UNIVERSITY OF SWAZILAND
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
MAIN EXAMINATION PAPER: MAY 2013
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

4.   LINGUISTIC EXPRESSIONS AND FORMALISM SHOULD BE USED WHENEVER APPROPRIATE.

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 from this section.

Question 1

a) Each of the languages below illustrates a different kind of pattern of word stress. Stress is indicated by either an acute accent mark or a grave accent over the vowel of the syllable that is stressed. Describe (in words) the stress pattern of each language.

1.   **Pintupi**

(i)	pána	'earth'
(ii)	tʲútuya	'many'
(iii)	málawàna	'through from behind'
(iv)	púliŋkàlatʲu	'we (sat) on the hill'
(v)	tʲámulìmpatʲùŋku	'our relation'
(vi)	tíliriŋulàmpatʲu	'the fire for our benefit flared up'

(4 marks)

2.   **Latin**

(i)	vérita:s	'truth'	
(ii)	hóminem	'man (accusative case)'	
(iii)	dí:kere	'to speak'	
(iv)	diksísti	'you spoke'	
(v)	míttutur	'he was sent'	(5 marks)
(vi)	mittúntur	'they were sent'	
(vii)	veritá:tem	'truth (accusative case)'	
(viii)	amí:cus	'friend'	

3.   **Malayalam**

kárati	'bear'	
kará:rə	'agreement'	
máranam	'death'	(4 marks)
ká:ranam	'reason'	
páttanam	'town'	
pattá:lam	'army'	

b) Using hypothetical examples, give a brief description of the following linguistic terms as used in stress assignment:

   i)   A degenerate foot
   ii)   extrametricality   (12 marks)
   iii)   A trochaic foot

                                                               [25 marks]

Question 2

   a)   According to Trubetzkoy's theory of distinctive oppositions;

"The same phonetic segments distinguished by the same phonetic features can stand in a
neutralizable opposition in one language and in a constant opposition in another".
Provide evidence to support this statement along with relevant examples.   (5 marks)

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

        i)   syntax
        ii)   feature
        iii) morphology   (15 marks)
        iv)   pragmatics
        v)   derive

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

        [u, m]
        [i, u]
        [s, z]   (5 marks)
        [n, ɲ]
        [k, x]

                                                               [25 marks]

Question 3

   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'

        (i)   kpà   'debt'   kpàhù
        (ii)   mbă   'rice'   mbàhú
        (iii) mbâ   'companion'   mbáhù
        (iv)   ndàvúlá   'sling'   ndàvúláhú
        (v)   félàmà   'junction'   félàmàhù
        (vi)   nìkílì   'groundnut'   nìkílìhù

In the examples tones are indicated as follows:

á = high
à = low
â = falling
ǎ = rising

Task

Account for the differences in tone on the suffix for 'in' in Mende. State your solution with autosegmental notation. (Hint: Assume that the suffix has no tone to begin with, but that the word to which it is attached does have tone). Support your argument by analysing examples (i), (iv), and (vi).   (9 marks)

b) Determine and write down the distinctive feature(s) which are shared by each of the following pairs of sound segments:

    (i)   [n, m]
    (ii)   [l, r]   (4 marks)
    (iii)   [u, w]
    (iv)   [k, x]

(b) Use distinctive features to formalize the following phonological rules:

    i)   When two non-labial high vowels follow each other the non-labial glide is inserted between them.   (4 marks)
    ii)   When two labial high vowels follow each other the labial glide is inserted between them.   (4 marks)
    iii)   Using the alpha notation, collapse rules (i) and (ii).   (4 marks)

[25 marks]

Question 4

a)   Consider the data below from Ndali, a Bantu language spoken in Tanzania and Malawi, and answer the questions which follow:

SINGULAR	PLURAL	
ululete	indete	reed(s)
ululeŋga	indeleŋga	cock's comb(s)
ulukisi	iŋgisi	louse/lice
ulupembe	imbebe	horn(s)
uluβafu	imbafu	rib(s)

ulwanda	iɲanda	stomach(s)
uluyewo	iɲdʒewo	gossip(s)
ulwimbo	iɲimbo	song(s)

i)   List the allomorphs of the prefix in the plural forms and account for their distribution.   (4 marks)

ii)   Account for the variation of the stem-initial segment in each singular/plural pair, wherever such variation occurs in the data provided above.

                                                       (8 marks)

b)   Consider the data below from Tagalog:

sulat	'write'
sinulat	'was written'
susulat	'will write'
basag	'break'
binasag	'was broken'
bumabasag	'is breaking'
babasag	'will break'

Describe the process involved in the formation of the following:

i)   past tense;

ii)   present tense progressive; and   (6 marks)

iii)   future tense.

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

     a.   Segmental   (2 marks)

     b.   directionality   (3 marks)

     c.   freedom   (2 marks)

[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 5

Consider the following sentence (a):

    (a)   Who did the soldier in the guardhouse say that the journalist kicked?

i) Draw a complete X-bar theory phrase-structure tree for this sentence.   [5 marks]

ii) Identify each instance of movement in the tree you drew in (i).   [5 marks]

iii) Define three (3) of the following and identify one (1) example of each one in the tree you drew in (i).

    1. X-bar schema
    2. head
    3. complement
    4. specifier   [15 marks]

[Total: 25 marks]

Question 6

Define the following terms. For each term, give one (1) example from a language or languages of your choice (**EXCEPT ENGLISH**).

    1. constituent question   [5 marks]
    2. yes-no question   [5 marks]
    3. inflectional phrase   [5 marks]
    4. embedded clause   [5 marks]
    5. complementizer phrase   [5 marks]

[Total: 25 marks]

Section C: Semantics and Information Structure

Question 7

Consider the following sentence:

   a)   The lady with the dog kicked the ball into the goal.

i) Define a predicate-argument structure. Give one (1) example from the sentence in (a).
[5 marks]

ii) Define grammatical relations. Give one (1) example from the sentence in (a).
[5 marks]

iii) Give the passive equivalent of the sentence in (a). How does the relationship between grammatical relations and thematic roles change between the active and passive constructions?
[10 marks]

iv) Why are both grammatical relations and thematic roles necessary in syntactic analysis?
[5 marks]

[Total: 25 marks]

Question 8

Define five (5) of the following terms. Illustrate each definition with one (1) example from a language or languages of your choice (**EXCEPT ENGLISH**).

   1. topic   [5 marks]
   2. old information   [5 marks]
   3. definiteness   [5 marks]
   4. referentiality   [5 marks]
   5. contrast   [5 marks]
   6. new information   [5 marks]
   7. comment   [5 marks]
   8. indefiniteness   [5 marks]

[Total: 25 marks]

End of Question Paper