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**UNIVERSITY OF SWAZILAND  
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE  
RESIT EXAMINATION PAPER: JULY 2017**

**TITLE OF PAPER:                   ADVANCED PHONOLOGY**

**COURSE NUMBER:                ALL207**

**TIME ALLOWED:                 THREE (3) HOURS**

- INSTRUCTIONS:**
- 1.     ANSWER FOUR (4) QUESTIONS IN ALL.**
  - 2.     CHOOSE TWO (2) QUESTIONS FROM SECTION A.**
  - 3.     CHOOSE ONE (2) QUESTIONS FROM SECTION B**
  - 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

Choose any two questions in this section

## Question 1

- a) 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.

		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'

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 marks)

- 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.	kóndi	ndíkò	'rice'
5.	liyé	yèlí	'stone'
6.	lùùngá	ngaalú	'stomach'
7.	zééyá	yáázé	'burn'

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

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

[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'
(i)	kpà	'debt'	kpàhù
(ii)	mbǎ	'rice'	mbǎhú
(iii)	mbâ	'companion'	mbâhù
(iv)	ndàvùlá	'sling'	ndàvùláhù
(v)	félàmà	'junction'	félàmàhù
(vi)	nikìlì	'groundnut'	nikìlìhù

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), (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
- iv) article
- v) motivation

(10 marks)

c) Discuss *tone melody* as used in tonal analysis.

(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)  | mú a       | 'nose'            |           |
| (iv)   | wilapína   | 'old woman'       | (4 marks) |
| (v)    | ḡándawálka | 'to close'        |           |
| (vi)   | pínadu     | 'old man'         |           |
| (vii)  | pújuru     | 'mud'             |           |
| (viii) | mánkara    | 'girl'            |           |
| (ix)   | káḡini     | 'mother's mother' |           |

**2. Weri**

- |       |            |               |           |
|-------|------------|---------------|-----------|
| (i)   | ḡintíp     | '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) Define each of the following linguistic terms. Support your explanation with one example from any language:

- (i) dissimilation
- (ii) bidirectional assimilation
- (iii) syncope (10 marks)
- (iv) apocope
- (v) epenthesis

[25 marks]

**SECTION B**

*Choose any two questions in this section*

**Question 4**

- a) Consider the data below from Inuktitut a language spoken by native Canadians then do the tasks that follow:

iglumut	"to a house"
ukiaq	"late fall"
aiviq	"walrus"
aniguvit	"if you leave"
aglu	"seal's breathing hole"
iglumit	"from a house"
anigavit	"because you leave"
pinna	"that one up there"
ani	"female's brother"
iglu	"house"
panna	"that place up there"
aivuuq	"she goes home"
ini	"place, spot"
ukiuq	"winter"

- i) List all the minimal pairs found in the data. (14 marks)
- ii) Give all the vowel phonemes in Inuktitut base on the given data.

(3 marks)

- b) What distinctive feature, if any, do the following sets of sound segments share?

- i) Vowels and semi vowels;
- ii) Consonants and vowels;
- iii) Stops and affricates; (5 marks)

- iv) Bilabials and rounded vowels;
  - v) Liquids and semi vowels.
- c) Using distinctive features, formalise the following rules:
- i) The sequence /a/ /i/ becomes [e] when a morpheme boundary intervenes between them. (5 marks)
  - ii) A voiceless consonant becomes voiced between vowels. (2 marks)
  - iii) Voiceless stops are phonetically realised as aspirated in word-initial position. (3 marks)
- [25 marks]**

**Question 5**

- a) Write the words in phonetic notation and place the words in their syllables:
- i) Psychology;
  - ii) Example;
  - iii) Writing; (12 marks)
  - iv) Bathe;
  - v) Bath.
- b) Using hypothetical examples, give a brief description of the following linguistic terms as used in stress assignment:
- i) Syllable weight;
  - ii) Extrametricality. (8 marks)
- c) According to Trubetzkoy's theory of distinctive oppositions:
- "The same phonetic segments distinguished by the same phonetic features can stand in bilateral opposition in one language and in a multilateral opposition in another". Provide evidence to support this statement along with relevant examples. (5 marks)
- [25 marks]**

**Question 6**

- (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. **Latin**

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

2. **Malayalam**

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

3. **Mpakwiti**

thú?u	
pá:na	
kálipwa	
dré:gwati	(4 marks)
bwá?a	
?únuwàna	
mágu?:ni	

In the examples stress is indicated as follows:

á = primary stress

à = secondary stress

b) According to Trubetzkoy's theory of distinctive oppositions, the relationship between segments may be either, privative, gradual or equipollent. Discuss.

(12 marks)

[25 marks]