

THE UNIVERSITY OF ADELAIDE

**Examination for the Ordinary Degree of Bachelor of Arts
Examination for the Ordinary Degree of Bachelor of Arts (Honours)
Examination for the Ordinary Degree of Master of Arts (Qualifying)**

November 1998

FINAL EXAMINATION

7892 Foundations of Linguistics II

4914 Foundations of Linguistics III

6351 Qualifying Work Linguistics

Time: Three Hours

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

Scribble paper is permitted.

Answers must be recorded in ink or ball point pen.

The use of pencil is not permitted.

Length: You should be able to write at least 500 words on the question of your choice in Part B and Part C. You should exemplify your answers with examples drawn from English and/or other languages.

A1

Consider the following data from Korafe, a language spoken in PNG:

[avi] ~ [aβi]	'sleep!'
[awa] ~ [aβa]	'this'
[sumbuwu] ~ [sumbuβu]	'run'
[evia] ~ [eβia]	'that'
[iwo] ~ [iβo]	'go'
[rawasi] ~ [raβasi]	'sleep'
[evevetu] ~ [eβeβetu]	'women'
[vit] ~ [βit]	'go up'
[gogove] ~ [gogoβe]	'planted'
[sowuda] ~ [soβuda]	'to the bay'

[Note: [β] is a voiced bilabial fricative sound. It does not occur in English.]

On the basis of this data, what can you say about the distribution of [v], [w] and [β]?
Perform a phonemic analysis.

Write a rule which specifies the distribution of allomorphs.

A2

Examine the following data taken from Labu, also spoken in PNG.

losoho	'we build'	letaNgo	'we swallow'
mosoho	'you all build'	motaNgo	'you all swallow'
sosoho	'they build'	setaNgo	'they swallow'
lununu	'we kiss'	lelendi	'we hear'
monunu	'you all kiss'	molendi	'you all hear'
sununu	'they kiss'	selendi	'they hear'
leseni	'we plug'	lomolo	'we are afraid'
moseni	'you all plug'	momolo	'you are all afraid'
seseni	'they plug'	somolo	'they are afraid'
letia	'we know'	lesale	'we sell'
motia	'you all know'	mosale	'you all sell'
setia	'they know'	sesale	'they sell'
		lusulu	'we scoop'
		mosulu	'you all scoop'
		susulu	'they scoop'

List all the morphemes (and their meanings) present in the data set above.
Provide an explanation for the distribution of the allomorphs.

Given *mohi* 'you all weave', how would you say the following in Labu?:

'we weave'

'they weave'

A3

Consider the following Guugu Yimidhirr sentences:

(Guugu-Yimidhirr is spoken around Cooktown in far north Queensland. The English word 'kangaroo' has its origins in Guugu Yimidhirr *gangurru* 'sp. large black kangaroo' recorded by Captain Cook's party when they were forced to put ashore there in 1770).

Ngayu buli.	'I fell down.'
Nyundu buli.	'You fell down.'
Yugu buli.	'The tree fell down.'
Gudaa buli.	'The dog fell down.'
Ngayu nhina nhaadhi.	'I saw you.'
Nyundu nganhi nhaadhi.	'You saw me.'
Gudaangun nhina nhaadhi.	'The dog saw you.'
Gudaangun nganhi nhaadhi.	'The dog saw me.'
Ngayu gudaa nhaadhi.	'I saw the dog.'
Nyundu bayan nhaadhi.	'You saw the house.'
Yugungun bayan dumbi.	'The tree smashed the house.'

On the basis of these few sentences, make three observations about Guugu Yimidhirr grammar?

Knowing that the Guugu Yimidhirr word for 'sp. of large black kangaroo' is *gangurru*, provide the Guugu Yimidhirr equivalents for the following English sentences.

- 'The kangaroo (large black sp.) saw the tree.'
- 'The kangaroo (large black sp.) smashed the house.'
- 'The kangaroo (large black sp.) fell down.'
- 'The kangaroo (large black sp.) saw me.'
- 'I saw the kangaroo (large black sp).'
- 'The dog saw the kangaroo (large black sp).'

PART B

- B1. What criteria are used to define language? How are these defining features used to distinguish between human and animal communication systems?
- B2. Describe and contrast three different approaches to the study of meaning.
- B3. Explain how writing systems first emerged.
- B4. Should English spelling be reformed so that it more accurately represents pronunciation. Discuss the pros and cons.
- B5. What are **parts of speech**? How do we distinguish between parts of speech in a given language?
- B6. Word order is free in many Australian languages. How then are Agents, Actors and Undergoers (objects) designated in these languages? Explain!
- B7. What are **binary features**? Discuss the relevance for phonology and semantics.
- B8. How many different kinds of morphemes are there and how are they distinguished?
- B9. What is meant by the term **phonotactics**? Give examples from English and other languages.
- B10. What is a **protolanguage**? What model of language change gives rise to the notion of a protolanguage?
- B11. What do you need to do in order to **refer** to something?

PART C

- C1. Describe and account for the changing attitudes within Australian society towards Australia's Indigenous languages.
- C2. How were the majority of Australian languages 'lost'?
- C3. What is being done to promote, maintain and revive Australia's Indigenous languages?
- C4. What is an **indigenous lingua franca**? Describe and account for their rise and spread within Australia.
- C5. What is **diglossia**? What role might it play in language maintenance?
- C6. What is meant by the term **register** in sociolinguistics? Give examples.
- C7. What is **code-switching**? What functions does it serve within a bilingual or multilingual society?
- C8. What is a **neologism**? What role do neologisms play within language maintenance?
- C9. Why teach/learn languages other than English? Why learn Indigenous languages? Are the motivations for learning Indigenous languages different to those for learning other LOTEs? Explain!
- C10. What are the benefits of bilingual education for children speaking minority languages?
- C11. What is **communicative competence**? What is the relevance of this notion for language teaching?