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EXPLANATORY NOTES

Following the tradition in Bantu linguistics, the noun classes in this thesis are referred to by their respective class gender numbers, hence the arabic numerals in the glosses. However, an exception is made under **sum of money alternations in Chapter 3** to avoid confusion. Consider the following example:

1. a. [20c] yi-hlayisile vupakelo
b. 920c 9SC-reserve-PFT 14parking
c. (20c reserved parking)

2. a. [20c] yi-hlayisile vupakelo
b. 20c 9SC-reserve-PFT 14parking
c. (20c reserved parking)

Our gloss should appear as in 1b. above. But the problem is with the reading of 20c (twenty cents) which, if it appears like this, may be read as 920c (nine hundred and twenty cents)! Where the sum of money is expressed in figures, it would be confusing to indicate class gender as generally applied to other examples.

No distinction will be drawn between class 1 and class 1a nouns and they will thus all be marked as class 1 only for economic reasons. However, personal names will be marked as PN, e.g. Maria will be 1PN. A table of Xitsonga class gender prefixes, absolute pronouns and possessive concords is included on page x for reference. This table does not, however, include information about issues that are not covered in the thesis.

Since agreement morphemes are not always copied from the accompanying gender prefix, it has become necessary to indicate class gender on them as well.

For instance, one would expect the agreement marker for the infinitive class 15 to be {ka} but one may use {swa} as in

3. Ku -avela ka vana **swa** karhata
 15to distribute-APL-PRS 15SC 2children 8SC problematic
 (The distribution of/ by children is problematic).

This practice also applies to **compound subjects** where none of the prefixes of the nouns involved is copied for agreement purposes. Example 4 below illustrates this point:

4. Timanga, makwembe na makalavatla **swi** kumeka emasin'wini
 10Peanuts 6pumpkins and 6watermelons 8SC-find-STV LOC-6fields
 (Peanuts, pumpkins and watermelons are found in the fields)

Another note of clarification is that although elements such as *-hlayisile/ -hlayis-* and *-avela/ -avel-* will sometimes be referred to as “predicates” or “verbs” in this work, it is acknowledged that these elements are strictly speaking “stems” (i.e. *-hlayisile, -avela*) and “roots” (i.e. *-hlayis-, -avel-*) respectively on the morphological level. Also note that footnotes are numbered per chapter.

On the next page we have a map showing the Xitsonga-speaking areas marked in red.

¹Xitsonga Class Prefixes, Absolute Pronouns and Possessive Concorde

| Noun Class Prefix | | Example | Absolute Pronoun | Possessive Concord |
|-------------------|-------------------|---------------------------|------------------|--------------------|
| 1 | mu- | munhu (person) | yena | wa |
| 1a | - | tatana (father) | yena | wa |
| 2 | va- | vanhu (people) | vona | va |
| 2a | va´- | va´tatana | vona | va |
| 3 | mu- | muti (village) | wona | wa |
| 4 | mi- | miti (villages) | yona | ya |
| 5 | ri- | rihlampfu (fence) | rona | ra |
| 6 | ma- | mahlampfu (fences) | wona | ya |
| 7 | xi- | xikolo (school) | xona | xa |
| 8 | swi- | swikolo (schools) | swona | swa |
| 9 | yi(N)- | yindlu (house) | yona | ya |
| 10 | ti(N)- | tiyindlu (houses) | tona | ta |
| 11 | ri- | rikari (razor) | rona | ra |
| 14 | vu- | vutlhari (wisdom) | byona | bya |
| 15 | ku- | ku tsala (to write) | kona | ka |
| 16 | ha- | handle (outside) | kona | ka |
| 17 | ku- | kule (far) | kona | ka |
| 18 | mu- | ndzeni (inside) | kona | ka |
| 21 | ² dyi- | dyiribye (enormous stone) | dyona | dya |

¹ This table is not intended to capture the entire concordial system of Xitsonga but is rather limited only to the concordial elements relevant to the study. Cf. Cuenod (1966) or Baumbach (1987) for details.

² Some scholars have placed this prefix under class 5a with its corresponding plural in class 6a (cf. Baumbach, 1987).

ABBREVIATIONS

The following abbreviations are used:

| | |
|------------|--------------------------------|
| <u>A</u> : | agent |
| [+A] | [+animate] |
| [-A] | [-animate] |
| ACC: | accusative |
| ADV: | adverb |
| Agr: | agreement |
| APL: | applicative |
| ASS: | associative |
| CAUS: | causative |
| C: | complementiser |
| CP: | complementiser phrase |
| Cf./cf.: | confer/ consult/ refer to/ see |
| c-command: | constituent command |
| CAUS: | causative |
| CONT: | continuous |
| DEM: | demonstrative |
| DIM: | diminutive |
| ECP: | empty category principle |
| e.g.: | example |

| | |
|------------|------------------------------|
| FV: | final vowel |
| GB: | Government and Binding |
| i.a.: | inter alia (among others) |
| i.e.: | that is |
| iff.: | if and only if |
| IMP: | imperative |
| INFL: | inflection |
| INTSV: | intensive |
| LCS: | lexical conceptual structure |
| LF: | logical form |
| LOC: | locative |
| N: | noun |
| NEG: | negative |
| NEUT: | neuter |
| NP: | noun phrase |
| NPLoc: | locative noun phrase |
| O: | object agreement |
| OM: | object marker |
| OP: | object agreement phrase |
| op.cit.: | in the work quoted |
| Par./par.: | paragraph |
| PAS: | predicate argument structure |
| PASS: | passive |

| | |
|------------|--|
| PAT.: | patient |
| PF: | phonetic form |
| PFT: | perfect |
| PN: | personal name |
| POSS: | possessive |
| POT: | potential |
| PP: | prepositional phrase |
| PRO: | (also big PRO) the empty category existing in the overtly vacant subject position of the infinitival VP complements of control verbs |
| pro: | (also little pro in GB) the empty category that is regarded as an ordinary personal pronoun in most respects |
| PRS: | present |
| PST: | past |
| RCP: | reciprocal |
| RFL: | reflexive |
| S: | subject agreement |
| S/s: | sentence (only in labelled brackets) |
| SC: | subject concord |
| SP: | subject agreement phrase |
| SPEC/spec: | specifier |
| STV: | stative |
| T: | tense |
| TG: | transformational grammar |

TP: tense phrase

V: verb

viz.: namely

VP: verb phrase

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I dedicate this dissertation to:

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My late uncle, William Mvhanghazi
My aunt, Betty N'wa-Maphelekeza
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