

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
SUPPLEMENTARY EXAMINATION PAPER
JULY, 2017

TITLE OF PAPER: INTRODUCTION TO ENGLISH MORPHOLOGY AND
LEXICAL SEMANTICS

COURSE CODE: ENG 213

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS:

1. This paper has four (4) questions.
2. Question 1 is compulsory.
3. Choose one other question from Questions 2 to 4.
4. All questions are worth 30 marks each.
5. Presentation of answers should follow linguistic conventions where necessary, and good language use will attract credit.

This paper should not be opened until permission has been granted by the invigilator.

Question 1 (Compulsory)

- (a) Discuss in detail how allomorphs are phonologically, grammatically or lexically conditioned. Use examples to illustrate your answer. [15 marks]
- (b) According to Katamba (2005), in the vast majority of words, the relationship between sound and meaning is arbitrary. However, there are forms to which this principle of arbitrariness does not apply. Discuss two of these forms. Use examples to illustrate your answer. [10 marks]
- (c) Explain why idioms/ idiomatic expressions must be entered into the lexicon as single words/ items with their meanings specified. Illustrate your answer using examples. [5 marks]

[TOTAL: 30 MARKS]

Question 2

Read the passage below and answer the questions that follow.

The crowd in general, more pleased with the bull even than the peanut vendor, started to cheer. Newcomers gracefully jumped up on to the fences, to appear standing there, marvellously balanced, on top of the railings. Muscular hawkers lifted aloft, in one sinewy stretch of the forearm, heavy trays brimmed with multi-coloured fruits.

- (a) Identify two compound words, and name the grammatical category of each compound as well as the grammatical categories of the elements that compose it. (Example: blackboard is a noun made up of an adjective black and a noun board.) [6 marks]

(b) In each of the given words, do the following:

- identify the class-changing derivational suffixes
- name the grammatical categories of the base forms to which the suffixes are attached

- Name the grammatical category of the derived word.

(i) Marvellously [5 marks]

(ii) Gracefully [5 marks]

(c) Explain the word-formation process that links the noun hawker and the verb hawk.
[4 marks]

(d) Indicate the hierarchical organization of the following words by making use of tree diagrams:

(i) Multi-coloured [5 marks]

(ii) Railings [5 marks]

[TOTAL: 30 MARKS]

Question 3

(a) Which of the two semantic relations, polysemy or homonymy, is exemplified by the underlined words?

(i) The dog tried to lap the water.
The cat sat on my lap.

(ii) He gave her a diamond ring.
His glass left a ring on the table

(iii) The Prime Minister did not want to comment about circular number 1 during the press conference.
The wind was making circular movements.

(iv) The dog did not bark.
Don't remove the bark from the tree.

(v) The boys will bear the consequences of their delinquent behaviour.
Your patience and hard work will soon bear you some fruits.

[10 marks]

(b) Using relevant examples to illustrate your answer, distinguish between the following:

- | | | |
|-------|---------------------------------------|------------|
| (i) | Extension and reference | [10 marks] |
| (ii) | A sentence and a proposition | [5 marks] |
| (iii) | Binary antonyms and gradable antonyms | [5 marks] |

[TOTAL: 30 MARKS]

Question 4

Read the passage below and answer the questions that follow.

YOU ARE NOT YOUR HIV STATUS

How often do you go to a funeral and hear people whispering among themselves that the deceased died from either Z3 or suffered a short illness while they are referring to an HIV infection? How often do you hear of members of our society being sent to die alone by their family because they have the “sickness”? How often do you go to the local clinic and hear patients and the people saying, “That queue is for people collecting their oxygen”, when in fact they are referring to ARVs?

You will never hear such negative language around high blood pressure, sugar diabetes or arthritis, which are common ailments. You’d think that with access to information, on-going campaigns and educational programmes, the stigma against people with HIV would have stopped. But it is alive and well and the sad thing is that even the most educated people are ignorant about HIV/AIDS and instead, believe the myths. At the dawn of the New Year, I lost a close friend to an Aids-related sickness. She fell pregnant a couple of years ago, found out she was HIV positive, and died in silence. Instead of confiding in someone about her status and getting as much information as possible, when she was told she was HIV positive, she wrote her obituary. I was angry that such a smart woman like her could succumb to the illness instead of taking her ARVs. She was worried about what people were going to say. What are they saying now that she has left two small children behind? The same people could care less and have moved on to gossip about the next best thing. As human beings, we invest so much in what people will think about us and lose focus on the bigger picture.

I was moved by an inspiration story of a young woman who found out at the age of 19 that she was born HIV positive and now she is 26 years old. Instead of wallowing in self-pity, she decided to walk tall and turn this chapter of her life into something great by starting an organization called Rebranding HIV/AIDS. Her organization gives out practical advice on how to deal with stigma, and how to lead a healthy lifestyle once diagnosed. She is a good example that just because you are diagnosed with HIV doesn't mean you cannot live a fruitful life. The truth is that finding out that you are HIV positive can't be easy, but as you learn to accept your status, life should be business as usual.

(Passage taken from Move! Magazine dated July, 8, 2015)

- (a) What is the denotative meaning of the word HIV? [2 MARKS]
- (b) Give four connotations of HIV. [4 MARKS]
- (c) What is the meaning of the word oxygen in this context? (Par 1). [1 mark]
- (d) Give the type of meaning expressed by the word in 2(a) above, and explain why the referent is likened to oxygen. [4 marks]
- (e) Give the meanings of the following expressions in the passage:
- (i) "the bigger picture" [2 marks]
 - (ii) "to walk tall" [2 marks]
 - (iii) "business as usual" [2 marks]
- (f) Find four words in the passage that are in a hyponymous relationship, and then describe this relationship. [4 marks]
- (g) Give one word from the passage that is coreferential with HIV. [1 mark]
- (h) Make a componential analysis of the meaning of the word child. [3marks]

- (i) Explain how the notion of extension versus intension can be used to describe and represent meaning, and give its shortcomings. Use examples to illustrate your answer. [5 marks]

[TOTAL: 30 MARKS]