

NATIONAL UNIVERSITY OF LESOTHO

FACULTY OF HUMANITIES

DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE

ALL 309 – 3: INTRODUCTION TO LEXICOGRAPHY

MAY 2011

MARKS: 75

TIME: 3 HOURS

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QUESTION 1

- (a) Study the following dictionary article carefully and identify the types of information offered.

**green.horn** /'grɪnhɔːrn/ *n.* [C] INFORMAL someone who lacks experience and can be easily deceived: *The greenhorns headed out to the corral for their first ride.* (7)

- (b) Study the following examples of definitions and identify the type of definition:

- (i) **false** *adj* /fɔːls/ **1** wrong; not true; not genuine; artificial: sing a false note ° *A whale is a fish. True or false?* ° *Predictions of an early improvement in the housing market proved false.* **2** deliberately made in order to deceive. **3** pretending to be sb else or to have certain qualifications, etc in order to deceive people.
- (ii) **eugenics** /juː'dʒenɪks/ *n.* [sing v] the science of producing healthy intelligent children with the aim of improving the general characteristics of the human race.
- (iii) **this**<sup>3</sup> *adv.* [+adj. /adv.] **this big/many etc.** SPOKEN used to say how big or how many, especially because you are showing the size, number etc. with your hand: **this big/tall/wide etc.**
- (iv) **brutal** /'bruːtl/ *adj* cruel; without mercy (1): a brutal tyrant/ dictator / murderer. (5)

- (c) Identify the dictionary extract in which each of the following can be found:

- (i) field label
- (ii) genus differentia
- (iii) temporal label

1. **cobbler** *n.* **1** (*becoming dated*) a person who repairs shoes. **2** (*esp US*) a fruit pie with thick pastry on top.
2. **oats** *n.* [pl] grain from a type of CEREAL (1) plant grown in cool climates as food, eg for making PORRIDGE:

3. **node n. 1** (*botany*) (a) a small swelling on a root or branch. (b) a place on a stem of a plant from which a branch or a leaf grows. (3)
- (d) Using your own examples, provide 2 dictionary extracts and on one indicate the definiendum, article and the plural marking and on the other indicate the lemma, collocates and word category. (10)
- [25]**

## QUESTION 2

- (a) Briefly state how Basotho transmitted their vocabulary from generation to generation before the arrival of missionaries and mention the methods they used to do that. (10)
- (b) How did Mabile learn Sesotho vocabulary? (3)
- (c) What is the difference between Mabile and Dieterlen's *Sesuto – English Dictionary* and Paroz's *Southern Sotho – English Dictionary*? (4)
- (d) Looking at the current state of Sesotho dictionaries, mention at least 2 problems that are faced by the users of Sesotho. (6)
- (e) When was the first Sesotho dictionary published and when was it last edited? (2)
- [25]**

## QUESTION 3

- (a) Give and briefly explain at least three types of the concept “word”. (6)
- (b) Why is it necessary to study words before compiling dictionaries? (5)
- (c) Language contact can either develop or lead to language death. Discuss. (10)
- (d) What is the role of lexicography with regard to language contact? (4)
- [25]**

## QUESTION 4

- (a) What is the significance of explanatory notes (or mini-grammar) which appears before or after the alphabetical section in dictionaries? (10)
- (b) Dictionaries are multifunctional. Discuss. (10)
- (c) State 5 roles played by lexicographic labels. (5)
- [25]**

## MARKING GUIDE – ALL 309

### QUESTION 1

c. extract – 2marks each, + 3 = 5

(a) Vocabulary was acquired through a great variety of activities such as children being taught by adults by telling of fables or folk tales; at initiation schools; at the chief's courts; through public performances such as praise poetry (lithoko) and songs.

### QUESTION 2

(a)

(b)

- Competition linguistics (languages compete)
- Linguistic borrowing
- Linguistic expansionism
- Code switch or mixing
- Language shift
- Language loss
- Language death

(c)

- Used to preserve language (historical references)
- Indicates the newly coined words
- Include borrowed words
- Used for language development

### QUESTION 4

(c)

- field label – indicates the specific subject in which the lemma can be used
- Temporal label – shows the time in which the lemma can be used
- Geographical label – shows the region or country in which the lemma is used
- Stylistic label – indicates the context in which the lemma can be used
- Etymological label – shows the country of origin