UNIVERSITY OF SWAZILAND
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
SUPPLEMENTARY EXAMINATION PAPER: JULY 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 in this section.

Question 1

a) In Margi, a language spoken in West Africa, when the definite suffix [-árì] 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.

		Definite	
(i)	sál	sálárì	'man'
(ii)	kùm	kùmárì	'meat'
(iii)	tágú	tágwárì	'horse'
(iv)	kú	kwárì	'goat'
(v)	úʔù	úʔwárì	'fire'
(vi)	hù	hwărì	'grave'
(vii)	cédè	cédĕrì	'money'
(viii)	fà	fărì	'farm'

In the examples tone is indicated as follows:

á = high tone

à = low tone

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).

(16)

b) The data below indicates that speakers of Bakwiri play a linguistic game to disguise their speech.

	Normal	Disguised	Gloss
1.	mòkò	kòmò	'plantain'
2.	lówá	wáló	'excrement'
3.	kwélí	líkwé	'death'
4.	kóndì	ndíkò	'rice'

5.	lìyé	yèlí	'stone'
6.	lùùŋgá	ŋgaalú	'stomach'
7.	zééyá	yáázé	'burn'

i)   Formulate rules that determine how the game is played.   (4)

ii)   Using an Autosegmental analysis show how your analysis works to transform [zééyá] into yáázé.   (5)

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.

<div align="center">'in'</div>

(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:

<div align="center">

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

</div>

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), (ii), (iv), and (vi).   (12 marks)

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

   i) syllabify
   ii) naughty

iii) job　　　　　　　　　　　　　　　　　　(10 marks)
iv) article
v) motivation

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

[25 marks]

Question 3

(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. **Diyari**

(i)	kána	'man'	
(ii)	nánda	'to hit'	
(iii)	múḻa	'nose'	
(iv)	wílapína	'old woman'	(4 marks)
(v)	ŋándawálka	'to close'	
(vi)	pínadu	'old man'	
(vii)	púḻuru	'mud'	
(viii)	mánkaṛa	'girl'	
(ix)	káṉini	'mother's mother'	

2. **Weri**

(i)	ŋintíp	'bee'	
(ii)	kùlipú	'hair of arm'	(4 marks)
(iii)	ulùamít	'mist'	
(iv)	àkunètepál	'times'	

3. **Araucanian**

(i)	wulé	'tomorrow'	
(ii)	tipánto	'year'	
(iii)	elúmuyù	'give us'	(4 marks)
(iv)	elúaènew	'he will give us'	
(v)	kimúbalùwulày	'he pretended not to know'	

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:

[genti:lavi]   (3 marks)

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

      (i)   assimilation
      (ii)   inflectional morpheme
      (iii)   syncope   (10 marks)
      (iv)   compensatory lengthening

[25 marks]

Question 4

a) In Southern Kongo, a Bantu language spoken in Angola, the non-palatal segments [t, s, z] are in complementary distribution with their palatal counterparts [ʧ, ʃ, ʒ] as shown in the following words:

[tobola]	'to bore a hole'	[ʧina]	'to cut'
[tanu]	'five'	[ʧiba]	'banana'
[kesoka]	'to be cut'	[nkoʃi]	'lion'
[kasu]	'emaciation'	[nselele]	'termite'
[kunezulu]	'heaven'	[aʒimola]	'alms'
[nzwetu]	'our'	[lolonʒi]	'to wash house'
[zevo]	'then'	[zenga]	'to cut'
[ʒima]	'to stretch]		

i) State the distribution of each pair of segments given below:

    [t]   [ʧ]
    [s]   [ʃ]   (6 marks)
    [z]   [ʒ]

ii) Which phones should be used as basic phoneme for each pair? State the reason for your choice.   (8 marks

iii) State, in words, one phonological rule that will derive all the phonetic segments from their phonemes. Do not state a separate rule for each phoneme, but a general rule for all three phonemes you listed in (b) above.   (4 marks)

iv) Formalize the rule you stated in (c) above with the use of distinctive features.
                                                                                     (7 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 sentences:

(a)   Who did the nurse in the bedroom say that the dog bit?

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

ii) Define four (4) of the following and identify one (1) example of each in the tree you drew for (i).

1. X-bar schema
2. V-to-I movement
3. specifier
4. discontinuous dependency
5. complement
6. complementizer
7. subject-verb inversion
8. head
9. I-to-C movement   [20 marks]

[Total: 25 marks]

Question 6

Define five (5) the following terms. For each term, give one (1) example from a language or languages of your choice (**EXCEPT ENGLISH**).

1. grammatical relations   [5 marks]
2. active sentence   [5 marks]
3. subject   [5 marks]
4. passive sentence   [5 marks]
5. direct object   [5 marks]
6. transformation   [5 marks]

[Total: 25 marks]

Section C: Semantics and Information Structure

Question 7

Define five (5) of the terms in (1)-(6). For each of the five (5), give two (2) examples from two (2) languages of your choice.

1.	thematic roles	[5 marks]
2.	predicate-argument structure	[5 marks]
3.	agent	[5 marks]
4.	patient	[5 marks]
5.	predicate	[5 marks]
6.	argument	[5 marks]

[Total: 25 marks]

Question 8

i) Define referentiality. Explain the difference between referentiality and non-referentiality. Illustrate your answer with at least two (2) examples from a language or languages of your choice.   [10 marks]

ii) Give one (1) example of three (3) of the following from a language or languages of your choice.

1.	new information that is also a topic	[5 marks]
2.	new information that is also a comment	[5 marks]
3.	old information that is also a topic	[5 marks]
4.	old information that is also a comment	[5 marks]

[Total: 25 marks]

End of Question Paper