



# MACHAKOS UNIVERSITY COLLEGE

(A Constituent College of Kenyatta University)

University Examinations 2015/2016

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

SECOND SEMESTER EXAMINATION FOR DIPLOMA IN EDUCATION

AEN 0204: SEMANTICS AND PRAGMATICS

Date: 10/8/2016

Time: 8.30-10.30 AM

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## INSTRUCTIONS

Answer Question 1 and Any Other Two Questions.

### QUESTION 1 (30 MARKS)

1. Do the following lists refer to the extension or to the intension of the word in question? Tick appropriately. (10 marks)

**a) woman**

Mary, Sally, Mrs Smith, Paris

Hilton, Elizabeth II.

**Extension**

**Intension**

human, adult, female

**Extension**

**Intension**

**b) bird**

lays eggs, has a beak, two wings and two legs, has feathers, can fly

**Extension**

**Intension**

robin, sparrow, bluebird, dove, hawk

**Extension**

**Intension**

**c) tree**

perennial woody plant, has a trunk and a crown

**Extension**

**Intension**

oak tree, maple, beech, chestnut tree, redwood

**d) car**

Rover, Alpha Romeo, Mazda, BMW, Mercedes-Benz

**Extension**

**Intension**

motorized vehicle, has four wheels, runs on the road, designed to carry people

**Extension**

**Intension**

**e) linguist**

human, studies language and language behaviors

**Extension**

**Intension**

Ferdinand de Saussure, Leonard Bloomfield, Naom Chomsky, George Lakoff

**Extension**

**Intension**

**2. The following pairs of words have the same referential meaning, or sense. For each pair, determine whether there are differences in social, affective, or collocational meaning. Tick appropriately. (5 1/2 marks)**

**a. Dog/mongrel**

**Social**  
**Affective**  
**Collocational**

**b. Pavement/sidewalk**

**Social**  
**Affective**  
**Collocational**

**c. Intoxicated/drunk**

**Social**  
**Affective**  
**Collocational**

**d. Rotten/stale**

**Social**  
**Affective**  
**Collocational**

**e. Home/domicile**

**Social**  
**Affective**  
**Collocational**

**f. Girl/slut**

**Social**  
**Affective**  
**Collocational**

**g. Collaborator/accomplice**

**Social**  
**Affective**  
**Collocational**

**h. Beautiful/handsome**

**Social**  
**Affective**  
**Collocational**

**i. Intellectual/egghead**

**Social**  
**Affective**  
**Collocational**

**j. die/decease**

**Social**  
**Affective**  
**Collocational**

**k. wander/stroll**

**Social**  
**Affective**  
**Collocational**

**3. Decide whether the following words are examples of homonymy or polysemy: Tick appropriately. (4 1/2 marks)**

**a) punch** (a blow with the fist vs. an iced mixed drink usually containing alcohol)

**Homonymy**  
**Polysemy**

**b) file** (a set of related records kept together vs. a steel hand tool with small sharp teeth)

**Homonymy**

**Polysemy**

**c) purse** (a small bag for carrying money vs. a sum of money offered as a prize)

**Homonymy**

**Polysemy**

**d) steel** (an alloy of iron with small amount of carbon vs. to get ready for something difficult or unpleasant)

**Homonymy**

**Polysemy**

**e) tail** (the posterior part of the body of a vertebrate vs. a spy employed to follow someone and report their movements)

**Homonymy**

**Polysemy**

**f) date** (sweet edible fruit of the date palm vs. a meeting arranged in advance)

**Homonymy**

**Polysemy**

**g) blind** (unable to see vs. a protective covering that keeps things out or hinders sight)

**Homonymy**

**Polysemy**

**h) tie** (a neckwear consisting of a long narrow piece of material tied in knot at

the front vs. to fasten or secure with a rope, string, or cord)

**Homonymy**

**Polysemy**

**i) graze** (feed as in a meadow or pasture vs break the skin by scraping)

**Homonymy**

**Polysemy**

**4. Identify the correct lexical sense relation in the following pairs: (3 marks)**

**a) stretch – contract**

Antonymy

Homonymy

Hyponymy

Synonymy

**b) cent – scent**

Antonymy

Homonymy

Hyponymy

Synonymy

**c) frozen – glaciated**

Antonymy

Homonymy

Hyponymy

Synonymy

**d) plastic/nylon**

Antonymy

Homonymy

Hyponymy

Synonymy

**e) perplexed – bewildered**

Antonymy

Homonymy

Hyponymy

Synonymy

**f) child – adult**

Antonymy  
Homonymy  
Hyponymy  
Synonymy

5. Group the following sentences in to the various kinds of Speech Acts as classified by John Searle (1969).  
(7 marks)

- a. I am a great singer.  
\_\_\_\_\_
- b. I am going to leave you.  
\_\_\_\_\_
- c. You'd better tidy up that mess \_\_\_\_\_
- d. Sit down  
\_\_\_\_\_
- e. We find the defendant guilty  
\_\_\_\_\_
- f. I resign  
\_\_\_\_\_
- g. I'm sorry to hear that.  
\_\_\_\_\_

### **QUESTION TWO (20 MARKS)**

- a) Define a Cooperative Principle as proposed by Paul Grice (1969) and elaborate its four (4) sub-principles. (5 marks)
- b) Define the Speech Act Theory as formulated by John L. Austin (1962) and John R. Searle (1969) and elaborate the three (3) related parts of actions performed by utterances. (5 marks)
- c) By use of two (2) examples of each, distinguish ambiguity from vagueness. (4 marks)
- d) Interpret the following examples of transformational ambiguity: (4 marks)
  - i. The love of God
  - ii. The shooting of the hunters
- e) Entailment is ‘vulnerable to negation’ whereas presupposition is not. By use of an example, discuss this statement. (2 marks)

### **QUESTION THREE (20 MARKS)**

- a) By use of one (1) example of each, discuss four (4) types of vagueness. (8 marks)
- b) Interpret the following examples of structural ambiguity: (8 marks)
  - i. Young boys and girls love adventure playground
  - ii. Flying planes can be dangerous
  - iii. Beautiful girl’s dress
- c) By use of two example of each, distinguish the following terms: (4 marks)
  - i. Homonymy versus polysemy
  - ii. Synonymy and antonymy

### **QUESTION FOUR (20 MARKS)**

- a) Explain the importance of Semiotics in the relationship between Syntactic, Semantics and Pragmatics. (6 marks)
- b) By use of two (2) examples of each, distinguish these two theories of meaning: Extensionalism and Conceptualism. (4 marks)
- c) By use of two examples of each explain the following terms: (6 marks)
  - i. Entailment
  - ii. Presupposition

iii. Implicature

1. **Decide whether in the following examples the second sentence is a presupposition or an entailment of the first one. Tick appropriately.** (4 marks)

**a) John managed to stop smoking. – John stopped smoking.**

Presupposition

Entailment

**b) Bill is a better linguist than Mary. – Mary is a linguist.**

Presupposition

Entailment

**c) I teach English and French at Machakos University. – I teach English at Machakos University**

Presupposition

Entailment

**d) Mary loves flowers – Mary loves roses.**

Presupposition

Entailment

#### **QUESTION FIVE (20 MARKS)**

- a) Discuss the Theory of Componential Analysis. Give two (2) examples. (5 marks)
- b) Do a Componential Analysis of five (5) different lexemes. (5 marks)
- c) The following pairs of words can be used interchangeably in certain contexts, i.e. they share the same sense. However, they do not share all senses. For each pair,
- i. Give a sentence in which the two words could be used interchangeably without altering the sense of the sentence. (5 marks)
- ii. Give a sentence using one of the words where the other would be unacceptable. (5 marks)

Example: hide/conceal

The thief tried to **hide/conceal** the evidence.

He attempted to **hide** himself behind the door.

- i. **deep/profound**  
vi. **ripe/mature**  
xi. **broad/wide**  
xvi. **earth/soil**  
xxi. **side/edge**