

UNIVERSITY OF ESWATINI  
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE  
RESIT EXAMINATION PAPER  
JULY 2019

TITLE OF PAPER:           ADVANCED PHONOLOGY

COURSE NUMBER:           ALL207/IDE-ALL207

TIME ALLOWED:           THREE (3) HOURS

- INSTRUCTIONS: 1.    ANSWER FOUR (4) QUESTIONS IN ALL
2.    LINGUISTIC EXPRESSIONS AND FORMALISM SHOULD  
                          BE USED WHENEVER APPROPRIATE.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED  
BY THE INVIGILATOR.

*Answer Question 1 and any other 3 Questions*

Question 1

(a) Study the Shona nouns given below and answer the questions that follow:

Verb	Noun
1. tuma "send"	N-tuma → ndume "messenger"
2. βesa "carve"	N-βesa → mbeso "adze"

- i) Explain how the process of homorganic nasal assimilation operated in the derivation of nouns from verbs in Shona. (4 marks)
- ii) Account for the difference in the stem-initial segment in [ndume] and /N-tuma/ in (1) and between [mbeso] and /N-βesa/ in (2) above. (6 marks)

(b) According to Trubetzkoy's theory of distinctive oppositions, "the same phonetic segments distinguished by the same phonetic features can stand in a multilateral opposition in one language and in a bilateral opposition in another language". Provide evidence to support this statement along with relevant examples. (7 marks)

(c) Indicate the phonetic symbol that is represented by each of the feature matrices presented below:

- (i)                      (ii)                      (iii)                      (iv)

-cons
+son
-back
+high
-round

-cons
-son
-cont
-voiced
+dorsal
-del rel

+cons
+cont
-strid
+cor
+ant
+voiced

+cons
+nasal
+cor
+ant

(8)

[25 marks]

Question 2

(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. Maranugku

- |       |            |               |
|-------|------------|---------------|
| (i)   | tíralk     | 'saliva'      |
| (ii)  | mérepèt    | 'beard'       |
| (iii) | yángarmàta | 'the pleides' |

- |      |               |                |           |
|------|---------------|----------------|-----------|
| (iv) | lángkaràteti  | 'prawn         |           |
| (v)  | wélepènemànta | 'kind of duck' | (3 marks) |

2. Huasteco

- |       |          |                   |           |
|-------|----------|-------------------|-----------|
| (i)   | cijók    | 'chin'            |           |
| (ii)  | ya:ní:l  | 'many times'      |           |
| (iii) | ?á:ulom  | 'field of garlic' |           |
| (iv)  | ?alabé:l | 'pretty'          | (3 marks) |
| (v)   | bí:nomac | 'one who gave'    |           |
| (vi)  | hílkoma  | 'leftover'        |           |
| (vii) | cálam    | 'shade'           |           |

3. Weri

- |       |            |               |           |
|-------|------------|---------------|-----------|
| (i)   | ŋintíp     | 'bee'         |           |
| (ii)  | kùlipú     | 'hair of arm' | (3 marks) |
| (iii) | ulùarnít   | 'mist'        |           |
| (iv)  | àkunètepál | 'times'       |           |

4. Araucanian

- |       |               |                            |           |
|-------|---------------|----------------------------|-----------|
| (i)   | wulé          | 'tomorrow'                 |           |
| (ii)  | tipánto       | 'year'                     |           |
| (iii) | elúmuyù       | 'give us'                  | (3 marks) |
| (iv)  | elútaènew     | '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:  
[padimtalozá:] (4 marks)
- (b) Use distinctive features to formalize the following phonological rules:
- The vowel /u/ is deleted before the vowel /a/.
  - A voiced stop becomes voiceless when it occurs word-finally. (9)
  - A non-labial glide is inserted between two non-labial high vowels.

[25marks]

Question 3

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’	tomaróɔɔɔɔɔɔ	tomatómáɔɔ
	4. ‘They are V-ing’	máróɔɔɔɔɔɔ	mátómáɔɔ
	5. ‘They are V-ing him/her’	mámorɔɔɔɔɔɔ	mámótomáɔɔ
	6. ‘They are V-ing them’	mámáróɔɔɔɔɔɔ	mámátómáɔɔ
B.	Current past		
	7. ‘We V-ed’	torɔɔrírɛ	totomírɛ
	8. ‘We V-ed him/her’	tomorɔɔrírɛ	tomotomírɛ
	9. ‘We V-ed them’	tomaróɔrírɛ	tomatómírɛ
	10. ‘They V-ed’	máróɔrírɛ	mátómírɛ
	11. ‘The V-ed him/her’	mámorɔɔrírɛ	mámótomírɛ
	12. ‘The V-ed them’	mámáróɔrírɛ	mámátómírɛ

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 4

- 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) regressive
  - ii) assimilation (4 marks)

[25 marks]

Question 5

- 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”
aivuq	“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 based 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) Stops and affricates; (3 marks)
- iii) Bilabials and rounded vowels;

c) Using distinctive features, formalise the following rule:

The sequence /a/ /i/ becomes [e] when a morpheme boundary intervenes between them.  
(5 marks)

[25 marks]

### Question 6

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

"The same phonetic segments distinguished by the same phonetic features can stand in privative opposition in one language and in a gradual opposition in another". Provide evidence to support this statement along with relevant examples.

(7 marks)

b) Indicate the phonetic symbol that is represented by each of the following feature matrices below:

- i) [-cons, +son, -back, +high, -round]
- ii) [-cons, -son, -cont, -voiced, +dorsal, -del rel] (8 marks)
- iii) [+cons, +cont, -strid, +cor, +ant, +voiced]
- iv) [+cons, +nasal, +cor, +ant]

c) Provide a phonetic transcription for each of the following words then divide each word according to its syllables.

- a. inconsiderate
- b. phonological (10 marks)
- c. atypical
- d. linguistics

[25 marks]

### Question 7

a) Using relevant examples, explain the following linguistic terms and concepts:

- i) Prosodic feature
- ii) Phonotactics (10 marks)

iii) Gradual opposition

b) Discuss the production of the following linguistic concepts:

i) Aspiration

ii) Voicing

(15 marks)

iii) nasalisation

[25 marks]