UNIVERSITY OF SWAZILAND

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SECOND SEMESTER FINAL EXAMINATION PAPER

MAY 2018

TITLE OF PAPER:	INTRODUCTION TO ENGLISH MORPHOLOGY AND LEXICAL SEMANTICS
COURSE CODE:	ENG 213/ ENG 222
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)

Read the passage below, and answer the questions that follow

Food Politics: Scarcity vs Abundance

One third of all food produced in South Africa goes to waste during the course of production, processing, distribution and consumption. This is due mostly to poor storage facilities, market inefficiencies, and bottlenecks in the supply chain, and costs an estimated R61 billion annually.

While the food system continues to remain volatile, the negative impact on food security is huge from a cost perspective, especially when considering that South Africa is a net importer of food. Food waste also has a negative environmental impact in the form of wasted resources or input costs such as water and electricity to produce the food, as well as the cost of emissions. Most of the food waste takes place before the food even reaches the consumer, although household food waste is also a growing concern.

Yet, in the midst of all this waste, we have a significant proportion of our population living in conditions of food scarcity or insecurity. For about 14 million people, securing food is a daily struggle which leads to compromised nutrition, and involves skipping meals, eating smaller portions, and also often going without food for days.

CSIR research estimates that between 9 and 10 million tonnes of food is wasted each year. These estimates exclude non- food products such as toiletries and detergents. Additionally, food waste disposal to landfill poses a pollution threat to groundwater resources.

Although we use the term *waste*, we should refer to at least a large portion of this "waste" as surplus, since most of the food is fit for human consumption, and most toiletries, detergents and personal hygiene items are perfectly usable, even well after their recommended "Best Before" or "use by" dates. If this level of waste continues, the effects will be catastrophic in terms of the county's emissions footprint, the costs to consumers and the lack of access to food for the poor. Surely, where abundance exists in the food system

that is unavoidable, creative alternatives should be sought to direct quality edible food to meet the challenge of feeding growing populations and addressing food scarcity. One such creative alternative is Foodbanking. This organisation recovers and reuses quality edible surplus food and usable non-food products for redistribution to registered and vetted NPOs involved addressing food insecurity. The beneficiary NPOs are involved in development activities such as youth development, education initiatives, health promotion and many other initiatives, in addition to their feeding programmes. Foodbanking creates a shift towards a more circular economy, resulting in greater productivity since children are fed and have the energy to learn, and adults have the strength to go out and seek employment. This is the opposite of the current linear economy, which is "the take, make, dispose" model. Other benefits of the Foodbanking model include:

- Greater access to healthy and nutritious food by the poor people.

- The ability of the non-profit organizations to focus on the important work they do because they are provided with food groceries.

- The food and non-food groceries that are still well within date are well used as opposed to being dumped.

(Du Plessis, A. (2018). Food Politics: Scarcity vs. Abundance. Pretoria: South African Airways

Questions

(a) State the semantic relations that exist between the following pairs of words:

(i)	Scarcity	:	Abundance	[1 mark]
(ii)	Dumping	:	disposal	[1 mark]
(iii)	Food	:	non-food	[1 mark]
(iv)	Security	:	insecurity	[1 mark]

(b) From the passage, find one antonym for the word <u>dump</u>. [1 mark]

(c) Explain the word-formation process that resulted in the kind of lexical relation of the pairs in (a (iii)) and (a (iv)) above.   [4 marks]

(d) What is the full term for NPO?   [1mark]

(e) Give the name of the word-formation process that was used to create NPO. [1 mark]

(f) The word <u>waste</u> is ambiguous in this context. Give two of the interpretations of this word as used in the passage.   [2 marks]

(g) Draw word-structure trees for the words below:

   (i)Bottlenecks   [3 marks]

   (ii) Redistribution   [3marks]

   (iii) Thankfully   [3 marks]

   (iv)   Creative   [2marks]

(h)   From the passage, identify **three** adjectives that have been created through affixation. Each adjective must use a different adjective forming affix. [3 marks]

(i) For each adjective you have given in (g) above, give the lexical category of the base as well as the affix that have been used to create that adjective. [3 marks]

                                                            [TOTAL: 30 MARKS]

Question 2

(a) The word <u>unzipable</u> is ambiguous. Give 2 meanings of this word.   [4 marks]

(b) Draw 2 different word-structure trees for <u>unzipable</u> corresponding to the different interpretations.   [6 marks]

(c) Set A in the table below shows the steps that were involved in creating the lexemes written in bold print. Set B presents the sequence of word-formation processes that

were involved in the creation of those lexemes. Match each of the lexemes written in bold print in Set A with the corresponding sequence of word-formation processes from Set B. The first one has been done for you

SET A	SET B
(i) *Rap music > rap > to rap >rapper*	*Compounding > clipping > conversion > Affixation/ Derivation*
(ii) Rehabilitation > rehab > to **rehab**	Conversion > Affixation/ Derivation
(iii) vacuum cleaner > to vacuum clean > to **vacuum**	Blending > Conversion
(iv) campaign > to campaign >**campaigner**	Affixation/ Derivation > Clipping > Conversion
(v) tailor-fit > to **tailor-fit**	Blending > Back-formation
(vi) breathalyser > to **breathalyse**	Compounding > Back-formation > Clipping
(vii) brunch >**to brunch**	Compounding > Conversion

[12 marks]

(d) Identify the root in each of the words below by underlining it, and state the syntactic category it belongs to.

(i)   Ungovernability   [2 marks]

(ii) Empowered   [2 marks]

(iii) Modernisation   [2 marks]

(iv) Editors   [2 marks]

[TOTAL: 30 MARKS]

Question 3

Read the extract from the famous "I have a Dream" speech by Martin Luther King Jr., and answer the questions that follow.

> *Fivescore years ago, a great American in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.*

(a) From the speech above, identify 5 metaphors.   [5 marks]

(b) Give the meanings of the metaphors you have given in (a) above.   [10 marks]

(c) Assign the metaphors you have identified into semantic fields.   [5 marks]

(d) Give the sense components of the metaphors that make them relevant to the semantic fields you have assigned.   [10 marks]

[TOTAL: 30 MARKS]

Question 4

(a) Define the term antonymy.   [1 mark]

(b) Discuss any 3 properties of gradable antonyms. Use examples to illustrate your answer.   [10 marks]

(c) Explain the difference between homophones and homographs. Use examples to illustrate your answer.   [2 marks]

(d) Explain how homophones and homographs are related. Use examples to illustrate your answer.   [2 marks]

(e) According to Fromkin, Rodman and Hyams (2007: 189), "Although the idea that the meaning of a word corresponds to a mental image is intuitive (because many words do provoke imagery), it is clearly inadequate as a general explanation of what people know about meanings." With the aid of examples, support this statement using the following facts about the human conceptual system:

- Fuzzy concepts [5 marks]
- Graded membership [5 marks]
- Metaphors [5 marks]

[TOTAL:30 MARKS]