

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
SUPPLEMENTARY EXAMINATION PAPER : JUNE/JULY 2016

TITLE OF PAPER : LINGUISTIC ANALYSIS OF THE MAIN LANGUAGE IV

COURSE CODE : IDE-AL411 (SUPPLEMENTARY)

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS :**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL**
 - 2. ANSWER ONE QUESTION FROM EACH SECTION**
 - 3. LINGUISTICS 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

THE ADVERB

ANSWER ONE QUESTION FROM THIS SECTION

QUESTION 1

- a) Doke (1927 : 245-246) has a paragraph entitled: "Adverbs formed by the Formatives", he then list the formatives. Give six of these formatives and gloss them. (12)
- b) Doke (1927) continued indicating that the formatives you have in (1) above may be used with certain grammatical categories (parts of speech) to form certain derivations. With the aid of one example under each formative, briefly discuss the grammatical categories they are used with in order to derive certain or new grammatical categories. (12)
- c) Write the adverb from the sentence below:
Loku lokutako kubukeka samkhovu. (1)
[25 marks]

QUESTION 2

- (a) Give the locatives for all the classes that can be derived from Demonstrative Pronouns, second position. (16)
- (b) State the rule that you used in deriving the locatives in (a) above. (1)
- (c) Define the three positions of the Demonstrative Pronouns. (8)
[25 marks]

QUESTION 3

- (a) Doke (1927: 242-243) states that "there is, in Zulu, a number of locative adverbs formed from other parts of speech (grammatical categories), mostly not extant any longer". He then gave three types. Using one siSwati example under each type, list these types. (6)
- (b) Doke (1927:232), Dlamini (1979:71), listed the locative derivational suffixes as follows:
- (i) -weni - if the noun ends up in vowel -o-; and
- (ii) -wini - if the noun ends up in vowel -u- (4)

In Transformational Generative Grammar the locative suffix is -ini- in the underlying form.

- (i) 1. Give one noun that ends in vowel -a; and

2. Give one noun that end in vowel -u-
- (iii) From the nouns that you gave in (1) and (2) above, form locatives using -ini-. (You may use the prefixal morpheme or leave it out/or not use it). (4)
- (iv) In your formation of the locatives in (ii) above, is the labiovelar glide /-w-/ originally part of the noun or part of the suffix, as Doke (1927) and Dlamini (1974) have proposed? (2)
- (v) Briefly explain the origin of the labiovelar glide. (4)
- (c) Give three nouns, one ending in vowel -a; another in vowel -e and another still ending up in vowel -i, and form their locatives by using the suffix -ini . (3)
- (i) - Is there any labiovelar glide created? (½)
- (ii) Why? (½)
- (iii) The idea of considering the labiovelar glide [w] as part of the suffix was caused by what in Doke's (1927) and Dlamini's (1979) analyses? (1)
- [25 marks]

SECTION B

THE IDEOPHONES AND THE INTERJECTIVES

ANSWER ONE QUESTION FROM THIS SECTION

QUESTION 4

- (a) In his Paper entitled "Towards The Syntax of the Ideophone in Zulu", Voeltz (1971:142) states that there were three things he wanted to examine or explore. Give them (these three things). (9)
- (b) Voeltz (1971:143) states that verbs can be derived from ideophones by making use of verbal extensions (as verbs can form new verbs by using the same verbal extensions). Give five ideophones from which you will derive verbs by making use of some verbal extensions. (10)
- (c) According to Voeltz (1971:151) there are morphological similarities between verbs and ideophones. With the aid of one example under each similarity, give the three similarities. (6)
- [25 marks]

QUESTION 5

- (a) Match each of the commonly used interjectives under A with one statement used under B that describes the emotional or an ejaculatory word. Data is taken from Nyembezi, (1990:47).

<u>A</u>		<u>B</u>	
1	ncinci!	1	of pain
2	hha!	2	of saluting/greeting
3	maye babo!	3	of wonder
4	hhayi bo!	4	of regret or pardon
5	ishu!	5	of fear
6	hhabe!	6	of disappointment
7	ncesi!	7	of consent
8	Yebo!	8	of negation
9	Chake!	9	of surprise
10	E (De Klerk)!	10	of annoyance
11	hawu!	11	of anger or indignation
12	nx!	12	of joy.

(12)

- (b) Write sentences using the following ideophones:

- (i) foco (not of squashing)
 - (ii) cwaka
 - (iii) nswi
 - (iv) nge
 - (v) ngci.
- (5)

- (d) Change the following words into vocatives and then, write sentences using the vocatives you have derived.

- (i) umuntfu (2)
 - (ii) emadvodza (2)
 - (iii) umnumzane (2)
 - (iv) Mdluli (2)
- [8]
[25 marks]

QUESTION 6

- (a) In his Article entitled "Towards The Syntax of the Ideophone in Zulu," Voeltz (1971) proposed a Deep Structure of sentences that have ideophones. Draw the Deep Structure he finally proposed. Include the lexical items, given the sentence Wamutsi fohlo. (8½)

- (b) What type of Deep Structure is the ideophone derived from, according to Voeltz (1971)? (2)
- (c) Syntactically, what type of verb is -tsi "say" (i.e. what type of verb-complement does it take?). (2)
- (d) Draw the later Structure (with no lexical items) that Voeltz (1974) proposed earlier and rejected it. Why did he reject it? (8½)
- (e), Ideophones might be introduced by synonymous verbs (i.e. verbs which might be derived from the ideophone) such as fohlota . fohlo. Give the ideophones that can be derived from the synonymous verbs listed below:
- (i) phunyula "break free"
- (ii) nkampula "of holding in the middle"
- (iii) hlwitsa "snatching"
- (iv) ncoftula "pulling out". (4)

[25 marks]

SECTION C

THE CONJUNCTIVE

ANSWER ONE QUESTION FROM THIS SECTION

QUESTION 7

Consider the following sentence:

1. Umfana lomkhulu udlala ibhola nelisotja lelidze lidlala ibhola.

- (a) List the adjectives from sentence (1) above. (2)
- (b) Write the subject noun NP from each of the sentences in (1) above. (2)
- (c) Write the object noun NP of the sentence in (1) above. (2)
- (d), Draw the Deep Structure of the sentence in (1) above. (19)

[25 marks]

QUESTION 8

- (a) Write sentences using the following conjunctions indicating whether that conjunction is non-influencing or influencing. If it is influencing, then state what it is influencing.
- (i) kodvwa "but"

- (ii) funa "lest" (1)
 - (iii) noko "nevertheless" (1)
 - (iv) ngoba "because" (1)
 - (v) cedze "as soon as". (10)
- (b) Write a sentence using a pronoun that can be used as a conjunction. (2)
- (c) Doke (1927:274) states that "There are nouns of class 8 (i.e. class 15 today), infinitive forms of monosyllabic verbs, which are used as conjunctives". Give the three nouns (using siSwati). (6)
- (d) Write sentences using the conjunctions you have in (c) above. (6)
- (e) Consider the following sentence:
1. Utsi angadla ahlabele.
- What is the meaning of the word utsi in sentence (c) above. (1)
- [25 marks]

QUESTION 9

- (a) Write the Phrase structure Rule that represent:
- (i) - conjoined sentences (to infinity); (1)
 - (ii) - noun phrases (to infinity). (4)
- (b) Write three sentences that can use three different conjunctions (i.e. that the three conjunctions can replace each other within that sentence with no change in the meaning of that sentence). (6)
- (c) Write the following types of conjunctions that mean one and the same thing; then write one sentence that can be used by each of the given conjunctions in that group without changing its meaning.
- (i) -two different conjunctions that mean "lest" (2)
 - (ii) - two different conjunctions that mean "but" (2)
 - (iii) - three allomorphic conjunctions meaning "on that day" (3)
 - (iv) - four allomorphic conjunctions meaning "maybe". (4)
 - (v) - three allomorphic conjunctions meaning "just let". (3)
 - (vi) - two allomorphic conjunctions meaning "since"; 'ever since". (1)
- [25 marks]

SECTION D

THE CASE GRAMMAR AND OTHER ELEMENTS

ANSWER ONE QUESTION FROM THIS SECTION

QUESTION 10

- (a) Define the following terms in connection with Case Grammar.
- (i) Syntactic Subject NP and the Syntactic Object NP. Give examples and comment on the examples you gave. (4)
 - (ii) Semantic subject NP and the Semantic object NP. Give examples and comment on the examples you gave. (4)
- (b) According to Case Grammar, what is assumed concerning a basic sentence? (3)
- (c) The nouns (NPs) that you gave in (1a) above are given "names" that describe or show their relationship to the verbs (in the sentences you have in (1a) above. Give the names of the two. (4)
- (d) What is Case Grammar based on? (2)
- (e) How is Case Grammar similar to Transformational Generative Grammar? (3)
- (f) What does the structure of a sentence consists of in Case Grammar? (5)

[25 marks]

QUESTION 11

- (a) What is "Case to Case"? (2)
- (b) In less than five lines, state why "Case to Case" is of importance? (3)
- (c) Describe how a sentence is made up in the syntactic-semantic approach and include the formalisms that are used in representing it. (20)

[20 marks]

QUESTION 12

Give and define the six cases that Fillmore proposed in his (1968) work, and give one example under each case. [25 marks]