



LanCSAL Department
June 2020 Supplementary Examination

MODULE:	Linguistics 1A (LIN1AA1 and LINEXA1)
PAPER:	Linguistics
DATE:	19 June 2020
EXAMINERS:	Mrs B Selepe Mrs T Mphahlele
MODERATOR:	Dr J Chikasha
MARKS:	200
TIME:	3 hours

This paper consists of seven (7) pages. Answer ALL questions. Where examples are required, please use own examples (i.e. *different from examples given in lecture slides*).

SECTION A

Question 1

Match the description in Column A to the term in Column B that most accurately describes it.

1. We are all born with the language gene	a. The divine source theory
2. The concept of lateralisation is important in understanding this theory	b. The social interaction theory
3. Allows us to talk about things and places like angels, fairies, Heaven and hell	c. Reflexivity
4. There are particular physical features that are important for the production of speech	d. The genetic source theory

5. The limitless ability of man's ability to create new words and express new ideas	e. Displacement
6. Language is monogenetic, which means that all language originates from a single source	f. The physical adaptation source theory
7. Animals also live in group formations, but have not developed the capacity for speech	g. The tool-making source theory
8. Chimpanzees that show the characteristic of cultural transmission	h. Productivity
9. Apes and other animals live in social groups, but have not developed the capacity of speech	i. Yo-he-ho theory
10. The ability to talk about and reflect on language	j. Theory criticism
11. The social interaction theory is also known as . . .	k. Matata and Kanzi

[22]

Question 2

- _____ signals are sent intentionally, such as a yawn.
- Synonyms and _____ are examples of the inability of words to resemble what they are representing.
- The ability to talk about events that take place in the past, present, and future is called_____, while talking about things that may be far away from us is called_____.
- If a human child is left to grow in isolation, they will spontaneously start speaking in the original _____ language.
- _____ describes a process of distinctive sound and distinctive communication
- Telling someone that the Linguistics lecture takes place in D les 202 is an example of a/an _____ signal.

- g. Washoe developed the ability to combine forms and combine them to produce 'sentences' such as *open food drink*; this is an example of _____.
- h. Which one of the following is an example of an ideogram?
- i. Chinese symbols
 - ii. ☺
 - iii. A stop sign
 - iv. All of the above
- i. Which one of the following is an example of rebus writing?
- i. 2
 - ii. ☺
 - iii. A heart sign
 - iv. None of the above

[20]

Question 3

Explain, in a sentence or two, why we can argue that the chimpanzees. **Matata** and **Kanzi's** use of language displayed the feature of **cultural transmission**.

[5]

Question 4

Discuss the differences between human speech and animal communication systems. Distinguish between **communicative** and **informative signals**.

[5]

Question 5

Give any **three reasons** why there are often **mismatches** between the forms of written English and the sounds of spoken English.

[6]

Question 6

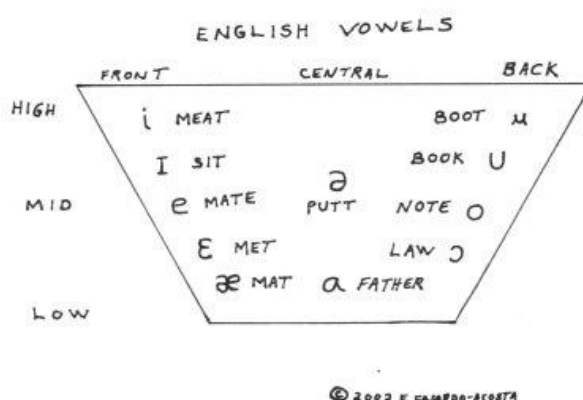
Name four **manners of speech articulation** of consonants. Explain **how** the relevant sounds are formed and provide an **example** of each.

[12]

Question 7

Using the English vowel chart below and the words provided as examples, provide another English word that contains each of the sounds listed below:

- i. [i]
- ii. [ɛ]
- iii. [o]
- iv. [ə]
- v. [æ]
- vi. [ɔ]
- vii. [ɑ]
- viii. [U]



[16]

Question 8

Using the IPA chart below, write the phonetic symbol for the **underlined sound** made in each of the following words. You can copy and paste the symbols from the phonetic characters provided with the chart if you cannot use your keyboard.

ɪ READ	i SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

ʌ ɑ: æ e ə ɜ: ɪ i: ɒ ɔ: ʊ u: aɪ
aʊ eɪ oʊ ɔɪ eə ɪə ʊə b d f g
h j k l m n ŋ p r s ʃ t tʃ θ ð v
w z ʒ dʒ

- (a) Thoughtful
- (b) Sighh
- (c) Master
- (d) Miserable
- (e) Pleasure

[10]

Question 9

What is the difference between **polysemy** and **metonymy**?

[4]

Question 10

Explain, in a few sentences, what **elision** is and when does it occur. Provide your **own example** of a word that typically undergoes elision during pronunciation.

[5]

Question 11

According to which **word formation processes** are the following words formed?

- (i) abso-freaken-lutely
- (ii) Yippee
- (iii) selfie
- (iv) foolishness
- (v) twerk

[10]

Question 12

Using your own words, choose any two of the **word-formation processes** listed below and explain how new words are created in a language by way of these processes. Provide suitable examples in each case.

- (i) Multiple-processes
- (ii) Conversion
- (iii) Analogy
- (iv) Backformation
- (v) Acronym

[6]

Question 13

The sentence below contains free morphemes. Categorise all the **free morphemes** in the sentence below as either **lexical** or **functional morphemes**.

The man hated to see his friend so disheartened.

[18]

Question 14

In the sentence below, identify and indicate which morphemes are **derivational** and which are **inflectional**.

Their parents promised to buy them wonderful gifts to thank them for their kindness.

[6]

Question 15

Discuss the **prescriptive** and the **descriptive** approaches to grammar. Explain the **origins** of both approaches, their respective **aims**, and how linguists adhering to either approach go about **analysing** language.

[10]

Question 16

The following sentence provide an example of **structural ambiguity**:

Stolen painting found by a tree.

Use it to define and explain the concept of structural ambiguity.

[3]

Question 17

What is the **lexical relation** between the pairs of words listed below?

- (a) face/face (of a clock)
- (b) salt and pepper
- (c) vehicle/car
- (d) green/grin
- (e) nail/nail

[10]

Question 18

Identify the **semantic roles** (agent, theme, instrument, experiencer, location, source, and goal) in the following paragraph:

As Nthabiseng sat at her desk colouring in her picture using wax crayons, the wind came in from the window and blew the picture away. She felt so sad, as she had been working on it all day. A few minutes later, her brother, Thabang, came running in. "Don't worry", he said. "I found your picture. The wind only blew it from the window to the garden".

[7]

Question 19

Consider the following sentence: ***The food took my money.***

While the sentence is syntactically correct, it is **semantically odd**. Explain why this is so by using semantic features.

[5]

Save all your answers in SECTION A, SUBMIT, then attempt SECTION B.

SECTION B

Question 20

Use Ms Word OR a pen and a piece of paper to draw a labelled diagram explaining the basic structure of the syllable '**step**'. Once done, upload the Ms Word document; or take a picture using your phone or tablet and upload under this question. You can also scan your drawing, save it as a PDF and thereafter, upload under LINGUISTICS1/ JUNE EXAM/ SECTION B20 folder.

[10]

Question 21

Use Ms Word OR a pen and a piece of paper to draw a tree diagram illustrating the syntactic structure of one the following sentence:

"Milly put the apple in the bowl."

Once done, upload the Ms Word document; or take a picture using your phone or tablet and upload under this question. You can also scan your drawing, save it as a PDF and thereafter, upload under LINGUISTICS1/ JUNE EXAM/ SECTION B21 folder.

[10]