

**UNIVERSITY OF SWAZILAND**

**FACULTY OF HUMANITIES**

**DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE**

**FINAL EXAMINATION PAPER, MAY 2007**

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

**COURSE CODE : AL400 /IDE- AL400**

**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 IS GRANTED BY THE INVIGILATOR.**

**SECTION A****THE VERB AND THE COPULATIVE****QUESTION 1**

Using the Transformational Generative Grammar (TGG) approach, draw the phrase markers that result after the application of each Transformational rule on the preceding phrase marker, starting with the deep structure ending up with the phrase marker before the application of the Morphophonemic Rules. Give (no definition) and then draw the phrase marker which has been affected by the Transformational Rule. (There should be no comments made about the affected phrase marker). Thoko ulungisela gogo kudla.

**[25 MARKS]****QUESTION 2**

With the aid of examples from siSwati, discuss four groups of verbs whose classification is based on semantics and discuss one linguistic significance of this classification.

**[25 MARKS]****QUESTION 3**

- a) Draw the deep structure, that the Transformational Generative Grammar (TGG) would use for the sentence Zethu uhambiselana naVusi timali. The meaning of the sentence should have an "on behalf" meaning. (12 ½)
- b) Using different defective verbs as discussed by Doke (1927:200-201), write five defective verb in each sentence. (5)
- c) Using different verbs that begin with a latent vowel [i] write four siSwati sentences. (4)
- d) Using different non-derived possessive pronouns that begin with a latent vowel [i] write two siSwati sentences. (2)
- e) What type of derived verb is -bhadala? (1 ½)

**[25 MARKS]****QUESTION 4**

Using the Transformational Generative Grammar (TGG) approach derive the following sentence: Thoko uchaphisa umdlwane lubisi.

**[25 MARKS]****QUESTION 5**

With the aid of siSwati examples discuss the differences that can be observed between the adjective used attributively and predicatively.

**[25 MARKS]**

**SECTION B****TENSE, ASPECT AND MOOD****QUESTION 6**

Using Fraser's (1970) deep structure and using Transformational Generative Grammar (TGG) approach derive the following sentence. Kukopa kuyahlupha.

**[25 MARKS]****QUESTION 7**

- (a) Define the following terms that are associated with tense according to some linguists such as Comrie (1985).
- |      |                 |     |
|------|-----------------|-----|
| i)   | - past tense    | (2) |
| ii)  | - present tense | (2) |
| iii) | - future tense  | (2) |
- (b) Doke (1927:162) has this to say concerning tense: "Within the different moods tenses are subdivided in Zulu according to implication of the action" He then gives three implications. Give the name and the definition of each implication. (9)
- (c) Write sentences that have the following characteristics:
- |      |  |     |
|------|--|-----|
| i)   | - remote past tense simple implication using a long vowel. | (1) |
| ii)  | - future tense simple implication (immediate future)       | (1) |
| iii) | - present tense simple implication                         | (1) |
- [3]
- (d) How is the simple implication marked? (1)
- (e) Write sentences that have the following characteristics:
- |      |   |     |
|------|---|-----|
| i)   | - remote past tense progressive implication, positive.        | (1) |
| ii)  | - present tense progressive implication, positive.            | (1) |
| iii) | - future tense (immediate) progressive implication, positive. | (1) |
- [3]
- (f) How is the progressive implication marked? (1)
- (g) How is the exclusive implication marked? (1)

**[25 MARKS]**

**QUESTION 8**

- a) Write siSwati sentences in the indicative mood, present tense, positive, using a different aspect in each sentence, and then write the structure of the verb immediately after the sentence or sentences. Use five different aspects. (14)
- b) Simpson (1979:111) defines aspect as something “to do (with) whether an action was completed or not, whether it happened once or frequently, whether it occupied a point in time or a stretch of time”. Give the aspect morphemes and their definitions. (11)
- [25 MARKS]**

**QUESTION 9**

- a) In Transformational Generative Grammar (TGG) what does the “imperative sentence” mean? (3)
- b) Give an example of an imperative sentence. (1)
- c) Write the deep structure of the sentence you gave under (9(b)) above and briefly discuss how it is derived using TGG approach. (4)
- d) What happens when monosyllabic verb stems as well as stems that begin with a latent vowel [i] are used in the imperative constructions? (2)
- e) Write an imperative sentence that has a reflexive meaning. (2)
- f) Write the deep structure of the sentence you gave under (9(e)) above and discuss how it is derived using the TGG approach. (11)
- (g) Give at least two reasons why Doke (1927) classified imperatives and infinitives as non-finite moods. (2)

**[25 MARKS]**

**SECTION C****THE ADVERB, THE IDEOPHONE, THE CONJUNCTIVE AND THE INTERJECTIVE****QUESTION 10**

Consider the following sentence and answer the questions below: Lunwabu loluluhlata esihlahleni luyanyonyoba.

- (a) Define the expressions “lexical ambiguity” and “structural ambiguity”. (2 ½)
- (b) The above sentence is ambiguous. Give two possible meanings that it can have. (4)
- (c) Draw the deep structures of the sentences you gave in (10(b)) above. (7 ½)
- (d) What word or words does the word esihlahleni modify in the sentence given above? (4)
- (e) Discuss briefly how the word esihlahleni is derived from its underlying form. Use the Transformational Generative Grammar approach. (7)

**[25 MARKS]**

**QUESTION 11**

Voeltz (1971:142) indicated that ideophones in Zulu can be treated by using the Transformational Generative Grammar (TGG) approach in addition to its traditional treatment. Answer the following questions with regard to Voeltz’s (1971) paper using siSwati examples.

- (a) Voeltz (1971) indicates that there are two types of verb complements. Give them. (6)
- b) According to Voeltz (1971) both sentences you gave under (11(a)) are derived from the same deep structure. Draw the deep structure he proposed. (2)
- c) Voeltz (1971) proposed that infinitive ideophones (i.e. ideophones that are derived from infinitives) are similar to the structure of the verb complements you gave under (11(a)).
- i) - indicate which of the verb complements you gave under (11(a)) is similar to infinitive ideophones. (2)
- ii) - give five similarities that he observed between the infinitive ideophones and the type of the verb complement they are similar to. (15)

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**[25 MARKS]**

**QUESTION 12**

- (a) Define the expressions “influencing” and “non-influencing” conjunctives. (4)
- (b) Write the sentences that have the following characteristics:
- i) - conjoined nouns of class ½ that are functioning as subject NPs and indicate the conjunction. (2)
  - ii) - conjoined nouns of class ¾ that are used as subject NPs indicating the morpheme that is a conjunction. Briefly state what you notice about the subject concord. (4)
  - iii) - conjoined nouns of class 9/10 marked [+ human] that are used as subject NPs indicating the morpheme that is used as a conjunction. Briefly state what you notice about the subject concord. (4)
  - iv) - conjoined adjectives that modify the noun that is used as as subject NP indicating the morpheme that is a conjunction. (3)
  - v) - conjoined adjective and the relative qualificatives that modify the noun that is used as a subject NP indicating the conjunction. (3)
  - vi) - sentences that are conjoined with a conjunction that brings contrastive meaning. (2)
  - vii) - a sentence that has used wena as a conjunction. (2)
  - (viii) - a sentence that has used kantsi has a conjunction. (1)

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[25 MARKS]

**QUESTION 13**

- (a) Define the term or expression “interjections of assent and negation”. (4)
- (b) Define the term or expression “vocative interjective”. (3)
- (c) With the aid of examples from your main language discuss the following:
- (i) - the general rule of forming vocatives. (8)
  - (ii) - vocatives formed from plural nouns of class 1a/2a. (3)
  - (iii) - formation of vocatives that will express respect and politeness. (3)

- (iv) - vocatives used in calling one from a distance. (2)
- (v) - vocatives that use a suffixal morpheme in order to denote threat, sarcasm or exultation. (2)

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[25 MARKS]

### SECTION D

#### MISCELLANEOUS, PAPERS WRITTEN BY DIFFERENT SCHOLARS ETC.

#### QUESTION 14

- (a) Define the expressions or terms “subject of” and “object of” syntactically and semantically. (8)
- (b) Consider the following sentence and answer the question below:  
Umhloli uvula umnyango.  
In the above sentence identify the subject NP and the object NP and discuss briefly whether they are syntactic or semantic subject/object NPs and why. (6)
- (c) Consider the sentence.  
Umnnyango uvuliwe  
State whether the noun umnyango “door” is the subject/object NP in the above sentence using the syntactic and the semantic definition, and why? (4)
- (d) Draw the deep structures of sentence (c) above using the Transformational Generative Grammar (TGG) approach and the Case Grammar model. (4<sup>3/4</sup>)
- (e) Which deep structure captures the intuitions of the native speaker and why? (2<sup>1/4</sup>)

[25 MARKS]

#### QUESTION 15

- (a) According to Khumalo (1988) some linguists such as Obryan (1974), Stahlke (1976) etc. attribute the process of palatalization in Zulu (also siSwati) to two processes. State these processes. (4)
- (b) State some of the problems that Khumalo (1988) envisaged in using these processes in accounting for the process of palatalization. (9)
- (c) What process does Khumalo (1988) believe is responsible for palatalization. (2)

- (d) Briefly discuss critically how Khumalo (1988) account for the process of palatalization that occurs in passive constructions in Zulu.

(10)

**[25 MARKS]****QUESTION 16**

- (a) Mosisidi (1980:203) has this to say about ideophones “the treatment of the ideophone over the years easily divides (them) into three main categories which reflect different approaches? State these three approaches or orientations that Mosisidi (1980) refers to. (6)

- (b) With the aid of examples from your main language discuss four characteristics that make an ideophone similar to a verb according to Mosisidi (1980). (16)

- (c) Write sentences with the following characteristics:

i) - with an ideophone that can be formed from the verb - buka “look”. (2)

ii) - with an ideophone that is monosyllabic. (1)

**[25 MARKS]****QUESTION 17**

Transformational Generative Grammarians such as Culicover (1976) believe that questions are derived from statements. Formulate a question that uses the following question morphemes and write the statement from which the questions you have formulated comes.

- |     |             |     |
|-----|-------------|-----|
| (a) | - no/ini?   | (3) |
| (b) | - bani?     | (3) |
| (c) | - nini?     | (3) |
| (d) | - njani?    | (3) |
| (e) | - ngani?    | (3) |
| (f) | - kangakhi? | (3) |
| (g) | - phi?      | (3) |
| (h) | - elani?    | (4) |

**[25 MARKS]**