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THE UNIVERSITY OF ADELAIDE
EXAMINATION FOR THE DEGREE OF B.A

November 2000

**7892/4914 Foundations of Linguistics II/III
6081 Honours Linguistics**

Time: 3 hours

In addition, candidates are allowed ten minutes before the examination begins, to read the paper

**ANSWER THREE QUESTIONS IN TOTAL
ANSWER ONE QUESTION FROM PART A,
ONE QUESTION FROM PART B AND
ONE QUESTION FROM PART C**

Answers must be recorded in ink or ball point pens.

The use of pencil is not permitted.

Please turn the page

PART A

A1

Below are some sentences in Swahili:

mtoto	amefika	"The child has arrived."
mtoto	anafika	"The child is arriving."
mtoto	atafika	"The child will arrive."
watoto	wamefika	"The children have arrived."
watoto	wanafika	"The children are arriving."
watoto	watafika	"The children will arrive."
mtu	amelala	"The man has slept."
mtu	analala	"The man is sleeping."
mtu	atalal	"The man will sleep."
watu	wamelala	"The men have slept."
watu	wanalala	"The men are sleeping."
watu	watalala	"The men will sleep."
kisu	kimeanguka	"The knife has fallen."
kisu	kinaanguka	"The knife is falling."
kisu	kitaanguka	"The knife will fall."
visu	vimeanguka	"The knives have fallen."
visu	vinaanguka	"The knives are falling."
visu	vitaanguka	"The knives will fall."
kikapu	kimeanguka	"The basket has fallen."
kikapu	kinaanguka	"The basket is falling."
kikapu	kitaanguka	"The basket will fall."
vikapu	vimeanguka	"The baskets have fallen."
vikapu	vinaanguka	"The baskets are falling."
vikapu	vitaanguka	"The baskets will fall."

One of the characteristic features of Swahili (and Bantu languages in general) is the existence of noun classes. There are specific singular and plural prefixes that occur with the nouns in each class. These prefixes are also used for purposes of agreement between the subject-noun and the verb. In the sentences given, two of these classes are included (there are many more in the language).

- a. Identify all the morphemes you can detect, and give their meanings.
Example: -toto "child"

m- noun prefix attached to singular nouns of Class I

a- prefix attached to verbs when the subject is a singular noun of Class I

Be sure to look for the other noun and verb markers, including tense markers.

- b. How is the "verb" constructed? That is, what kinds of morphemes are strung together and in what order?
c. How would you say in Swahili:

- (1) The child is falling. _____
(2) The baskets have arrived. _____
(3) The man will fall. _____

Please turn the page

A2

The following are sentences from Tok Pisin (New Guinea Pidgin English):

Manmeri ol wokabaut long rot
people they stroll on road
'People are strolling on the road.'

Mi harim toktok bilong yupela
I listen speech of you-Plural
'I listen to your (plural) speech.'

Mi harim toktok bilong yu
I listen speech of you-Sing.
'I listen to your (sing.) speech.'

Em no brata bilong em ol harim toktok bilong mi
he and brother of he they listen speech of me
'He and his brother listen to my speech.'

Mi laikim dispela manmeri long rot
I like these people on road
'I like these people (who are) on the road.'

Dispela man no prend bilong mi ol laikim dispela toktok
this man and friend of me they like this speech
'This man and my friend like this speech.'

Relying on the meaning of the morphemes that you can identify in the above sentences, translate the following sentences into Tok Pisin:

- a. These people like my speech.
- b. I am strolling on the road
- c. I like my friend's speech.
- d. I like my brother and these people.
- e. These people on the road and my friend like his speech.
- f. You and my brother like the speech of these people.
- g. These people listen to my friend's and my brother's speech.

Please turn the page

A3

Here are some words in Japanese. (The spelling *ch* is [č] and *ts* [ts] is an alveolar affricate.)

tatami	“mat”	tomodachi	“friend”	uchi	“house”
tegami	“letter”	totemo	“very”	otoko	“male”
chichi	“father”	tsukue	“desk”	tetsudau	“help”
shita	“under”	ato	“later”	matsu	“wait”
natsu	“summer”	tsutsumu	“wrap”	chizu	“map”
kata	“person”	tatemono	“building”	te	“hand”

In addition, Japanese words (except for certain loan words) never contain the phonetic sequences *[ti] or *[tu]. Consider *ch* ([č]) and *ts* [ts] to be single phones.

- Based on these data, are [t], [č], and [ts] in complementary distribution?
- State the distribution of these phones, first in words, then using features.
- Give a phonemic analysis of these data insofar as [t], [č], and [ts] are concerned. Identify the phoneme or phonemes, and the allophones.
- Give the phonemic representation of the following Japanese words.

tatami	_____	tomodachi	_____	uchi	_____
tegami	_____	totemo	_____	otoko	_____
chichi	_____	tsukue	_____	tetsudau	_____
shita	_____	ato	_____	matsu	_____
deguchi	_____	natsu	_____	tsutsumu	_____
chizu	_____	kata	_____	koto	_____
tatemono	_____	te	_____	tsuri	_____

Please turn the page

PART B

- B1. What is a grammar and what are its functions in communication?
- B2. What can the study of child language contribute to linguistics?
- B3. Give an outline of the articulatory and acoustic properties of vowels.
- B4. Why is the phoneme such a central concept in linguistics and structuralism?
- B5. How can one establish that languages are related? Are all human languages related to one another?
- B6. Comment on one of Saussure's dichotomies. Either: syntagmatic and paradigmatic relations or langue and parole.
- B7. What criteria can one use to set up classes of language types?
- B8. What is the contribution of child language acquisition studies to second language learning?
- B9. Discuss the notion of design features of communication systems.
- B10. Characterize the conduit (telegraph) model of communication and its influence on views about language.

PART C

- C1. What is meant by the term 'Language Rights'? What language rights do speakers or owners of Indigenous languages enjoy in Australia? What rights are they denied? Give specific examples from different parts of Australia.
- C2. What is language ecology? What are the uses of this concept?
- C3. The Chief Minister of the NT likened the provision of Interpreting and Translating services to Indigenous peoples to providing a wheelchair for someone who won't walk (Land Rights News, March 2000). Discuss.
- C4. On the 1st December 1998, the NT government announced the axing of bilingual education programs in Aboriginal schools in the NT, to be replaced by ESL (English as a Second Language) programs. Is this an infringement of Indigenous language rights? Discuss.
- C5. Give a brief overview of the communicative competence approach to social linguistic analysis and language teaching.
- C6. What is a linguistic community? Is the term community language applicable to all languages other than English in Australia?
- C7. What do you understand by social network and how is this concept used by linguists?
- C8. Discuss language variation with special reference to either
a) gender; or b) social class; or c) location.
- C9. What causes linguistic shift and/or code switching and how can it be arrested or reversed?
- C10. Compare the social functions of pidgin when they originated and in the present.

Examination Ends