate that some words begin with glides while others do not:

Initial j-glide		Initial w-glide		No initial glide	
1. jeli	'rat'	6. wo:qi	'break'	11. arivu	'knowledge'
2. ji:	'fly'	7. wo:laj	'palm tree'	12. ai \dot{u} tu	'five'
3. jilaj	'leaf'	8. wu:si	'needle'	13. a:saj	'desire'
4. jenge	'where'	9. wujir	'life'	14. a:ru	'river'
5. jiduppu	'waist'	10. wo:ram	'edge'	15. a:di	'origin'

i) Using your knowledge of natural classes, make a general statement about the distribution of the glides. (2)

ii) Assuming the glides are not present in the underlying representations, name the process that accounts for their presence in the surface forms. (2)

iii) Using distinctive features, write a rule using alpha notation that formalizes this process. (4)

d) Consider the following words:

misinterpreted
disadvantaged

i) Divide each of the words into its morphemes. (3)

ii) For each bound morpheme, indicate whether it is derivational or inflectional. (2)

[Total: 25 marks]

Syntax and Semantics

Answer *one question* from Section B and *one question* from Section C. Read the instructions carefully before you start writing.

Section B: Syntax

Question 4

Consider the following two (2) sentences (1) and (2):

- (1) Mary wondered whether John will go to town.
- (2) *Mary wondered whether will John go to town.

Use sentences (1) and (2) to answer ALL of the following questions.

- a) Draw a complete X-bar theory phrase-structure tree for example (1).
[5 marks]

- b) Using the tree you drew for (a), identify one example of each of the following:

- i) head [2 marks]
- ii) specifier [2 marks]
- iii) complement [2 marks]
- iv) IP [2 marks]
- v) CP [2 marks]

- c) What transformation has applied in (2) that has not applied in (1)? Why does the application of this transformation make (2) ungrammatical?
[10 marks]

Question 5

Consider the following two (2) sentences (1) and (2):

- (1) Wallace bought the dumpling at the shop.
- (2) The dumpling was bought by Wallace.

Use sentences (1) and (2) to answer ALL of the following questions.

- a) Identify the construction in example (1) and justify your choice.
[5 marks]
- b) Identify the construction in example (2) and justify your choice.
[5 marks]
- c) Draw a complete X-bar theory phrase-structure tree for example (1).
[5 marks]
- d) Define a predicate-argument structure. Identify the predicate-argument structure in examples (1) and (2) and justify your choice.
[10 marks]

[25 marks]

Section C: Semantics and Information Structure

Question 6

Define the terms in (a)-(j). Illustrate each of your answers with an example from a language of your choice.

- | | |
|---------------------|-------------|
| a) denotation | [2 ½ marks] |
| b) contrast | [2 ½ marks] |
| c) topic | [2 ½ marks] |
| d) old information | [2 ½ marks] |
| e) truth conditions | [2 ½ marks] |
| f) indefiniteness | [2 ½ marks] |
| g) referential | [2 ½ marks] |
| h) subject | [2 ½ marks] |
| i) entailment | [2 ½ marks] |
| j) referentiality | [2 ½ marks] |

[25 marks]

Question 7

Define the terms in (a)-(j). Illustrate each of your answers with an example from a language of your choice.

- | | |
|--------------------|-------------|
| a) connotation | [2 ½ marks] |
| b) contradiction | [2 ½ marks] |
| c) comment | [2 ½ marks] |
| d) new information | [2 ½ marks] |
| e) paraphrase | [2 ½ marks] |
| f) definiteness | [2 ½ marks] |
| g) non-referential | [2 ½ marks] |
| h) direct object | [2 ½ marks] |
| i) thematic role | [2 ½ marks] |
| j) referentiality | [2 ½ marks] |

[25 marks]

End of Question Paper