

**UNIVERSITY OF ESWATINI
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
MAIN EXAMINATION PAPER
NOVEMBER 2019**

**TITLE OF PAPER: HISTORICAL AND COMPARATIVE BANTU
 LINGUISTICS**

COURSE NUMBER: ALL407

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL.**
 - 2. CHOOSE ONE QUESTION FROM EACH SECTION**
 - 3. LINGUISTIC EXPRESSIONS AND FORMALISM
 SHOULD BE USED WHENEVER APPROPRIATE.**
 - 4. ALL EXAMPLES SHOULD BE GLOSSED**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED
BY THE INVIGILATOR.**

SECTION A

LEXICOSTATISTICS AND GLOTTOCHRONOLOGY

Choose one question from this section

Question 1

Examine the shared cognate percentage figures for the following ten hypothetical languages:

A									
91	B								
90	89	C							
30	32	31	D						
28	36	32	88	E					
30	29	34	58	56	F				
29	31	33	59	55	64	G			
32	35	38	56	58	65	66	H		
24	30	29	55	53	68	67	89	I	
33	26	23	58	56	69	70	88	91	J

With reference to the above data,

- (i) Find out which languages are most closely related to each other and group them accordingly. (3 marks)
- (ii) Work out the shared cognate percentages between the different groups, to find the second level of linguistic relationship. (8 marks)
- (iii) Estimate according to glottochronology the period of time the following languages may have separated from each other.

Language D from language E
Language C from language I
Language D from language H

(9 marks)

Note: Use the formula below to work out the time depth:

$$t = \frac{\log C}{2 \log r}$$

The value of r in this formula is set at **0.805**

- (b) Briefly explain what constitutes the basic or core vocabulary of a language.
(5 marks)

[25 marks]

Question 2

- a) Swadesh (1955) discussed guidelines for the preparation of word lists used in lexicostatistics. Discuss **six** of the guidelines, giving *one* example under each point.
(19 marks)
- b) Lexicostatisticians classify and subgroup languages according to their shared cognate percentages in core vocabulary. List the **six** subgroups. (6 marks)

[25 marks]

SECTION B COMPARATIVE RECONSTRUCTION

Choose one question from this section

Question 3

- a) Describe two (2) strategies used in the reconstruction of proto sounds. (4 marks)
- b) Distinguish between the methods of internal reconstruction and that of comparative reconstruction. (3 marks)
- c) With the use of examples, distinguish between a proto language and an attested parent language. (5 marks)
- d) When listing the sound correspondences between languages that you are comparing, when might you use;
- A zero morpheme (4 marks)
 - A dash
- e) When reconstructing proto sounds, the phonemic inventory of the proto language being reconstructed should be taken into consideration. With illustrations, support the authenticity of this statement. (5 marks)
- f) What is the difference between fortition and lenition of sounds? (4 marks)

[25 marks]

Question 4

- a) Consider the data provided below and answer the questions which follow:

Proto-Bantu *-biad-	Rundi -vyar-	Pokomo -vya-	Bemba -fyaal-	'bear (child)'
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- i) State **three** phonological processes which took place in the development of the Rundi item /-vyar-/ from Proto-Bantu /*-biad-/. (3 marks)
 - ii) State **three** phonological processes which took place in the development of the Pokomo item /-vya-/ from Proto-Bantu /*-biad-/. (3 marks)
 - iii) State **four** phonological processes which took place in the development of the Bemba item /-fyaal-/ from Proto-Bantu /*-biad-/. (4 marks)
 - i) Using distinctive features, formalise any of the **two** processes you mentioned in (a (iii)) above (5 marks)
- b) Does a proto-language die out and then get replaced by its daughter languages? What is, for example, the nature of the relationship between Nguni and isiXhosa? (10 marks)

[25 marks]

SECTION C
VERBAL EXTENSIONS

Choose one question from this section

Question 5

Consider the data from two Bantu languages; Setswana and Tshivenda and answer the questions which follow:

1. Setswana

rat-a	rat ^w -a	rat-iw-a	'be loved'
bop-a	bof ^w -a	bop-iw-a	'be moulded'
t ^h ab-a	t ^h ad ³ ^w -a	t ^h ab-iw-a	'be stabbed'
bof-a	bof ^w -a	bof-iw-a	'be bound'
rem-a	reŋ ^w -a	rem-iw-a	'be chopped'
d ³ -a	d ³ -iw-a		'be eaten'
ts'amay-a	ts'amay ^w -a	ts'amay-iw-a	'go (pass.)'

3. Tshivenda

vul-a	vul ^w -a	vul-iw-a	'be opened'
ɸaɸ-a	ɸaɸ ^w -a	ɸaɸ-iw-a	'be built'

φ-a		φ-iw-a	'be given'
k-a		k-iw-a	'be picked'
tap'-a	tap'-a	tap'-iw-a	'be flicked'
k ^h op ^h -a	k ^h op ^h -a	k ^h op ^h -iw-a	'be broken off'

Discuss, with relevant examples, the formation of the passive in siSwati and then compare and contrast it with the formation of the passive in Setswana and Tshivenda as exemplified in the above data.

[25 marks]

Question 6

a) Study the Lamba data provided below and do the tasks which follow:

-cit-	'do'	-citol-	'do for'
-pat-	'scold'	-patil-	'scold for'
-kunt-	'shake'	-kuntil-	'shake for'
-cet-	'spy'	-cetel-	'spy for'
-sonk-	'pay tax'	-sonkel-	'pay tax for'
-lim-	'cultivate'	-limin-	'cultivate for'
-kan-	'deny'	-kanin-	'deny for'
-pum-	'beat'	-pumin-	'beat for'
-fweny-	'scratch'	-fwenyen-	'scratch for'
-pon-	'fall'	-ponen-	'fall for'

i) Name the verbal extension found in the data above. (2 marks)

iii) List the allomorphs of this extension in Lamba, and describe the distribution of the allomorphs. (8 marks)

b) Compare the Lamba data provided in (a) above with those given below:

-alul-	'change'	-alwil-	'change for'
-cofol-	'bend'	-cofwel-	'bend for'
-kamun-	'tear'	-kamwin-	'tear for'
-konon-	'break'	-konwen-	'break for'

Explain how the extension you mentioned in (a (i)) above operates in these items. (5 marks)

c) With illustrations from any relevant Bantu languages discuss the following verbal extensions:

- causative
 - Potential
- (5 marks)

d) With examples from verbs in siSwati, discuss the difference between partial reduplication and complete reduplication. (5 marks)

[25 Marks]

**SECTION D
MISCELLANEOUS**

Choose one question from this section

Question 7

(a) Study the Lamba data given below and answer the questions that follow:

Underlying representation	Surface representation
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- | | |
|------------------------|--|
| 1. iN-βeβa
iN-βango | imbeβa "mouse"
imango "bonds" |
| 2. iN-loβo
iN-lembo | indoβo "hook"
inembo "tattoos" |

- i) Account for the difference in the stem-initial segment in [imbeβa] and /iN-βeβa/ in (1) and between [indoβo] and /iN-loβo/ in (2) above. (4 marks)
 - ii) Account for the stem-initial segment in [imbeβa] and /imango/ in (1) and between [indoβo] and /inembo/ in (2) above. (6 marks)
 - iii) Name the historical rule responsible for the variations you accounted for in (1) and (2) above. (2 marks)
- b) With the aid of one example each from any Bantu language, briefly explain the following terms:
- i) sub-class
 - ii) verbaliser
 - iii) stabiliser
 - iv) derivative radical
- (8 marks)
- c) What is the difference between the downstep and the downdrift of tone? (5 marks)

[25 marks]

Question 8

- a) List the Proto-Bantu nominal prefixes 19-23 and for each class show how the Proto-Bantu prefix is reflected in any **one** modern day Bantu language. (10 marks)
- b) Wherever the Proto-Bantu prefix has changed in a modern Bantu language illustrated in (a) above, state the phonological process which occurred during the development of the modern Bantu language. (5 marks)
- c) Critically evaluate **two** criticisms that have been made against Greenberg's classification of African languages. (10 marks)

[25 marks]