

**UNIVERSITY OF ESWATINI
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
SUPPLEMENTARY EXAMINATION PAPER: JULY 2019
B. A. DEGREE**

TITLE OF PAPER: INTRODUCTION TO LINGUISTICS

COURSE NUMBER: 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

Answer Question 1 and any other question in this section.

(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:

-cons
+son
-back
+high
-round

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

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

+cons
+nasal
+cor
+ant

(8 marks)

[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) lánkaràteti ‘prawn’
- (v) wélepènemànta ‘kind of duck’ (3 marks)

2. Huasteco

- | | | | |
|-------|----------|-------------------|-----------|
| (i) | cijó:k | ‘chin’ | |
| (ii) | ya:ní:l | ‘many times’ | |
| (iii) | ʔá:ulom | ‘field of garlic’ | |
| (iv) | ʔalabé:l | ‘pretty’ | (3 marks) |
| (v) | bí:nomac | ‘one who gave’ | |
| (vi) | hílkoma | ‘leftover’ | |
| (vii) | cálam | ‘shade’ | |

3. Weri

- | | | | |
|-------|------------|---------------|-----------|
| (i) | ɲintíp | ‘bee’ | |
| (ii) | kùlipú | ‘hair of arm’ | (3 marks) |
| (iii) | ulúamít | ‘mist’ | |
| (iv) | àkunètepál | ‘times’ | |

4. Araucanian

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

[25marks]

Question 3

(a) Consider the following data from Latin

1. agrico-la aqu-am vide-t.
2. cib-um agrico-la vide-t.
3. agrico-la hort-um vide-t.
4. av-us cib-um vide-t.
5. avuncul-us av-um adjuva-t.
6. fili-a hort-um ama-t.
7. vacc-a aqu-am bibi-t.
8. hirc-us cib-um edi-t.
9. vitul-um av-us adjuva-t.
10. fili-a avuncul-um oscula-t.
11. vacc-a vitul-um pari-t.

-us *masculine nominative sg.*
-um *masculine accusative sg.*
-a *feminine nominative sg.*
-am *feminine accusative sg.*
-t *past tense marker*
vide 'see'
lava 'wash'
ama 'love'

pull 'chick'
aqu 'water'
bibi 'drink'
hirc 'goat'
pari 'bear'
fili 'daughter'
avuncul 'uncle'
oscula 'kiss'

vacc 'cow'
vitul 'calf'
hort 'garden'
cib 'food'
agricol 'farmer'
av 'grandfather'
adjuva 'help'
edi 'eat'

Give the meanings of each of the sentences in (1) to (11). (11 marks)

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

- (i) articulation
- (ii) acknowledgement
- (iii) after thought (14 marks)
- (iv) affectionately
- (v) white wash

[25marks]

Question 4

(a) From the examples of Swahili sentences below, work out the lexical and grammatical forms which correspond to the English elements in the English translation.

waliondoka "they left"

niliwapika	“I cooked them”	
nitaondoka	“I will leave”	
utawauza	“You will sell them”	(10 marks)
tutapita	“We will pass by”	

(b) Consider the following data from Sierra Popoluca (spoken in Mexico):

ka:ma	‘cornfield’	ko:ya	‘rabbit’
aŋkama	‘my cornfield’	aŋko:ya	‘my rabbit’
ika:ma	‘his cornfield’	iko:ya	‘his rabbit’
iŋkama	‘your cornfield’	iŋko:ya	‘your rabbit’
way	‘hair’	ka:pay	‘sister-in-law’
aŋway	‘my hair’	aŋka:pay	‘my sister-in-law’
iway	‘his hair’	ika:pay	‘his sister-in-law’
iŋway	‘your hair’	iŋka:pay	‘your sister-in-law’

- i) Give the Sierra Popoluca morpheme which corresponds to the following English translation:
 1. “my”
 2. “his” (3 marks)
 3. “your”
- ii) What type of affixes are these? (2 marks)
- iii) List all the other morphemes occurring in the data above (Give the Sierra Popoluca morpheme and the English gloss). (8 marks)
- iv) Formulate a general statement about how to form the possessive form of nouns in Sierra Popoluca. (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) What did the referee with the whistle say that the actor destroyed?

i) Draw a complete X-bar theoretic phrase structure tree for sentence (a). [8 marks]

ii) Indicate the source, direction and goal of movement for three (3) examples of movement in the tree you drew for (i). [9 marks]

iv) Show how four (4) of the phrases in the tree you drew for (i) are examples of the X-bar schema. [8 marks]

[Total: 25 marks]

Question 6

i) Define a discontinuous dependency. [5 marks]

ii) Name three (3) constructions in English that involve discontinuous dependencies. [9 marks]

iii) Give an English example of one of the constructions you gave in (ii). [1 mark]

iv) Draw a complete X-bar theoretic phrase structure tree for the example you gave in (iii).

[6 marks]

v) Explain how the tree you drew in (iv) accounts for the properties of its discontinuous dependency. [4 marks]

[Total: 25 marks]

Section C: Semantics and Information Structure

Question 7

i) Give one (1) example of each of the following from English. Justify your choice of examples. Do not use examples from any textbook.

- | | |
|--|-----------|
| a) old information that is also definite | [5 marks] |
| b) new information that is also indefinite | [5 marks] |
| c) old information that is also indefinite | [5 marks] |
| d) new information that is also definite | [5 marks] |

ii) Define contrast. Give an example of contrast in a language of your choice. [5 marks]

[Total: 25 marks]

Question 8

i) Define the following terms. Illustrate each definition with one (1) example from a language or languages of your choice. Do not use examples from English.

- | | |
|-------------------|-----------|
| a) topic | [5 marks] |
| b) comment | [5 marks] |
| c) contrast | [5 marks] |
| d) referentiality | [5 marks] |

ii) Choose one (1) of the terms you defined in (i). For this term, give an example of a construction in English that encodes the category of information structure it refers to. Justify your choice of construction. [5 marks]

[Total: 25 marks]

End of Question Paper