

UNIVERSITY OF SWAZILAND

SUPPLEMENTARY EXAMINATION PAPER: JULY 2012

B.A. DEGREE

TITLE OF PAPER: INTRODUCTION TO THE STUDY OF LANGUAGE 1

COURSE NUMBER: AL110/IDE-AL110

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS: 1. ANSWER FOUR (4) QUESTIONS IN ALL.**
- 2. CHOOSE ONE (1) QUESTION FROM SECTION A.**
 - 3. CHOOSE ONE (1) QUESTION FROM SECTION B.**
 - 4. CHOOSE ONE (1) QUESTION FROM SECTION C.**
 - 5. CHOOSE THE FOURTH QUESTION FROM EITHER SECTION A, OR SECTION B, OR SECTION C.**
 - 6. LINGUISTIC EXPRESSIONS SHOULD BE USED WHENEVER APPROPRIATE.**
 - 7. 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 questions from this section

Question 1

a) 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) Voiced bilabial fricative
- (ii) Voiceless alveopalatal affricate
- (iii) Uvular nasal stop
- (iv) Low front unrounded vowel
- (v) High tense rounded vowel (13)
- (vi) Voiceless pharyngeal fricative
- (vii) Voiceless lateral alveolar fricative
- (viii) Alveolar lateral liquid
- (ix) High back tense unrounded vowel
- (x) A schwa
- (xi) A voiceless coarticulated labiovelar stop
- (xii) A high front rounded vowel
- (xiii) A voiced bilabial implosive

b) i) The sounds [k] and [f] are associated with different orthographic representations (letters). For each sound, provide at least 4 different examples. In your examples, underline the part of the word that represents the [k] and the [f] sound.

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)

[25 marks]

Question 2

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

- i) look
- ii) often
- iii) field (12)
- iv) phonetics
- v) linguistics

vi) automatic

(b) Arrange the sounds below into groups according to the following criteria:

- i. Voicing
- ii. Place of articulation (9)
- iii. Manner of articulation

[x] [k] [b] [ʃ] [ʒ] [z] [d] [p] [v] [g]

(c) 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; (4)
- iii) throne – thy – these; and
- iv) jelly – giving – gentlemen

[25 marks]

SECTION B

PHONOLOGY

Choose one question from this section

Question 3

a) Study the data from siSwati presented below:

d ^z ilit'a	'take down'
d ^v onsa	'pull'
d ^z iŋa	'be needy'
d ^v uma	'thunder'
d ^v uβa	'refuse smth.'
lid ^v olo	'knee'
d ^v ula	'hit heavily'
d ^z aβula	'tear'
d ^z elega	'offend'
d ^z ad ^z e	'sister'

- i) On the basis of data, are [ɸ] and [m] separate phonemes or are they allophones of the same phoneme? If you think they are separate phonemes, provide evidence from the data. If you think they are allophones state their distribution. (5)
- ii) Based on the same data, are the phones [dʰ] and [dʰ̃] separate phonemes of siSwati or are they allophones of the same phoneme. If you think they are separate phonemes, give your reasons. If you think they are allophones state their distribution. (5)
- (b) Formalize the following phonological rules:
- i) The sequence /a/ /i/ becomes [e] when a word boundary intervenes between them. (5)
- ii) A vowel is nasalized when it occurs before a nasal consonant. (3)
- iii) Non-labial consonants are labialized when they occur before the vowel /u/ and /o/. (3)
- iv) A voiced bilabial stop becomes a bilabial voiced fricative between vowels. (4)
- [25 marks]**

Question 4

- a) Consider the following data from Ganda, a language spoken in Uganda, and do the tasks which follow:

kola	'do'
wawaabira	'accuse'
lwana	'fight'
buulira	'tell'
lya	'eat'
omugole	'bride'
effirimbi	'whistle'
olulimi	'tongue'
wulira	'hear'
omuliro	'fire'
eddwaliro	'hospital'
jjukira	'remember'

- (i) Are the liquids [l] and [r] allophones of the same phoneme in Ganda or do they belong to separate phonemes? (1)
- (ii) If you believe they belong to separate phonemes, give evidence from the data. If you believe they are allophones of the same phoneme, list the conditioning environments. (5)

b) Distinguish between a minimal pair and a near minimal pair. Give examples from any language. (5)

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

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

- (iii) List all the pairs of allophones found in the data. [3]
- (iv) State the distribution of the allophones you listed in (i) above. [3]
- (v) Provide a phonemic transcription of each of the items presented in the data. [8]

[25 marks]

SECTION C

MORPHOLOGY

Question 5

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)
- ii) Can you predict which phonetic form will occur? If so, state the rule. (3)
- iii) What are the ‘-ing’ forms for the following verbs:

- 1. da ‘lie down’
- 2. men ‘hear’ (4)
- 3. famu ‘understand’
- 4. sunogo ‘sleep’

- 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? (5)
- iv) What is the morpheme for ‘their’?

- c) Assign a morphological tree structure for each of the following words:

- i) bitter sweet;
- ii) unloosen (6)
- iii) exactly

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

- i) UNICEF
- ii) motel
- iii) peddle
- iv) sandwich (5)
- v) headstrong

[25 marks]

Question 6

- (a) From the Swahili sentences below, work out the lexical and grammatical forms which correspond to the English elements in the English translation.

waliondoka	“they left”	
niliwapika	“I cooked them”	
nitaondoka	“I will leave”	
utawauza	“You will sell them”	(10)
tutapita	“We will pass by”	

- (b) Consider the following data from Sierra Popoluca (spoken in Mexico):

ka:ma	‘cornfield’	ko:ya	‘rabbit’
aŋkama	‘my cornfield’	aŋko:ya	‘my rabbit’
ika:ma	‘his cornfield’	iko:ya	‘his rabbit’
iŋkama	‘your cornfield’	iŋko:ya	‘your rabbit’
way	‘hair’	ka:pay	‘sister-in-law’
aŋway	‘my hair’	aŋka:pay	‘my sister-in-law’
iway	‘his hair’	ika:pay	‘his sister-in-law’
iŋway	‘your hair’	iŋka:pay	‘your sister-in-law’

- i) Give the Sierra Popoluca morpheme which corresponds to the following English translation:
1. “my”
 2. “his”
 3. “your”
- (3)
- ii) What type of affixes are the Sierra Popoluca morphemes in (i) above?
(1)
- iii) List all the other morphemes occurring in (b) above (Give the Sierra Popoluca morpheme and the English gloss).
(8)
- iv) Formulate a general statement about how to form the possessive form of nouns in Sierra Popoluca.
(3)

[25 marks]