

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF HUMANITIES**  
**DEPARTMENT OF AFRICAN LANGUAGES & LITERATURE**  
**SUPPLEMENTARY EXAMINATION PAPER, JULY 2006**

**TITLE OF PAPER** : **LINGUISTIC ANALYSIS OF THE MAIN LANGUAGE II**

**COURSE CODE** : **AL300/IDE-AL300**

**TOTAL MARKS** : **100**

**TIME ALLOWED** : **THREE (3) HOURS**

**INSTRUCTIONS** :

1. **ANSWER FOUR (4) QUESTIONS IN ALL.**
2. **ANSWER ONE (1) QUESTION FROM EACH SECTION.**
3. **LINGUISTIC EXPRESSIONS AND FORMALISMS SHOULD BE USED WHEREVER APPROPRIATE.**
4. **MARKS WILL BE DEDUCTED FOR UNTIDY WORK, WRONG SPELLING AND UNGRAMMATICAL SENTENCES.**
5. **ALL EXAMPLES SHOULD BE GLOSSED.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.**

**SECTION A****NOUN STRUCTURE; CLASSIFICATION AND DERIVATION (NOMINALIZATION)****QUESTION 1**

- (a) Briefly explain what is meant by the expression “basic prefix”. (1)
- (b) List the basic noun prefixes that are found in siSwati. (9)
- (c) Discuss the structure of the basic prefixes you gave under (1(a)) above. (15)

**[TOTAL MARKS = 25]****QUESTION 2**

- (a) Define the expression “weak classes” in connection with nouns. (2)
- (b) List the weak classes that are found in siSwati indicating whether it is the singular or plural form that is said to be weak. (3)
- (c) With the aid of examples from siSwati, discuss the distribution of the basic prefixes and their variants that are found in siSwati. The prefix discussed must belong to a weak class. (20)

**[TOTAL MARKS = 25]****QUESTION 3**

Givón (1971) claims that class 1a/2a is a recent class in Bantu languages and he advanced four arguments in order to support this claim. With the aid examples, discuss the evidences he advanced.

**[TOTAL MARKS = 25]****QUESTION 4**

- (a) With the aid of examples from siSwati, discuss the use of nabo in forming nouns indicating its degree of productivity. (5)
- (b) With the aid of examples from siSwati, list the content of the following noun classes according to Ziervogel and Mabuza (1976):

- |      |            |      |
|------|------------|------|
| i)   | class 1/2  | (1)  |
| ii)  | class 3/4  | (8)  |
| iii) | class 9/10 | (11) |

**[20]****[TOTAL MARKS = 25]**

**SECTION B****PRONOUNS AND NOMINALIZATION****QUESTION 5**

- (a) List the demonstrative pronouns of the first and the second position side by side for all classes (excluding first and second persons as well as variants). (16)
- (b) Compare and contrast the morphemes that are found in the demonstrative pronoun first and second position. (9)

**[TOTAL MARKS = 25]****QUESTION 6**

- (a) Postal (1969) proposes that **-self** in English is a nominal stem. Briefly discuss four arguments he advances to support his claim. (8)
- (b) Give the siSwati morpheme that represent a reciprocal meaning. (2)
- (c) Using an example from siSwati, discuss how the Transformational Generative Grammar (TGG) approach derive a simple sentence with a reflexive meaning. (15)

**[TOTAL MARKS = 25]****QUESTION 7**

- (a) Briefly explain what is meant by “discourse grammar”. (2)
- (b) Consider the following sentences and explain how they are often used to support the claim that the co-existence of a pronoun and its antecedent is not a syntactic redundancy in siSwati:

1. Zinhle uyahleka
2. Uyahleka
3. Zinhle yena uyahleka
4. Yena uyahleka
5. Yena, Zinhle uyahleka

(23)

**[TOTAL MARKS = 25]****QUESTION 8**

According to Givón (1969) pronouns can be derived by making use of the Transformational rules. He proposed four Transformational rules that can deal with such derivation. With the aid of examples from siSwati discuss the following rules in connection with the process of pronominalization:

- (a) Depletion T-Rule (5)  
 (b) Movement T-Rule (6)  
 (c) Feature Copying T-Rule (9)  
 (d) Deletion T-Rule (5)

[TOTAL MARKS = 25]

**SECTION C****THE QUALIFICATIVES****QUESTION 9**

- (a) List the possessive concords that can be used with the absolute pronoun as a stem and discuss their structure. Do not include the first and the second person.

[TOTAL MARKS = 25]

**QUESTION 10**

- (a) Consider the following sentences and briefly explain why they are said to be similar and why it can be said that they are different.

1(a) Lijezi lesilima lidzabukile.

(b) Lijezi lehhule lidzabukile

(5)

- (b) Using the given examples, discuss how Voeltz (1976) would explain the well-formedness of one sentences as against the other.

2(a) Ngiluma Thoko sandla

(b) Ngiluma Thoko indvuku

(20)

[TOTAL MARKS = 25]

**QUESTION 11**

- (a) Using the Transformational Generative Grammar approach draw the deep structure of the sentence: Sitjudeni lesidzakwa kakhulu sikhuluma siNgisi lesikhweshile. (71/4)

- (b) Using the Transformational Generative Grammar (TGG) approach derive the sentence: Liphoyisa lelikhulu lihleka kakhulu. (17 3/4)

[TOTAL MARKS = 25]

**QUESTION 12**

- (a) List the relative qualificative concords for all the classes excluding the first sand the second person, and then discuss their structure.

- (b) Give the list of primitive relative stems.

[TOTAL MARKS = 25]

**SECTION D**

**OTHER TOPICS RELATED TO THE SISWATI NOUN PHRASE (NP) ETC.**

**QUESTION 13**

On account of the definition of a stem that says; it is that portion of a noun that remains the same when singular or plural prefixes are used; and on the basis of this definition.

- (a) - establish three sets of singular and plural that might be possible prefixes of class 9/10. (6)
- (b) - discuss the solution you might use to identify the correct set of noun prefixes. Use siSwati examples. (19)

**[TOTAL MARKS = 25]**

**QUESTION 14**

Posit the phonemic vowels that are found in siSwati as well as the bilabial consonants.

**[TOTAL MARKS = 25]**

**QUESTION 15**

- (a) Briefly explain what is meant by “locative class nouns”. (5)
- (b) With the aid of examples from siSwati, discuss showing that locative class nouns are no longer nouns. (20)

**[TOTAL MARKS = 25]**

**QUESTION 16**

- (a) Define the terms “strengthening (fortition)” and “weakening lenition”. (5)
- (b) List and give examples of the sonority hierarchy as proposed by Katamba (1988:104) (12)
- (c) List the strength hierarchy that is based on:
- (i) - glottal activity (2)
- (ii) - approximants, zero, stop, affricate and fricatives. (4)

**[TOTAL MARKS = 25]**