

UNIVERSITY OF ESWATINI
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
RESIT EXAMINATION
JUNE 2021

TITLE OF PAPER: INTRODUCTION TO PHONETICS AND PHONOLOGY

COURSE NUMBER: ALL103/IDE-ALL103

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL.**
 - 2. CHOOSE TWO QUESTIONS FROM EACH SECTION**
 - 3. MARKS WILL BE DEDUCTED FOR UNTIDY WORK, WRONG SPELLING, AND UNGRAMMATICAL SENTENCES.**
 - 4. ALL EXAMPLES SHOULD BE GLOSSED.**

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

**SECTION A
PHONETICS**

(Answer any two Questions from this section)

Question 1

- i) The sounds [k] and [f] are associated with different orthographic representations (letters). For each sound, provide at least 3 different examples. In your examples, underline the part of the word that represents the [k] and the [f] sound. (9 marks)
- ii) The letter *a* can be pronounced in different ways. Provide a minimum of 4 different examples. For each word you find, indicate the sound that is represented by the letter *a*. (12 marks)
- iii) The use of orthography to represent speech sounds has a weakness in that some letters may not be pronounced in some words. Give 4 examples of such words with different letters that are silent. (4 marks)

[25 marks]

Question 2

- a) Provide a description of each of the sounds represented by the following IPA symbols:

[t] [dʒ] [ɹ] [tʃ] [b] [f] [h] [g] (16 marks)

Example: [s]	Glottal activity	Place	Manner
	Voiceless	alveolar	fricative

- b) Write the IPA symbols representing the following phonetic descriptions

- i) A voiced alveolar stop;
- ii) A voiceless palatal fricative;
- iii) A voiced alveolar implosive;
- iv) A uvular trill;
- v) A voiceless glottal fricative; (9 marks)
- vi) A voiceless alveopalatal affricate;
- vii) A voiced bilabial fricative;
- viii) A lateral liquid;
- ix) A voiced labiovelar co-articulated stop.

[25 marks]

Question 3

Using the phonetic alphabet, transcribe the following English words as you pronounce them in casual speech:

- a)

- i) choice
- ii) accept
- iii) horse
- iv) took
- v) coughs
- vi) through (12 marks)
- vii) often
- viii) filed
- ix) field
- x) syntax

- b) In a spectrogram, there are formants that are not linguistically significant. Name these formants and also what these formants indicate. (3 marks)
- c) What distinguishes High pitch from Low pitch in a spectrogram? (2 marks)
- d) Which formant frequencies indicate the following, in vowels? (2 marks)
- i. Height
 - ii. Backness
- e) Compare and contrast the formant structures of the following linguistic concepts: (6 marks)
- i. nasal and laterals;
 - ii. stops and fricatives

[25 Marks]

**SECTION B
PHONOLOGY**

(Answer any two Questions from this section)

Question 4

- a) Which distinctive feature is shared by the following pairs of sounds? (3 marks)
- (i) vowels and glides;
 - (ii) round vowels and labials;
 - (iii) Glides and consonants.
- b) In each of the groups (i-v) below there is one odd member, the rest belonging to a natural class. Identify the odd one out and say which feature is common to the remainder.
- i. [t, ʈ, z, f, ɣ]
 - ii. [x, ɣ, ŋ, k, p]
 - iii. [v, n, m, ɔ, β]
 - iv. [s, t, d, ʈ, n]

1. Identify the sound that is not a member of the class. (4 marks)

2. Name the feature(s) that define the class to which the remaining sound belongs. (In some cases there will be more than one choice. You are asked to find only one.)
(4 marks)

c) Consider the data from Swahili provided below and do the tasks which follow:

ɔ̄amu	'blood'
mbovu	'rotten'
ɔ̄iza	'darkness'
ngapi	'how many'
habari	'news'
ndeje	'bird'
funga	'fasten'
mbaja	'bad'
wadogo	'little ones'
ndizi	'banana'
beba	'carry on the back'

- (i) List all the pairs of allophones found in the data. (3 marks)
 (ii) State the distribution of the allophones you listed in (i) above. (3 marks)
 (iii) Provide a phonemic transcription for the **first eight (8)** items presented in the data. (8 marks)

[25 marks]

Question 5

a) In each of the following words, the bold sounds differ by one or more phonetic properties (features). State the differences and, in addition, state what properties they have in common.

- i) bath – bathe;
 ii) reduce – reduction; and (8 marks)
 iii) impolite- indecent.
 iv) enter - anchor

b) For each set of three words, which one begins with a different speech sound? Consider only the first sound in each word.

Example: every – each – else: *each* begins with a different sound.

- i) scale – state – shall;
 ii) again – opponent – all; (10 marks)
 iii) throne – thy – these;
 iv) jelly – giving – gentlemen;
 v) pit - spoon

c) Study carefully, the data from siSwati presented below and answer the questions which follow.

tsanyela	“sweep”	tfungatsa	“look for something”
tsatsa	“take”	tfokota	“be happy”
tsela	“pour”	tsintsa	“touch”
tfota	“look for firewood”	tsimula	“sneeze”
tsetsisa	“scold”		
tfukusa	“hide”		

- i) Write down two allophones in complementary distribution found in the data.
(2 marks)
- ii) In your own words, state the distribution of the two allophones you wrote down in (c (i)) above.
(5 marks)

[25 marks]

Question 6

- a) The following words are all regular past tense forms of English nouns

kissed	padded
dozed	rapped
packed	robbed
begged	crushed
fitted	pitched

- i) List the allomorphs of the past tense morpheme in English. (3marks)
- ii) Which allomorph makes the best underlying form? Why? (4 marks)
- iii) State in words the conditioning factors that account for the presence of the different allomorphs of the English past tense morpheme. (6 marks)

- b) Study the forms provided below and do the tasks which follow.

gentry

mbinion

sost

sgood

sflout

kest

shline

gantry

- i) Which words are possible English words. (2 marks)
- ii) Which ones do not exist and would never possibly exist in English.(2 marks)
- iii) For each of those you say do not exist and would never possibly exist in English, give your reasons. (8 marks)

[25 marks]