



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

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**