UNIVERSITY OF SWAZILAND
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
SUPPLEMENTARY EXAMINATION PAPER: JULY 2016
B. A. DEGREE

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. CHOOSE 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

Choose any two questions in this section.

Question 1

Kikuyu verb conjugation

The following forms illustrate two verb tenses in Kikuyu. Tones are indicated as follows:

\[ \text{á} = \text{high} \]
\[ \text{a} = \text{low (unmarked)} \]

A. Current imperfect

1. 'We are V-ing'
   tororava
   totemáva
2. 'We are V-ing him/her'
   tomorrorava
   tomotomáva
3. 'We are V-ing them'
   tomamára
   tomatomáva
4. 'They are V-ing'
   mánará
   mátomáva
5. 'They are V-ing him/her'
   mámórará
   mámtomáva
6. 'They are V-ing them'
   mámámará
   mámtomáva

B. Current past

7. 'We V-ed'
   tomoríře
   tomomíře
8. 'We V-ed him/her'
   tomorříře
   tomotomíře
9. 'We V-ed them'
   tomamáříře
   tomatomíře
10. 'They V-ed'
    mámóríře
    mátomíře
11. 'The V-ed him/her'
    mámőříře
    mámtomíře
12. 'The V-ed them'
    mámamóříře
    mámtomíře

a) Identify the following morphemes, ignoring the tone:

'Look at'
'Send'
'1st person plural subject'
'3rd person plural subject'
'3rd person singular object'
'3rd person plural object'
'Current imperfect'
'Current past'

(8 marks)
Propose an underlying tone for each of the morphemes you identified in (a) above. (8 marks)

Using an Autosegmental analysis account for the tonal differences at the surface level. Support your argument by analysing examples (3) and (9) from the data provided above. (9 marks) [25 marks]

Question 2

a) Use distinctive features to formalize the following phonological rules:
   i) When two non-labial high vowels follow each other the non-labial glide is inserted between them. (4 marks)
   ii) When two labial high vowels follow each other the labial glide is inserted between them. (4 marks)
   iii) Using the alpha notation, collapse rules (i) and (ii). (4 marks)

b) Using illustrations, give a brief description of the following linguistic terms:
   i) A trochaic foot (9 marks)
   ii) Apocope
   iii) Partial regressive assimilation

c) Syllabify the following words:
   i) syntax (4 marks)
   ii) introduction

[25 marks]

Question 3

(a) Using illustrations, give a brief description of the following linguistic terms:

   i) tone melody; (3 marks)
   ii) contour tone; (3 marks)
   iii) Obligatory Contour Principle; and (3 marks)
   iv) tone stability (4 marks)

(b) Each of the languages below illustrates a different kind of pattern of word stress. Stress is indicated by either an acute accent mark or a grave accent over the vowel of the syllable that is stressed. Describe (in words) the stress pattern of each language.

1. **Huasteco**
   (i) cijó:k 'chin'

3 | Page
(ii) ya:nî:l ‘many times’
(iii) ʊ:ulom ‘field of garlic’
(iv) ʊ:alabè:l ‘pretty’ (4 marks)
(v) bi:nomac ‘one who gave’
(vi) hîlkoma ‘leftover’
(vii) cålåm ‘shade’

2. Pintupi
(i) pâna ‘earth’
(ii) tûtuya ‘many’
(iii) màlawåna ‘through from behind’ (4 marks)
(iv) pûlîŋkâlat’u ‘we (sat) on the hill’
(v) tâmulîmpat’ûŋku ‘our relation’
(vi) tîlîrîŋulampat’u ‘the fire for our benefit flared up’

3. Mpakwiti
(i) thu:?u
(ii) pâ:na
(iii) kâlipwa
(iv) dré:gwati (4 marks)
(v) bwâ:a
(vi) ?ûnuwåna
(vii) màgu?:ni

In the examples stress is indicated as follows:
á = primary stress
à = secondary stress

[25 marks]

Question 4

(a) The following data on Tamil language indicate that some words begin with glides while others do not:

<table>
<thead>
<tr>
<th>Initial j-glide</th>
<th>Initial w-glide</th>
<th>No initial glide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. jeli</td>
<td>6. wodi</td>
<td>11. arivu</td>
</tr>
<tr>
<td>2. ji:</td>
<td>7. wo:la</td>
<td>12. aintu</td>
</tr>
<tr>
<td>3. jilaj</td>
<td>8. wu:si</td>
<td>13. a:sa</td>
</tr>
<tr>
<td>4. jenge</td>
<td>9. wujir</td>
<td>14. a:ru</td>
</tr>
<tr>
<td></td>
<td>10. arivu</td>
<td></td>
</tr>
</tbody>
</table>

4 | Page
5. jiduppu 'waist' 10. wo:ram 'edge' 15. a:di 'origin'

i) Using your knowledge of natural classes, make a general statement about the distribution of the glides. (2 marks)

ii) Assuming the glides are not present in the underlying representations, name the process that accounts for their presence in the surface forms. (1 mark)

iii) Using distinctive features, write a rule using alpha notation that formalizes this process. (4 marks)

(b) In Southern Kongo, a Bantu language spoken in Angola, the non-palatal segments [t, s, 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'
[tanu] 'five' [tʃiba] 'banana'
[kesoka] 'to be cut' [nkoʃi] 'lion'
[kasu] 'emaciation' [nselele] 'termite'
[kunezulu] 'heaven' [aʃimola] 'alms'
[nzwetu] 'our' [loloŋsi] 'to wash house'
[zevo] 'then' [zenga] 'to cut'
[ʒima] 'to stretch'

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

[t] [tʃ] (6 marks)
[s] [ʃ]
[z] [ʒ]

ii) State, in words, one phonological rule that will derive all the phonetic segments from their phonemes. Do not state a separate rule for each phoneme, but a general rule for all three phonemes you listed in (b) above. (4 marks)

(c) Consider the following words:

a. inconsiderate
b. phonological

i) Divide each of the words into its morphemes. (2 marks)

ii) For each bound morpheme, indicate whether it is derivational or inflectional. (2 marks)

iii) For each word, draw a tree diagram to show how it is derived. (4 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

i) Draw a complete X-bar theoretic phrase structure tree for the sentence The hero killed the snake. Indicate all instances of movement. [10 marks]

ii) Define each of the following and identify one (1) example of it in the tree you drew for (i).
   a) Head
   b) Specifier
   c) Complement
   d) Head-to-Head Movement
   e) Phrase [15 marks]

Question 6

i) Define yes-no questions and constituent questions. [4 marks]

ii) Give one (1) example in English of a sentence that contains a discontinuous dependency. [2 marks]

iii) Draw a complete X-bar theoretic phrase structure tree for the example you gave in (ii). [8 marks]

iv) Indicate the discontinuous dependency in the tree you drew in (ii) and explain why it is a discontinuous dependency. [7 marks]

v) Show how four (4) of the phrases in the tree you drew for (i) are examples of the X-bar schema. [4 marks] [Total: 25 marks]
Section C: Semantics and Information Structure

Question 7

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

   a) topic [7 marks]
   b) old information [7 marks]
   c) contrast [7 marks]

ii) Give one example of information that is both referential and definite from any language of your choice. Explain why your example illustrates both these categories of information structure. [4 marks]

[Total: 25 marks]

Question 8

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

   a) definiteness [5 marks]
   b) indefiniteness [5 marks]
   c) referentiality [5 marks]
   d) comment [5 marks]
   e) contrast [5 marks]

[Total: 25 marks]

End of Question Paper