The concept of Ubuntu

Definition:

- Ubuntu is about peace, working together, forgiveness, nation building, respect and becoming a united people.

- It means not nursing grudges, willing to accept others as they are and being thankful for them.
- It speaks about gentleness, hospitality, being vulnerable
- It embraces compassion and toughness
- It excludes grasping competitiveness, harsh aggressiveness, being concerned for oneself
- It is the end result of traditional values that has remained with the people from the past
- It is a value system that affects all facets of life especially in education and in everyday social life

Examples of Ubuntu:

1. Nelson Mandela- Spent 27 years of his life in prison but still maintained that he had no bitterness against his captors and oppressors, only against the system that oppressed him.

2. King Moshesh- When a group of men who had attacked, killed and devoured his ailing father's flesh were brought to him, he gave them cattle to rear and slaughter for meat rather than eating human flesh; so they ceased to be man eaters

3. In African Communities there are no orphans- as a member of the community every child is your child

4. The South African idiom that says " Ubuntu ngu muntu nga bantu"- The spirit of being neighbourly is encouraged in that we need to help each other. Those who have plenty share with those who have none or little

5. The African saying that says "It takes a village to raise a child"- Every child is supposed to see every elder as their parent and vice versa. If children became orphaned by the passing of their biological parents, it became the entire community's responsibility to maintain the well-being of those children

6. Young women and men in traditional society enter initiation schools in order to learn more about traditional values and other customary practices. They also receive training about the behaviour expected of them in adulthood

7. Many townships have establishments such as funeral clubs, social clubs and committees whose objective is humanitarian and ubuntu

The concept of Ubuntu is concerned with nation building because:

(i)   The wrong doer who shows remorse, is made to suffer for their wrong doings, corrected and then brought back to the society.

(ii)   The strength of Ubuntu is in its ability to build a strong nation
(iii)   Ubuntu is about peace, working together, respect, becoming a united

people, forgiveness, and building irrespective of race, colour or creed.

(iv)   The individual's act should work as a link that binds people together with a view of creating an enduring, caring and sharing relationship

Hinders to Ubuntu in today's society

a) Some people take advantage of the self-help schemes and corrupt these schemes or become selfish and take advantage for themselves

b) With the escalating crime in our country, a stranger cannot be easily trusted anymore

c) In urban areas, people may barricade themselves behind high walls and fences, but their homes are still broken into by thugs and thieves

d) The disciplining of the youth by an elder is now reflected to as child abuse

e) Old people are victimised by their own children

f) Political and economic instability

Phonetics and sounds representing culture and Ubuntu

The two major types of sound distinguished in phonetics are

(i)   **The vowel**- This is the first series of sounds. They are always voiced, move relatively unhindered through the mouth and always move out over the middle of the tongue.
 e.g. "a" "i", "o" and "e"
The vowels in the African Language:
- a, ph a phonetically written as [a], (a low vowel) as in South Sotho ba- meaning they and IsiZulu Agxume meaning He jumped
- e, phonetically written as [£] (a mid-low vowel) as in South Sotho – sebetsana meaning work for each other, in IsiZulu –agalekeqeke meaning he fell backwards
- o, phonetically written as [ ] (a mid-low vowel) as in South Sotho leshodu (thief), IsiZulu Yinyoka (It is a snake)
- e, phonetically written as [e] (a mid-high vowel) as in SS ke-(I), ZU kuphela (only)
- o, phonetically written as [o] as in SS botho (humanity), ZU langasekokudla (on the right hand side)
- i, phonetically written as [i] as in SS –ipatileng (who hid himself), ZU –uThemba (Themba)

(ii)   **Consonants**- This is the second series of sounds. They show some sounds having voice e.g. b while others do not e.g. k
 e.g. "b", "th", "k", "p", "t", "l", "ng" and "m"

(iii)   **Elision**- It is found when one or more sounds are omitted or elided. Examples in Isizulu. Umfana (boy) instead of umufana

(iv)   **Nasalisation**- Refers to the sound that takes place when the in-/izin- is added to verb stem during the forming of deverbatives for example: -phila

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(to live) > impilo (life).
With adjectives, describing nouns for example khulu (big) > enkulu (a big one).

(v)   **Palatisation**- Is a process according which palatal characteristics are added to consonants with little or no palatal attributes, for example: izimbobo (hole)> izinmbotshana (small hole) (b > tsh), umlomo (mouth)> umlomonyana (small mouth) (m>ny). The passive verbal suffix , when added to verbs ending on: thuma (send) > thunywa (be sent), loba (write)> lotshwa (written).

Causes of palatisation:
1. Vowel raising- it is caused by the high vowels i and u. They influence all preceding low vowels, as in the locative suffix –ini. Examples- inkomo (cow)> enkomeni (to the cow). Umgodi (hole)> emgodini (in the hole).
2. With the negative suffix –e, which is a mid-high vowel preceding lower vowels are raised. For example ayibone (he sees it)< A-+-y+ -i- + -bon + -e.
3. The causative suffix –is- causes vowel raising, also because it contains a high vowel i. Example enza (do)> enzisa (cause to do)

Introduction to Folklore
- Folklore is generally defined by scholars as "a form of art which is delivered by word of mouth from generation to generation and later reproduced verbatim from memory. There are aspects that constitute the total performance such as performer, audience and occasion
- Instruction in the mother tongue made it easy for learners to grasp the learning material
- Through mother tongue instruction children learn to establish relationships with others.
- They also learn to differentiate between right and wrong
- They learn to build life concepts

Classification of prose narratives

1. **Myth**- A myth is a narrative dealing with gods, demigods or culture heroes. It is concerned with the creation of the world, the establishment of the present order, origins of people, tribe or culture trait. They are told as truth and believed as fact. They contain explanations of life phenomena.
2. **Legend**- A historical story or narrative that contains a nucleus of historical fact such as the name of a particular character but whose historical existence is now a mystery. The historical fact in it has been distorted and elaborated by various elements derived from myths
3. **Folktale**- A fable is a fictitious or untrue story that features personified animals or animals or natural objects as characters. They always end with an explicit moral message. They are instructive tales that contain moral messages about human social behaviour.
4. **Characters in prose narratives**- In myths, characters are human beings and animal with supernatural powers. In legends, characters are human beings usually heroes with supernatural power. In folktales, characters are human beings, non-human such as reptiles, inanimate objects such as rivers and

monsters

5. **Animal characters-** Animals are portrayed as thinking and acting like human beings in a human setting. Big animal characters include lion (strong, powerful but not particularly bright), elephant (heavy, ponderous and rather slow), tiger and jackal, hyena (full of tricks, cunning).Leopards (untrustworthy, and vicious, often tricked in spite of being cunning). Smaller animals character include hare, tortoise and weasel. They cheat and defeat the larger and more powerful beasts. They cheat them in a race. They cheat them in a tug of war.

6. **Human characters-** They are typically kings, husbands, wives and children. Women are co-wives who clash over one man. There is dishonesty, jealousy and negligence in their behaviour. Husbands are unfaithful to their families and can become irresponsible. They might eat alone during famine but are eventually found out. Parents have an advantage over their children. They decide on the rules to be adhered to, they can rob their children but are eventually exposed. Children can be weak, ignorant, poor or orphaned and very helpful at times. They often come out heroes. They are defended by animals and at times have magical powers that save them, their families or the whole tribe.

Oral Literature

- Traditional literature puts emphasis on the fact that this form of literature comes from the past and was handed down from one generation to another.
- Folk literature identifies creators of this literature as folk, by which it means the uneducated people mostly in villages or rural communities.

Characteristic features of traditional literature

- Delivered by word of mouth from generation to generation
- Folklore is characterised by specific features which have to do with performance, transmission and social context
- Various factors that can influence the creativity of the oral performer include non-verbal resources or features such as facial expressions, body movement, physical gestures and physical appearance as well as musical instruments
- Audience involvement is a very important aspect of folklore. It may influence the choice of subject matter, style and even the use of non-verbal resources
- The occasion is an important aspect of oral performance. The composition of an oral piece takes place in the very act of performing it or is directly involved in the occasion of its actual utterance. Occasions include weddings, funerals, celebrations of victory and even soothing a baby or lulling the baby to sleep.
- Traditional prose is divided into streams
- We have prose narratives and stylised prose. Examples of prose narratives are myth, legend and folktales. Stylised prose are idioms, riddles and proverbs

Stylised didactic prose

- It is part of the culture of a people
- It is considered to be an art form
- It comprises riddles, proverbs and idioms
- Their aim is to teach

- **A riddle** is a traditional verbal expression which contains one or more descriptive elements, a pair of which may be in opposition. Riddling takes place in the evening, indoors, around a fire. Performers and audience are normally children. Everyone gets a turn to submit a riddle. Every member of the audience has a right to object if the performer asks a question which makes it difficult to guess the answer. Members of the audience may help a struggling riddler by reminding him of or giving him the necessary detailed hint. The riddles can be divided into four groups:
  a) **The simple riddle:** It consists of a phrase or simple sentence with only one predicate. Usually its sequent is a single word or a short phrase
  b) **The long riddle:** the precedent of this type of riddle is normally a long complex sentence with two or more clauses. It is an extended metaphor which gives a detailed hint about the sequence in order to clarify it.
  c) **The simple problem riddle:** This riddle demands an answer without elaborating on or arguing about it. Examples: kuyiqiniso yini ukuthi uma imbila uyibambe ngomsila aphuma onke amazinyo ayo.
  Sequent: Imbila ayinawo umsila
  d) **The argumentative problem riddle or conundrum:** This is a type of story riddle in which a set of data is presented. From these, the audience must debate and argue until they arrive at a solution to the problem.
- **The proverb:** A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals and traditional views in a metaphorical, fixed and memorisable form and which is handed down from generation to generation.
  i. It expresses a general truth. Its wording is compact and forceful. It is figurative.
  ii. It enjoys general acceptance in the culture group.
  iii. Proverbs are mainly used to comment on social situations (a situation where a human being interacts with another).
  iv. They serve a didactic function as well as the perpetuation of the social system.
  v. They are used to promote speech.
  vi. They serve as an effective and picturesque way of putting ideas across.
- **Idioms:** They are expressions whose meanings cannot be ordinarily deduced from a knowledge of the individual words that make them up.
  a. They are native to a language.
  b. They have the stylistic effect of giving it a typical native.
  c. It is a fixed structural form or a fixed phrasal pattern of words which go together.
  d. It is a phrase and does not have a fixed and regular form to which it adheres at all times.
  e. They are used to add colour to speech.

Examples of traditional poetry

  i. Clan praises: A clan is a section of a tribe, a group of families which share a common ancestor. Clan praises are praises that are used to describe the clan,

and to express and explain who and what members of the clan are. These are traditional poems chanted in honor of clan leaders. The founder of a clan is usually the king or chief of people who share the same surname and language. The surname is his personal name and can have a praise behind it, for instance in the past there were wars, quarrels, immigrations and so forth which led to the disintegration of the clan and as some members of the clan left, they decided to use their personal names as surnames. (Xivongo in Tsonga, Isibongo in Zulu, Isiduko in Xhosa, Sibongo in Siswati and Tshikho o in Tshiven a) this is a history which its members should master. Clan praises are chanted for identification and other purposes

ii. Address name: Most clan names have an address name. In Isizulu we call it isithakazelo.

iii. Praise poems: They were originally compositions about chiefs and warriors. Their main purpose was to praise these chiefs and heroes for deeds of bravery they displayed in war. So most of the praise poems were inspired by war. In IsiZulu and IsiXhosa they are referred to as izibongo or isibongo. A poet (imbhongi) or the chief can compose praise poems.
They were usually chanted at gatherings before and after the below gatherings.

1.There are praise poems for: chiefs, heroes or great warriors who were involved in wars among the various Nguni and Sotho tribes as well as between the Boers and British people in the 18th and 19th centuries. Praise poems for outstanding leaders who distinguished themselves in academics or other spheres in their communities refer to such poems as dithoko tsa bahlalefi (praises of wise men). Praise poems for animals, birds, foodstuffs, divination, rainmaking and medicine. Praises of boy-initiates

2.Some praise names are used as proverbs and others abound in symbolism e.g. metaphors

3.They are also chanted during special occasions to pledge solidarity, to encourage others, to praise and to honor.

INTRODUCTION TO MODERN LITERATURE

Literature is a term used to describe written or spoken material. To describe anything from creative writing to more technical or scientific works including works of drama, poetry, fiction and nonfiction.

What is modern literature? It is literature that explains things or shows things in a more recent light. It is defined as writing about the world from the 16th century until now.

Why do we study literature?
1. It represents a language or a people: culture and tradition
2. It introduces us to new worlds of experience
3. We learn about books and literature
4. We enjoy the comedies and the tragedies of poems, stories and plays
5. We grow and evolve through our literary journey with books
6. It speaks to us, it is universal and it affects us

- Authors are inspired by what they experience in their everyday lives

- They get their inspiration from education, religion, politics, health, agriculture, the environment, history, geography, wars and many others

Modern literature is divided into the following categories: Prose, Drama and Poetry

1) Prose: Is divided into three types namely the novel, short story and essay.
   - **The novel** falls under fiction. It springs from imagination. It is a form of art that has something more to it than just a story. Examples of the types of novels are historical, comic, gothic, thriller, mystery. Elements of a good novel are
   a) Plot which is the story or the events that makes up what the novel is about. There are four parts that distinguish the plot:
      (i) Exposition- When the author provides of some background information to the audience about the plot, characters ' histories, setting and theme.
      (ii) Rising action/complication- This is the series of events that lead to the climax of the story. E.g. life becomes complicated as we grow older
      (iii) Climax- This is the turning point of the story which in turn leads to the resolution. It can be a moment of disaster, joyous discovery or of a recognition of the truth that was unknown to the character
      (iv) Denouement- According to Maxwell-Mahon this is the last act of our life; death brings down the curtain. In the story this is the final scene
   b) Theme which is the message the author wishes to convey or the lesson he/she wants the reader to learn.
      i. It is revealed through the value of characters when confronting obstacles and resolving conflict in pursuit of their goal.
      ii. It can be considered to be the foundation and purpose of the novel.
      iii. It must exist inside and not outside the story.
      iv. It is the main idea that the author expresses or the central topic addressed in a story.
   c) Characterisation- Characters in a story are not real people but are made to live a life like real people.
      i. Whatever they do should have motivation.
      ii. Characters can be fictional or based on real, historical entities.
      iii. It can be human, supernatural, divine, animal or personification of an abstraction.
      iv. The author tells the story through them.
   d) Character depiction/portrayal- characters in a novel can be depicted through the following techniques:
      i. Name giving technique: Make the name age appropriate. Choose a name which has a meaning. Avoid names of well-known people since it is sensitive. It must have significance in the story.

ii. Expository technique: The author provides some background information about the character.

iii. Dramatic technique: The author allows his characters to talk or to react to various situations in the novel. He does not describe their actions and manners. The character is given a chance to reveal their nature through speech.

iv. Character revealed by other characters- the other characters in the text talk about the main character. They gossip about him/her. Sometimes even giving him a nickname

v. Types of characters- Protagonist-the main character in the story. The entire plot of the story revolves around them. Antagonist- the character that represent opposition which the protagonist is expected to stand up against. He introduces the problem and triggers conflict. He is not always a person. Foil-the protagonist's counterpart. Helps the story generates additional dramatic or comic tension. He brings out the protagonist's lighter side. Minor characters/Stock characters- They do not develop dramatically but perform more limited roles to help advance the story.

e) Point of view- It determines what will be noticed and what will be considered important and unimportant. It determines the reader's relation to the story, how involved the character will become. It determines the tone of the story. The write's closeness to the subject.

f) Setting- Is the place and time where the action is taking place. It must be connected with the characters.

g) Conflict- The conflict can be between the protagonist and another character, nature or the society. It can be internal or external.

h) Language and style- Style is the language conventions used to construct the story.

i) Dialogue- it should be well organised. It displays characters' personalities and moving a plot forward. It establishes the tone or mood. Reveals character and motivation.

- **Short story**- It should be read and completed within an hour. It is a short work of fiction. Types of short stories are Ancient tales, fantasy, educational story, history, biography. Elements of the short story are: Plot, introduction, rising action, climax, falling action, denouement, theme, conflict, characters, setting and point of view. (NB REFER TO NOTES ABOUT NOVEL FOR EXPLANATION OF THESE)

- **Essay**- An essay is a short literary composition on a single subject, usually presenting the personal view of the author. Types of essays are persuasive essay, informal essay, argumentative essay, narrative essay, research essay etc. Elements of an essay

    i. Topic- This is what the author wants to talk about with his audience/readers.

    ii. One main idea- it is the leading point that guides your readers so they easily can decipher the point of your writing.

    iii. Structure of an Essay: Introduction- It serves to introduce the readers the central ideas expressed by the essay. Opening

sentences introducing the topic of the essay, background information leading to the analysed aspect of the theme, literature techniques to grab the reader's attention. Body- The body paragraphs will explain the essay's topic. Each body paragraph must be connected to the following one with a logical link. Conclusion- this is the last part of the essay. It drives home the central idea of the essay and must be memorable by the readers. It is a summary of what you have said in the essay

    iv. Theme- It is developed through plot (what people do in the story), character (who does what and what kind of people they are), and dialogue (what people say to each other)

    v. Language and style- State your conclusions explicitly. Avoid long sentences and long paragraphs. Don't imagine the reader knows what you are talking about. Spelling, take time to proofread your essay carefully.

2) **Drama-** It is a genre that is written to be performed. Different types of drama:

    a. Stage drama- it is delivered to the audience through performing on stage.

    b. A television drama or film- has more flexibility.

    c. The radio drama- it depends on sound. All is revealed through the spoken word.

    d. One act play-Consists of one act and a number of scenes. It covers one event in the life of a character and has a limited number of supporting characters.

3) **Poetry**- This is another genre of modern literature. The poem is made of lines that may not be taken to be sentences as some lines do not give a complete sentence. The lines are arranged in groups that are called stanzas. Elements that fall under poetic form are the title, line, stanza, rhythmic pattern and arrangement of sounds, syllables. The poet uses certain sounds to highlight what is being said in the line or in the whole poem.

    ➢ Sound devices include alliteration which is the repetition of sounds that sound similar but are not vowels. Assonance is the skill of using repetition of vowels. Onomatopoeia is when the poet uses sounds that are identical to the meaning carried by these words.

    ➢ Types of poems

    (i) The lyric- the poet expresses his thoughts and feelings

    (ii) The epic- It tells a historic event and challenges that were faced by a nation or of a hero. It is well known for its length

    (iii) The ballad- often tells a sad story or a sad incidence. It may tell of a violent or an exciting event in the form of a story

    (iv) The elegy- it is a poem about death. Often laments the death of an important person. It is often composed and recited at a funeral.

    (v) The ode- praises an individual for good performances or for good deeds.

    (vi) The sonnet- it is based on its structure. It consists of one stanza that is made of 14 lines.

    ➢ Poetic language-

a. Imagery- Is the art of creating mental pictures in the mind of the reader. It is created by using figures of speech such as simile (it is the art of comparing something with another by the use of a function word such as like or as. It compares two things by saying that one is like the other e.g. Menzi walks like a sick donkey., metaphor (two things are likened. It compares two objects by identifying one object and calling it with the other object's name e.g. Lungelo is a lion.), personification (a thing or an abstract concept is given human qualities e.g. the flowers taught me to love., symbolism (It is a figure of speech in which one thing represents another thing. It has to be a known thing, that if you see this item it becomes known that it symbolises that particular thing or concept. E.g. a cross symbolises or stands for Christianity or it can refer to a hospital. Red rose is associated with love and the color black with death. Lions are regarded as symbol of power.), hyperbole (is a figure of speech that exaggerates. It is used in speech or writing to create an effect so that the reader is made aware of its significance in the text e.g. a pool of tears rolled down her face) and Apostrophe (It is a rhetorical figure of speech when a writer breaks off and directs speech to an imaginary person or abstract quality or idea. E.g. education you are the light)

Persuasive Expression- They are used in various ways to encourage people to buy a certain product or support a certain cause. Examples are

Praises e.g. Bafana Bafana
Advertisement e.g. National Freedom day
Slogans e.g. Tata machance, tata mamillions
Religious sermon e.g Christian cross
Refer to page 74 of AFL1502/102/1/2018 for more examples and detailed explanations

Morphology- Is the study of the structure of morphemes
- Morphemes is the smallest linguistic unit or form that carries meaning.
  - ✓ It may or may not be able to stand on its own.
  - ✓ Free morphemes can function independently as words like in SS nnete meaning truth, and can appear with other morphemes e.g. ka nnete meaning in truth.
  - ✓ Other morphemes are for example nouns from the extraxt like SS kajeno meaning today and others like tau meaning lion where no prefixes or suffixes can be identified.
  - ✓ Bound morphemes appear only as parts of words for example SS ka nnete, o ka sebetsana le motho and others ka pele ho yena, ka and ho are bound morphemes while pele is a free morpheme and a word at the same time
- The basic structure of the word usually consists of a prefix plus a root with a suffix e.g. SS ba-mo-lo-ile (he is bewitched) consists of prefix+prefix+root (from verb stem loya) + suffix in which the root carries the basic meaning.

- A prefix is a type of morpheme that is always added in front of a root or stem for example Matlakala = ma- (class prefix) = -tlakala (root), motho = mo- (prefix) = -tho (root)
- A suffix is a type of a morpheme that always appears behind a root e.g. – sebetsana = sebets (verbal root), -an- (reciprocal suffix) + -a (present tense verbal suffix)
- A root is the smallest part of the word that contains meaning e.g. di a etsahala = di- (prefix) + ets- (verbal root) + -ahal (verbal suffix)
- Stem: A stem is the root without its prefixes, for example ntho e tenang = ntho + -e- + ten- + -a- +-ng of which tenang is the verbal stem or root plus suffixes
- Two major morphological structures
  (a) The noun system and its concords
  (b) The verb system and its affixes (prefixes and suffixes)

The noun system and its concords

✓ Each noun is placed in a separate class, mostly according to what it means Motho, plural batho. Molala, plural melala, lejwe plural majwe
  ✓ Each word starts with a specific syllable which is replaced by another syllable in the plural e.g. Mo-/ba, mo-/me-; le-/ma-
  ✓ We speak of these syllables as prefixes or class prefixes of the nouns. The part that occurs behind the prefix is the stem which remains constant while prefixes change. E.g. –tho may be used to form the following nouns just by adding another prefix motho, batho, setho, botho
  ✓ Each noun belongs to a certain noun class.
  ✓ Apart from the basic nouns occurring, some other processes exist for forming nouns:

(a)Deverbatives- The forming of nouns from the roots of verbs is a common occurrence in the African language. There are mainly two types personal and non-personal.
- Personal deverbatives usually occur in the SS mo/-ba classes and se-/di- classes. The class prefix is placed in front of the verb root and the personal deverbative suffix at the back e.g. SS Mongodi= mo- + ngol+-i li>di and sebini= se- +   -bin + -i

- Non personal deverbatives occur in a lot of noun classes e.g. Mmuso= mo- + -bus + -o and lenyalo=le- + -nya- + -o
  (a) Dimunitives- They indicate that a certain thing or person is small, not that it is a child. They may also be formed to indicate non-living or inanimate objects. E.g. taba >tabana, morwalo> morwalwana
  (b) Loanwords- A large number of nouns are formed by adopting from other languages, especially from English and Afrikaans; all expressing material things that were unknown to the African languages. Examples of foreign consonant cluster are kr, st, tr,e.g. kgarafu (spade from Afrikaans "graaf"), mokreste (a Christian), fenstere (window), buka (book), moprista (priest), baki (jacket).
  (c) The concords of the noun
- The noun as the subject of the sentence should always be connected to verbs by means of a subject concord. All subject concords are derived from the class prefixes

of their respective nouns. The subject concord of the SS mo- class is the vowel o, in the case of ba- class the subject concord is ba, in the case of class 3 mo- the subject concord is o and in the case of the me- class it is e. examples motho o sebetsana le motswalle.

- In the sentence "Batho ba rata nama (the people love meat):
Batho is the subject and the concord following ba is the subject concord

Object concord an example in IsiZulu abafazi bayakupheka ukudla (the women cook it, the food), the –ku- before the verb –pheka(cook) is the object concord of the word ukudla (food)

-Possessive concord indicates ownership. e.g kgarafu ya hae (his spade), selepe sa monna (the axe of the man)

Relative concord are used with

(i)   verbs for example ke ntho e ipatileng (it is a thing that is hidden) and ntho e tenang (a tiresome thing).
(ii)   Nouns for example monna ya matla (a strong man)
(iii)   Relative stem for example thipa e bogale (the sharp knife)
(iv)   Emunerative relative stem e.g. monna ofe? (which man?) in which –fe is the relative stem.
(v)   Quantitative concord e.g. batho bohle (ba- + -ohle>bohle)

Compound nouns

They are also called complex noun stems. They are made up of a nominal (noun) prefix plus various morphemes that form the noun stem. E.g. Mmamasole< mma- + masole, Mmalerata< mma- + lerato

Two nouns may be combined e.g. mokopu-ntja (warthog)< mokopu (pumpkin) + ntja (dog)

a) Suffixes- may be added to nouns to achieve additional meanings e.g tauhadi (lioness)<tau(lion) + -hadi, moradi(daughter)<mora(son) + -hadi. Some other nouns denoting persons or objects take on an augmentative (enlarging) meaning with the same suffix and may also take on a derogatory meaning depending on the speaker's attitude e.g molomohadi (big mouth), mosadihadi (big, huge woman). The suffix –ane (which looks like the diminutive suffix –ana) may also be used to form proper names of people and usually indicates girls' names e.g Pulane< pula (rain)+ -ane, tselane< tsela(road) + -ane

b)The verb system and its affixes. The verbal root is the central morpheme which remains after all affixes to the verb have been removed. E.g. loy- (bewitch) (see –loyile), and another –rut-(teach). The verbal stem is the verbal root plus its suffixes for example –rutana (teach each other).

c) The object concord in the verb- when there is an object in the sentence, it occupies a position behind the verb e.g. Monna o batla molamu. The object concord may be used to refer to the noun as object without the noun being present for example Monna o a batla. The object concord of the first person singular is achieved by prefixing SS n- or m- in front of the verb stem e.g. O a ntseba (he knows me). Another prefix functioning as an object concord is the relative prefix i- (self) which also occurs in from of the verb stem e.g. Ke a itseba (I know myself). Adverbs may occur behind the verb e.g. Matlakala ba mo loile ka nnete (the witchdoctors bewitched him,truly). The negative of the present tense is achieved by prefixing a negative prefix ha- in front of the verb and by suffixing the negative suffix –e to the verb stem , e.g. Ha a tsamaye (He does not walk). The future tense of the verb is expressed by making use of a subject concord

+tla + verb Moshemane o tla tsoma ka moso (the boy will hunt tomorrow). The

meaning of the verbal stem may be extended by means of a variety of suffixes. E.g.

a) perfect suffix –ile,(an action in time indicating a completed or terminated action and a timeless action indicating that a person or object is in a specific state, condition or position e.g. Matlakala bam o loile) passive suffix –w-, applied suffix –el-, causative suffix –is-, reciprocal suffix –an-, reduplicated suffix e.g butlebutle (slowly). The negative form of the perfect suffix is achieved by adding the negative prefix ha- in front of a subject concord , followed by the perfect morpheme –a-, while the verbal stem occurs in its original present tense form e.g. o ratile Mpho (She loved Mpho), negative: Ha a rata Mpho (She did not love Mpho). The person class aubject concord changes from o to a in the negative.

b) The passive suffix –w-: The passive suffix indicates that the subject undergoes some sort of action or that it is enacted on him/her/it by someone or something else. E.g. di monate ha di phethwa (it is pleasant when they are told) and –bala(read)> -balwa (is read). With single syllable verb stems the passive is sometimes –ewa and sometimes –owa or –uwa: -ja(eat)> -jewa/-jowa/-juwa (is being eaten).

c) The applicative verbal suffix –el-: the suffix is denoted by the suffix –el-/-ets- and indicates that the action is carried out for , on behalf of or to the detriment of somebody or something, for example O lemela bana moroho (He grows vegetables for his children), O lemetsi (He is hurt)

d) The causative verbal suffix: This suffix expresses the meaning of "make" or "help" additionally to the verb e.g. Di bohloko, di monate, di natefisa bophelo (they are painful, they are pleasant, they sweeten life), -lapa (hungry)>-lapisa(make hungry). Verb stem ending with –na is suffixed with –nya or –ntsha: kena(enter) > -kenya or –kentsha (help enter, put in)

OTHER WORD CATEGORIES

1. The pronoun- It may be used to represent a noun e.g. (Motho) Yena o a tsamaya (The person) He walks. Each pronoun is derived from the noun it represents. There are three different types of pronoun

   (a) The Absolute pronoun- can function in any position in which the noun may appear and may be used instead of the noun. See above example. It can even stand on its own e.g. O bitsa mang? (Who are you calling?)- Wena! (You!)

   (b) The demonstrative pronoun may be used with the noun to which it refers and it may function on its own. It indicates three positions to the noun, and may be translated with "this", "that" and "there yonder" e.g. Leha e le ntho eo re ratang .., and Mme hoo ke e nngwe taba (and that is another matter). Mosadi enwa (this woman), mosadi eo (That woman), mosadi yane (that woman there yonder).

   (c) The possessive pronoun stem which indicates the "possessor" and actually may be the absolute pronoun or the demonstrative pronoun e.g. ... .re tseba ho sebetsana le beng ba bona (we know how to work with their owners), o nkile kgarafu yah ae (you took his spade), buka ya hae (monna) His book (the man)

2. The adjective is a word category that qualifies the noun, by adding an additional quality, characteristic, feature or attribute to the meaning of the noun. It can also act on its own, as a subject of a sentence, just like the noun

itself e.g. Re ne re tla utlwisisana mme diphapang tse ngata di ne di tla ba siyo (We would understand each other and as such a lot of conflict wouldn't have existed), Mosadi e mong (the other woman) = e- + mo- + -ng (the mo-class has a demonstrative element , e- instead of o-), Merwalo e mengata(a lot of loads)=e- + me- + -ngata. The adjective consists of a variety of adjective stems which are coupled to nouns by means of their own set of concords, called adjective concord.

3. The possessive- the possessive construction consists of a possession + a possessive concord + a possessor e.g. Botho ba motho ke ntho e ipatileng, Dithaka tsa Thabo (the friends of Thabo)= possession + possessive concord of di- + possessor. It refers to the noun which is the grammatical possession and is constructed of the subject concord + the possessive morpheme –a, as in ba-: ba-< ba + a , wa-< o + a. The possessor that usually follows the possessive concord in this construction may instead of a noun be a possessive. E.g. Dintwa mahareng a ditjhaba, Mohoma wa dipholo (the plough of the oxen)

4. The relative- There are four types of relative stems
   (a) Nouns or nominal relatives e.g. bohlale (clever). The relative concord is prefixed
   (b) Primitive or original radical relative stems- the relative stem does not have a nominal prefix e.g. thipa e bogale (the sharp knife)
   (c) Emunerative relative stems- Using a concord that looks the same as the relevant class prefix e.g. Motse ofe? (Which village?)
   (d) Verbal relatives- The concord consists of a relative concord plus a verbal stem plus the suffix e.g. –ng Motho ya rutang Sesotho (A person who teaches Sesotho)

5. The Locative- It borders on the line between words that qualify the noun and those that qualify the verb. They are not used as subjects or objects of a sentence any longer.
   (a) When an idea of place or locality is expressed with regard to proper names, nouns indicating persons, pronouns etc. the prefixes SS ho- are used for example Ho Masilo (to, at Masilo), Ho Semangmang (to so-and so), Ho e moholo (to the big one), with an adjective
   (b) All locatives are used as adverbs, usually as adverbs of place and they usually occupy a position after the verb for example nonyana e fofa hodimo (the bird flies above), ban aba kene mane (the children went there yonder)
   (c) Names to indicate "the place of" e.g. Ba robala ha bo Thabo
   (d) The locative subject concord. SS ho- is used often when the subject offers a place whre something happened e.g. Ho a bata mona (It is cold here)
   (e) Some of the proper locative nouns use the prefix SS le- to indicate locality e.g. Haufi le lelapa (near to the home), Hole le lewatle (Far away from the sea)
   (f) Nouns may also take a locative form, the suffix –ng is added to the noun. E.g. nokeng (in the river), leihlong la ka (in my eye). The same sound changes take place, that is vowel assimilation and vowel raising e.g. Lapa (the home

6. The copulative- It does the work of a predicate. This is a non-verbal descriptor of the action of a sentence, expressing 'to be', 'is', 'are' and have or 'has'.

7. The deficient verb- It cannot stand on its own. It needs the verb to supplement it in order to have meaning. It complements the verb by describing the action in finer detail, like time, manner, combining actions etc. They usually make use of their own subject concord, apart from the subject concord used by the verb itself. They determine the mood of the verb following it. E.g. Ha re ne re bo tseba, re ne re tla tseba hore nnyeo ke senokwane (if we were to know it, we would know that so and so is a criminal). The deficient verb –ne- (past tense) is followed by the participial mood, showing actions that happen simultaneously. **Some other Sesotho deficient verbs are**:
   (a) –se- (already) followed by the participial mood e.g. Ba se ba re bitsa
   (b) –fela ('really') followed by the participial mood e.g. o fela a kula (he is really sick)
   (c) Normal verbs acting as deficient verbs followed by the infinitive for example Re kopile ho tsamaya le lona , Ba leka ho bua le rona
   (d) –tlo, -yo, -no- ('must) contractions formed with single syllable stems e.g. Tla ho > tlo: ba tlo tantsha (they must come dancing), Ya ho> yo: a yo bua (he must talk)
   (e) –kile- (ever, once), -ile- (became) followed by the consecutive time e.g. Lefatshe le kile la tlala diphoofolo, lefatshe le ile la tlala diphoofolo
   (f) Ha- (let...) followed by the subjunctive mood e.g. Ha re tsamaye! (Let's go!)
   (g) –ke- (negative), always used with the negative morpheme se- e.g. O se ke wa nthohaka! (Do not swear at me!)
   (h) –ke- (sometimes) e.g. Na o ke o utlwe hore ho monate jwang...
8. The adverb- It describes the action in the sentence of the verb with regard to time, place or manner. E.g. Jwang? (How?), Na o batla hoy a hae? (Do you want to go home).A lot of nouns may be used as adverbs e.g. O ile maobane (He went yesterday), Mohlomong o tla ya (Maybe he will go). Sometimes the prefixes –ka- and le- are put in front of these nouns to express the idea of ' with', 'with regard to', together with, 'also' e.g. Ba eso re etse hampe, o tsamaya le mosadi, ba tla tsamaya neng ka moso
9. Syntax or the study of sentences- Refers to the study of the positioning of words in a sentence and the set of rules that govern it. It is the study of the word order in a grammatical sentence. E.g. Matlakala bam o loile. A subject or an object may not necessarily appear in the sentence, it may be represented by an object concord, as in our sentence above, or by a pronoun or a possessive.
10. Semantics or the study of meaning- Refers to the study of meaning in language or the study of how language organizes and expresses meanings. E.g. Athe ha ke tsebe hore k emo hlahile kahosele tsatsing leo. Ka kopana le dipela di falla .

Also study tutorial letter 202/1/2018 and the letter containing the preparation for the exams. My examples are mainly in Sesotho because I understand that language better than IsiZulu. You can use the tut 102/1/2018 to see other examples.