

**UNIVERSITY OF SWAZILAND  
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE  
SUPPLEMENTARY EXAMINATION PAPER: JULY 2016  
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 BY THE INVIGILATOR.**

**SECTION A  
PHONOLOGY AND MORPHOLOGY**

*Choose any two questions in this section.*

**Question 1**

**Kikuyu verb conjugation**

The following forms illustrate two verb tenses in Kikuyu. Tones are indicated as follows:

á = high  
a = low (unmarked)

A.	Current imperfect	“look at”	“send”
	1. ‘We are V-ing’	torɔɔɔɔɔɔ	totomáɔɔ
	2. ‘We are V-ing him/her’	tomorɔɔɔɔɔɔ	tomotomáɔɔ
	3. ‘We are V-ing them’	tomarɔ́ɔɔɔɔɔ	tomatómáɔɔ
	4. ‘They are V-ing’	márɔ́ɔɔɔɔɔ	mátómáɔɔ
	5. ‘They are V-ing him/her’	mámórɔɔɔɔɔɔ	mámótomáɔɔ
	6. ‘They are V-ing them’	mámárɔ́ɔɔɔɔɔ	mámátómáɔɔ
B.	Current past		
	7. ‘We V-ed’	torɔɔrírɛ́	totomírɛ́
	8. ‘We V-ed him/her’	tomorɔɔrírɛ́	tomotomírɛ́
	9. ‘We V-ed them’	tomarɔ́rírɛ́	tomatómírɛ́
	10. ‘They V-ed’	márɔ́rírɛ́	mátómírɛ́
	11. ‘The V-ed him/her’	mámórɔɔrírɛ́	mámótomírɛ́
	12. ‘The V-ed them’	mámárɔ́rírɛ́	mámátómírɛ́

a) Identify the following morphemes, ignoring the tone:

‘Look at’

‘Send’

‘1<sup>st</sup> person plural subject’

‘3<sup>rd</sup> person plural subject’

‘3<sup>rd</sup> person singular object’

‘3<sup>rd</sup> person plural object’

‘Current imperfect’

‘Current past’

(8 marks)

- b) Propose an underlying tone for each of the morphemes you identified in (a) above.  
(8 marks)
- c) Using an Autosegmental analysis account for the tonal differences at the surface level. Support your argument by analysing examples (3) and (9) from the data provided above.  
(9 marks)

[25 marks]

**Question 2**

- a) 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)
- b) Using illustrations, give a brief description of the following linguistic terms:
- i) A trochaic foot
  - ii) Apocope (9 marks)
  - iii) Partial regressive assimilation
- c) Syllabify the following words:
- i) syntax
  - ii) introduction (4 marks)

[25 marks]

**Question 3**

- (a) Using illustrations, give a brief description of the following linguistic terms:
- i) tone melody; (3 marks)
  - ii) contour tone; (3 marks)
  - iii) Obligatory Contour Principle; and (3 marks)
  - iv) tone stability (4 marks)
- (b) 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. Huasteco**

- (i) cijó:k 'chin'

(ii)	ya:ní:l	'many times'	
(iii)	ʔá:ulom	'field of garlic'	
(iv)	ʔalabé:l	'pretty'	(4 marks)
(v)	bí:nomac	'one who gave'	
(vi)	hílkoma	'leftover'	
(vii)	cálam	'shade'	

## 2. Pintupi

(i)	pána	'earth'	
(ii)	tʔútuya	'many'	
(iii)	málawàna	'through from behind'	(4 marks)
(iv)	púliŋkàlatʔu	'we (sat) on the hill'	
(v)	tʔámulimpatʔùŋku	'our relation'	
(vi)	tʔliriŋulàmpatʔu	'the fire for our benefit flared up'	

## 3. Mpakwiti

(i)	thúʔu		
(ii)	pá:na		
(iii)	kálipwa		
(iv)	dré:gwati		(4 marks)
(v)	bwáʔa		
(vi)	ʔúnuwàna		
(vii)	máguʔi:ni		

In the examples stress is indicated as follows:

á = primary stress

à = secondary stress

[25 marks]

## Question 4

(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. woʔi	'break'	11. arivu	'knowledge'
2. ji:	'fly'	7. wo:laj	'palm tree'	12. aintu	'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 marks)
- ii) Assuming the glides are not present in the underlying representations, name the process that accounts for their presence in the surface forms. (1 mark)
- iii) Using distinctive features, write a rule using alpha notation that formalizes this process. (4 marks)

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

[tobola]	'to bore a hole'	[tʃina]	'to cut'
[tanu]	'five'	[tʃiba]	'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]	[tʃ]	
[s]	[ʃ]	(6 marks)
[z]	[ʒ]	

ii) 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)

(c) Consider the following words:

- a. inconsiderate
- b. phonological

- i) Divide each of the words into its morphemes. (2 marks)
- ii) For each bound morpheme, indicate whether it is derivational or inflectional. (2 marks)
- iii) For each word, draw a tree diagram to show how it is derived. (4 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**

i) Draw a complete X-bar theoretic phrase structure tree for the sentence The hero killed the snake. Indicate all instances of movement. [10 marks]

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

- a) Head
- b) Specifier
- c) Complement
- d) Head-to-Head Movement
- e) Phrase

[15 marks]

[Total: 25 marks]

**Question 6**

i) Define yes-no questions and constituent questions. [4 marks]

ii) Give one (1) example in English of a sentence that contains a discontinuous dependency. [2 marks]

iii) Draw a complete X-bar theoretic phrase structure tree for the example you gave in (ii). [8 marks]

iv) Indicate the discontinuous dependency in the tree you drew in (ii) and explain why it is a discontinuous dependency. [7 marks]

v) Show how four (4) of the phrases in the tree you drew for (i) are examples of the X-bar schema. [4 marks]

[Total: 25 marks]

**Section C: Semantics and Information Structure****Question 7**

i) Define each of the following terms and give two (2) examples of each from two (2) different languages of your choice. Do not use examples from any textbook.

- |                    |           |
|--------------------|-----------|
| a) topic           | [7 marks] |
| b) old information | [7 marks] |
| c) contrast        | [7 marks] |

ii) Give one example of information that is both referential and definite from any language of your choice. Explain why your example illustrates both these categories of information structure.

[4 marks]

[Total: 25 marks]

**Question 8**

For each of the following terms, show one (1) way in which it may be encoded in any language except English. Justify your choice of examples. Do not use examples from any textbook.

- |                   |           |
|-------------------|-----------|
| a) definiteness   | [5 marks] |
| b) indefiniteness | [5 marks] |
| c) referentiality | [5 marks] |
| d) comment        | [5 marks] |
| e) contrast       | [5 marks] |

[Total: 25 marks]

**End of Question Paper**