

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
SECOND SEMESTER FINAL EXAMINATION PAPER
MAY 2017

TITLE OF PAPER: INTRODUCTION TO ENGLISH MORPHOLOGY AND
LEXICAL SEMANTICS

COURSE CODE: ENG 213

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS:

1. This paper has four (4) questions.
2. Question 1 is compulsory.
3. Choose one other question from Question 2 to 4.
4. All questions are worth 30 marks each.
5. Presentation of answers should follow linguistic conventions where necessary, and good language use will attract credit.

This paper should not be opened until permission has been granted by the invigilator.

Question 1 (Compulsory)

(a) Using the approaches: connotation and denotation represent the meanings of winter and the chairperson of SADC. Highlight the strength and weakness of each approach as you represent each meaning. [10 marks]

(b) Briefly explain what is meant by the following. Use examples to illustrate your answer.

i) Symbolic meaning [2 ½ marks]

ii) Metaphor [2 ½ marks]

(c) Column A below presents base forms for particular morphemes whose allomorphs are in column B. For each morpheme and its allomorph(s) :

(i) State the process that led to the variation [1 mark each]

(ii) State whether the occurrence of the allomorphs is phonologically or lexically or grammatically conditioned. Give a reason for your answer.

[2 marks each]

COLUMN A (BASE)

1. Sing
2. Foot
3. Be
4. Good
5. sheep

COLUMN B (ALLOMORPHS)

sang (past tense) has sung (past participle)
feet
is (present tense) , was (past tense)
better (comparative), best (superlative)
sheep (singular) sheep (plural)

[TOTAL: 30 MARKS]

Question 2

- (a) Discuss the difference between inflectional and derivational affixes. Use examples to illustrate your answer. [4 marks]
- (b) Give the meaning associated with the suffix /-er/ in each of the following words:
- (i) Helper [1 mark]
 - (ii) Strainer [1 mark]
 - (iii) Londoner [1 mark]
 - (iv) Geographer [1 mark]
- (c) What do the responses you gave in (b) above suggest about the nature of derivational suffixes? [2 marks]
- (d) State the type of each of the following compound words based on their meanings. Give reasons for your answer.
- (i) Bulldog [3 marks]
 - (ii) Black leg [3 marks]
 - (iii) Actor-director [3 marks]
 - (iv) Teapot [3 marks]
 - (v) Red neck [3 marks]
- (e) With the aid of examples, discuss the word-formation process of blending. [5 marks]

[TOTAL: 30 MARKS]

Question 3

Read the passage below and answer the questions that follow. All answers should be taken from the passage.

A BUS JOURNEY

The bus started from Tatta in the morning, early. But before moving off, it stayed for a long time by the little market where they sold fruit and nuts, cups of tea and water. Meanwhile, the passengers got in and out and moved their bundles here and there and shouted to their friends. One of them had a watch and when the watch showed that the bus should have started an hour before, some of the passengers began to be a little angry. These people

called out to the driver, suggesting rudely all the places he might have been waiting in. At last, he started. To make up for the lost time, he went very fast. They rocked and swayed along the rough road, dashing past bullock carts and tongas and leaving them behind in a great cloud of dust, with the horn blaring all the way to warn other traffic of their approach.

Most of the way was through desert and half-desert, brown and spiky, with the road cutting straight through the sand blowing in the wind. They passed strings of loaded camels, tied head to tail, and nearer Karachi, the low wheeled camel-carts. Once they stopped for tea, Rahim Khan jumped out and got some for his mother and sister. His mother had brought food with her for the journey, as well as a piece of camel meat for her husband, who was in Karachi. There were other buses drawn up at the tea-house, and Rahim Khan studied them closely. Some were stencilled gaily with flowers or with scenes of rivers and castles. Others bore mottoes of different kinds.

Soon after they set off again, they began to see more houses scattered among the dust hills. There were refugee camps too- huts and rugged torn tents- and many, many people. Then they began seeing men on bicycles, and the trams that went about the city and were tied down to their iron lines in case they should run away. And now there were high houses on each side of the street, and cars that hooted and roared and carriages pulled by horses and men on bicycles drawing smaller carriages in which one or two people could ride.

(Grieve (1960). English Course for Secondary Schools. London: Thomas Nelson and Sons LTD)

Questions

- (a) Identify five hyponyms for the word traffic. [5 marks]
- (b) Find two collocations of the word bus. [2 marks]
- (c) State the sense relations that exist among the words given below. Give reasons for your answer:

(i) Swayed and dashing [3 marks]

(ii) Blaring, roared and hooted [3 marks]

(d) The two sentences below are ambiguous. Read them and:

(i) Give two interpretations for each of the sentences. [4 marks]

(ii) Identify the words that cause the ambiguity. [2 marks]

(iii) Name the type of ambiguity that is illustrated by these sentences.

[1 mark]

1. There were other buses drawn up at the tea-house.

2. And now there were... men on bicycles drawing smaller carriages
in which one or two people could ride.

(e) Derive five connotations of the word desert from the sentence: *Most of the way was through desert and half-desert, brown and spiky, with the road cutting straight through the sand blowing in the wind.*

[5 marks]

(f) Draw a semantic boundary between the verbs: rocked and swayed. [2 marks]

(g) Make componential analyses of the two verbs above to illustrate the distinction.

[3 marks]

[TOTAL: 30 marks]

Question 4

(a) Describe fully the underlined affixes in the words below.

i) Unlock [3 marks]

ii) Uncomfortable [3 marks]

iii) Seeds [3 marks]

iv) Reads [3 marks]

v) Slower [3 marks]

(b) Define the following terms. Use examples to illustrate your answer.

- | | | |
|------|-----------------------|-----------|
| i) | Stereotype | [3 marks] |
| ii) | Predicate | [3 marks] |
| iii) | Prototype | [3 marks] |
| iv) | Componential analysis | [3 marks] |
| v) | Proposition | [3 marks] |

[TOTAL: 30 MARKS]