UNIVERSITY OF SWAZILAND
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
FINAL EXAMINATION PAPER
MAY 2018

TITLE OF PAPER: ADVANCED PHONOLOGY

COURSE NUMBER: ALL207

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: 1.   ANSWER FOUR (4) QUESTIONS IN ALL.

2.   CHOOSE ONE (1) QUESTION FROM <u>EACH</u> SECTION.

3.   LINGUISTIC EXPRESSIONS AND FORMALISM SHOULD BE USED WHENEVER APPROPRIATE.

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SECTION A
(Answer Question 1)

Question 1

(a) Using illustrations, give a brief description of the following linguistic terms and concepts in relation to suprasegmental/prosodic properties:

i)	contour tone;	(3 marks)
ii)	Obligatory Contour Principle;	(4 marks)
iii)	tone stability	(4 marks)
iv)	trochaic foot;	(3 marks)
v)	extrametricality;	(3 marks)
vi)	direction of mapping;	(3 marks)
vii)	Well Formedness Condition	(5 marks)

[25 MARKS]

SECTION B
(Choose one Question from this section)

Question 2

a) The following examples illustrate vowel and tone contraction in Yoruba, a Kwa language mainly spoken in Nigeria and Benin:

1.	kó	èkǒ	→	kêkǒ	'learn a lesson'
2.	rí	òbē	→	rǒbē	'see a knife'
3.	rí	apò	→	râpò	'see a bag'

Using an Autosegmental analysis, account for the tone of the contracted vowel (underlined) on the connected speech form in examples 1 and 3. (8 marks)

(b) 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. **Pintupi**

(i)	pána	'earth'
(ii)	t'útuya	'many'
(iii)	málawàna	'through from behind'

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(iv)	púliŋkàlat^ju	'we (sat) on the hill'	(4 marks)
(v)	t^jámulìmpat^jùŋku	'our relation'	
(vi)	tíliriŋulàmpat^ju	'the fire for our benefit flared up'	

2. **Huasteco**

(i)	cijó:k	'chin'
(ii)	ya:ní:l	'many times'
(iii)	ʔá:ulom	'field of garlic'
(iv)	ʔalabé:l	'pretty'
(v)	bí:nomac	'one who gave'
(vi)	hílkoma	'leftover'
(vii)	cálam	'shade'

(3 marks)

3. **Weri**

(i)	ŋintíp	'bee'
(ii)	kùlipú	'hair of arm'
(iii)	ulùamít	'mist'
(iv)	àkunètepál	'times'

(3 marks)

In the examples stress is indicated as follows:

á = primary stress

à = secondary stress

4. **Latin**

(i)	vérita:s	'truth'
(ii)	hóminem	'man (accusative case)'
(iii)	dí:kere	'to speak'
(iv)	diksísti	'you spoke'
(v)	míttutur	'he was sent'
(vi)	mittúntur	'they were sent'
(vii)	veritá:tem	'truth (accusative case)'
(viii)	amí:cus	'friend'

(4 marks)

(ii) Give the stress pattern you would predict for the word below in each language: [fa:lintalize:]

(3 marks)

[25 MARKS]

Question 3

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)	mbă	'rice'	mbàhú
(iii)	mbâ	'companion'	mbáhù
(iv)	ndàvúlá	'sling'	ndàvúláhú
(v)	félàmà	'junction'	félàmàhù
(vi)	nìkílì	'groundnut'	nìkílìhù

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 (ii), (iv), and (vi). **(9 marks)**

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

i) prosodic   (3 marks)
ii) job   (2 marks)
iii) psychology   (3 marks)
iv) imbalance   (3 marks)

c) According to Trubetzkoy's theory of distinctive oppositions;

"The same phonetic segments distinguished by the same phonetic features can stand in a neutralizable opposition in one language and in a constant opposition in another". Provide evidence to support this statement along with relevant examples. **(5 marks)**

[25 MARKS]

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SECTION C
(Choose one Question from this section)

Question 4

a) Determine and write down the distinctive feature(s) which differentiate(s) the sound segments in each of the following pairs:

[u, m]
[i, e]
[s, z]
[n, ɲ]　　　　　　　　　　　　　　　　(7 marks)
[k, x]
[ʦ, t]
[ɬ, ʐ]

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

i)　　　physiology
ii)　　　exist
iii)　　writing
iv)　　theme　　　　　　　　　　　　(18 marks)
v)　　　strap
vi)　　extrametrical

[25 MARKS]

Question 5

a) Provide the SPE system of distinctive features for each of the following sound segments:

[k]
[dʒ]
[o]
[ʒ]
[s]　　　　　　　　　　　　　　　　(16 marks)
[j]
[u]
[l]

b)　　Use distinctive features to formalize the following phonological rules:
i)　　　The sequence /a/ /i/ is realised a [e] when a morpheme boundary intervenes between them　　　　　　　　(4 marks)

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ii) A voiceless velar stop is realised as a voiced velar fricative before the vowel
[i]

(5 marks)

[25 MARKS]

Question 6

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

[tobola]	'to bore a hole'	[ʧina]	'to cut'
[tanu]	'five'	[ʧiba]	'banana'
[kesoka]	'to be cut'	[nkoʃi]	'lion'
[kasu]	'emaciation'	[nselele]	'termite'
[kunezulu]	'heaven'	[aʒimola]	'alms'
[nzwetu]	'our'	[lolonʒi]	'to wash house'
[zevo]	'then'	[zenga]	'to cut'
[ʒima]	'to stretch]		

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

[t] [ʧ]
[s] [ʃ]
[z] [ʒ]

(6 marks)

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

iii) 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 (ii) above. (4 marks)

iv) Formalize the rule you stated in (iii) above with the use of distinctive features.
(7 marks)

[25 MARKS]