

**UNIVERSITY OF SWAZILAND**  
**INSTITUTE OF DISTANCE EDUCATION**  
**DEPARTMENT OF AFRICAN LANGUAGES & LITERATURE**  
**FINAL EXAMINATION PAPER, DECEMBER 2015**

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

**COURSE CODE:** IDE-AL411 (MAIN)

**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.

**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) The general rule of deriving adverbs from nouns is stated as follows by Doke (1927:232):

“for nouns of all classes except class 1 and 1a: Substitute e- for the initial vowel of the noun, and in place of the final vowel suffix as follows”: He then gives the examples as follows: Example:

“\_\_\_\_eni for final – a, umfula (river) > emfuleni”

List five siSwati suffixes etc. in a tabular form as indicated in the above example.  
(15)

- (b) In Transformational Generative Grammar (TGG) the locative derivative morpheme is said to be a discontinuous morpheme. Give the morpheme.

(4)

- (c) Give the names of the rules that can account for the various suffixes (only) that you gave in (a) above, using the Transformational Generative Grammar (TGG) approach.

(6)

[25 MARKS]

##### **QUESTION 2**

- (a) Locatives are formed from nouns of class 1/2 and class 1a/2a by making use of two prefixal morphemes. Give the two prefixal morphemes.

(2)

- (b) Write two sentences using the two derivational prefixal morphemes you gave in (a) above.

(2)

- (c) Are the meanings of the sentence you gave in (b) above the same? Explain.

(4)

- (d) Is it predicable as to when to use one prefix and not the other? Justify your response.

(5)

- (e) Use the adverbs of place you gave in (b) above as copulatives.

(4)

- (f) The locatives you gave in (b) above can be used with adverbial formatives

- Such as (i) nga \_\_\_\_\_ “near”, “towards”  
(ii) njenga – “just as”, “like”

Write two sentences, using each of the locatives you used in (b) above. (8)  
[25 MARKS]

### **QUESTION 3**

(a) Adverbs of time are said to be lacking a fixed structure in a sense that, some are derived from nouns by using certain morphemes; others by deleting certain elements, others still retain the same form with the nouns.

- (i) Give six adverbs of time that are derived from nouns, giving their base and briefly explain how you have derived each adverb. (12)

(b) Consider the following sentence:

1. Umfana lomkhulu kakhulu uyahlabela.

- (i) Let us assume that sentence (1) is acceptable in all dialects in the country.  
Sentence (1) is ambiguous. Give the possible meanings it has. (4)

- (ii) Give the reason that causes the ambiguity. (9)  
[25 MARKS]

### **SECTION B**

#### **ANSWER ONE QUESTION FROM THIS SECTION**

#### **IDEOPHONES AND INTERJECTIVES**

### **QUESTION 4**

Match each of the ideophonic expression under A with one statement under B that characterizes it. Data taken from Nyembezi (1990).

A	B
1. tsu	1. of snatching
2. gi	2. of being erect
3. genu	3. of leaping as flame
4. tfwi or thwi	4. of walk of toddler
5. saka	5. of sitting with legs stretched
6. mpo	6. of slipping out
7. cathu or catfu	7. of quietness
8. ntinini	8. of snapping

9. gcu-khahla
10. nyaka
11. mefu
12. mu
13. gcunsu or chunsu
14. nto or ntfo
15. langu
16. njo
17. pitji
18. goje
19. nti
20. dvu
21. shice
22. monyu
23. hlasi
24. phunyu
25. moyimoyi

9. of pitch black
10. of jumping
11. of squashing
12. of being fast asleep
13. of smiling
14. of moving
15. of staring
16. of ramming in
17. of breaking free
18. of stinging
19. of swallowing liquid
20. of sound of footsteps
21. of smacking
22. of appearing
23. of running fast
24. of falling backwards
25. of dripping

[25 MARKS]

### **QUESTION 5**

- (a) Dlamini (1979:75) stated two uses and significance of ideophones. With the aid of one example under each use and significance, discuss these uses and significance. (4)
- (b) List five intransitive ideophones, and using one sentence, state why they are intransitive. (10)
- (c) Give the following types of interjectives:
- (i) Five interjectives of assent and negation. (5)
  - (ii) Five interjectives expressing wonder; fear; annoyance; etc. (5)
- (d) What is the difference between “primitive interjectives” and “vocatives”. (1)

[25 MARKS]

### **QUESTION 6**

- (a) Using the suffixal morphemes that was proposed by Doke (1927:269), derive five ideophones from verbs and use them in sentence. (10)
- (b) Derive nouns from the following ideophones and use the derived nouns in sentences. (10)
- (i) bhudvu-bhudvu “of issuing in numbers”
  - (ii) biki-biki “of boggy place”
  - (iii) hlapha-hlapha “of doing things carelessly”
  - (iv) tebe-tebe “of a weak (as of basket full of mealies)”

- (v) njombi-njombi “of bobbing up and down in water”

(c) Answer the following questions:

- (i) Doke (1927:282-283) felt that interjectives and imperatives are similar. What reasons did he give for that assumption? (3)  
(ii) Does an imperative sentence lack a subject? (2)

[25 MARKS]

### SECTION C

#### ANSWER ONE QUESTION FROM THIS SECTION

#### THE CONJUNCTIVES

#### QUESTION 7

(a) Consider the pair of nouns below:

You will use the conjoined pair of nouns as a subject noun phrase (NP) that you will use as a subject in the sentences you will produce. Give the class of each noun and that of concord used.

Example: 1(a) umfana; umfati  
(b) umfana nemfati bayahamba  
1/2 1/2 1/2

- |                       |                           |
|-----------------------|---------------------------|
| (i) inja; imbongolo   | (vi) emakati; emadvodza   |
| (ii) umfati; indvodza | (vii) sati; sikhulu       |
| (iii) umuti; tjani    | (viii) umfundzisi, umakhi |
| (iv) gogo; lisotja    | (ix) buso; kudla          |
| (v) lufudvwu, lunwabu | (x) malume; mkhulu        |
- (10)

(b) Discuss briefly some observations you made with regard to the subject concords you used in the sentences you gave in (a) above. (7)

(c) The sentence you produced in (a) above are said to be derived from two conjoined sentences resulting in one conjoined sentence. Draw the Deep structure of the following:

Inja iyahamba nembongolo iyahamba

(8)  
[25 MARKS]

#### QUESTION 8

- (a) (i) Write sentences with a conjoined subject noun phrase (NP) using the nouns given. Give the class of the nouns used and the class of the subject concord.

Example: (a) sihliphi; sidvwaba  
                     Sihliph i nesidvwaba kuyasha  
                             7/8        7/8        15

1. sidvwaladvwala; umtedlane
2. sisebenti; sigebengu
3. umgulukudwvu; lihlongandlebe (9)

(ii) Which subject concord did you use in the sentences in (i) above? Did you feel that the subject concords you used were acceptable? (3)

(iii) What type of nouns that are listed in (8(a)i) above? (3)

(iv) How does the Swazi society view the nouns in (a(i)) above? Is that view reflected in the sentences you gave in (1(a(i)) above? (4)

(b) Rewrite the sentences you gave in (a(i)) above in such a way that the subject concord problem is resolved. (6)

[25 MARKS]

## **QUESTION 9**

(a) Doke (1927:272-273; 275-277) listed the conjunctives, that are given below, that need to be followed by verbs in certain moods. Some listed conjunctives influence the verb used after them “forcing” them to either in the Participial mood or in the Subjunctive mood. Classify the listed conjunctions according to the moods that should follow them.

1. kadze “a little while ago”
2. kuze; ze; “so that”, “in order that”
3. noma, “even if”, “either... or”, “whether or so”.
4. ke (indicating threat); “you just”; “look out”.
5. mhla; mdlā; mdlana; mzu kwana; “on the day”
6. ake; ase; “just let”.
7. seloku; selo; “since”, “eversince”.
8. ahle; ngase; ngahle; “maybe”
9. lapha, lapho; la; (introducing descriptive clauses); (when followed by khona it mean) “where”
10. hleze “lest”
11. funa “lest”
12. ngoba “because”
13. uma “if”, “when” (13)

(b) List nine non-influencing conjunctions according to Doke (1927: 271-272). (9)

(c) Write sentences, using one conjunction from each of the following categories:

- (i) – the non-Influencing category;
- (ii) – the Subjunctive mood; and
- (iii) – the Participial mood.

(3)  
[25 MARKS]

## SECTION D

### ANSWER ONE QUESTION FROM THIS SECTION

#### THE CASE GRAMMAR AND OTHER ELEMENTS

#### QUESTION 10

Simpson (1979) pointed out that there were a number of linguists who did not embrace Chomsky's (1965) Theory. These linguists in general accepted some general outlines of the Standard Theory (1965) but did not accept various details of this Theory.

- (a) Name five of some of the linguists who did not accept some of the details of Chomsky's Theory. (5)
- (b) What did some of these linguists propose to do? (3)
- (c) Who wrote the Article entitled "The Case for Case" (1968)? (1)
- (d) What is the Case System based on? (2)
- (e) Why was the Article in (c) above said to be important? (9)
- (f) Define the following terms:
  - (i) Case (2 ½)
  - (ii) Case Forms (2 ½)

[5]  
[25 MARKS]

#### QUESTION 11

Discuss eight differences that Fillmore's approach revealed between the Transformational Generative Grammar (TGG) and the case Grammar. [25 MARKS]

#### QUESTION 12

According to Case Grammar (1968) there is a reason why the following sentences cannot be conjoined, and as a result they are ungrammatical. Consider the following English sentences taken from Fillmore (1968):

- 1(a) John broke the window.
- (b) The hammer broke the window.
- \* (c) John and the hammer broke the window.

Consider the translated sentences from Fillmore's:

- 2(a) Jona ubulele lifasitelo.  
(b) Sandvo sibulele lifasitelo  
\*3. Jona nesandvo kubulele lifasitelo.  
Sentences (1(c)) and (3) are unacceptable.

- (a) Explain briefly how Case Grammar predict the unacceptability of these sentences, that is, (1(c)) and (3). (5)
- (b) The issue of constituents used (as an example) in sentence (1) above, suggests that Case Grammar has certain assumptions concerning the constituents (i.e. the syntactic - the semantic relationship). Discuss the three assumptions that are associated with Case Grammar. (10)
- (c) List five cases proposed by Fillmore in his first Article (1968). (10)
- [25 MARKS]