

**UNIVERSITY OF SWAZILAND
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
FIRST SEMESTER EXAMINATION
DECEMBER 2012**

TITLE OF PAPER: INTRODUCTION TO THE STUDY OF LANGUAGE I

COURSE NUMBER: AL110/IDE-AL110

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL.**
 - 2. CHOOSE ONE QUESTION 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**

Choose one question from this section

Question 1

- (a) The following transcription represents one person's reading of this passage. Write out the passage using Standard English orthography.

[ɪt ɪz pɒsəbl tə trænskraɪb fənetɪklɪ ɛnɪ ʌtrens, ɪn ɛnɪ læŋgwɪdʒ, ɪn səvrəl dɪfrənt weɪz ɔl əv ðəm juʒɪŋ ðɪ ælfəbet ænd kənvenʃənz əv ðɪ aɪ pɪ eɪ. (ðə seɪm θɪŋ ɪz pɒsəbl wɪð moʊst ɪntənəʃənəl fənetɪk ælfəbetz) ə trænskɪrɪpʃn wɪtʃ ɪz meɪd baɪ juʒɪŋ lɛtəz əv ðə sɪmpləst pɒsəbl ʃeɪps, ænd ɪn ðə sɪmpləst pɒsəbl nʌmbə, ɪz kɔld ə sɪmpl fəʊnɪmɪk trænskɪrɪpʃn] (16 marks)

- (b) Write the IPA symbols representing the following phonetic descriptions, and illustrate each of the sounds with a word in a language that contains the sound:

- (i) Voiceless bilabial stop
- (ii) Voiceless alveopalatal affricate
- (iii) Uvular nasal stop
- (iv) Low front unrounded vowel
- (v) High tense rounded vowel
- (vi) Voiceless pharyngeal fricative
- (vii) Voiceless lateral alveolar fricative
- (viii) Alveolar lateral liquid
- (ix) High back tense unrounded vowel

(9 marks)

[25 MARKS]

Question 2

- (a) Distinguish between the following linguistic terms and concepts. Support your argument with examples:

- i) Pulmonic and glottalic airstream mechanism; (6 marks)
- ii) voiced and voiceless speech sound.

- b) 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 (4 marks)

- c) With examples from any language, discuss **four** disadvantages of using spelling; instead of phonetic symbols in representing speech sounds. (8 marks)
- d) Transcribe phonetically the siSwati items which follow:

| | | | |
|------|--------|-----------------|-----------|
| i) | kona | 'it' | |
| ii) | kona | 'take a corner' | |
| iii) | hishwa | 'choke' | |
| iv) | dlala | 'play' | (7 marks) |
| v) | ngena | 'enter' | |
| vi) | nguye | 'it's him/her' | |
| vii) | chuma | 'explode' | |

[25 MARKS]

SECTION B PHONOLOGY

Choose one question from this section

Question 3

- 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. (7 marks)
- ii) Give all the vowel phonemes in Inuktitut base 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) consonants and vowels;
- iii) stops and affricates; (5 marks)
- iv) bilabials and rounded vowels;
- v) liquids and semi vowels

c) Using distinctive features, formalize the following rules:

- i) The sequence /a/ /i/ becomes [e] when a morpheme boundary intervenes between them. (5marks)
- ii) A voiceless consonant becomes voiced between vowels. (2 marks)
- iii) Voiceless stops are phonetically realized as aspirated in word-initial position. (3 marks)

[25 MARKS]

Question 4

a) In Southern Congo, a Bantu language spoken in Angola, the non-palatal segments [t, s, and z] are in complementary distribution with their palatal counterparts [tʃ, ʃ, ʒ], as shown in the following words:

| | |
|------------|------------------|
| [tobola] | “to bore a hole” |
| [tʃina] | “to cut” |
| [kesoka] | “to be cut” |
| [ŋkoʃi] | “lion” |
| [zeŋa] | “to cut” |
| [ʒima] | “to stretch” |
| [kasu] | “emaciation” |
| [tʃiba] | “banana” |
| [zevo] | “then” |
| [azimola] | “alms” |
| [kunezulu] | “to heaven” |
| [tanu] | “five” |

i) State the distribution of each pair of segments given below:

- [t] – [tʃ]
- [s] – [ʃ]
- [z] – [ʒ] (6 marks)

ii) Which phones should be used as the underlying phoneme for each pair? State the reasons for your choice. (8 marks)

b) The following words are all regular plural forms of English nouns:

pots
wishes
languages
pegs
taps
books
stitches
terms
pads

- (i) List the allomorphs of the plural morpheme in English. (3 marks)
 - (ii) Which allomorph makes the best underlying form? Why? (2 marks)
 - (iii) State in words the conditioning factors that account for the presence of the different allomorphs of the English plural morpheme. (6 marks)
- [25 MARKS]**

SECTION C MORPHOLOGY

Choose one question from this section

Question 5

(a) With the aid of examples from relevant languages define the following word-formation processes:

- i) acronyms
- ii) back-formations
- iii) clippings (15 marks)
- iv) loan translations
- v) extensions

(b) Consider the following forms from IciBemba, a Bantu language spoken in Zambia, and then answer the questions that follow:

| | |
|-----------|------------------------|
| alalanda | "s/he speaks |
| ulalanda | "you (singular) speak" |
| tulalanda | "we speak" |
| mulalanda | "you (plural) speak" |
| balalanda | "they speak" |
| ndalanda | "I speak" |
| nkalanda | "I will speak" |
| tukalanda | "we will speak" |

- i) What is the present tense morpheme? (1 mark)
- ii) Which are the allomorphs of the present tense morpheme? (2 marks)

- iii) State the distribution of the allomorphs you identified in (3) above. (3 marks)
- iv) Given that [tatubwela] means “we do not come”, how would you say the following in IciBemba?
- i) They do not come (4 marks)
- ii) I will come

[25 MARKS]**Question 6**

- a) Consider the following data from an African language called Maninka:

| | | | |
|------|-----------|--------|-------------|
| bugo | ‘hit’ | bugoli | ‘hitting’ |
| dila | ‘repair’ | dilali | ‘repairing’ |
| don | ‘come in’ | donni | ‘coming in’ |
| dumu | ‘eat’ | dumuni | ‘eating’ |
| gwen | ‘chase’ | gwenni | ‘chasing’ |

- i) What are the two forms for the morpheme ‘-ing’ in Maninka? (2 marks)
- ii) Can you predict which phonetic form will occur? If so, state the rule. (3 marks)
- iii) What are the ‘-ing’ forms for the following verbs:
1. da ‘lie down’
 2. men ‘hear’
 3. famu ‘understand’
 4. sunogo ‘sleep’
- (4 marks)
- b) Assign a morphological tree structure for each of the following words:
- i) bitter sweet;
 - ii) unloosen
 - iii) exactly
- (6 marks)
- c) Divide the following words into their separate morphemes. Label the morpheme as, either lexical, derivational, or inflectional:
- a. uncouth
 - b. illegal
 - c. dissimilation
 - d. illness
 - e. enjoyed
- (10 marks)

[25 MARKS]

SECTION D
MISCELLANEOUS TOPICS
Choose one question from this section

Question 7

- a) Consider the distribution of [e] and [ɛ] in the following Spanish words, then do the tasks that follow:

| | | | |
|------|----------------|-------|-------------------|
| pesa | “weight” | pɛska | “fishing” |
| vena | “vein” | venga | “come” |
| pera | “pear” | pɛrla | “pearl” |
| pape | “he swallowed” | papel | “paper” |
| come | “he is eating” | comen | “they are eating” |

On the basis of data, are [e] and [ɛ] allophones of the same phoneme or do they belong to separate phonemes? If you think they are separate phonemes, provide evidence from the data. If you think they are allophones state their distribution. (5 marks)

- b) Distinguish between the following linguistic terms and concepts. Support your argument with examples:
- i) Language competence and language performance;
 - ii) Descriptive and prescriptive analysis; and (12 marks)
 - iii) Structural and lexical ambiguity.
- c) Each of the following groups of sounds consists of members of a natural class, plus one sound which is not a member of that class:

- i) [kʷ, v, p, r, f, m]
- ii) [f, n, g, p, d, m]
- iii) [e, a, i, ɔ, ɛ]

1. Identify the sound that is not a member of the class. (3 marks)
2. Name the feature(s) that define the class to which the remaining sounds belong. (In some cases there will be more than one choice. You are asked to find only one.) (5 marks)

[25 MARKS]

Question 8

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

[t̪] [tʃ] [ŋ] [ɣ] [dʒ] [h] [ts] [d] (16 marks)

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

- b) The following data is from Hungarian. The morphemes in a word are connected by a hyphen (thus, for example, 'haz-ban' is one word with two morphemes. Answer the questions below the data:

| | | | |
|--------------|----------------|--------------|-----------------|
| a haz | the house | a haz-ak | the houses |
| a haz-ban | in the house | a haz-ak-ban | in the houses |
| a haz-uk-ban | in their house | a haz-ik-ban | in their houses |

- i) What is the morpheme for 'house'?
 ii) What is the morpheme for 'in'?
 iii) What is the morpheme for PLURAL?
 iv) What is the morpheme for 'their'? (5 marks)

- d) Indicate the word formation process responsible for the creation of the following words:

- | | | |
|------|------------|-----------|
| i) | UNISWA | |
| ii) | brunch | |
| iii) | edit | |
| iv) | xerox | (4 marks) |
| v) | headstrong | |

[25 MARKS]