

**UNIVERSITY OF SWAZILAND  
FINAL EXAMINATION –MAY 2012  
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 AND FORMALISM SHOULD BE USED WHENEVER APPROPRIATE.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED**

**SECTION A**  
**PHONOLOGY AND MORPHOLOGY**

*Answer Question 1 and any other question from this section.*

**Question 1**

(a) Each of the languages below illustrates a different kind of pattern of word stress.

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

**1. Pintupi**

- |       |  |                                      |     |
|-------|--|--------------------------------------|-----|
| (i)   | pána                                       | 'earth'                              |     |
| (ii)  | t <sup>l</sup> útuya                       | 'many'                               |     |
| (iii) | málawàna                                   | 'through from behind'                |     |
| (iv)  | púliŋkàlat <sup>l</sup> u                  | 'we (sat) on the hill'               |     |
| (v)   | t <sup>l</sup> ámulìmpat <sup>l</sup> ùŋku | 'our relation'                       |     |
| (vi)  | tìliŋgùlâmpat <sup>l</sup> u               | 'the fire for our benefit flared up' | (4) |

**2. 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:cus    | 'friend'                  |     |

**3. Mpakwiti**

- |       |           |  |     |
|-------|-----------|--|-----|
| (i)   | thú?u     |  |     |
| (ii)  | pá:na     |  |     |
| (iii) | kálipwa   |  |     |
| (iv)  | dré:gwati |  | (4) |
| (v)   | bwá?a     |  |     |
| (vi)  | ?únuwàna  |  |     |
| (vii) | mágu?:ni  |  |     |

In the examples stress is indicated as follows:

á = primary stress

à = secondary stress

(ii) Give the stress pattern you would predict for the word below in each language:

[ba:domi:lem] (3)

(b) Using illustrations, give a brief description of the following linguistic terms:

- i) contour tone; (3)
- ii) Obligatory Contour Principle; and (4)
- iii) tone stability (3)

[25 marks]

### Question 2

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

- i) fish
- ii) chicken
- iii) pleasure
- iv) joy (13)
- v) them
- vi) theme

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) Consider the following Modern English sentence:

‘The woman and her husband’s cousin took the dog to the Vet.’

- 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)

[25 marks]

### Question 3

- a) 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. wodj	'break'	11. arivu	'knowledge'
2. ji:	'fly'	7. wo:laj	'palm tree'	12. aiṅtu	'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. (1)
- iii) Using distinctive features, write a rule using alpha notation that formalizes this process. (4)
- b) Consider the following words:
1. misinterpreted
  2. disadvantaged
- i) Divide each of the words into its morphemes. (3)
- ii) For each bound morpheme, indicate whether it is derivational or inflectional. (2)
- iii) For each word, draw a tree diagram to show how it is derived. (5)
- c) Explain each of the following linguistic terms. Support your explanation with one example from any language:
- (i) dissimilation
  - (ii) derivational morpheme
  - (iii) apocope (8)
  - (iv) compensatory lengthening

[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 sentence (a):

(a) What did the man behind the tree think that the thieves burned?

i) Draw a complete X-bar theory phrase-structure tree for this sentence.

[5 marks]

ii) Define four (4) of the following and identify one (1) example of each one in the tree in

(i). Justify your answer in each case.

[5 marks]

1. head
2. discontinuous dependency
3. specifier
4. complement
5. V-to-I movement
6. I-to-C movement
7. X-bar schema

e) Define a predicate-argument structure. Give one example of a predicate-argument structure from sentence (1) and identify all of its thematic roles.

[5 marks]

f) Define a specifier. How many examples of specifiers occur in sentence (1)? Identify any such examples.

[5 marks]

g) Define a patient. How many examples of patients occur in sentence (1)? Identify any such examples.

[5 marks]

[Total: 25 marks]

### **Question 5**

Answer five (5) of the following questions.

- i) Describe the relationship between the active and passive constructions. [5 marks]
- ii) Define grammatical relations. Give two (2) examples. [5 marks]
- iii) Define thematic roles. Give two (2) examples. [5 marks]
- iv) What is the relationship between grammatical relations and thematic roles? [5 marks]
- v) How does the relationship between grammatical relations and thematic roles change between the active and passive constructions? [5 marks]
- vi) Why are both grammatical relations and thematic roles necessary in syntactic analysis? [5 marks]

[Total: 25 marks]

## **Section D: Semantics and Information Structure**

### **Question 6**

i) With the use of at least two (2) examples from a language or languages of your choice, explain the difference between definiteness and indefiniteness. [9 marks]

ii) Give one (1) example of each of the following from a language or languages of your choice:

- a) old information that is also a topic [4 marks]
- b) new information that is also a topic [4 marks]
- c) old information that is also a comment [4 marks]
- d) new information that is also a comment [4 marks]

[Total: 25 marks]

### **Question 7**

i) Define the following terms. Use the active and passive constructions in a language or languages of your choice to illustrate each term.

- a) truth conditions [6 marks]
- b) paraphrase [6 marks]
- c) entailment [6 marks]

ii) Explain the difference between denotation and connotation. Give one (1) example of each of these from a language or languages of your choice. [7 marks]

[Total: 25 marks]

**End of Question Paper**