

**UNIVERSITY OF SWAZILAND**  
**INSTITUTE OF DISTANCE EDUCATION**  
**DEPARTMENT OF AFRICAN LANGUAGES & LITERATURE**  
**SUPPLEMENTARY EXAMINATION PAPER, JULY 2016**

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

**COURSE CODE:** IDE-AL410 (SUPPLEMENTARY)

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

- INSTRUCTIONS:**
1. ANSWER FOUR (4) QUESTIONS IN ALL.
  2. ANSWER ONE 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.

**SECTION A**

**THE VERB : CLASSIFICATION**

**ANSWER ONE QUESTION FROM THIS SECTION**

**QUESTION 1**

Givón (1968) classified ChiBemba verbs on the basis of semantics. Using one siSwati example in each group, list nine groups he established on the basis of the feature semantics. [25 MARKS]

**QUESTION 2**

- (a) Define the expression “linguistic significance” with regard to a feature in linguistics. (2)
  - (b) With the aid of one siSwati example under each derivation, discuss how the feature syllable is of linguistic significance in the distribution of passive extension. (23)
- [25 MARKS]

**QUESTION 3**

With the aid of one example under each feature, define the following terms indicating as to what they are based on:

- a) Contactive verbs (3)
- b) Intransive verbs (3)
- c) Polysyllabic verbs (3)
- d) Borrowed verbs (3)
- e) Derived verbs (3)
- f) Monosyllabic verbs (3)
- g) Quote verbs (4)
- h) Simplex verbs (3)

[25 MARKS]

## SECTION B

### ANSWER ONE QUESTION FROM THIS SECTION

#### PRODUCTIVE AND NON-PRODUCTIVE EXTENSIONS

##### QUESTION 4

Doke (1927: 150-154) stated under what he called “Miscellaneous Derivative Suffixes”, that there are other verbal derivatives that can “no longer be formed regularly, and which in many cases is unaccompanied by any corresponding simple stem in Zulu”. Using one siSwati example under each of the “Miscellaneous Derivative Suffixes”, list ten of these irregular suffixes, using the title of each group of the suffixes listed by Doke (1927).

[25 MARKS]

##### QUESTION 5

(a) Consider the following sentence and answer the questions that follow:

1. Thoko udlisa umntfwana.

- (i) What is the simple verb in sentence (1) above? (1)
- (ii) Identify the extension that is used with the verb and give its name. (1)
- (iii) Sentence (1) above is ambiguous in four ways. Give the meanings. (4)

(b) Consider the following sentence and answer the questions below:

2. Thoko udlisa umntfwana inyama.

- (i) What is the simple verb in sentence (2) above? (1)
- (ii) What is the subject of the simple verb in sentence (2) above? (1)
- (iii) What is the object of the simple verb in sentence (2) above? (1)
- (iv) What is the subject of the causativized verb in sentence (2) above? (2)
- (v) What is the object of the causativized verb in sentence (2) above? (2)
- (vi) Draw the Deep Structure of sentence (2) above. (8 ½)
- (vii) List four rules; or conventions, etc. that can be applied in the derivation of sentence (2) from the Deep Structure you gave in (vi) above. (3 ½)

[25 MARKS]

##### QUESTION 6

(a) Some grammarians, such as Doke (1927) Dlamini (1979) discuss the process of reduplication together with the verb extensions:

- (i) How are these processes similar? (2)

- (ii) How do they differ? (3)
- (b) With the aid of one example under each group of given verbs, discuss the reduplication of the verbs with the following characteristics:
- (i) Monosyllabic and disyllabic verbs beginning with a vowel and those that begin with the latent vowel [i] (4)
  - (ii) Disyllabic verbs beginning with a consonant. (3)
  - (iii) Trisyllabic verbs beginning with a vowel. (3)
  - (iv) Trisyllabic, polysyllabic verbs beginning with a vowel (4)
  - (v) Trisyllabic, polysyllabic verbs beginning with a consonant. (4)
  - (vi) What type of feature did you use in formulating the rules you gave in (i) to (v) above? (2)
- [25 MARKS]

### SECTION C

#### ANSWER ONE QUESTION FROM THIS SECTION

#### MOODS, THE TENSES, ASPECTS/IMPLICATIONS

##### QUESTION 7

- (a) With the aid of one example under each claim, discuss at least five use and significance of sentences with the verb in the subjunctive mood. (15)
- (b) With the aid of one example under each reason, discuss three reasons why the subjunctive mood is said to be a dependant mood. (10)
- [25 MARKS]

##### QUESTION 8

- (a) State one use and significance of a sentence that has a verb in the Participial Mood according to Dlamini (1979: 64). (3)
- (b) Doke (1927:190) had this to say concerning the Participial Mood: "The following ways in which it is used will indicate how wide is its range of significance. Its regular tense formation precludes (to prevent from happening) its being a participle". Discuss at least five ways of its "regular tense formation" according to Doke (1927). (22)
- [25 MARKS]

##### QUESTION 9

- (a) Define the expression "Action Nominals" or "Infinitives". (5)

(b) From what grammatical category (part of speech) are Action Nominals or Infinitives derived from? (1)

(c) With the aid of one example under each characteristics, discuss four characteristics that make Action Nominals/Infinitives similar to verbs. (19)

[25 MARKS]

### SECTION D

#### ANSWER ONE QUESTION FROM THIS SECTION

#### THE COPULATIVE AND ITS CONJUGATION

#### QUESTION 10

(a) Using the relative stem -banti “wide”; “broad”, list the copulatives for all the classes, that can be formed from this stem. (16)

(b) Explain how you formed the copulatives you gave in (a) above. (3)

(c) Consider the following sentence and answer the questions that follow:

- 1 Sinkhwa sikhulu.  
“The bread is big”.

Write the sentence in (1) above in the:

- (i) – present tense, positive, progressive implication.
- (ii) – present tense, positive, exclusive implication.
- (iii)– present tense, positive, simple implication.
- (iv)– remote past tense, using -aa-, positive, progressive implications.
- (v) – remote past tense, using -aa-, positive, exclusive implication.
- (vi)– remote past tense, using -aa-, positive, simple implication.

(6)

[25 MARKS]

#### QUESTION 11

(a) Doke (1927:229) pointed out that: “There are, in Zulu, copulatives with locative demonstrative force, which may be translated as “here is”, “there is” or “yonder is”, according to the differences of the demonstratives”. This is true of siSwati as well. List the siSwati Locatives Demonstrative Copulatives, first position for all classes, separating the morphemes by using a hyphen /-/ or a dash. (16)

(b) Describe the structure of the demonstrative you gave in (a) above. (9)

[25 MARKS]

**QUESTION 12**

(a) Consider the following sentence and answer the questions below:

- 1(a) Sihlahla sinemacembe.  
\*(b) Emacembe anesihlahla.

- (i) Sentence (1(a)) is often referred to as an “Associative Copulative”.  
Explain why? (4)  
(ii) Write the structure of the copulative found in sentence (1(a)) above. (3)  
(iii) Rewrite the sentence in (1(a)) above in the present tense; positive; simple, progressive and exclusive implication or aspect. (6)

(b) Voeltz (1976:262) pointed out that it is predictable why sentence (1(a)) is acceptable while sentence (1(b)) is not. He pointed out that the grammaticality and the ungrammaticality in the two sentences depended on the relationship.

- (i) – between the relationship of what? (4)  
(ii) – what should the relationship be? (3)  
(iii) – what should be the order in this relationship for it to produce an acceptable sentence? (3)  
(iv) What feature did Voeltz (1976:255) want to introduce in order to account for predictability of the grammaticality and ungrammaticality of the construction found in ( 1(a)) and (1(b)) above? (2)

[25 MARKS]