

UNIVERSITY OF SWAZILAND

SUPPLEMENTARY EXAMINATION PAPER – JULY 2013

B A DEGREE

TITLE OF PAPER: INTRODUCTION TO THE GRAMMAR OF A SECOND LANGUAGE (SOUTHERN SOTHO)

COURSE NUMBER: AL316/AL316 IDE

TIME ALLOWED: THREE HOURS

INSTRUCTIONS:

1. ANSWER ALL THE QUESTIONS
2. LINGUISTIC EXPRESSIONS AND FORMALISMS SHOULD BE USED WHEREVER APPROPRIATE
3. MARKS WILL BE DEDUCTED FOR UNTIDY WORK, WRONG SPELLING AND UNGRAMMATICAL SENTENCES AND EXPRESSIONS
4. ALL EXAMPLES SHOULD BE GLOSSED.

TOTAL MARKS: 100

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

POTSO 1

Nomoro ya moruruwa _____

Ngola moqoqo hara morekisi le moreki mmarakeng. Sebedisa tsamaiso e fuweng. Tiya hore o ngole dipolelo tse 25.

Morekisi: Dumela, Ausi/Aubuti.

- 1. Moreki:
- 2. Morekisi:
- 3. Moreki:
- 4. Morekisi:
- 5. Moreki:
- 6. Morekisi:
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- 17. Moreki:
- 18. Morekisi:
- 19. Moreki:
- 20. Morekisi:
- 21. Moreki:
- 22. Morekisi:
- 23. Moreki:
- 24. Morekisi:
- 25. Moreki:

Morekisi: Ee, ke a leboha. Tsamaya hantle, mokgotsi.

[25]

POTSO 2

Ngola pale e le nngwe ka seng sa dihloho tse latelang. Pale ya hao e tshwanetse ho ba le mantswe a 250-300.

- a) Filimu eo ke e ratang haholo
- b) Dikgathatso tsa batjha ba kajeno
- c) Bosiu bo bong bo botsho
- d) Tseo ke batla ho di bonang fatsheng la ka
- e) Ngola pale ya setshwantsho sena.



[25]

POTSO 3

Bala pale e latelang mme o arabe dipotso tsa yona. Mantswe a matja a fuwe ka tlase.

Diqi tse tshosang

Ka tsatsi le leng, Lindi o ile a tsamya ho ikotlolla.

“Sala hantle, Ntate,” ho itse Lindi.

“O se tsamaye haufi le moru! Ho ka nna ha eba ke kgodumo-dumo moo!” ho kgalema Ntate. Empa Lindi a tsamaya ka tsela e yang hara moru. A tlola-tlola, a bina:

5 “Nngwe, pedi, tharo!

Ha e ntshose, kgodumo-dumo!”

A tsamaya, a utlwa diqi tsa boima . . . KHWAA! KHWAA! KHWAA!

E ka be ke eng? Ho tshwanetse e be e le kgodumo-dumo ka maoto a maholo!” ha lla Lindi.

10 E be e ne e le kgodumo-dumo? Tjhee, e ne e le dintja tse pedi tse kgolohadi tse tsomang morung. Di thabile ho kopana le Lindi mme Lindi o thabile ho kopana le tsona jwale dintja di sala Lindi morao. E ne e le ngwanana e monyenyanē a le mong le dintja tse pedi tse kgolohadi tsa tsamaya ha mmoho hara moru.

15 “Nngwe, pedi, tharo!

Ha e re tshose, kgodumo-dumo!” ha bina Lindi.

Kapele-pele ba utlwa modumo o moholo wa ho kurutla . . . HLWI, HLWI, HLWI.

E ka be ke eng?

“Ho tshwanetse e be e le kgodumo-dumo le nko e kgolo-kgolo.” ha bua Lindi.

20 E be e ne e le kgodumo-dumo? Tjhee! E ne e le dikolobe tse tharo, tse batlang dijo mahlakung, di re, “Hlwi!” Dikolobe tse tharo di thabile ho kopana le Lindi le dintja tse pedi jwale tsa ba sala morao. E ne e le ngwananyana a le mong, dintja tse pedi le dikolobe tse tharo tsa tsamaya ha mmoho hara moru.

25 “Nngwe, pedi, tharo!

Ha e re tshose, kgodumo-dumo!” ha bina Lindi.

Hang-hang ba utlwa lerata . . . TJHOMP! TJHOMP! TJHOMP!

E ka be ke eng? E be e ne e le kgodumo-dumo? Tjhee! E ne e le ditonki tse nne di hlafuna dihwete. Ditonki di thabile ho bona Lindi le diphoofole tse ding jwale di ba sala morao.

30 “Nngwe, pedi tharo

Ha e ntshose, kgodumo-dumo!” ha bina Lindi.

Yaba ngwananyana a le mong, dintja tse pedi, dikolobe tse tharo, ditonki tse nne tsa bona . . . moriti o moholo. Lindi a nahana hore ka nnete ba kopana le kgodumo-dumo.

“Balehang, balehang!

35 E a ntshosa kgodumo-dumo, ka nnete!” ha lla Lindi.

Kaofela ba matha, ba pholosa maphelo a bona. Kaofela ba mathela lapeng la Lindi.

“Kapele-pele, kwalang monyako! ha hweletsa Lindi. Yaba ngwananyana a le mong, dintja tse pedi, dikolobe tse tharo le ditonki tse nne tsa dula fathshe, tsa ipata, tsa utlwa . . . setshwaro sa lemati la sotheha. Lemati la buleha . . .

40 E ka be ke eng? Lemati la buleha haholwanyane . . . “Helang! lona bohle!”

“Ntate!” ha hweletsa Lindi.

Bohle ba phefumolohela hodimo ka phutholoho!

Mantswe a matjha

diqi	the sound of footsteps	dihwete	carrots
-hlahfuna	to chew	-hweletsa	to shout
-kgalema	to reprimand	kgodumo-dumo	dragon
-kurutla	to snuffle	lerata	noise
moriti	shadow	-okotlolla	to exercise/stretch oneself
-pholosa	to save	phutholoho	ease
-sotheha	to turn	-tlola	to jump
tshosa	to scare		

A. Dipotso tsa kutlwisiso

1. Qetela lenanetafole lena. (20)

Medumo eo Lindi a e ultlwileng	Lerata la medumo	Lindi a nahana hore e ne e le karolo ya mmele wa kgodumo- dumo e feng?	Diphoofolo tse entseng lerata lena	Tseo di di entseng

2. Araba dipotso tsena.

- a. Pale eo e ne e ngotsetswe bomang? (1)
- b. Dikarolo tsa pale di phetelweng? (1)
- c. O nahana hore Lindi ha a tshabe kgodumo-dumo na? Fana ka mabaka a karabo ya hao. (2)
- d. Phetong kgodumo-dumo e ne e le mang? (1)

[25]

B. Dipotso tsa puo

- 1. Analyse and explain : Ho ikotlolla (line 1) (5)
- 2. Can you say what grammatical mood these clauses are in and why.

Example: Balehang!

balehang (line34) – imperative, positive, plural

- a. sala hantle, Ntate. (line 2) (2)
 - b. O se tsamaye (line 3) (2)
 - c. tse tsomang (line 10) (2)
 - d. di hlafuna dihwete (line 29) (2)
 - e. hore ba pholose maphelo a bona (line 36) (2) (10)
3. Can you say why the adjectival concords in the following differ:
- ngwanana e monyenyane (line 12)
 - moriti o moholo (line 34)? (2)

4. “hara moru” (line 4) is a contraction. Can you write it out in full? (1)
5. The following are Class 9 nouns formed from adjectival stems. Can you give the adjectival stems:
- a. nngwe
 - b. pedi
 - c. tharo (3)
6. Can you say what tenses are being used in these sentences?
- a. Lindi o ile a tsamaya ho ikotlolla (line 1)
 - b. Ho tshwanetse e be e le kgodumo-dumo (line 8) (2)
7. “Ha e ntshose” –Give the original form of this verb and say what verbal extension has changed it. (2)

[25]