For a language to be classified as belonging to the Bantu language group, it has to display four characteristic features according to Guthrie. Mention these features and give examples from your chosen African language to show how the language complies with each of these four criteria (10)

1. A sign of gender, therefore prefixes are assorted into classes.
Example – umu___, aba____ etc.

2. Association of these classes into singular and plural.
Example – umu is singular – umuntu (person)
aba is plural – abantu (persons)

3. Class concordance.
Example – Amakatiyabaleka. The subject concords are needed to link nouns to other words.

4. No sex reference in the correlation of genders.
Example – the subject concord and pronouns do not distinguish between sexes i.e. he/she. Class 1a: Umama u and Ubaba u-same subject concord is used for both Umama (mother) and Ubaba (father).

Question 3 – Structural overview of the African language

3.1 Mention at least 3 factors which can be given as possible explanations why white people in South Africa in general have not acquired an African language or find it difficult to do so. (pg 16) (3)

1. Economic factor – the success of a business never depended on having to learn an African language.

2. Prestige factor – learning an African language was never given importance before. It was English and Afrikaans that were regarded as prestige languages.
3. The structure of African language. It has a unique word and sentence structure.

3.2 Give an example of a deverbative in your African language which consists of the morphemes as indicated in the table below. Copy the table in your examination answer book and analyse your example accordingly.

<table>
<thead>
<tr>
<th>EXAMPLE OF DEVERBATIVE</th>
<th>ANALYSIS</th>
<th>Verb root</th>
<th>Extension</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-z-ithand-an-i</td>
<td>i-zi</td>
<td>thand</td>
<td>an</td>
<td>-i</td>
</tr>
</tbody>
</table>

3.3 After completing the table, also indicate the following:

(a) The class number to which the noun belongs (eg class 1.2 etc)

The noun belongs to class 8.

(b) The type of extension you have used in your example (eg applied/applicative, causative, reciprocal, etc)

The type of extension used is reciprocal.

(c) Whether the suffix is a personal or an impersonal deverbative suffix

It is a personal deverbative suffix.

3.4 When borrowed words are accommodate in an African language, the sound sequences have to be adapted. Explain what is meant by this statement and support your answer by referring to a suitable example of such a borrowed word in your African language. (4) (pg27/28)

In order for borrowed nouns to be able to generate agreement morphemes which will link them to other elements in the sentence, they need to be accommodated in one of the noun classes. An Example of a borrowed noun in a sentence to show cordial agreement.

Example - postcard

Zulu - Iposkhadi

Question 4
4.1 (a) Provide a sentence in your language that denotes the logical or semantic subject, by using ku-preposing/ ho-preposing/ go-preposing. Underline the semantic subject in your sentence. (pg 44)
Kuhambaindoda.

Ku – is indefinite concord
Indoda – logical/semantic subject

(b) (i) Translate the following sentence into your African language

New complicated diseases attacked many South Africans
izifoezintshaeiyinkimbinkimbiwahlaselwaabaningi base-Afrikaeningizimu

(ii) Predicate – wahlaselwa
Object – abaningi base-Afrikaeningizimu
Subject – Ifizo

(c) In African languages the position of words in a sentence can be used to achieve focus. Draw the following table in your exam script and change the order of the words in the translated sentence you provided in 4(b) as indicated in A and B. Under each sentence, discuss how the meaning of each sentence has changed.

<table>
<thead>
<tr>
<th>A. Begin the sentence with the predicate:</th>
<th>B. Give the passive form of the sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>wahlaselwaabaningi base-Afrikaeningizimuizifoezintshaeiyinkimbinkimbi</td>
<td>izifoezintshaeiyinkimbikimbiezintshawahlaselwaabaningi base-Afrikaeningizimu</td>
</tr>
<tr>
<td>How was the meaning of the sentence changed?</td>
<td>How was the meaning of sentence changed?</td>
</tr>
</tbody>
</table>
The action of the verb indicates what happened to the object was affected by the subject.  
The subject is acted upon by the verb.

4.2(a) Pronominalisation—In languages such as Afrikaans and English pronominalisation is a process of substitution because the pronoun substitutes the noun. However in the grammars of the African languages the words which are traditionally called pronouns are in essence not pronouns. Their status and primary function are that of nominal determiners or nominal qualifiers.

(b) Function of pronouns is nominal determiners or nominal qualifiers.

(c) Absolute Determiner -

_Wonaamaxheguyasazi isiZulu_

Demonstrative Determiner -

_Abantwana labo bafkile_

**Question 5 - Semantics**

5.1 Show how semantic features can be used to reveal the semantic differences between words. Use the words for “bull” and “cow” in your African language to illustrate. (5)

Semantic features can be used to indicate the properties of referents by means of components with a positive or negative value. Applied to bull and cow the componential analysis would look as follows:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Bull</th>
<th>Cow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>inkunzi</td>
<td>inkomazi</td>
</tr>
<tr>
<td>Animate</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Human</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
5.2 Translate the following sentences into your African language and use them to explain the difference between paradigmatic and syntagmatic sense relations (5)

**The teacher likes rugby** - Uthiashaauthandaibholalombhoxo.

**The boy likes rugby** - Umfanauthandaibholalombhoxo.

Paradigmatic relations refer to words that can be used to substitute each other in the same sentence.

The words utiisha and umfana are in **paradigmatic** relation because they substitute each other in the same context.

Syntagmatic relations are the combinations of words to form a sentence.

**Utisha/umfana and uthandaibholalombhoxo** are in **syntagmatic** relation because they are combined to form the sentence.

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**Question 6 - Verbal and nonverbal communication**

**6.1 Discuss four differences between verbal and nonverbal communication**

**6.2 Why is maintaining personal space important while working with colleagues?**

When people do not know each other very well, they tend to maintain a social distance. The distance between people in communication conveys information about their
relationship. When we observe the distance that people maintain between themselves and others in interpersonal communication, we can tell which people have formal relationships. The use of space depends on your culture and nationality. Most people feel uncomfortable when somebody stands or sits either too close or too far away from them. When this situation happens, people may feel uncomfortable and it can make communication difficult.

Question 7 – African languages in global perspective

7.1 Discuss the importance of 'linguistic human rights' and the extent to which these rights are protected and promoted in South Africa. Refer to the legal provisioning and practices in different domains. NB do no exceed a page and a half.

7.2 Give any three language development processes

- Selection of norm
- Codification of form
- Elaboration of function
May/June 2015

Question 2 – Socio-historical introduction to African languages

For a language to be classified as belonging to the Bantu language group. It has to display four characteristic features according to Guthrie. Mention these features and give examples from your chosen African language to show how the language complies with each of these four criteria (10)

1. A sign of gender, therefore prefixes are assorted into classes.
   Example – umu___, aba____ etc.

2. Association of these classes into singular and plural.
   Example – umu is singular – umuntu (person)
               aba is plural – abantu (persons)

3. Class concordance.
   Example – Amakatiyabaleka. The subject concords are needed to link nouns to other words.

4. No sex reference in the correlation of genders.
   Example – the subject concord and pronouns do not distinguish between sexes i.e.
               he/she. Class 1a: Umama u and Ubaba u—same subject concord is used for both Umama
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Question 3 – Structural overview of the African language

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3.2 Give an example of a deverbative in your African language which consists of the morphemes as indicated in the table below. Copy the table in your examination answer book and analyse your example accordingly.

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<tr>
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<th>ANAYLSIS</th>
<th>Verb root</th>
<th>Extension</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-z-ithand-an-i</td>
<td>i-zi</td>
<td>thand</td>
<td>an</td>
<td>- i</td>
</tr>
</tbody>
</table>

3.3 After completing the table, also indicate the following:

(a) The class number to which the noun belongs (eg class 1.2 etc)

The noun belongs to class 8.

(b) The type of extension you have used in your example (eg applied/applicative, causative, reciprocal, etc)

The type of extension used is reciprocal.

(c) Whether the suffix is a personal or an impersonal deverbative suffix

It is a personal deverbative suffix.

3.4 When borrowed words are accommodate in an African language, the sound sequences have to be adapted. Explain what is meant by this statement and support your answer by referring to a suitable example of such a borrowed word in your African language.

In order for borrowed nouns to be able to generate agreement morphemes which will link them to other elements in the sentence, they need to be accommodated in one of the noun classes. An Example of a borrowed noun in a sentence to show con-cordial agreement.
Question 5 - Semantics

5.1 Show how semantic features can be used to reveal the semantic differences between words. Use the words for “bull” and “cow” in your African language to illustrate. (5)

Semantic features can be used to indicate the properties of referents by means of components with a positive or negative value. Applied to bull and cow the componential analysis would look as follows:

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<td>Animate</td>
<td>+</td>
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<tr>
<td>Human</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Female</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Adult</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

5.2 Translate the following sentences into your African language and use them to explain the difference between paradigmatic and syntagmatic sense relations (5)
The teacher likes rugby - Uthishauthandaibholalombhoxo.

The boy likes rugby - Umfanauthandaibholalombhoxo.

Paradigmatic relations refer to words that can be used to substitute each other in the same sentence.

The words uthisha and umfana are in paradigmatic relation because they substitute each other in the same context.

Syntagmatic relations are the combinations of words to form a sentence.

Utisha/umfana and uthandaibholalombhoxo are in syntagmatic relation because they are combined to form the sentence.

---

**Question 6 - Verbal and nonverbal communication**

6.1 Discuss four differences between verbal and nonverbal communication

6.2 Why is maintaining personal space important while working with colleagues?

When people do not know each other very well, they tend to maintain a social distance. The distance between people in communication conveys information about their relationship. When we observe the distance that people maintain between themselves and others in interpersonal communication, we can tell which people have formal relationships. The use of space depends on your culture and nationality. Most people feel uncomfortable when somebody stands or sits either too close or too far away from them. When this situation happens, people may feel uncomfortable and it can make communication difficult.

**Question 7 - African languages in global perspective**
7.1 Discuss the importance of 'linguistic human rights' and the extent to which these rights are protected and promoted in South Africa. Refer to the legal provisioning and practices in different domains. NB do no exceed a page and a half.

7.2 Give any three language development processes

- Selection of norm
- Codification of form
- Elaboration of function
Question 2 – Socio-historical introduction to African languages

For a language to be classified as belonging to the Bantu language group. It has to display four characteristic features according to Guthrie. Mention these features and give examples from your chosen African language to show how the language complies with each of these four criteria (10)

5. A sign of gender, therefore prefixes are assorted into classes.  
Example – umu___, aba____ etc.

6. Association of these classes into singular and plural.  
Example – umu is singular – umuntu (person)  
aba is plural – abantu (persons)

7. Class concordance.  
Example – Amakatiyabaleka. The subject concords are needed to link nouns to other words.

8. No sex reference in the correlation of genders.  
Example – the subject concord and pronouns do not distinguish between sexes i.e. he/she. Class 1a: Umama u and Ubaba u-same subject concord is used for both Umama (mother) and Ubaba (father).

Question 3 – Structural overview of the African language

3.1 Give an example of a deverbative in your African language which consists of the morphemes as indicated in the table below. Copy the table in your examination answer book and analyse your example accordingly.

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<thead>
<tr>
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<th>ANALYSIS</th>
<th>Class prefix</th>
<th>Verb root</th>
<th>Extension</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-z-ithand-an-i</td>
<td>i-zi</td>
<td>thand</td>
<td>an</td>
<td>- i</td>
<td></td>
</tr>
</tbody>
</table>

After completing the table, also indicate the following:

(a) The class number to which the noun belongs (eg class 1.2 etc)

The noun belongs to class 8.

(b) The type of extension you have used in your example (eg applied/applicative, causative, reciprocal, etc)
The type of extension used is reciprocal.

(c) Whether the suffix is a personal or an impersonal deverbative suffix

It is a personal deverbative suffix.

3.2 Why is it important for borrowed nouns to be accommodated in one of the noun classes in an African language? Illustrate your answer with suitable examples in your African language.

In order for borrowed nouns to be able to generate agreement morphemes which will link them to other elements in the sentence, they need to be accommodated in one of the noun classes. An example of a borrowed noun in a sentence to show concordial agreement.

Question 5 - Semantics

5.1 Show how semantic features can be used to reveal the semantic differences between words. Use the words for “women” and “girl” in your African language to illustrate. (5)

<table>
<thead>
<tr>
<th>Feature</th>
<th>abesifazane</th>
<th>intombazane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animate</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Human</td>
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<td>+</td>
</tr>
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<td>Female</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Adult</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>

5.2 What is the difference between reference and sense? Provide examples in your language.

Sense is the meaning of a word that can be explained by means of the meaning of another word. The sense of the word can be captured by a single word or even by longer expressions like phrases and sentences.

Reference is the relationship between words and the things, events, actions and qualities that they stand for. It is therefore a means of accommodating objects (real or unreal) in the language.
5.3 Define the term hyponymy by explaining the relationship between superordinate and subordinate terms

Hyponymy refers to sense or meaning inclusion. A word whose meaning is included in the meaning of another more general word.

Example—

```
Ifenisha  | isitula | ithebula | izigqiki
(furniture)| (chair) | (table) | (stools)
```

The word "ifenisha" is superordinate term as it is inclusive and "isitulo", "ithebula" and "izigqiki" are subordinate terms because each has a specific nature.

**Question 6 - Verbal and nonverbal communication**

6.1 Discuss four differences between verbal and nonverbal communication

6.2 Give four instances of non-verbal communication that are culturally offensive to you
May/June 2014

Question 2 – Socio-historical introduction to African languages

For a language to be classified as a belonging to the Bantu language group. It has to display four characteristic features according to Guthrie. Mention these features and give examples from your chosen African language to show how the language complies with each of these four criteria (10)

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Example - umu____, aba____ etc.

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Question 3 – Semantics

3.1 What is the difference between sense and reference? Illustrate your answer by giving suitable examples in your African Language.

Sense is the meaning of a word that can be explained by means of the meaning of another word. The sense of the word can be captured by a single word or even by longer expressions like phrases and sentences.

Reference is the relationship between words and the things, events, actions and qualities that they stand for. It is therefore a means of accommodating objects (real or unreal) in the language.

3.2 Identify the type of antonyms exemplified by each of the following pairs of words “dark/light”, “beautiful/ugly”.

3.3 Translate the following sentences into your African language and use them to explain the difference between paradigmatic and syntagmatic sense relations (5)

The teacher likes rugby - Uthishauthandaibholalombhoxo.
The boy likes rugby - Umfanauthandaibholalombhoxo.

Paradigmatic relations refer to words that can be used to substitute each other in the same sentence.
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Question 4 - Syntax and information structure

4.1 (a) Provide a sentence in your language that denotes the logical or semantic subject, by using ku-preposing/ho-preposing/go-preposing. Underline the semantic subject in your sentence.

(b)(i) Translate the following sentence into your main language

New complicate diseases attacked many South Africans

izifo New izinkinga wahlaselwa iningi labantu baseNingizimu Afrika

(ii) Indicate the predicate, the object and the subject of the translate

Object - izifo New izinkinga
Subject - labantu baseNingizimu Afrika
Predicate - wahlaselwa iningi

(c)
4.2(a) Define the term pronominalistion

Pronominalistion - is when a pronoun is used to act in the place of a noun.

(b) Mention any two functions of the pronoun

(c) In two sentences in your languages, show how the pronoun acts as an absolute determiner and as a demonstrative determiner

Question 5 - Structural overview of the African language

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<tbody>
<tr>
<td>Class prefix</td>
<td>Verb root</td>
</tr>
<tr>
<td>i-z-thand-an-i</td>
<td>i-zi</td>
</tr>
</tbody>
</table>

After completing the table, also indicate the following:

(a) The class number to which the noun belongs (eg class 1.2 etc)

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Question 7 – African languages in global perspective

7.1 Discuss the three language planning orientations as distinguished by Ruiz (1984)

7.2 Give any three language development processes.

- Selection of norm
- Codification of form
- Elaboration of function
October/November 2014

Question 2 – Socio-historical introduction to African languages

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Question 3 – Structural overview of the African languages

3.1 When observing the class gender systems in African languages, we notice that not all noun class are equally productive and a non-productive noun class. Refer to applicable examples from the noun classes in your African language to support your statements.

3.2 Choose any verb stem in your African language and create a noun form it deverbative), using the following table for the analysis of your example (note that your example must include at least one of the verbal extensions, erg reciprocal applicative, causative, etc.)

<table>
<thead>
<tr>
<th>ANALYSIS</th>
<th>Class</th>
<th>Verb root</th>
<th>Extension</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>prefix</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i-zi</td>
<td>thand</td>
<td>an</td>
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</table>