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**THE UNIVERSITY OF ADELAIDE**

**November 1999**

**EXAMINATION**

**7892 Foundation of Linguistics II**

**4914 Foundations of Linguistics III**

**9836 Foundations of Linguistics IVB**

**Diploma in Applied Linguistics**

**Masters in Applied 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 pens.**

**The use of pencil is not permitted.**

**PLEASE SEE NEXT PAGE**

**PART A**

A1.

Decide impressionistically whether each of the underlined words is a noun, a verb, or an adjective. Having made that decision, see if you can find a general definition for each of the terms noun, verb, and adjective IN ENGLISH which will include all the words you have put into each class and exclude all the other words.

*The previous chapter showed you what a morpheme is and how it can be identified; the remaining chapters in this book will teach you more about the behaviour of morphemes in words, and the techniques of morphological analysis. In this chapter, however, I want to place the morpheme in its grammatical context, so that the details of the following chapters will be clear. In particular, I will be concerned with showing the kinds of functions which affixes in the languages of the Pacific perform.*

A2

Here follow data from the Baining language (East New Britain Province, PNG):

[tɪt]	"go"	[ŋ <sup>w</sup> ɛ:nda]	"Europeans"
[g <sup>w</sup> oɾiam]	"2 men"	[tɔp]	"chop"
[snanbat]	"ask"	[aɾap]	"axes"
[mɔɾik:a]	"betelnut"	[iandɪt]	"they 2 go"
[pɾɪsɪt]	"finished"	[ <sup>m</sup> bɪɾayl]	"bed"
[nɔmda]	"who? (pl.)"	[æɪtɛɪŋ]	"fires"
[təkɔstəm]	"persuade"	[s:tka]	"story"
[mɔɾangɔ]	"heaviness"	[tɔtɔt]	"peel"
[æɪlu]	"a greeting"	[ŋɔɾak]	"only"

[t], [d], and [ɾ] are allophones of the phoneme /t/ in complementary distribution; state the distribution.

A3

State the derivational and inflectional rules of the Luiseño Language that account for the occurrence of the suffixes on the verbs in sentences (1) - (6). Show the structure of the verb in (6) by means of a diagram:

- |                             |                                     |
|-----------------------------|-------------------------------------|
| (1) nóo néesq               | 'I am leaving.'                     |
| (2) nóo néesvičúq           | 'I want to leave.'                  |
| (3) nóo póy néesniq         | 'I am making him leave.'            |
| (4) nóo póy néesvičuniq     | 'I am making him want to leave.'    |
| (5) nóo póy néesnivičúq     | 'I want to make him leave.'         |
| (6) nóo póy néesvičunivičúq | 'I want to make him want to leave.' |

A4

The forms below are from Alabaman, an American Indian language. Determine what vowel phonemes must be posited for this language and list the allophones of each. State the rules that determine which allophone of a segment will be used in a given environment.

ink <sup>h</sup> aa	'give'	it <sup>h</sup> osp <sup>h</sup> aa	'knee'
p <sup>h</sup> osnoo	'we'	t <sup>h</sup> aat <sup>h</sup> aa	'father'
hip <sup>l</sup> oo	'snow'	t <sup>h</sup> ánk <sup>h</sup> aa	'dark'
ok <sup>h</sup> k <sup>h</sup> iit <sup>h</sup> a <sup>l</sup> k <sup>h</sup> aa	'see'	slo <sup>l</sup> k <sup>h</sup> aa	'full'
k <sup>h</sup> olbii	'basket'	hoomaa	'bitter'
t <sup>h</sup> ot <sup>l</sup> činnaa	'three'	p <sup>h</sup> iičii	'mother'
ha <sup>l</sup> k <sup>h</sup> aa	'white'	imp <sup>h</sup> iičii	'breast'
t <sup>h</sup> innaa	'dull'	solot <sup>l</sup> lii	'smooth'
hōmmaa	'red'	k <sup>h</sup> anoo	'good'
čafaak <sup>h</sup> aa	'one'	it <sup>h</sup> t <sup>h</sup> oo	'tree'
k <sup>h</sup> op <sup>l</sup> lii	'water glass'	āk <sup>h</sup> ost <sup>h</sup> innii	'think'
p <sup>h</sup> aanii	'creek'	it <sup>h</sup> t <sup>h</sup> abii	'leg'
ok <sup>l</sup> čak <sup>l</sup> k <sup>h</sup> oo	'green, blue'	ik <sup>l</sup> baa	'hot'
ik <sup>l</sup> fi	'belly'		

**PART B**

- B1 Discuss the conduit model of communication and how it affects mainstream views on languages and linguistics.
- B2 For meaning to exist, contrast is needed. Discuss.
- B3 What are the characteristics of phonemes and allophones?
- B4 What are the principal formal processes in morphology? Illustrate your answer with examples from English or a European language you know.
- B5 What can etymologies tell about former stages in the history of languages and societies?
- B6 What are pidgin languages and what can they tell us about language genesis and change?
- B7 'Grammars account for the fact that the whole means more than the sum of the parts.' Illustrate this statement with examples of sentence formation.
- B8 Discuss the notion of 'design feature' and how it is used in characterising human and animal communication systems.
- B9 How can one establish word classes?
- B10 Discuss the rules grammarians have postulated to account for the grammaticality of structures such as:
- I wash myself*
- You helped me to wash myself*
- and the ungrammaticality of
- \*I wash me*
- \*You helped myself to wash me*
- B11 What are either *universals of language* or *linguistic universals*? How does one establish them?
- B12 How are phonetic features such as [+consonantal] or [-back] used to talk about phonetic similarity?

**PART C**

- C1 Distinguish between languages and dialects using both linguistic and sociolinguistic criteria.
- C2 Discuss the question whether women and men speak different languages.
- C3 Characterise Hymes' 'Ethnography of Speaking' approach.
- C4 What field methods are commonly employed in sociolinguistics?
- C5 Does language determine the way humans think and act?
- C6 Discuss Labov's contribution to Sociolinguistics.
- C7 Examine how an applied linguist can demonstrate that a talkback radio host is being paid by a company to represent it in a favourable light.
- C8 Discuss the status of Australia's Indigenous languages. Provide specific examples to substantiate your assessment. Why are they so marginalised? How might their status be enhanced?
- C9 Bilingual education programs were introduced into a number of NT Aboriginal schools from the early 1970s. However, in December 1998 the NT Government announced that these programs would be phased out and replaced with TESL programs. As a linguist, in touch with these schools and communities, how would you respond to the NT Government's decision?
- C10 What is Aboriginal English? How are speakers of varieties of Aboriginal English disadvantaged in Australian society? Illustrate your answer with specific examples.
- C11 What can be done to ensure the survival of Australia's Indigenous languages? What initiatives have been taken by speakers and custodians of these languages to promote their maintenance and revival? What can linguists do to help?
- C12 What factors led to the loss of so many of Australia's Indigenous languages? To what extent do the terms *linguicide* and *language suicide* have validity in the Australian context?

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