THE UNIVERSITY OF PAPUA NEW GUINEA

FIRST SEMESTER EXAMINATIONS –2010

COURSE NUMBER	**LINGUISTICS 4.31451**
TITLE OF PAPER	**SEMANTICS AND PRAGMATICS**
SEQUENCE OF PAPER	**FINAL EXAMINATION**
TIME ALLOWED	**3 HOURS & 10 MINUTES READING TIME**
INSTRUCTIONS TO CANDIDATES	**ANSWER ALL SECTIONS IN BOTH PARTS OF EXAM**
MARKING SCHEME	**100** **SECTION 1 IS WORTH 20 POINTS** **SECTION 2 IS WORTH 25 POINTS** **SECTION 3 IS WORTH 55 POINTS** **RESPECTIVE QUESTIONS CARRY THEIR OWN VALUES.**
TOTAL NUMBER OF PAGES IN EXAM BOOKLET	**6**
AIDS TO BE PROVIDED BY STUDENT ADMINISTRATION	**EXAM BOOKLET, ANSWER BOOKLET, EXAMINATION CARD**
AIDS TO BE PROVIDED BY DEPARTMENT	**NONE**
AIDS CANDIDATES PERMITTED TO TAKE INTO EXAMINATION ROOM	**WRITING IMPLEMENTS, ERASERS**

SECTION 1:   DEFINITIONS   (20 MARKS)

Question 1

Select <u>any ten</u> (10) of the terms below and provide a brief definition of each term. Use an example to demonstrate your answer. The example is worth 1 mark.

a)   relations of dependence
b)   meronymy
c)   pragmatics
d)   gradable antonyms
e)   morpheme gap
f)   utterance
g)   semantic range
h)   semantic property
i)   collocative meaning
j)   vocative phrase
k)   participant role
l)   multiple taxonomy
m)   hyponymy

SECTION 2:   SHORT ANSWERS   (24 MARKS)

Instructions: ANSWER ANY <u>SIX</u> (6) OF THE QUESTIONS BELOW.
                    Each question in this section is worth four (4) marks.

Question 2

Differentiate ***hortatory text*** from ***expository text***. Use brief examples to demonstrate.

Question 3

How are *grammatical classes* different from and similar to *semantic categories*? Discuss each feature with examples other than the ones used in class.

Question 4

Explain the term ***presupposition*** with clear examples.

Question 5

"*Meaning has priority over form"* Explain with examples.

Question 6

Differentiate <u>hierarchical lexical </u>relationships from <u>part-whole</u> relationships with clear demonstrations

Question7

Differentiate <u>polar opposition</u> from <u>inverse opposition</u> with examples

Question 8

Discuss the tern **<u>deixis</u>** with clear examples.

Question 9

Differentiate <u>formal</u> and <u>substantive</u> universals.

Question 10

Define <u>Thematic Meaning</u> with examples.

Question 11

Define ***<u>Immediate constituent</u>*** with examples.

Question 12

Define ***Overlapping Reference*** with clear demonstrations, using 4 examples in English or Tokpisin

Question 13

Construct a word taxonomy, that demonstrates a *generic-specific* relationship between a group of English or Tokpisin words or lexical items.

SECTION 3:   **Workbook:**   **Semantic Analysis**   **(56 MARKS)**

Instructions: ANSWER <u>ALL SIX (6) </u>QUESTIONS IN THIS SECTION
                    Each question has its own value.

Question 14   **(4 Marks)**

The phrase: *The old Australian English teacher* has several interpretations. Represent these interpretations in the form of structural analysis (use diagrams), and match each interpretation.

Question 15   **(15 Marks)**

Under each underlined word in the following sentences, write the initial of the Semantic Category (A, F, T, E, R). the word belongs to.

   a)   <u>My</u> aunt is <u>interested </u> in this <u>work</u>.

   b)   John's <u>conclusion</u> <u>was</u> <u>cleverly</u> <u>presented.</u>

   c)   <u>Her</u> <u>absence</u> <u>became</u> <u>a</u> <u>matter</u> <u>of</u> <u>concern</u> <u>for</u> <u>the</u> <u>lecturer</u>.

   d)   The <u>examinations</u> <u>are</u> <u>over</u> <u>but </u>the <u>unnecessary </u>strike prevented <u>home</u>
         students from their <u>departures</u>

   e)   <u>His </u>father <u>is</u> <u>not</u> able to regain his <u>consciousness</u> <u>at </u>this <u>point </u>in <u>time</u>.

   f)   The <u>boat's</u> sail <u>was</u> damaged <u>in</u> <u>yesterday's</u> <u>movements</u> in the <u>tides</u> and
         <u>unexpected</u> strong winds.

   g)   The movie <u>theatre</u> is <u>full</u> <u>of</u> people <u>who</u> <u>wish</u> <u>to</u> watch the <u>play</u>.

   h)   The <u>sick</u> <u>baby</u> was on the <u>o</u>perating table <u>when</u> the <u>blackout</u> occurred.

   i)   <u>Sometimes</u>, it is <u>better</u> to <u>wait</u> <u>until</u> the storm is <u>passes</u>.

   j)   The <u>volume</u> of rain <u>measured</u> <u>last</u> <u>month</u> was the <u>highest</u> for the year.

   k)   In <u>retrospect</u>, the whole <u>incident</u> is <u>regrettable</u>.

   l)   Mr. Kila <u>had</u> a <u>unexpected</u> <u>visit</u> from the<u> famous</u> soccer player.

m)   The point of contrast for these stories is unclear.

n)   On this occasion, it is possible that the least popular candidate may win by a landslide.

o)   The mowing of the lawn was so noisy that the student's concentration lapsed momentarily.

Question 16   **(6 Marks)**

Identify the subjects and predicates of the following sentences:

1. In the meantime, you should finish your assignments
2. The fact that I arrived first does not mean that I have won
3. Please, do not ask too many people to attend the game
4. Kila managed to avoid detection
5. This soup is too hot to eat right away
6. A cloudless sky is a sign of a hot day

Question 17   **(5 Marks)**

Carry out a complete componential analysis of the following semantic sets.

Note: dash (-) means 'absence of' or 'not'
       asterisk (*) means a component is not applicable
       plus (+) means a positive feature but may not be indicated.

a)   [simmer, boil, fry, steam, roast]
b)   [chef, tiger, blood, truck, priest]
c)   [food, meat, people, elephants, frangipani, dog]
d)   [blood, water, ocean, oil, rain]
e)   [earth, sand, clay, mud, rock]

Question 18   **(10 Marks)**

Study the following semantic sets.

1)   Identify shared similarities between each set.
2)   Identify distinguishing components and points of contrast in each set.

1.   a)   [murder, sacrifice, slaughter, assassinate, execute]
      b)   [grab, grip, push, snatch, seize, clutch]

2.   a)   [orange, lemon, lime, grapefruit]
      b)   [pig, dog, fish, chicken, cat]

3.   a)   [angel, demon, evil-spirit, satan]
      b)   [ghost, monster, ogre, fairy, elf]

4.   a)   [kapul, pik, sikau, mumut, muruk]
      b)   [pork, veal, steak, sausage, meatball]

5.   a)   [hem, seam, embroider, tack]
      b)   [dress, shirt, trousers, shirt, skirt]

6.   a)   [chair, bed, cupboard, table, sofa]
      b)   [rug, carpet, tile, runner, truck, train]

7.   a)   [drive, fly, raft (v), skydive, float]
      b)   [skip, hop, stand, trot, step]

8.   a)   [droop, slump, sag, loll, wilt]
      b)   [lie, sleep, stand, walk, cry]

9.   a)   [ugly, beautiful, tall, short, slim]
      b)   [nice, pleasant, agreeable, lovely]

10.   a)   [fight, brawl, hit, slap, battle, combat]
      b)   [enemy, foe, rival, adversary, antagonist]

Question 19   (5 Marks)

For each sentence below perform a constituent analysis (include their grammatical function):

1) The dog is asleep on the mat
2) The idea that he is a criminal is ludicrous
3) Kila is my name
4) The sea is so blue today
5) The thieves drove away with the yellow bus last night
6) My prediction is that Martha will win
7) The dishes need to be washed
8) The food for the party has already been purchased
9) This year I will learn to make bilums
10) John is here

Question 20 **(10 Marks)**

This question is based on types of Associative Meaning.
Evaluate the following sets of words according:

   i.   Positive, neutral, or negative emotional overtones
   ii.   Technical, formal, informal or dialectal usage

(Note: make a list for each group and evaluate each individual word)

   a) Police officer, policeman, cop, pig
   b) Child, kid, brat
   c) Man, fellow, guy, bloke
   d) Yell, scream, shriek, shout
   e) Fat, plum, chubby, obese
   f) Primitive, backward, uncivilized, third world country
   g) Tribe, ethnic group, nation, people
   h) Poor, poverty-stricken, broke, penniless
   i) Chuckle, giggle, laugh, snort, titter
   j) Homework, assignment, written exercise, prep, essay
   k) Polygamy, bigamy
   l) Holy Ghost, Holy Spirit

END OF EXAM