

**UNIVERSITY OF SWAZILAND
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
SUPPLEMENTARY EXAMINATION PAPER: JULY 2017**

TITLE OF PAPER: INTRODUCTION TO LINGUISTICS

COURSE NUMBER: AL210/IDE-AL210

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL.**
 - 2. ANSWER 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 from this section

Question 1

- a) In Margi, a language spoken in West Africa, when the definite suffix [-áɾi] is added to a stem to create a sequence of vowels, there is either vowel gliding or vowel deletion. Notice in the data below that the tone of the suffix varies.

		Definite	
(i)	sál	sáláɾi	'man'
(ii)	kùm	kùmáɾi	'meat'
(iii)	tágú	tágwáɾi	'horse'
(iv)	kú	kwáɾi	'goat'
(v)	úʔù	úʔwáɾi	'fire'
(vi)	hù	hwáɾi	'grave'
(vii)	cédè	céděɾi	'money'
(viii)	fà	fáɾi	'farm'

In the examples tone is indicated as follows:

á = high tone

à = low tone

Task

Account for the differences in tone at the surface level. State your solution with autosegmental notation. Support your argument by analysing examples (ii), (iv), (v), and (vii).

(16 marks)

- b) The data below indicates that speakers of Bakwiri play a linguistic game to disguise their speech.

	Normal	Disguised	Gloss
1.	mòkò	kòmò	'plantain'

2.	lówá	wáló	'excrement'
3.	kwéí	likwé	'death'
4.	kóndì	ndíkò	'rice'
5.	liyé	yèlì	'stone'
6.	lùùngá	ṅgaalú	'stomach'
7.	zééyá	yáázé	'burn'

- i) Formulate rules that determine how the game is played. (4 marks)
- ii) Using an Autosegmental analysis show how your analysis works to transform [zééyá] into yáázé. (5 marks)

Question 2

- a) The following data illustrate the post-position suffix *hu* 'in' in Mende, a language spoken in both Liberia and Sierra Leone. Notice in the data that the suffix bears tone, but the tone varies on different words.

			'in'
(i)	kpà	'debt'	kpàhù
(ii)	mbā	'rice'	mbàhú
(iii)	mbā	'companion'	mbáhù
(iv)	ndāvúlá	'sling'	ndāvúláhú
(v)	félàmà	'junction'	félàmàhù
(vi)	nikìlì	'groundnut'	nikìlihù

In the examples tones are indicated as follows:

á = high
à = low
â = falling
ă = rising

Task

Account for the differences in tone on the suffix for 'in' in Mende. State your solution with autosegmental notation. (Hint: Assume that the suffix has no tone to begin with, but that the word to which it is attached does have tone). Support your argument by analysing examples (i), (ii), (iv), and (vi). (12 marks)

- b) Write the following words in phonetic notation and place the words in their syllables:

- i) syllabify
- ii) naughty
- iii) job
- iv) article
- v) motivation

(10 marks)

- b) Briefly explain how information which could have been previously expressed through the use of case inflections could now be conveyed in Modern English.

(3 marks)

[25 marks]

Question 3

- (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. Diyari

- | | | | |
|--------|------------|-------------------|-----------|
| (i) | kána | 'man' | |
| (ii) | nánda | 'to hit' | |
| (iii) | múla | 'nose' | |
| (iv) | wílapína | 'old woman' | (4 marks) |
| (v) | ṇándawálka | 'to close' | |
| (vi) | pínadu | 'old man' | |
| (vii) | pújuru | 'mud' | |
| (viii) | mánkara | 'girl' | |
| (ix) | káṇini | 'mother's mother' | |

2. Weri

- | | | | |
|-------|------------|---------------|-----------|
| (i) | ṇintíp | 'bee' | |
| (ii) | kùlipú | 'hair of arm' | (4 marks) |
| (iii) | ulàmít | 'mist' | |
| (iv) | àkunètepál | 'times' | |

3. Araucanian

- | | | | |
|-------|---------------|----------------------------|-----------|
| (i) | wulé | 'tomorrow' | |
| (ii) | tipánto | 'year' | |
| (iii) | elúmuyù | 'give us' | (4 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:

[genti:lavi]

(3 marks)

- b) Explain each of the following linguistic terms. Support your explanation with one example from any language:

(i) assimilation

(ii) inflectional morpheme

(iii) syncope

(iv) compensatory lengthening

(10 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

Define each of the following terms. For each term, give one (1) example from a language or languages of your choice, except English.

1. X-bar schema .
2. Head
3. Specifier
4. Complement
5. Embedded clause

[Total: 25 marks]

Question 6

- i) Give one (1) example of a constituent question with an embedded clause in English.
- ii) Draw a complete X-bar theoretic phrase structure tree for the sentence you have given in (i).
- iii) Define an Inflectional Phrase.
- iv) Identify two (2) examples of Inflectional Phrases in the tree you have drawn in (ii).

[Total: 25 marks]

Section C: Semantics and Information Structure

Question 7

1) Define each of the following terms and give two (2) examples of each from two different languages of your choice. Do not use examples from any textbook.

- i. Definiteness
- ii. Referentiality
- iii. Topic

2) Give one (1) example of information that is both new information and a comment from any language of your choice. [Total: 25 marks]

Question 8

Consider each of the following terms. For each term, show one (1) way in which it may be encoded in any language except English. Do not use examples from any textbook.

- i. Topic
- ii. Comment
- iii. New information
- iv. Old information
- v. Referentiality

[Total: 25 marks]

End of Question Paper