

AN INTRODUCTION TO THE

!Xŭ LANGUAGE

BY

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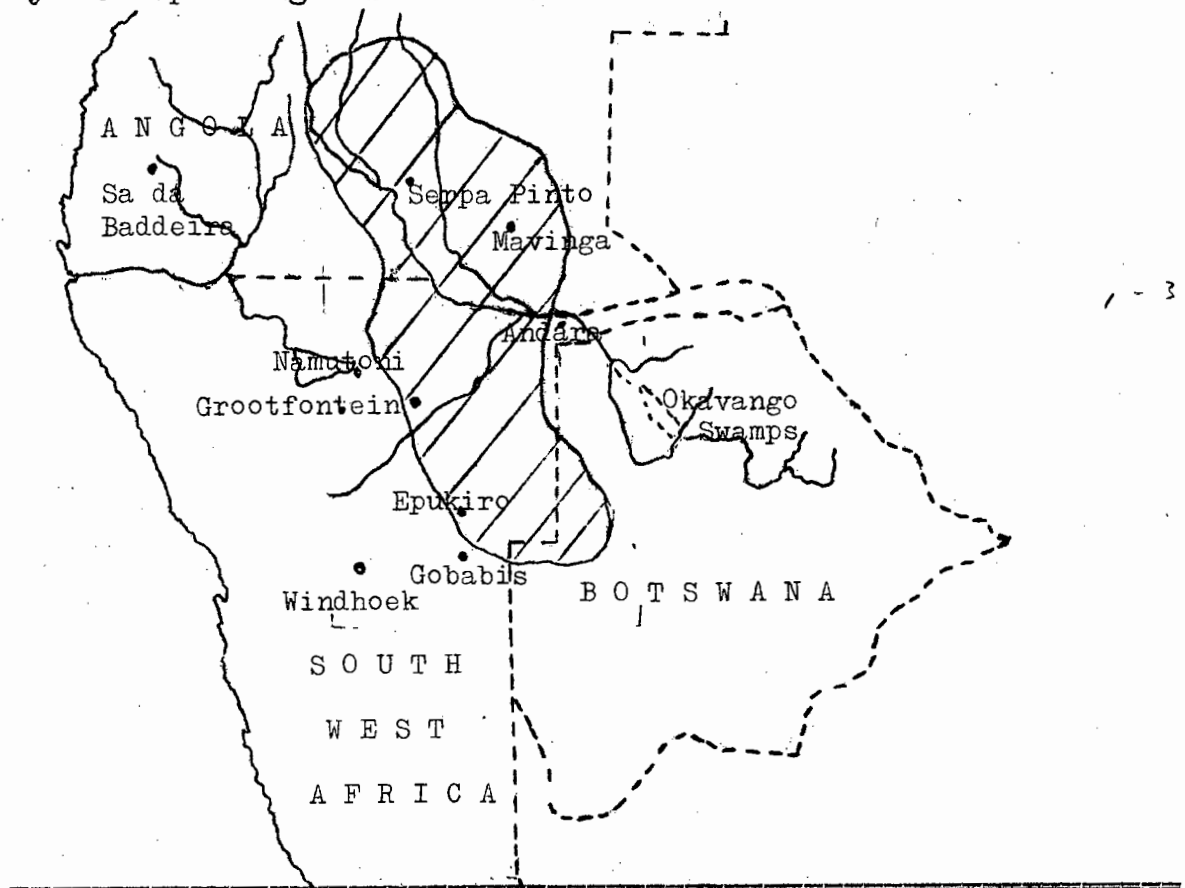
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P R E F A C E.

According to the "Report of the Commission of Enquiry into South-West Africa Affairs 1962 - 1963" there are 11,762 "!Kung, Heikum and Barakwengo" Bushmen in South West Africa. Like Prof. E.O.J. Westphal we wish to distinguish between the bush-men who speak non-Bushman languages and the real !Xū (!Kung), *Huã and N|hu Bushmen who speak Bushman languages.* Because of this ethnical confusion between the !Xū, Heikum and Barakwengo it is extremely difficult to supply satisfactory statistics for the different populations. However the unofficial estimate is that there are 2,000 !Xū in the north-eastern part of South-West Africa and along the north-western boundary of Botswana. The estimated number of !Xū residing in the greater part of southern Angola is 5,000 - 15,000. The following map illustrates the approximate areas occupied by !Xū speaking Bushmen.



* E.O.J. Westphal, 'A re-classification of South African non-Bantu languages', 'Journal of African Languages', I, 1, 1962.

The South-West African Administration proposes to set aside 2,392,671 hectare for the "!Kung, Heikum and Barakwengo". In recent years the following has been done for the social and material welfare of the !Xū:-

- (a) at Tsumkwe a special commissioner was appointed to care for the !Xū,
- (b) this was followed by a fully equipped clinic and staff,
- (c) The Department of Education does linguistic research with the ultimate aim of teaching the !Xū of South-West Africa in their vernacular.

The official orthography for !Xū is being compiled by the Department of Education. Unfortunately this orthography will only contain a limited number of words. This implies that it will not serve as an infallible key to the spelling of unrecorded words or words not contained in the orthography. Anyone who anticipates this will be disillusioned by the intricacies of the !Xū sound system. It is hoped that the dictionary that is being compiled will aid prospective students in the standardization of the !Xū spelling.

Some time has elapsed since the termination of Miss Dorothea Bleek's active contribution to Bushman linguistics. The phonemic inventory as implied by Miss Bleek's symbols of !Xū has been altered considerably. I regard a restatement of the orthographic principles of !Xū as necessary. In this sense Chapter 1 is merely introductory and a means to acquaint the reader with the rather unusual sounds and their representation.

The linguistic data, as presented in this thesis, is based on sentences that were either overheard during !Xū conversations or established by means of special testing frames. This implies that this thesis is nothing but introductory to certain aspects of the !Xū language.

The various groups of informants that we used were found to supply contradictory linguistic data. This compelled us to cross check all information and thus impeded our research. If any error remained undetected we hope that it will be eliminated before it could cause inconvenience to future students.

In a descriptive grammar it is desirable to illustrate the structure of the language by means of a great number of sentences. We do this in order to make this grammar, of which the !Xū text is recorded on tape, practical and useful to students and missionaries who wish to study the language.*

Although the Nama and !Xū languages are unrelated certain vocabulary correspondences were observed. This phenomenon will be investigated in more detail.

The translation of !Xū sentences into English was not always easy. In some cases we were compelled to render direct but somewhat peculiar translations.

In producing this introductory grammar I find myself indebted to those who, in one way or another, have contributed to the project.

As an employee of the Department of Education of the South-West African Administration I was commissioned to propose an official orthography for the !Xū Bushman language. Among other things this also implied a detailed preliminary research of the structure of the language. Some of the data obtained in this way are contained in this thesis. For this unique research opportunity I wish to express my sincerest gratitude to the Department of Education.

I also wish to acknowledge and thank the members of the Lestrade Scholarship Trust for their generous financial aid.

The guidance and magnanimity of my supervisor, Prof. E.O.J. Westphal is greatly appreciated.

In deciding on a suitable framework for the presentation of a !Xū grammar, I borrowed from James Sled's publication:

"A short Introduction to English Grammar". Consciously and unconsciously other contemporary trends in linguistics also had a great effect on the form of the final presentation.

In collaboration with the well known South-West African botanist, Mr. Giess, a great number of !Xū plant names were recorded.

* Although the study of tone has not been completed the student of !Xū is not deprived of the vital information because a tape recording of the !Xū text is available.

Some of these names are included amongst the initial word lists.*

Only linguists and typists can evaluate the contribution of my typist Mrs. E.J. Hanekom. I sincerely appreciate her perseverance and the spirit in which her difficult task was performed.

My research was considerably facilitated by !X'aeše ||'Wanasi, an unselfish and devoted !Xū informant. I am very grateful to him and the other informants for their aid.

The research into the structure of !Xū demanded many sacrifices from my wife and son. I sincerely appreciate their generosity and understanding.

J.W.S.

1st October, 1968.

* Giess, W., and Snyman, J.W., Eingeborenennamen und Gebräuche von Pflanzen des Kau-Kauveldes, (Unpublished article in the "Dinteria" series of the "South-West African Scientific Society").

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The child sees the eland.

When this testing frame was put to the informant he produced the following linguistic continuum:-

Da'amahon!eng* [Da'amahon!əŋ]

With !Xū, having no orthographical tradition to rely on, the segmentation of this utterance, into words, presents a serious problem. As this continuum is the response to the testing frame:-

The child sees the eland,
it follows that the utterance should at least contain ^{segments} the ~~the~~ ~~words~~ ~~for~~:-
relating to the English words:-

child,

see,

eland.

In order to establish the word for "eland" the product of our testing frame was compared to the structures of the following grammatically identical utterances:-

The child sees the eland	-	Da'amahon!eng.
The child sees the lion	-	Da'amahon!'hei
The child sees the buffalo	-	Da'amaholao.
The child sees the man	-	Da'amaho!'hwā.
The child sees the woman	-	Da'amahodz'heu.
The child sees the dog	-	Da'amahog+hwī.
The child sees the tree	-	Da'amahog!heī.
The child sees the axe	-	Da'amahol'ei.

In these examples we observe that the segment:-

Da'amaho ---

remains constant and we may therefore concluded that it means:-

The child sees ---

If the changing terminal segments are not semantically divisible into smaller parts they will be regarded as the words for:-

eland	-	n!eng;	lion	-	n!'hei
buffalo	-	!ao;	dog	-	g+'hwī
tree	-	g!heī;	axe	-	!ei.

* For the explanation of the phonetical qualities of the symbols the reader is referred to:

(i) our discussion of the phonemes (1.2),
(ii) the tape recording of the !Xū text.

In order to establish the word for "see" a variation of the previous testing frame was applied:-

The child sees the eland	-	Da'amaho n!eng.
The child kills the eland	-	Da'ama!hũ n!eng.
The child catches the eland	-	Da'amagu n!eng.
The child shoots the eland	-	Da'amatšhin 'ha n!eng.
The child fears the eland	-	Da'amakwā n!eng.
The child hits the eland	-	Da'amatxa n!eng.
The child skins the eland	-	Da'ama a'e n!eng.
The child eats the eland	-	Da'ama'm n!eng.

It might be concluded that the constant element da'ama is the !Xũ word for "child" because the changing forms should be:-

sees - ho	kills - !hũ
catches - gu	shoots - tšhin 'ha
fears - kwā	hits - txa
skins - a'e	eats - 'm

The word for "child" could also be established by the application of testing frames like the following:-

The child <u>sees</u> the eland	-	Da'amaho n!eng.
The man <u>sees</u> the eland		!'Hwāho n!eng
The elder <u>sees</u> the eland		N!euho n!eng.
The woman <u>sees</u> the eland	-	Dz'heuho n!eng.
The buffalo <u>sees</u> the eland	-	!Aoho n!eng
The dog <u>sees</u> the eland	-	G+'hwīho n!eng.
The lion <u>sees</u> the eland	-	N'heiho n!eng.
The elephant <u>sees</u> the eland	-	!Xoho n!eng

It should be observed that the words, used as the subjects and objects of the sentences, belong to the same vertical category. This mutual changability on the horizontal plane is called transpositioning. We propose to name these elements (that may alternately be used as subject or object) the "nouns" of !Xũ. The vertical word category to which they belong will be described as the "nominal category."

The commutable elements, constituting the category of which ho is a member, are called the "verbs" while the vertical category itself is called the "verbal category". The extensive application of the commutative principle led us to conclude that the vertical nominal and verbal categories of !Xũ are potentially infinite.

It should be observed that our testing frames did not reveal any signs of elements comparable to the articles in English. It may therefore be concluded that !Xŭ has no articles.

Having established that the nominal and verbal categories of !Xŭ contain commutable elements that should be written disjunctively we proceed to investigate/ 8

- (i) the existence of the other word categories;
- (ii) the orthographical representation of such word categories.

By experimenting with various testing frames it was established that the following structures produced different word categories and individual words:-

- (a) The big child sees the eland.
- (b) This child sees the eland.
- (c) Yesterday the child saw the eland.
- (d) The child sees the eland again.
- (e) The child does not see the eland.
- (f) Does the child see the eland?
- (g) The child and the man see the eland.
- (h) The man's child sees the eland.
- (i) The child gives the man a bow.
- (j) The child sees the eland and shoots it.
- (k) If the child sees the eland ----

A great amount of research was done in an attempt to arrive at a satisfactory word division for !Xŭ. The consecutive extensions of the sentence:-

Da'ama ho n'eng - The child sees the eland
will illustrate the findings. Each linguistic phenomenon, discussed in this introductory chapter, will be analysed in more detail in the subsequent chapters. We will now proceed with the discussion of the responses to the testing frames (a - k) above.

1.1.2. THE ADNOMINAL CATEGORIES.

1.1.2.1. THE DESCRIPTIVE ADNOMINAL CATEGORIES.

In the testing frame:-

- (a) The big child sees the eland

the reader will observe the addition of the adjective "big" to the structure of our initial testing frame:-

The child sees the eland.

It may thus be expected that a similar extension will appear in the !Xū response to this testing frame:-

The big child sees the eland > Da'ama n!a'a ho n!eng.

By consecutively substituting the word "big" for words like: "clean, beautiful, new etc.", it was established that the word n!a'a - "big" is a member of a finite commutable series. It should also be observed that this series always appears post-nominally:-

Da'ama ga'u ho n!eng - The clean child sees the eland.
 Da'ama |'hom ho n!eng - The beautiful child sees the eland.
 Da'ama ze ho n!eng - The new child sees the eland.
 Da'ama kx'eni ho n!eng - The lucky child sees the eland.
 Da'ama |xori ho n!eng - The cunning child sees the eland.

The grammatical description of !Xū, as has been observed, can not be based on an extensive morphology because such a morphology does not exist. Instead the description of the language has to be based on the syntactical positions and functions of words rather than their formal appearance. Because of this lack of formal characteristics it was decided to name the different word categories of !Xū according to their function in the language.

Thus the post-nominal commutative series, of which n!a'a - "big" is a member, is responsible for a semantical extension of the subjects and objects of sentences. Because of their descriptive semantical addition to the nominals it was proposed to describe n!a'a as a "descriptive adnoun".

Besides the fact that the infixation of the descriptive adnoun expands the sentence it also implies the simultaneous separation of the juxtaposed words in the sentence:-

Da'ama ho n!eng > Da'ama n!a'a ho n!eng.

Despite the fact that the nominals and their adnominal extensions constitute semantical units we propose a disjunctive orthography. From our discussion of the nominals in Chapter 2 the reader will realise that the disjunction of these elements is essential in view of

certain structural features of the language.

Having established that the descriptive ad-nouns of !Xū constitute a post-nominal commutable series of words, the argument may proceed to the discussion and naming of the other word categories of the language.

1.1.2.2. THE DEMONSTRATIVE ADNOMINAL CATEGORIES.

The following testing frame also produced structures of which the subject is separated from the predicate by the infixation of a new vertical word category:-

(b) This child sees the eland - Da'ama he ho n!eng.

The word category, of which he - "this" is a member, consists of a finite series of commutable words. Like the descriptive adnouns this category of words was only observed to assume a post-nominal position:-

Da'ama he ho n!eng - This child sees the eland.

Da'ama to'a ho n!eng - That child sees the eland.

Da'ama uuto'a ho n!eng - Yonder child sees the eland.

This post-nominal commutative series is responsible for a demonstrative addition to the meanings of the subjects and objects of sentences. Because of their function we propose to term them the "demonstrative adnouns". In their basic function the demonstrative and the descriptive adnouns are the same because they both qualify the nominals in sentences.

1.1.3. THE ADVERBIAL CATEGORIES.

1.1.3.1. THE TEMPORAL ADVERBIAL CATEGORY.

In the response to the testing frame:-

(c) Yesterday the child saw the eland.

it may be expected that the addition of the !Xū word for "yesterday" should change the form of the verb:-

Yesterday the child saw the eland > Gwa# 'a da'ama ho n!eng.

The addition of the word "yesterday" - gwa# 'a, as may be seen, has no effect on the verbal stem ho. By confronting the informants with a great number of similar testing frames it was attempted to establish the existence of tenses in !Xū. All these attempts proved fruitless because in !Xū the concept of time is expressed by means of adverbial extensions of the verbs:-

- Da'ama za'aha ho n!eng - Long ago the child saw the eland.
 Da'ama ka ho n!eng. - The child sees the eland now.
 Da'ama ||e'ike ho n!eng - The child sees the eland today.
 Da'ama n!o ho n!eng - The child sees the eland early.
 Da'ama n!oma ho n!eng - The child will see the eland tomorrow.

This new infixable series of words has no relationship to the subject or object of sentences because they are responsible for the semantical expansion of the predicate. In accordance with their function we propose to term this new commutable series of words the "temporal adverbs" of !Xū.

Another feature of the temporal adverbs is that they may change their linear order in a sentence. This change in the linear order of words in a sentence is ^{here termed} called transpositioning. Thus our sentences may also assume the following structures:-

- Zaaha da'ama ho n!eng - Long ago the child saw the eland.
 Ka da'ama ho n!eng - The child sees the eland now.
 ||E'ike da'ama ho n!eng - Today the child sees the eland.
 N!o da'ama ho n!eng - The child sees the eland early.
 N!'homa da'ama ho n!eng - The child will see the eland tomorrow.

Although this phenomenon will be discussed in more detail in Chapter 3 we already recognise this syntactical versatility by means of a disjunctive orthography.

1.1.3.2. THE DESCRIPTIVE ADVERBIAL CATEGORY.

Besides their temporal qualification of the verb the adverbial category is also responsible for the descriptive qualification of the verbal stem. As in the case of the temporal adverbs the descriptive adverbs appear in the pre-verbal position. The descriptives do not appear in the pre-subjectival position:-

- (d) Da'ama šete ho n!eng - The child also sees the eland.
 Da'ama niše ho n!eng - The child nearly saw the eland.
 Da'ama ||eu ho n!eng - The child sees the eland well.
 Da'ama šiniha ho n!eng - The child still sees the eland.
 Da'ama n!obe ho n!eng - The child sees the eland badly.

The infixed series, of which šete is a member, is commutable with a finite number of words which we propose to name the "descriptive adverbs" of !Xū.

In an attempt to establish the other positions in which the descriptive adverbs may occur it was discovered that:-

- (i) A few post-verbal descriptive morphemes appear in !Xü. Being ^{rhymically, or articulatively} inseparable from the verbal stems ^{(?) (?)} the adverbial morphemes are written conjunctively:-

Da'ama hotama n!eng - The child sees the eland unsuccessfully.

- (ii) The adnominal stems may also occupy the post-verbal position:-

Da'ama ho |'homa n!eng - The child sees the eland beautifully.

- (iii) A few adnominal stems may appear both pre- and post-verbally:-

Da'ama ho n!o'owa n!eng* > The child sees the eland rapidly.

Da'ama n!o'o n!eng ho > The child sees the eland rapidly.

Syntactically the pre- and post-verbal descriptive adverbs are responsible for the separation of the predicate from the subject and the object of testing frame:-

Da'ama ho n!eng > Da'ama šete ho |'homa n!eng.

The child sees the eland > Again the child sees the eland beautifully.

In view of the lack of morphology any other segmentation of the sentence would be less practical because the endless combinatorial possibilities would be lexicographically unacceptable.

1.1.3.3. THE NEGATIVE ADVERBIAL CATEGORY.

The response to the following infix testing frame produced yet another adverbial series. This series belongs to the same vertical syntactical plane as the temporal and descriptive adverbs: ^(?)

- (e) The child does not see the eland - Da'ama |wa ho n!eng.

The pre-verbal adverbs, responsible for the negative extension of the predicate, in the following sentences are the synonymous:-

|wa, |wi, |u, |eu, |a and |ao.

* Observe the various syntactical positions of the adverbs.

For what reason do you regard them as inseparable? State the reason in a footnote) - rhythm, articulation

Why? (Footnote) our examples do not prove it is plain evident for you due to his action

- Da'ama |wa ho n!eng - The child does not see the eland.
 Da'ama |wi ho n!eng - The child does not see the eland.
 Da'ama |u ho n!eng - The child does not see the eland.
 Da'ama |eu ho n!eng - The child does not see the eland.
 Da'ama |ao ho n!eng - The child does not see the eland.

Because of their function in the sentence we propose to term this synonymous series of words the "negative adverbs" of !Xū.

1.1.3.4. THE INTERROGATIVE ADVERBIAL CATEGORY.

The interrogative testing frame:-

Does the child see the eland?

produced a structure which is basically the same as our initial sentence. The only addition to the sentence is a synonymous series of words that occur:-

(i) in the pre-verbal position:-

- (f) Da'ama re ho n!eng - Does the child see the eland;
 Da'ama xae ho n!eng - Does the child see the eland;
 Da'ama kae ho n!eng - Does the child see the eland;
 Da'ama ba ho n!eng - Does the child see the eland;
 Da'ama wa ho n!eng - Does the child see the eland;

(ii) between the temporal adverb, in the pre-subjectival position, and the subject:-

- ||E'ike re da'ama ho n!eng - Does the child see the eland
 today.
 ||E'ike xae da'ama ho n!eng - Does the child see the eland
 today.
 ||E'ike kae da'ama ho n!eng - Does the child see the eland
 today.
 ||E'ike ba da'ama ho n!eng - Does the child see the eland
 today.
 ||E'ike wa da'ama ho n!eng - Does the child see the eland
 today.

Because of this transposability of the interrogative adverbs we cannot but decide on their disjunctive representation. This synonymous series of words is termed the "interrogative adverbial" category.

Our discussion of the four different adverbial series does not mention their positional hierarchy within the vertical adverbial plane. The various positions that the adverbial stems may occupy within the adverbial positions will be touched upon in (3.5.4.4.)

1.1.4. THE VARIOUS CATEGORIES OF CONJUNCTIONS.

It still remains to discuss those elements that are responsible for the junction of linguistic elements.

1.1.4.1. THE ADDITIVE CONJUNCTIONS.

In the testing frame:-

(g) The child and the man see the eland.

The reader will observe the addition of the conjunction "and" and the noun "man" to the structure of our initial testing frame:-

The child sees the eland:

Thus in the !Xŭ response to the following testing frame one could expect similar extensions:-

The child and the man see the eland > Da'ama sa !'hwǎ
ho n'eng.

In this sentence the function of the conjunction sa is to join two nouns into a compound subject:-

Da'ama sa !'hwǎ - The child and the man.

For this reason we term sa an "additive conjunction".

Synonymous to sa are the additive conjunctions; kota, keta, kosī, koti, kesī, oka and oko.

Da'ama kota !'hwǎ ho n'eng - The child and the man see the eland.

Da'ama keta !'hwǎ ho n'eng - The child and the man see the eland.

Da'ama kosī !'hwǎ ho n'eng - The child and the man see the eland.

Da'ama kesī !'hwǎ ho n'eng - The child and the man see the eland.

The additive conjunctions are only used in the formation of compound subjects and objects.

1.1.4.2. THE POSSESSIVE CONJUNCTION.

Although the response to the testing frame:-

(h) The man's child sees the eland - !'Hwǎ ||'a da'ama
ho n'eng

is apparently the same as our response to the testing frame (g) above, the two sentences are structurally different. In the case of the testing frame (g) we are dealing with a compound subject which is comparable to a plural noun.

In the case of testing frame (h) the singular noun da'ama is the subject while the noun !'Hwã is only a semantic and possessive extension of the actual subject. For this reason we describe ||'a as the "possessive conjunction" of !Xũ.

1.1.4.3. THE OBJECTIVAL CONJUNCTION.

In the following testing frame it will be observed that the function of the conjunction ko is to create a stronger syntactic link between the verbal stem and the direct object than between the verbal stem and the indirect object:-

- (i) The child gives the man a bow - Da'ama |'a !'hwã
ko n'ao.

In view of the syntactical function of ko we propose to term it the "objectival conjunction". The conjunction ko always appears between the direct and the indirect object of a sentence. In (4.1.3.) we will also illustrate how ko serves as a structural signal preventing semantic ambiguity.

1.1.4.4. THE NARRATIVE CONJUNCTION:

The conjunctions that we have discussed up to now were responsible for the creation of syntactical relationships between words. By means of certain testing frames we also discovered the existence of conjunctions that are only concerned with the syntactical relationship between sentences.

In narrative sequences and ordinary speech a high frequency word te was observed. The investigation of this phenomenon revealed that te only appeared between syntactically independent sentences. It was established that the function of te is to create a syntactical bond between such sentences. Because of the syntactical and semantic bond that exists between such sentences they are termed "compound sentences":-

- (j) Da'ama ho n!eng te tšhin||'ha te !'hũ ha

The child sees the eland and shoots it and kills it.

The linking element of the compound sentence structures is named the "narrative conjunction".

1.1.4.5. THE SUBORDINATING CONJUNCTIONS.

A number of conjunctions were found to cause the syntactic dependency of otherwise syntactically independent structures:-

- | | | | |
|-----|---------------------------|---|--------------------------------|
| (k) | Da'ma ho n!eng | > | Ka da'ama ho n!eng --- |
| | The child sees the eland. | | If the child sees the eland -- |

The latter structure is semantically incomplete and necessitates a semantical extension. The nature of the extension depends on the conjunction that caused the subordination of the former sentence. The conjunction ka was found to be commutable with the conjunctions:-

- Khama - because
- ka - if, when
- ||'aa - in order to
- šiniha - while, before
- #'oma - when

As a structure, introduced by one of these conjunctions, is always dependent on some extension, we name these conjunctions the "subordinating conjunctions"

Our discussion of the word categories of !Xū does not include all information concerning the orthographical representation of !Xū. A discussion of this kind would necessitate detailed descriptions which would have to be repeated in the following chapters. It was therefore decided to include the remaining orthographical detail in the course of the grammatical descriptions.

1.2. THE ORTHOGRAPHICAL SYMBOLS OF !Xū.

When conducting linguistic reserach with a literate informant, the investigator may request him to supply examples of words containing specific vowels or consonants. To expect this of an illiterate !Xū is not possible. In order to establish the sounds of !Xū it was necessary

* Although the official orthography for !Xū is still in preparation we do not anticipate a great dissimilarity between our orthographical proposals and those of the language Board of South West Africa.

to compile a great number of special testing frames which were put to the informant. His translations of these sentences were recorded in phonetic script (1.1.1.) A phonemic inventory was compiled by reducing these sentences to words and the words to sounds. In the performance of this task we were struck by the phonetic complexity of the language. Having reached the stage at which the sound sequences of all new words conformed to those in the phonemic inventory, it was proceeded to establish which sounds should be regarded as members of the same phoneme. The next step was to cast this data into a practical orthography.

The !Xū language, as will be observed, lacks the morphological features common to other languages. Therefore in order to distinguish one word from another they employ a great number of suprasegmental phonemes as well as a great number of phonetically complex segmental phonemes. The fact that the !Xū orthography necessitates the application of three vowel diacritics serves as a clear indication of the enormous challenge offered to future students of this language.

As a detailed discussion of the phonemics of !Xū does not fall within the scope of this introductory grammar, we will content ourselves with a brief discussion of the orthographical symbols and their phonetic approximations.

1.2.1. VOWELS OF !Xū.

Like other investigators the vowel system of !Xū was found to be phonetically complex* As nasalization of the vowels is phonemically distinctive we will distinguish:-

- (a) clear vowels,
- (b) nasalized vowels.

* Maingard, L.F., Three Bushman Languages: African Studies, Vol. 16, No. 1, (1957).

Doke, C.M., An outline of the phonetics of the language of the Chū Bushmen of the North-West Kalahari: Bantu Studies, Vol. II, No.3, (1925).

1.2.1.1. THE CLEAR VOWELS.

According to their articulatory duration we distinguish clear vowel phonemes that are:-

- (a) short,
- (b) long,
- (3) juxtaposed,

1.2.1.1.1. THE SHORT VOWELS.

These phonemes were found to be :- /i/, /e/, /a/, /a/, /o/, /o/ and /u/. The diacritic below /a/ signifies a phenomenon uncommon to the non-Bushman languages of Southern Africa. In common with other authors we propose to term these vowels the "pressed vowels". The pressed vowels are characterized by their pharyngeal friction. The result of the friction is the croaking quality of the vowels /a/ and /o/. In both the orthography and the phonetic script these vowels are signified by means of the circumflex.* In !Xū we only observed the pressed vowels /a/ and /o/.

The pronunciation of the vowel phonemes /e/ and /o/ may respectively be [e ~ ə] and [o ~ ɔ] ** When the phoneme /e/ occurs in open non-terminal syllables, followed by syllables with initial phonemes /m/, /n/, /ŋ/, /r/ and /b/, the pronunciation is [ə]. When occurring in roots terminating in /m/ the phonemes /e/ and /o/ are respectively pronounced as [ə] and [ɔ].***In all other cases the phonemes /e/ and /o/ are respectively pronounced as [e] and [o].

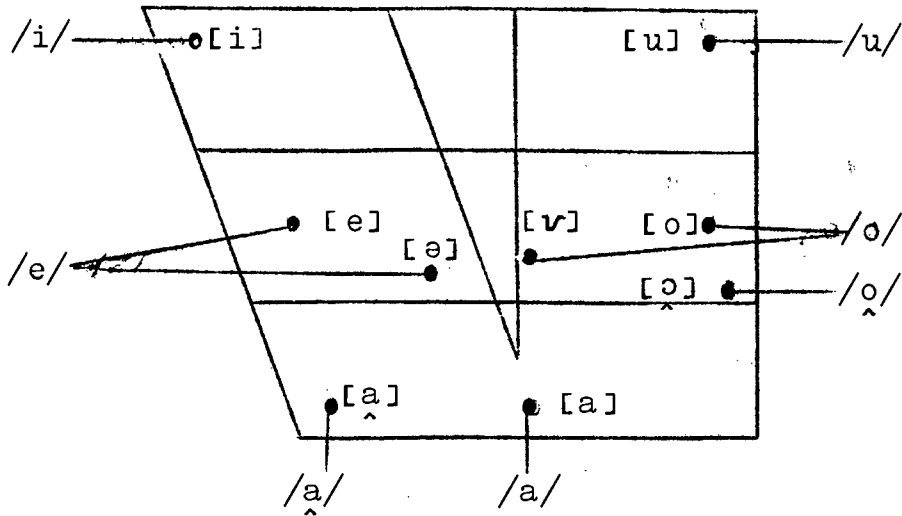
For the benefit of the reader the relative phonetical ranges of the different vowel phonemes will now be illustrated. The following schematic representation of the vowel qualities is made

* This diacritic was suggested by the Language Board of the South West African Department of Education. Miss D. Bleek used the diacritic [â] while Prof. E.O.J. Westphal uses the diacritic [ã].

** The symbol /~/ or [~] should be read as "varying with".

*** There is a range of frontal centralisations, ranging from [ɪ ~ ə ~ œ ~ ɐ] and back centralisations, ranging from [ɨ ~ ʌ ~ ɐ]. The relationships of these centralisations are by no means fixed. My orthography, in this respect, is therefore a temporary compromise awaiting more specific phonemicization.

in relation to the eight different cardinal vowels of the "International Phonetical Association.



The application of these vowel phonemes is as follows:

The Phoneme /i/.

The vowel phoneme /i/ is pronounced as a short close front clear vowel with well spread lips.

- | | | | | | |
|--------|---|-----------|---------|---|-------------|
| dibi | - | salt | twandi | - | finally |
| teni | - | to bring | n!eni | - | three |
| si | - | they | #ei#ebi | - | turtle dove |
| gli | - | to go out | 'eni | - | to lock |
| n uri | - | to plod | tsi | - | to come |

The Phoneme /e/

In open terminal and non-terminal syllables, initiated by other phonemes than /m/, /n/, /ŋ/, /r/ and /b/, the phoneme /e/ is pronounced as [e].

- | | | | | | |
|------|---|-------------|-------|---|----------------|
| besa | - | dung bettle | se | - | to look at |
| dobe | - | plain | ke | - | this |
| ore | - | bush baby | ge | - | to stay behind |
| sare | - | saddle | #e#e | - | to listen |
| še | - | to return | !'ore | - | to dissemble |

When occurring in roots (terminating in /m/) and in open non-terminal syllables (followed by syllables with the initial phonemes /m/, /n/, /ŋ/, /r/, and /b/) this phoneme is pronounced with

well spread lips as the central clear vowel [ə]^{*}

#em	-	to twist around	#'em	-	rope fibre
eri	-	jackal	'em	-	go gossip
!'em	-	to assemble	g hemm	-	hedgehog
g#em	-	to carry on head	n 'hem	-	to glow
!ebi	-	to ride a horse	teni	-	to bring.

The Phoneme /a/

The vowel phoneme /a/ is pronounced as a short open front clear vowel accompanied by pharyngeal friction [a]. During the articulation of this vowel phoneme the lips are in a neutral position.

zo-gana	-	honey	tam	-	to spill
da	-	mongoose	hare	-	to fetch (water)
n aro	-	dung beetle	tana	-	to be spiteful
za	-	blood	n ara	-	to read
n ani	-	brain	tša	-	to pour

The Phoneme /a/.

The vowel phoneme /a/ is pronounced as a short open clear vowel with the lips in a neutral position [a].

za	-	to swear	!hara	-	to plow
g a	-	to stand	n a	-	to leave
!xwana	-	to reside	n!a	-	lost
abasi	-	to speak	are	-	to leave
xara	-	to plant	g#a	-	to grow old

The Phoneme /o/

The vowel phoneme /o/ is pronounced as a short half open back clear vowel accompanied by pharyngeal friction [ɔ]. During the articulation of this vowel phoneme the lips are rounded.

* In speech this fleeting vowel phoneme is difficult to discern. A comparison of the following examples with those of the vowel phoneme /o/, when occurring in syllables locked by the consonant phoneme /m/, will prove the realisation of the phonemically distinct sounds [ə] and [ɔ].

n#ori - to stir (tea)	#'ho - womb
g!om - to croak (frog)	g#om - assegai
n om - springhare	#omakorikori - bulbul
g#om'm - to strangle	#om - to be stuck (in mud)
tšobi - green grass	goro - to rot (kernel of tree)

The Phoneme /o/

When occurring in open terminal and open non-terminal syllables the phoneme o is pronounced as [o].

!o - brother	ko - to say
euto - car	toto - to straighten
glo - to cook (meat in a skin)	ho - to see
o - bull	!o!orokhwe - to splice
xo - temple	!'o - to lock

When occurring in roots terminating in /m:/ and /m/ this vowel phoneme is pronounced with well rounded lips as the short central vowel [ɔ]*.

#om - to believe	#'om - baobab
om - incision	!'om - to eat a nut.
!'óm - to eat fruit	g homm - club
g#om - to be silent	n 'hom - to smear.
g!om - enclosure of poles.	#hom - to break a string.

The Phoneme /u/

The vowel phoneme /u/ is pronounced as a short close back clear vowel with rounded lips [u].

gu - to take	!'u - to put in
u - to kick	kuru - to make
khu - to jump	u - to go
lhuru - holed	!u!u - assegai
#xuru - to mount (horse)	ku - milk

* Compare the following examples with those of the vowel phoneme /e/ when pronounced as [e].

1.2.1.1.2. THE LONG VOWELS.

Our research produced the following long vowel phonemes: /e:/, /a:/, /a/, /o:/, /o:/ and /u:/. No examples of the long vowel phoneme /e:/ were observed.

The Phoneme /i:/

The vowel phoneme /i:/ is pronounced as a long close front clear vowel with well spread lips [i:]

Khomathiiha	- ostrich	dz'hii	- to insert (peg in skin.
tshii	- turtle	tsii	- sieve
dii	- lightning		

The Phoneme /a:/

The vowel phoneme /a:/ is pronounced as a long open clear vowel accompanied by pharyngeal friction [a:]. During the articulation of this vowel phoneme the lips are in a neutral position. In the orthography the circumflex (indicating the pressed quality) is placed below the first vowel.

n!aa	- to scratch	+aabe	- shiny
g! <u>a</u> aa	- to belch	! <u>a</u> aa	- iron
<u>maa</u>	- to blow (wind)	n+ <u>a</u> aa	- louse
<u>kaaha</u>	- long ago	<u>maa</u>	- duiker

The Phoneme /a:/

The vowel phoneme /a:/ is pronounced as a long open clear vowel with the lips in a neutral position [a:]

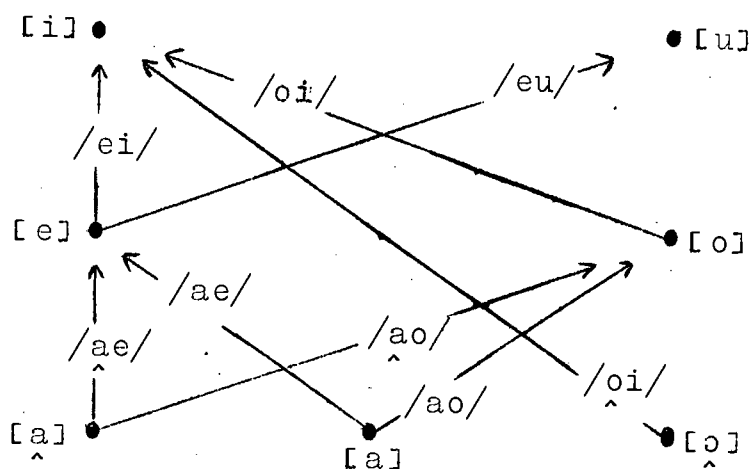
x'aa	- to be sated	'aakhwe	- to fight
zaa	- to try	!'aa	- to be hungry
+'aa	- to reek	!haa	- to run
		džxaa	- to swim

The Phoneme /o:/

The vowel phoneme /o:/ is pronounced as a long half open back clear vowel accompanied by pharyngeal friction [o:]. During the articulation of this vowel phoneme the lips are rounded.

g! <u>oo</u>	- bull	n <u>oo</u>	- river-bed (dry)
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This may be illustrated by the following schematic representation.*



These clear composite vowel phonemes are applied as follows:-

The Phoneme /ei/[ɛi]

hei	- to smoke	!xei	- cloth
g!ei	- to sew	#hei	- malaria
xei	- to harrow	!ei	- pounding block
!ei	- to die	'ei 'ei	- blacksmith plover
sei	- canvas	#xei	- to awake

The Phoneme /eu/[əu]

'eu	- to thatch	teu	- to be jealous
n#eu	- to travel to	kheu	- to kindle a fire
#xeu	- smear	x'eu	- bad
'eu	- fish	tseu	- to get up
!eu	- to move, trek	teu	- lion

The Phoneme /ae/[æ]

!ae	- to hunt	kae	- marula
gae	- to call	kx'erug wae	- Yellow weaver.
daedaē	- gums	ae	- to tear
g ae	- to play	n ae	- men
taē	- mother (not own)	giwae	- to strain

* A personal communication from Prof E.O.J. Westphal.

The application of these clear composite vowel phonemes is as follows:

The Phoneme /ya/ [ia]

byatataa - Rhus species.

The Phoneme /wa/ [oa]

kwa	- to fear	zwazwa	- fly
tswa	- to uproot	n#wara	- pied crow
lwara	- hawk species	n wan wani	- pangolin
gwa	- long ago	dwara	- leaf
wase	- radio		

The Phoneme /we/ [oe]

kx'we	- to mind the way	l'uri- hwe	- bicycle
#hwe	- to moult	xwe	- fire
!xwe	- to chase	khwe	- possession
g!we	- shoe	šwe	- to remove
khweša	- probably	lhwe	- horse

The Phoneme /wa/ [oa]

ulxwa	- to accompany	xwa	- to breathe fastly
!wa	- to tell	n wã	- cook
x'wa	- to work	g wa	- eland calf
n#wá	- to converse	n wa	- cat
#wa	- giraffe	#'wa	- to pluck (fruit)

The Phoneme /wi/ [ui]

khwi	- hurt	n!wi	- moon
gwi	- salt	g!wi	- thumb
n 'hwi	- to adopt (children)	n wi	- certain, some
kwi	- to play	!'wi	- to struggle
glwi	- spotted hyena	g!wi	- pride of lions

1.2.1.1.3.2. THE INTERRUPTED JUXTAPOSED VOWELS.

These juxtaposed pairs of clear vowel phonemes may either consist of homogenous or heterogenous phones.

In addition they are characterised by the fact that:-

- (i) Their terminal vowel usually assumes a higher tone than the initial vowel.
- (ii) The two vowels are separated by a momentary disruption of voice. This necessitates that the articulation of the second vowel should commence with a glottal plosive [ʔ].* This disruption is indicated by an apostrophe between the two juxtaposed vowels.** The purpose of the apostrophe is to distinguish the juxtaposed vowels:-
- (a) -a'a from the long vowels - aa
 (b) -a'e from the diphthong - ae etc.

The following examples will illustrate the application of the clear interrupted juxtaposed vowels:-

The Juxtaposed Vowels /a'a/ [aʔa]

n a'atu	- to stab	n a'ara	- to salt food
#a'are	- to peel (a nut)	n!a'a	- big
t#a'a	- to hear	z#a'aha	- long ago
g!a'ama	- to enter	da'ama	- child
da'aba	- to start	da'a	- fire

The Juxtaposed Vowels /a'a/ [aʔa]

a'a	- to pin down (with forked stick)	ma'a	- to carry child on back.
n!a'a	- a burnt patch of veld.	n#a'a	- small intestine
n!a'arosa	- chameleon	g#a'a	- milt

The Juxtaposed Vowels /a'e/ [aʔe]

a'e	- to skin	!a'e	- <i>Mundulia sericea</i>
a'e	- monkey		

The Juxtaposed Vowels /a'i/ [aʔi]

n!a'i	- crowned-plover	n!a'i	- to be scratched (branch)
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* In rapid speech the glottal closure is very brief and the plosion soft.

** The apostrophe should not occupy a space of its own. This was not possible with our typewriter.

The Juxtaposed Vowels /a'o/ [aʔo]

!a'o - cheetah

The Juxtaposed Vowels /a'u/ [aʔu]

pa'u - to fold

n#a'u - to beat (with a
sjambok).

#a'u - to dent

The Juxtaposed Vowels /e'e/ [eʔe ʔeʔ]*

The pronunciation of /e'e/ is:

(i) [eʔe] when occurring in non-terminal syllables followed
by syllables initiated by /n/, /r/ and /b/.

(ii) [eʔe] when occurring in open terminal syllables.

ge'e - to sing

n!e'e - alone

de'eni - fire stick

n!e'eri - Ortanthera jasmini-
flora.

de'ebi - children

g!e'ero - mongolian spot.

gla'asi-g||e'eni - locust
species.

The Juxtaposed Vowels /e'i/ [eʔi]

g!e'i - to go out

n!e'i - Ortanthera species.

The Juxtaposed Vowels /e'u/ [eʔu]

#e'u - cold

g!e'u - Cyperus species

!e'u - white

The Juxtaposed Vowels /i'i/ [iʔi].

tš'i'i-tsi'i - to hiccup

tš'i'i|tš'i'i - fontanelle

tš'i'itš'i'i - birdlime

The Juxtaposed Vowels /o'a/ [oʔa]

||o'a - tortoise

g!o'a - chest

g!o'a - afternoon

!o'a - to break

||oredo'a-do'a - bush baby

* This characteristic of the phoneme /e/ has been
discussed in 1.2.1.1.1.

The Juxtaposed Vowels /o'e/ [o'e]

g!o'e - oryx

The Juxtaposed Vowels /o'o/ [o'o]

g!o'o - to cough

!o'oba - neat tidy

n!o'o - fast

g!o'o - beads (ostrich shell)

The Juxtaposed Vowels /o'o/ [o'o]

ko'o - cotton wool

ko'obu - blister

bo'o - gallon and
gallon oil
containers.

tšo'o - lung

n||o'obe - bottle

The Juxtaposed Vowels /u'i/ [u'i]

|u'i - Guibourtica sp.

The Juxtaposed Vowels /u'u/[u'u]

ku'u - to burn

n||u'uru - shoulder

n!u'ubu - to grow

!u'u - ostrich

g||u'u - to bark

n!u'u - to throw away

n!u'u - to pull wrin-
kles on the
forehead.

g#u'u - millet

1.2.1.2. THE NASALIZED VOWELS. *

According to their articulatory duration we distinguish nasalized vowel phonemes that are:-

- (a) short,
- (b) long,
- (c) juxtaposed.

1.2.1.2.1 THE SHORT VOWELS:

The nasalized short vowels are:- /ɪ/, /ã/, /ã/, /õ/, /õ/
and /ũ/.

Except for the addition of nasalization the phonetic qualities of these vowel phonemes were similar to those of the clear vowels (1.2.1.1.1.). It should however be mentioned that in some cases the point of articulation was observed to be somewhat closer than in the case of the clear vowels. This might cause problems in discerning between [õ] and [ũ]

* The nasalization is indicated by means of the tilde ~.

In the course of our research no examples of the phoneme /ẽ/ were observed. It could be argued that this phoneme might have been mistaken for /ĩ/ but this seems most improbable.

The following examples will illustrate the orthographical representation of the nasalized vowels.

The Phoneme /ĩ/

The vowel phoneme /ĩ/ is pronounced as a short close front nasalized vowel with well spread lips.

tšhĩ	-	fat	tš'ĩ	-	to cry
dĩ	-	under	tsusĩ	-	uncles
gesĩ	-	few	!wisĩ	-	sisters
ts'ĩ	-	louse	!osĩ	-	brothers
tšhĩ	-	liver	n wisĩ	-	friends

The Phoneme /ã/

The vowel phoneme /ã/ is pronounced as a short open nasalized vowel accompanied by pharyngeal friction [ã̃]. During the articulation of this vowel phoneme the lips are in a neutral position.

zã	-	Boscia albetrunca	tšã	-	gravy.
----	---	-------------------	-----	---	--------

The Phoneme /ä/

The vowel phoneme /ä/ is pronounced as a short open nasalized vowel with the lips in a neutral position [ä̃].

ä	-	to request	sä	-	to rest
xä	-	to rustle (leaves)	xä xä	-	to teach
tsä	-	two	!'hä	-	to know

The Phoneme /õ/

The vowel phoneme /õ/ is pronounced as a short half open back nasalized vowel accompanied by pharyngeal friction [õ̃]. The lips are rounded during the articulation of this vowel phoneme.

n õ	-	to eat (bulbs, roots)	n#õ	-	thin piece of thong.
-----	---	-----------------------	-----	---	----------------------

The Phoneme /ö/

This vowel phoneme only occurs in open syllables and

is pronounced with rounded lips as the short intermediate nasalized vowel [õ]

n#õ	- to travel at night	zõ	- tip of lip
!'õ õ	- loose, unfirm	!'õ	- to dream
'hõ	- to peep	!'õ	- to jump aside
#hõ	- bald	'õ	- tepid

The Phoneme /ũ/

The vowel phoneme /ũ/ is pronounced as a short close back nasalized vowel with rounded lips [ũ].

!hũ	- to extinguish	g!ũ	- Acacia refisciens
g ũ	- to groan	!Xũ	- the !Xũ language
l'ũ	- bow	ts'ũ	- nose

1.2.1.2.2. THE LONG VOWELS

The occurrence of vowel phonemes that are both nasalized and long in articulatory duration is not a common phenomenon in !Xũ. We have only recorded examples of the phonemes /ã:/, /ã:/, /õ:/, /õ:/ and /ũ:/

The Phoneme /ã:/

This vowel phoneme is pronounced as the long open nasalized vowel accompanied by pharyngeal friction [ã:]. During the articulation of this vowel the lips are in a neutral position.

kaã	- to gossip *	waãhe	- all
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The Phoneme /ã:/

This vowel phoneme is pronounced as the long open nasalized vowel [ã:]. During the articulation of this vowel the lips are in a neutral position.

#okahaã	- lilac breasted roller	khaã	- to hide something
g+'haã	- long ago	n 'haã	- aardvark
ghaã	- wild goose	laã	- poor
g!aã	- red	kakhaã	- to feint
ts'aã	- to abscond	tšxaã	- to be lonely

* The nasalization is indicated by the tilde on the last vowel.

The Phoneme /ɔ̃:/

This nasalized vowel phoneme is pronounced with rounded lips as the long intermediate back vowel accompanied by pharyngeal friction [ɔ̃].

*oõ - to sit (with outstretched legs)

The Phoneme /ũ:/

This nasalized vowel phoneme is pronounced with well rounded lips as the long close back vowel [ũ:]

dž'huũ	- to bump	dž'huũ	- to blow (fire)
khuũše	- porcupine burrow.	tšhuũgunu	- hoof
tšhuũ	- to be angry.	dž'huũ	- Walleria sp.
n!huũ	- to touch.	n huũ	- to be dumb.
#huũ	- to buy.	ghuũ	- to jerk.

1.2.1.2.3. THE JUXTAPOSED VOWELS.

The juxtaposed vowels constitute the composite vowel phonemes of !Xũ. These vowel phonemes may either be:-

(a) monosyllabic.

(b) interrupted.

1.2.1.2.3.1. THE MONOSYLLABIC JUXTAPOSED VOWELS.

The nasalized diphthongs or monosyllabic juxtaposed vowels may be divided into:-

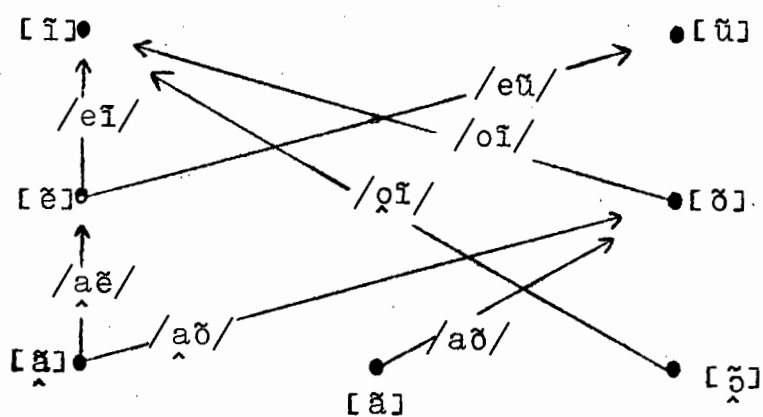
(a) rising diphthongs,

(b) falling diphthongs.

(a) The Rising Diphthongs.

The following diphthongs are described as 'rising' because, in their articulation, the tongue glides from a relatively open position to a closer position. This

may be illustrated by means of the following schematic representation:-



These composite vowel phonemes are applied as follows:-

The Phoneme /eī/ [ēi]

!x'eī	- to gossip	makheī	- tobacco
!'eī	- to hit (with a spear.)	!eī	- neck
*xeī	- to start	!eī	- drone (car)
!eī	- blue wildebeest	g!heī	- tree
!heī	- pocket	g!eī	- to pin down (with stick)

The Phoneme /eū/ [ēu]

eū	- to whistle	seū	- maize meal
*eū	- to pass	eū	- slow
!heū	- to be drunk	!eū	- ill
!eū	- blue	eū xoro	- brown hyena
teū	- to be angry	xeū xeū	- to scrape out (pot)

The Phoneme /aē/ [āē]

z [^] aē	- gadfly	taē	- sweet
n [^] aē	- to speak (foreign language)	maē	- Dichapetalum sp.

The Phoneme /aō/ [āō]

n aō	- to sow	n aō	- marsh owl
g aō	- onion	!aō	- lecherous
z [^] aōwā	- assegai	[^] aōwā	- bee

The Phoneme /oĩ/ [oĩ]

n!oĩ	- cripple	n oĩ	- to blow out nose
zoĩ	- to be satisfied.	! 'ho-#oĩ+oĩ	- blue duiker

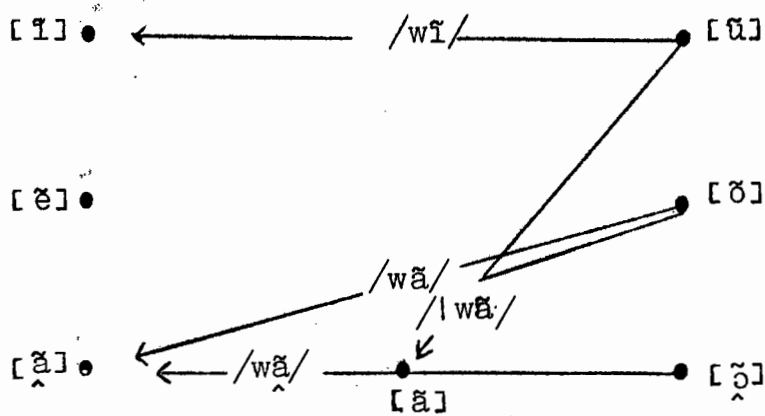
The Phoneme /oĩ/ [oĩ]

! 'oĩ	- herd	xoĩ	- liquor
xoĩ	- grind	'oi 'oi	- belittle

(b) The Falling and Horizontal Diphthongs.

These diphthongs are called 'falling' and horizontal' because, in their articulation the tongue glides:-

- (i) from a relatively close position to an open position,
- (ii) on a horizontal plane.



The application of these vowel phonemes is as follows:

The Phoneme /wä/ [oä]

kwätšhi	- grey loerie
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The Phoneme /wä/ [oä ~ uä]

x'wä	- cold	!wä!wa	- arrow shaft
! 'wä	- to uncover	! 'hwä	- man
swä	- easy	n!wä	- bamboo
swäna	- overripe	tswä	- spotted genet
! 'wä	- poison	! 'hwä	- pig

The Phoneme /wĩ/ [uĩ]

n 'hwĩ	- to breathe	khwiyakhwe	- equal
n+'hwĩ	- to deny	n wĩn wĩ	- mopani bee
g+'hwĩ	- dog		

1.2.1.2.3.2. THE INTERRUPTED JUXTAPOSED VOWELS.

These juxtaposed pairs of nasalized vowel phonemes may either consist of homogenous or heterogenous phones. In addition they are characterised by the fact that:-

- (i) Their terminal vowel usually assumes a higher tone than the initial vowel,
- (ii) The two vowels are separated by a momentary disruption of voice.*

The application of the juxtaposed vowels is illustrated by the following examples:-

The Juxtaposed Vowels /a'ã/ [ã'ã]*

g|a'ã - bitter **

The Juxtaposed Vowels /e'ĩ/ [e'ĩ]

g e'ĩ	- to stretch (eyes)	gle'ĩ	- to carry (over one shoulder)
ke'ĩ	- to melt	g#e'ĩ	- deep, tall
g!e'ĩ	- full		

The Juxtaposed Vowels /a'ũ/ [ã'ũ]

g||e'ũ - to stretch (eyes)

The Juxtaposed Vowels /o'ã/ [õ'ã]

ko'ã	- knife	n!o'ã	- to hurl, throw
keito'ã	- Coccinia sesili- folia.	n!o'ã	- duiker lamb

*For more detail see (1.2.1.1.3.2.)

** The nasalization of juxtaposed vowels is only indicated on the last vowel.

The Juxtaposed Vowels /o'õ/ [õ?õ]

zo'õ	-	hartebeest	g!o'õ	-	to look at.
do'õ	-	to bleed (through nose)	zo'õ	-	wart
n!o'õ	-	to experience difficulty in swallowing.	!o'õ	-	to tighten a knot.
n#o'õ-kx'ao	-	medicine man.			

The Juxtaposed Vowels /o'õ/ [ʒʒʒ]

!o'õ - artery

1.2.2. THE CONSONANTS OF !Xũ.

Many of the words quoted in the previous sections may contain consonant symbols that are foreign to the reader. We now proceed to the consonant system of the language.

!Xũ is a click language. We should therefore distinguish between:-

- (a) egressive consonants (common to most languages)
- (b) ingressive consonants (common to some African languages.)

1.2.2.1. THE EGRESSIVE CONSONANTS.

For the convenience of the reader we introduce our discussion of the egressive consonants with tables classifying them according to their approximate:

- (a) points of articulation,
- (b) manner of articulation.

The egressive consonant phonemes are articulated at the following approximate positions:-

- (i) bilabial
- (ii) alveolar,
- (iii) post-alveolar
- (iv) post-palatal

According to their manner of articulation we distinguish:-

- (i) plosives,
- (ii) fricatives,
- (iii) nasals,
- (iv) a flapped sound,
- (v) glides

These general terms of description fix the oral regions that are significant in the articulation of the consonant

phonemes. It is taken for granted that the I.P.A. symbols, as applied in the following sections, will be sufficient definition of the !Xū consonant sounds.

In the following table of egressive consonant phonemes the reader will observe that the plosive phonemes are horizontally characterised by:-

- (i) a clear feature [t],
- (ii) a velar feature [tx],
- (iii) a laryngeal feature [th].

Vertically the reader should observe:-

- (i) a voiceless feature [tx],
- (ii) a voiced feature [dy]
- (iii) a glottalised ejected feature [tx']

The following table only contains the phonemes that were actually observed.* The unobserved and non-existent phonemes are indicated by.*.

	Bilabial			Alveolar			'Post-Alveolar			'Post-Palatal		
Plosives and Affricatives.	p	*	ph	t	tx	th				k	*	kh
	*	*	*	*	tx'	*				*	kx'	*
	b	*	*	d	dy	*				g	*	gh
	*	*	b'h	*	*	d'h				*	*	g'h
				ts	tsx	tsh	tsx	tsx	tsh			
				ts'	*	*	ts' ^r	*	*			
				*	dzy	*	*	d'zy	*			
				dz'	*	dz'h	d3'	*	d3'h			
Fricatives.	*	*	*	s	*	*	ʃ	*	*	*	x	*
	β	*	*	z	*	*	ʒ	*	*	*	*	ħ

* A personal communication from Prof. E. Westphal.

	Bilabial	Alveolar	Post-Alveolar	Post-Palatal
Nasals	m * m̂ ?m m: m.m m̂.m̂	n * *	* * *	ŋ * *
Flapped Sound.	*	ɾ	*	*
Glides	w	*	y	*

The orthographical application of the various egressive consonant phonemes is illustrated by the following examples.

1.2.2.1.1. THE PLOSIVE AND AFFRICATIVE EGRESSIVE CONSONANTS.

These consonant phonemes have been grouped as:-

bilabial post-alveolar,
alveolar, post-palatal.

(a) The Bilabial Plosive Phonemes.

The Phoneme /p/ [p]

This phoneme is more common in Bushmanized forms of loan words and is characterized by the clear and voiceless features:

peri	-	goat	spera	-	safety pin
pabu	-	pumpkin	sipa	-	sieve
petro	-	petrol	pa	-	maize meal
patoni	-	cartridge (rifle)	pa'u	-	to fold

The Phoneme /b/ [b ~β]

This phoneme has a variant [β] which may be described as a bilabial fricative. The variant [b] is more common than [β] and is characterized by the clear and voiced features.

Goba	- Ovambo	abe	- to be hungry
n o'obe	- bottle	!obe	- to betray
n [^] ebu	- to sweep	khaba	- to descend
!ebi	- to roll	beberi	- to jump up
n obesa	- chameleon	nabo	- to gather (veldkos)

The Phoneme /ph/ [ph ~ p^h]*

This phoneme is characterized by the larygeal feature:

phu	- to burn away all vegetation.	phemm-phemm	- fish eagle
phemburu	- Cucumis humufrac-tus.		

The Phoneme /b'h/ [ɓ'p'h~ɓ'p'h]**

This phoneme is characterized by the laryngeal feature.

b'he	- to spit out some-thing.	b'ho	- a hole
b'heb'he	- tall grass (Digitaria species)	b'hemb'hem	- to flee (in wood)

* When initiating syllables with low tones the laryngeal features of consonants may become vocalised. Thus [ph] > [p^h].

** Although the orthographical symbol b'h implies the co-occurrence of voice and ejection this is not the case. What actually occurs is that the vocal cords are activated by pulmonary air and they produce a voiced unemitted sound which we represent as [ɓ]. (Both the nasal and oral passages are closed). The unemitted sound [ɓ] is swiftly followed by the articulation of the ejected sound [p']. In close sequence [ɓ] and [p'] is perceived as a vocalised sound [ɓ'p]. The h in the case of /b'h/ indicates that the ejected sound is also aspirated, the b is derived from [ɓ]. This phonetical description may, also be applied to the phonemes /d'h/, /dz'/, /dz'h/, d₃'h/ and /g'h/.

(b) The Alveolar Plosive and Affricative Consonants.

As a great number of phonemes are articulated at this point it is possible to establish a pattern according to which the distinctive features of !Xū behave. Vertically the phonemic distinctions are constituted by:-

- (i) a clear feature [t],
- (ii) a velar feature [tx],
- (iii) an aspirated feature [th].

Horizontally the phonemic distinctions are constituted by:

- (i) a voiceless feature [tx],
- (ii) a voiced feature [dy],
- (iii) a glottalized ejected feature [tx']

The Phoneme /t/[t]

This phoneme is characterized by the clear and voiceless features.

to	- ash	temtaturisa	- black crane
t ^h em	- to know not	ta	- apart, aside
tam	- to divine	teni	- to bring
t ^h emtakuri	- tadpole	l'a ^h tata ^h	- spots on infants tongue.
teri	- sound made by running feet.	thuuta	- a rise, dune

The Phoneme /d/[d]

This phoneme is characterized by the clear and voiced features.

du	- to make	daba	- eland
disa	- to practice sorcery	dom-'ha	- aardvark
khwedore	- bad	g!wā-dī-n!eng	- fruit bat
di	- mad, insane	da'abaša-n!eng	- armpit
dom-n!ei	- adam's apple	dwara	- leaf

The Phoneme /ts/[ts]

This phoneme is characterized by the clear and voiceless features.

tseri	- chair	tsoma	- nephew
tsitsa'a	- to ask	tsu	- uncle
tsu	- to vomit	tsani	- parrot
tsa'a	- to comprehend	tsó	- bowstring.
tsã	- two	tseu	- to rise

The Phoneme /ts'/ [ts']

This phoneme is characterized by the clear, voiceless and ejected features.

ts'ae	- to milk	gwets'a	- skin bag
ts'aã	- to abscond	ts'ema	- small
ts'euwa	- assegai	ts'oma	- centripede
ts'i	- lid	n 'honikuts'ats'a	- rock lizard species
ts'ana	- unripe	ts'wats'wa	- to pull up nose.

The Phoneme /dz'/ [d̥t̥z']*

This phoneme is characterized by the clear and ejected features.

dz'o	- hartebeest	dz'uusi	- ostrich eggs.
dz'uu	- ostrich		

The Phoneme /tx/ [tx]

This phoneme is characterized by the velar and voiceless features.

txa	- to hit	txõ+ma	- sister-in-law
txõ	- grandmother	txõ-g!a-	brother-in-law
txoro	- korhaan (red crested)		

The Phoneme /tx?/ [tx']

This phoneme is characterized by the velar, voiceless and ejected features.

tx'eri	- to feel weak	tx'ore	- elastic
tx'uri	- to peep	tx'wana	- to insert (under belt)
tx'are	- to eat (meat from bone)		

* See footnote of the phoneme /b'h/.

The Phoneme /dʎ/ [dʎ]

This phoneme is characterized by the velar and voiced features.

dxu	-	vulture, aeroplane	dxei	-	bullfrog
dxo	-	to make a sosatie	dxoro	-	to shell (beans)
dxubu	-	to be without feathers (birds) after hatching.			

The Phoneme /tsx/ [tsx]

This phoneme is characterized by the velar and voiceless features.

tsxana	-	diarrhoea	tsxwatsxwa	-	to vomit
tsxeĩ	-	leguan	tsxeri	-	to bask (fire)
tsxeitsxeibi	-	to grab fastly.	tsxom	-	to milk into the mouth.

The Phoneme /dzʎ/ [dzʎ]

This phoneme is characterized by the velar and voiced features.

dzxae	-	to run
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The Phoneme /th/ [th ~ tʰ] *

This phoneme is characterized by the laryngeal feature.

thwi	-	boil	thara	-	to tremble during (hypnotic dance)
tha	-	sting	there	-	spoon
theu	-	tobacco ash	thuu	-	Grewia species
thuu	-	termite species.	thoo	-	tin
theu	-	slack (bow-string).	thoo	-	motor car

* See footnote of the phoneme /ph/.

The Phoneme /d'h/ [d̥t̥'h]

This phoneme is characterized by the laryngeal ejected feature.

d'heu-g!u'iya	- mushroom	d'heri	- tongue
d'had'hama	- moth	d'hwi	- creeper species.
d'hana	- calf		

The Phoneme /tsh/ [tsh ~tsh̥]**

This phoneme is characterized by the laryngeal and voiceless features.

tshi	- to laugh	tshū-g!heīya	- chair
tshū	- to fart	tshii	- turtle
tshama	- accident	tshi	- to abstain (liquor)
tshe	- week	tshaã	- to taste

The Phoneme /dz'h/ [d̥t̥z'h]

This phoneme is characterized by the laryngeal ejected feature.

dz'heu	- woman	dz'hiī	- Tylosema esculenta
dz'hii	- to put a peg into a stretched skin.	! 'udz'huu	- mother in law
dz'hū	- to call		

(c) The Post-Alveolar Plosive and Affricative Phonemes.

The Phoneme /tʃ/ [tʃ]

This phoneme is characterized by the clear and voiceless features.

tʃo	- to sweat	tʃo	- medicine
tʃo'a	- blunt	tʃwã	- deceive
tʃi-!'a	- blanket	tʃabu	- bag (made from duiker skin.)
tʃu	- hornbill (yellow billed)	tʃaotʃao	- grouse species
tʃwa	- hail stone	!o!otʃin#'haba	- millipede

* See footnote of the phoneme /b'h/.

** See footnote of the phoneme /ph/.

The Phoneme /tʃ'/ [tʃ']

This phoneme is characterized by the clear, voiceless and ejected features.

tʃ'u-!o	- cover	tʃ'u-n!eng	- spouse
tʃ'i-!hwã	- really	tʃ'em	- lilac breast- ted roller
tʃ'u	- house	tʃ'i	- to cry

The Phoneme /dz'/ [dʒ₃'] *

This phoneme is characterized by the clear and ejected features.

dž'aa	- to steal	dž'i	- wet
dž'i	- green	dž'oro	- blunt
dž'odž'o	- Terfezia sp.	dž'o	- blunt
dž'a	- Citrillus naudinianus	dž'oro	- tasteless

The Phoneme /tʃx/[tʃx]

This phoneme is characterized by the velar and voiceless features.

tʃxo	- to skin	tʃxwatsxwa	- to begin
tʃxo	- to swell	tʃxaã	- to be lonely
tʃxei	- to play (string in- strument)	tʃxei	- kambro

The Phoneme /d₃ʒ/[d₃ʒ]

This phoneme is characterized by the velar and voiced features.

džxara	- urine	džxoma	- to conceal (Yourself)
džxaa	- to swim	džxeni	- eland
džxeni	- to dance	džxodžxo	- noise made by insect when in your ear.

The Phoneme /tʃh/[tʃh]

This phoneme is characterized by the laryngeal and voiceless features.

* See footnote of the phoneme /b'h/.

tšhuŋunu - hoof tšhuũ - to be angry

The Phoneme /d₃'h/ [d₃'h]

This phoneme is characterized by the laryngeal ejected feature.

dž'huŋuku xana xana	- Acrotome specie.	dž'hif	- semen
dž'huũ	- to bump	dž'huũ	- to blow fire.
dž'hii	- to carry (child on shoulder .	dž'huũ	- Walleria species.

(d) The Post-Palatal Plosive and Affricative Phonemes

The Phoneme /k/ [k].

This phoneme is characterized by the clear and voiceless features.

kokx'oi	- to speak	ka	- now
kwara	- to lack	kebukebu	- plastic bottle
kore	- to melt	kukuri	- tadpole
kuru	- to make	kem	- windmill
kara	- to complain	kwe	- thus

The Phoneme /g/ [g].

This phoneme is characterized by the clear and voiced features.

gu	- to marry	gwa [^] 'a	- yesterday
gem	- to dent	#oma-goba	- pumpkin
gora	- lizard (species)	gumi	- beast
gubu	- omasum	gumi	- rubber
gwa [^]	- long ago	gogoro	- heel

The Phoneme /Kx' / [kx']

This phoneme is characterized by the velar, voiceless and ejected features.

kx'eru	- poison	kx'uri	- louse
kx'wa	- to search	kx'em	- mouth
kx'oni	- to repair	n a-kx'ei	- buffalo
kx'oi	- to play	kx'wasi	- eyes
kx'eni	- to be lucky	kx'oma	- to break

* See the footnote of the phoneme /b'h/

The Phoneme /kh/ [kh~kʰ]*

This phoneme is characterized by the laryngeal feature.

khwara	- to redeem	kheuwa	- to descend
khwe	- to resemble	khwi	- hot
kheu	- to pick fruit	g aakhwe	- poor person
khu-kheru	- to jump down.	khero	- bed
khuũše	- porcupine burrow.	khaã	- to hide something.

The Phoneme /gh/ [gʰ].

This phoneme is characterized by the laryngeal features.

ghoo	- grass species	ghaã	- wild goose
ghuu	- sheep	ghuũ	- to jerk
gheri	- pig		

The Phoneme /g'h/ [t̪kʰ] **

This phoneme is characterized by the laryngeal, voiced and ejectives features.

g'hero - bed.

1.2.2.1.2. THE FRICATIVE EGRESSIVE CONSONANTS.

These consonant phonemes have also been grouped as:-

bilabial,
alveolar,
post-alveolar,
post palatal.

(a) The Bilabial Fricative Phonemes ***

The allophone /β/ is characterized by a clear voiced feature.

* see footnote of the phoneme /ph/

** See footnote of the phoneme /b'h/

*** It has been observed that /β/ and /b/ are allophones. See (1.2.2.1.1.)

(b) The Alveolar Fricative Phonemes.

The Phoneme /s/ [s].

This phoneme is characterized by the clear and voiceless features.

seu	-	to roast	twasī	-	last
sem	-	to pick up (small objects)	lho-se	-	mirror
sarakhwe	-	to disperse	sara	-	dust
sã	-	powder (body)	si	-	they
keisi	-	much	soi	-	file

The Phoneme /z/ [z]

This phoneme is characterized by the clear and voiceless features.

za	-	to fill	zarugo	-	mamba
zeī	-	to agree	zeru	-	cigarette
ze	-	new	zao	-	water pipe
zem	-	tortoise	zaha	-	saw
zoma	-	bow	zere	-	ground nut

(c) The Post-Alveolar Fricative Phonemes.*

The Phoneme /ʃ/ [ʃ]

This phoneme is characterized by the clear and voiceless features.

weše	-	all	šete	-	again
šao	-	broad	kx'eiše	-	first
šwi	-	light in weight	šeu wa	-	tape recorder
sã-łema	-	day of** rest.	sãmanga	-	mealy
šeredom	-	hunting knife	šoro	-	to surround

* These phonemes are orthographically distinguished from the alveolar fricative phonemes by an inverted circumflex: š, ž.

** Compounds will be represented by means of a hyphen.

The Phoneme /ʒ/ [ʒ]

This phoneme is characterized by the clear and voiced features.

Žomm	- to roll	Žu 'hwã	- Bushman
Ži	- to tell a lie	Žoro	- cocoon
Žo	- black	Žoma	- centipede
Žam	- lean	Žu	- person
Žao	- blind	Žam	- Thurbergia sp.

(d) The Post-Palatal Fricative Phonemes.

The Phoneme /x/ [x]

This phoneme is characterized by the velar and voiceless features.

xoroxoro	- pensile (fruit)	xuru	- adam's apple
n!axara	- velum	xei	- bread
xei	- to break	xuni	- kambro
xwana	- to boil (water)	'eixa	- rich person
xore	- thong	xomxom	- to dry (hand with soil)

The Phoneme /h/ [h~ɦ]*

This phoneme is characterized by the laryngeal and voiced features.

ho	- to find	hu'uru	- Cucumis species
hore	- to hate	#okahaã	- lilac breasted roller
kamaha	- firstly	abaha	- palm tree
huuhara	- flamingo	aoha	- hawk species
hem	- to take a bite	ho	- to accept

1.2.2.1.3. THE NASAL EGRESSIVE CONSONANTS.

The nasal phonemes in the table are vertically characterized by.

* See footnote of the phoneme /ph/

- (i) a clear continuant feature [m],
- (ii) a velar feature [ŋ],
- (iii) an aspirated feature [mʰ],
- (iv) an interruption feature [m.m.]

In the table these phonemes are horizontally characterized by:

- (i) a duration feature [m:] , [m]
- (ii) a pressed feature [m̠.m̠],
- (iii) a glottal release feature [ʔm].

(a) The Bilabial Nasal Phonemes.

The Phoneme /m/ [m]

This phoneme is characterized by the clear continuant and duration features.

mama	-	grandmother	g!oma	-	music bow
tsem	-	to stalk	kx'oma	-	to break
meni	-	to answer	ama	-	to come from
n!om	-	to ripen	kamakama	-	to glow
xem	-	to follow	dutama	-	to fail

The Phoneme /ʔm/ [ʔm]

This phoneme is characterized by the glottal release and clear continuant features.

'm	-	to eat	'msi	-	food
----	---	--------	------	---	------

The Phoneme /m:/ [m:]

This phoneme is characterized by the clear continuant and duration features.

n hemm	-	to dance women	hemm	-	to give birth
žomm	-	to surround	'hemm	-	to ambush
g homm	-	club	!hemm	-	far
n#hemm	-	to push (wood into fire)	n#hemm	-	to be exhausted (a limb)
#'homm	-	to dip food in gravy	!'homm	-	black hairpaste.

The Phoneme /m.m/ [m.m]

This phoneme is characterized by the interruption feature.

nem'm	- korhaan (black)	em'm	- to pour out water
n om'm	- to lick	#om'm	- springhare (baby)
n#em'm	- to cane	g om'm	- to give much milk (cow)
!om'm	- to splice	!em'm	- to peel off (enamel)
n!om'm	- navel	gom'm	- gum (acacia)

The Phoneme / $\underset{\wedge}{m}.\underset{\wedge}{m}.$ / [$\underset{\wedge}{m}.\underset{\wedge}{m}$]

This phoneme is characterized by the interruption and pressed features.

$\underset{\wedge}{m}$ 'm	- to suckle	xeridam' $\underset{\wedge}{m}$	- swallow
g#om' $\underset{\wedge}{m}$	- to strangle	n#am' $\underset{\wedge}{m}$	- to step into faeces or mud.
om'm oma	- to rinse mouth		

The Phoneme /m $\underset{h}{}$ / [m $\underset{h}{}$].

This phoneme is characterized by the clear aspirated feature and laryngeal features.

ts'eamhi	- small	x'orohm	- few
#'aamhi	- makes	n!un!urimhi	- fireflies
kaomhiya	- bluewildbeest		

(b) The Alveolar Nasal Phoneme

The Phoneme /n/[n]

This phoneme is characterized by the clear continuant and duration features.

na	- give to me!	#eni	- to finish
'eni	- to bolt down	nenibe	- mosquito
nanani	- loose	kaanilei	- pig
khoninikha	- pumpkin	nani	- needle
n!ana	- kraal	'eni	- seat of a car

(c) The Post-Palatal Nasal Phonemes.

The Phoneme /ŋ/ [ŋ]

This phoneme is characterized by the velar feature.

n#'heng	- dolfwood tree	n!eng	- eland
n!'heng	- to dodge, duck	n eng	- take !
n 'eng	- delicious	n#eng	- python
n#'eng	- ostrich nail	n eng	- Grewia species.
#'heng	- to gossip	#'eng	- to think

The Phoneme / $\underset{\wedge}{n}$ / [$\underset{\wedge}{n}$].

This phoneme is characterized by the velar and pressed features:

n#eng - Acacia fleckii.

1.2.2.1.4. THE FLAPPED EGRESSIVE CONSONANT.

The Phoneme /ɽ/ [ɽ ~ ɽ ~ ɽ ~ ɽ]

This phoneme has as its allophones the sounds [ɽ], [ɽ̣], [ɽ̥], [ɽ̨] and [ɽ̩]. All variants are characterized by an alveolar retroflex articulation.

kheru	- razor blade	kheru	- to descend
korekore	- to warm up (food.)	!oro	- big hole
šoro	- tobacco	n!eri	- to drive (a car)
n!arekx'em	- to groan	n#aara	- to leak (roof)
!hara	- to split	sara	- to adjourn.

1.2.2.1.5. THE GLIDE EGRESSIVE CONSONANTS.

These phonemes are characterized by their bi-labial and post-alveolar points of articulation.

Bi-labial.

The Phoneme /w/ [w]

This phoneme is characterized by the clear and voiced features.

wi	- to help	weše	- all
we	- come!	waãhe	- all
wa	- story	kwae	- sandy area
g!wae	- to strain (tea)		
wi	- Loranthus species.		

Post-alveolar.

The Phoneme /y/ [y]

This phoneme is characterized by the clear and voiced features.

kayã	- to gossip	kaomhiya	- bluewildbeest.
!x'aeya	- to visit	yoba	- sugar cane
yereyere	- to measure	yeye	- mosquito
'hwiya	- to drip (water)	ya?	- pardon? (what did you say)
eiya	- mother		

1.2.2.2. THE INGRESSIVE CONSONANTS.

As in the case of the egressive consonants the ingressive consonants are grouped according to their:-

- (a) approximate positions of articulation,
- (b) approximate manners of articulation.

The ingressive consonants are formed at the following approximate positions of articulation:-

- (a) dental,
- (b) alveolar,
- (c) palatal.

According to their manner of articulation we distinguish:-

- (a) plosive ingressive consonants,
- (b) fricative ingressive consonants,
- (c) nasalized ingressive consonants.

In the following table the reader will observe that the ingressive consonants are vertically characterized by:

- (a) a clear feature [|],
- (b) a velar feature [| x],
- (c) a laryngeal feature [| h].

The reader should also observe the following horizontal features:-

- (a) voicelessness [# x],
- (b) voice [g # γ]
- (c) interruption [# x ?], [g # γ ?]

	Dental	Alveolar	Palatal
Plosives		# #x th	! !x !h
		#? #x? #?h	!? !x? !?h
		g# g#γ g#h	g! g!γ g!h
		* g#γ? g#?h	* g!γ? g!?h
Fricatives.		x h	x h
	?	x? ?h	? x? ?h
	g	g γ *	g g γ g h
	*	g γ? g ?h	* g γ? g ?h

	Dental			Alveolar			Palatal		
Nasals	ŋ'	*	ŋ'h	ŋ#	*	ŋ#h	ŋ'	*	ŋ'h
	*	*	ŋ'ʔh	*	*	ŋ#ʔh	*	*	ŋ'ʔh
							ŋ	*	ŋ h
							*	*	ŋ ʔh

The articulation of the click or ingressive consonants has been described in great detail by competent phoneticians.*

The orthographical application of the various ingressive consonant phonemes is illustrated by the following examples.

1.2.2.2.1. THE PLOSIVE INGRESSIVE CONSONANTS.

These consonants have been grouped as:

alveolar;

palatal.

(a) The Alveolar Plosive Phonemes. **

The Phoneme /#/ [ʔ]

This phoneme is characterized by the clear and voiceless features.

#wa - to copy

#eni - to cost

#ara - friend

#oma-!'o!'oro - elephant
shrew.

!wa#e - ear

#õ - antlion

#o - blame, debt.

#e#e - to listen

#eu - giraffe

#wa - giraffe

* Beach, D.M., The Phonetics of the Hottentot Language, Cambridge; W. Heffer and Sons L.T.D., 1938

Doke, C.M., An outline of the phonetics of the language of the Chū Bushmen of the North-West Kalahari: Bantu Studies, Vol.II, No. 3 (1925).

** The alveolar plosive phonemes are released medially.

The Phoneme /#ʔ/ [ʔ]

This phoneme is characterized by the clear and interruption features.

#'eng	-	to think	#'wi	-	caracal
#'ei	-	to ladle water	#'em	-	south
#'eũ	-	enough	#'okx'obo	-	afterbirth
#'ore	-	bi-ceps	#'ama	-	sticky
#'a!o	-	head	#'a#'ama	-	to gather

The Phoneme /g#/ [g#]

This phoneme is characterized by the clear and voiced features.

g#wi	-	hooked stick (for catching spring-hares.	g#u'u	-	millet
g#om	-	to be silent	g#a	-	to lie down
g#õg#õše	-	brown ant species	g#wá	-	soap
g#e	-	white stork	g#ei	-	wrist.
g#a	-	old	g#obo	-	to be clogged.

The Phoneme /#x/ [x]

This phoneme is characterized by the velar and voiceless features.

#xeu	-	to rub, shine	#xã	-	distant
#xemi	-	to console	#xae	-	daughter
#xwa	-	to advocate	#xwa#'a	-	sugar cane
#xeũ#xenu	-	to slip	#xanu	-	book
#xei#xei	-	to awake	#xei	-	afternoon

The Phoneme /#xʔ/ [xʔ]

This phoneme is characterized by the velar and glottalized injected features.

#x'eri	-	to urinate	#x'ao	-	north
#x'abo	-	to affix	#x'ao	-	moist
#x'eni-gogo	-	leech	#x'eni	-	to glue (in a hole)
#x'abo	-	to glue (flat surface)			

The Phoneme /g#ɣ) [g#ɣ]

This phoneme is characterized by the velar and voiced features.

g#xɛi 'ha	- genital area	g#xare	- to thresh
n#ats'ig#x'ama	- Puppalea lappacea.	g#xom	- to moult, to lose leaves in autumn.
n!anag#xu	- Indigofera sp.		

The Phoneme /g#ɣʔ/[g#ɣʔ]

This phoneme is characterized by the velar, voiced and interruption features.

g#x'oni	- steenbuck	g#x'aro	- duiker
g#x'om	- to strangle	g#x'a-kx'o	- clay pot
g#x'oiše	- caracal	g#x'a	- mud, clay
!'eng-g#x'em	- tuberculosis	g#x'oi	- to break sur- face (seed, plant)

The Phoneme /#h/ [#h~#ɦ] *

This phoneme is characterized by the laryngeal and voiceless features.

#hwe	- to uproot	#haa	- open plain
#hana	- to abrade	#hae	- spur (fowl)
#hana	- bald	#huu	- to die
#hei	- many	#hei	- malaria
#ho#ho	- to exchange	#hao	- to lack, fall short.

The Phoneme /#ʔh/ [#ʔh~#ʔɦ] *

This phoneme is characterized by the laryngeal voiceless and interruption features.

#'huu	- side	#'hom	- pimple
#'heu	- edible part of grewia berry.	t'hem	- to close one eye
#'heri	- to peel a hard nut.	#'ha	- arm
#'heng	- to gossip	#'haa#'hama	- to steal
#'ha	- to gather veldkos.	#'hengma	- Falcon (red-necked)

* See footnote for the phoneme /ph/.

The Phoneme /g+h/ [g+h̥]

This phoneme is characterized by the laryngeal and voiced features.

g+hoo - springhare g+haa - to rely on
g+haakhwe - secretary bird.

The Phoneme /g+ʔh/ [g+ʔh̥]

This phoneme is characterized by the laryngeal voiced and interruption features.

g+'hu - to dry hands with grass. g+'haã - long ago
g+'hwa-n+aa - Jackal (black backed). g+'hwĩ - dog
g+'hwĩ-g!eũ-g!enu - rainbow g+'hwa - dog

(b) The Palatal Plosive Phonemes *

The Phoneme /!/ [!]

This phoneme is characterized by the clear and voiceless features.

!wi - to rot !wi - sister
!wa - to command !Un!a'a - grandfather
!ae - to carry (wood on shoulder) !u!u-!o-g+e'ĩ - mamba
!ura - to carry (something on head) !u'u - ostrich
!u+'em - to carry (something on head) !ei - to die

The Phoneme /!ʔ/ [!ʔ]

This phoneme is characterized by the clear, voiceless and interruption features.

!'eng - to try #oma-!'o-!'oro - musk-shrew
!'eu - to call !hu'i-!'u - cigarette
!'o - to close !'em - bead
!'oma - deaf !'u - bone
#heu-!'o-!'oro - kidney !'u - long-eared fox.

* The palatal plosive ingressive phonemes are released medially.

The Phoneme /g!/
/

This phoneme is characterized by the clear and voiced features.

g!ei	-	bluewildbeest	g!ei	-	pufadder
g!ei	-	to sew	g!e'i	-	cleanly washed.
g!om	-	to keep something in cheek.	g!o	-	ostrich
g!ao	-	to gather veldkos for a few days.	g!oni	-	to adjust (instrument)
g!em	-	to hide something.	g!om'm	-	poison.

The Phoneme /!x/ [!x]

This phoneme is characterized by the velar and voiceless features.

!xwana	-	to line at	!xei	-	to cut
!xeu	-	to refuse	!xore	-	anus
!xem	-	to make porridge.	!xo	-	unlucky
!xwekx'em	-	to help	!xao	-	hippopotamus
!xom	-	to clothe	!xo	-	pipe.

The Phoneme /!x?/ [!x?]

This phoneme is characterized by the velar, voiceless and interruption features.

!x'eri	-	to dry (cloth)	!x'oi	-	dog
!x'eu	-	to be dry	!x'a	-	heart
!x'em	-	to bolt down	Kx'a-!x'ama!x'are-	-	aardvark.
!x'wa	-	bloodletting horn	!x'em	-	to pull mouth sideways.
!x'ei	-	lion cloth (male)	!x'ore	-	to joke.

The Phoneme /g!γ/ [g!γ]

This phoneme is characterized by the velar and voiced features.

g!xa	-	to take out	g!xwaa	-	Fockea specie.
g!xuni	-	to throw an assegai.	g!xeū	-	Lapeyrousia species
g!xunu	-	to snore	g!xwa	-	knee
g!xu	-	to breathe loudly.	g!xuni	-	to snore
g!xom	-	vari-coloured.			

The Phoneme /g!χʔ/ [g!χʔ]

This phoneme is characterized by the velar, voiced and interruption features.

g!x'oo	- to be pregnant	g!x'a-!'uwa	- rib
g!x'aa	- coarse	g!x'euše	- pied babbler
g!x'ō	- aardvark	g!x'are	- tick
g!x'eru	- leopard	g!x'ō	- to stretch oneself.
gla'a-g!x'ebi	- eyelashes	g!x'o	- to barge through.

The Phoneme /!h/ [!h~!ʁ]*

This phoneme is characterized by the laryngeal and voiceless features.

!hei	- to wait	!hao!haro	- whirlwind
!hara	- to crack	g!wi-!ha	- kudu
!hu-!e'u	- beast	!hebi	- wife
!heri	- duiker	!heni	- palm tree
!ha	- meat	!hwi	- telephone

The Phoneme /!ʔh/ [!ʔh~!ʔʁ]*

This phoneme is characterized by the laryngeal, voiceless and interruption features.

!'ho	- to deflate	!'hei	- hare, rabbit
!'hu	- to search for	!hwe-!'heu!'heu	- zebra veldkos.
!'hae	- fast	!'hei	- steering wheel
!'ha	- son	!'ha	- well
!'heu	- brown hyena	!'hwā	- spoor

The Phoneme /g!h/ [g!ʁ]

This phoneme is characterized by the laryngeal and voiced features.

g!hei	- tadpole	g!hei	- chin
g!heī	- to shake out pipe.	g!heī	- tree.

The Phoneme /g!ʔh/ [g!ʔʁ]

This phoneme is characterized by the laryngeal, voiced and interruption features.

g!'hoo	- to sit	g!'hwe	- Grewia sp.
g!'heni	- a tie	g!'hoo!'oni	- Xemenia sp.

* See footnote for the phoneme /ph/.

The phoneme /|xʔ/ [|xʔ]

This phoneme is characterized by the velar, voiceless and interruption features:-

x'ao	-	to milk	x'uri	-	iron
x'ae	-	to be ill	x'ei	-	foot
x'ori	-	dirty	hwe- x'ei-!aa	-	horse shoe
x'oromhi	-	few	x'uri	-	cartridge (rifle)

The Phoneme /g|ɣ) [g|ɣ]

This phoneme is characterized by the velar and voiced features.

g xem	-	urine	g xã	-	bead
g xem-tš'u	-	bladder	g xurabe	-	Rhus species.

The Phoneme (g|ɣʔ) [g|ɣʔ]

This phoneme is characterized by the velar, voiced and interruption features.

g x'oro	-	brown hyena	g x'oro	-	dry leaf
g x'uu	-	Cape hunting dog.	g x'oi	-	to twist (sinew around arrowhead).

The Phoneme /|h/ [|h~|ʃ]

This phoneme is characterized by the laryngeal and voiceless features.

here	-	hare	kx'a- ho	-	country
heru	-	pig	huru	-	hole (in something)
g!u- heɣya	-	water bag	horo	-	Corallocarpus species.
lhei	-	pocket	lhao	-	pocket

The Phoneme /|ʔh/ [|ʔh~|ʔʃ]

This phoneme is characterized by the laryngeal, voiceless and interruption features.

'horo	-	drunk	'hwã	-	real
'hom	-	beautiful	'hao	-	hawk species
'ho	-	friend	'hebi	-	abrasion, wound
'hei	-	dagga	'hwi	-	ear
'hao	-	to soak, steep	'ho-#oĩ#oĩ	-	blue duiker

Phoneme /g|ʔh/ [g|ʔʃ]

This phoneme is characterized by the laryngeal, voiced and interruption features.

g!u-g|'hate - python

(b) The Palatal Fricative Phonemes.*

The Phoneme /||/ [||]

This phoneme is characterized by the clear and voiceless feature.

* Unlike the other ingressive consonants the palatal fricative phonemes are released laterally.

57.

eu	- well, good	oba	- upper arm
oriše	- policeman	eu eu-'uwa	- collar bone
a a	- to cover	kx'a- uwa	- foot
ama	- to clothe	ebe	- hip-bone
ae	- to hold	u	- to perch

The Phoneme /||ʔ/[||ʔ]

This phoneme is characterized by the clear, voiceless and interruption features.

'eng	- to fasten	'oba	- weak
'em	- to clap hands.	'emi	- in between
'a	- to be ill	'euwa	- bag (made from oryx skin.)
'ama	- to buy	'ore	- potato
'ao	- generous	'ura	- tortoise shell powder box.

The Phoneme /g||/[g||]

This phoneme is characterized by the clear and voiced features.

g e'ũ	- to stretch eyes	g ae	- a shallow well
g e'eni	- piebald	g wa+heu	- namaqua dove
g oba	- seat of car	g ao	- to perch
g wag wama	- bat	g eu	- to sow
g ubuxu	- seat of car	g aǝwǎ	- devil

The Phoneme /||x/[||x]

This phoneme is characterized by the velar and voiceless features.

xeu	- to set a snare	xubi	- tortoise species.
xei	- to sweep	xaba	- shoulder blade.
xoni	- to long	xeu	- porcupine
xwi	- to belittle	xwe	- fire
xoro	- to be very dirty, untidy.	xobakx'em	- key.

The Phoneme /||xʔ/[||xʔ]

This phoneme is characterized by the velar voiceless and interruption features.

x'wa	- to send	x'wa	- to work
x'om	- to strike (with fist.)	x'u	- to stink
x'ae x'ae	- to gather (people)	x'aeku	- middle

- | | | | |
|-------|---------------|-----------|-------------|
| x'oro | - to crinkle | x'u-tsa'a | - to smell |
| x'aa | - to be sated | x'aeya | - to share. |

The Phoneme /g||ɣ/ [g||ɣ]

This phoneme is characterized by the velar and voiced features.

- | | | | |
|-------|---------------|---------|-------------------|
| g xǝ | - to lay down | g xeru | - Lapeyrousia sp. |
|-------|---------------|---------|-------------------|

The Phoneme /g||ɣʔ/ [g||ɣʔ]

This phoneme is characterized by the velar, voiced and interruption features.

- | | | | |
|---------|------------------|-----------------|------------------|
| g x'om | - upper arm | n 'hux-g x'wa | - marabou stork. |
| g x'aa | - manghetti tree | | |

The Phoneme /||h/ [||h~||ɦ] *

This phoneme is characterized by the laryngeal and voiceless features.

- | | | | |
|----------------------|--|----------|--------------|
| hei | - to smoke | h jabe | - shiny |
| hae hae-
g'euwa. | forefinger | hem | - to pierce. |
| hei | - to lead | hae hae | - to point. |
| ha ha | - to walk (with
feet pointed
outward.) | | |

The Phoneme /||ʔh/ [||ʔh~||ʔɦ] *

This phoneme is characterized by the laryngeal, voiceless and interruption features.

- | | | | |
|--------|----------------|------------|------------------------------|
| 'hwī | - to be tired. | 'heu | - branch |
| 'hei | - to pound | 'hubu | - froth |
| 'hao | - honey badger | 'ha-n!eng | - ridge of roof |
| 'henga | - West | 'heu | - urine. |
| 'hei | - East | 'horoka'em | - yellow billed
hornbill. |

The Phoneme /g||h/ [g||ɦ]

This phoneme is characterized by the laryngeal and voiced features.

- | | | | |
|---------|------------|--------|---|
| g huu | - meteor | g huu | - to enlarge a fire. |
| g hemm | - hedgehog | g hwa | - house occupied by
unmarried girls. |

1.2.2.2.3. THE NASALIZED INGRESSIVE CONSONANTS.

The outstanding feature of the nasalized ingressive phonemes is that they consist of a simultaneous nasal efflux

* See footnote for the phoneme /ph/.

and an oral influx. The nasal efflux commences before the various oral releases and may continue into succeeding vowels. These consonants have been grouped as:

- (a) dental,
- (b) alveolar,
- (c) palatal.

(a) The Dental Nasalized Phonemes.

The Phoneme /ŋ|/ [ŋ|]

This phoneme is characterized by the clear and voiced features.

n eng	-	to sit	n wa	-	cat
n eu	-	to sweep	N ebe	-	Ovambo
n om	-	to practice sorcery.	n on oni	-	pangolin
n om-kx'ao	-	medicine man	n o	-	roan
n eu	-	lion	n a'a	-	heaven.

The Phoneme /ŋ|ʔh/ [ŋ|ʔh]

This phoneme is characterized by the laryngeal, voiced and interruption features.

n 'haa	-	aardvark	n 'hwi	-	mouse
n 'huni	-	Cape hunting dog.	n 'hwī	-	potato
n 'hebi	-	water bag	n 'hebite	-	wild duck
n 'hei	-	a laugh	n 'hei-tshi	-	to mock, scoff.

(b) The Alveolar Nasalized Phonemes.

The Phoneme /ŋ#/ [ŋ#]

This phoneme is characterized by the clear and voiced features.

n#eni-n!oma	-	Whet stone	n#enghaše	-	honey badger
n#em'm	-	to strike	n#eiku	-	mamba
n#wana	-	to account (story)	n#ebi	-	whirr-whirr
n#wã	-	arrow	n#aaha	-	spinal marrow.
n#eu	-	to travel to.	n#em	-	blanket.

* See footnote for the phoneme /ph/.

The Phoneme /ŋ#h/ [ŋ#h̄]

This phoneme is characterized by the laryngeal and voiced features.

n#heu	-	to strike (lightning).	n#huusi	-	middle
n#hem	-	to be exhausted (a limb)	n#heu	-	Ovambo knife.

The Phoneme /ŋ#ʔh/ [ŋ#ʔh̄]

This phoneme is characterized by the laryngeal, voiced and interruption features.

n#'hao	-	to walk	n#'hao	-	to fall
n#'hei	-	to sneeze	n#'hei#em	-	spoon
n#'hwā	-	to mix cement	n#hom	-	to lie (curled up).
n#'hoi	-	pangolin	n#'ho	-	to take a pinch of something.
n#'hei	-	to travel (aiming to fight)	n#'heng	-	dolfwood

(c) The Palatal Nasalized Phonemes.

The reader should distinguish between the palatal nasalized phonemes with:-

- (i) medial release /ŋ!/,
- (ii) lateral release /ŋ||/.

(i) The Palatal Nasalized Phonemes with Medial Release.

Phoneme /ŋ!/ [ŋ!]

This phoneme is characterized by the clear and voiced features.

n!aro	-	to teach	n!un!urima	-	firefly
n!eng	-	to put down	n!ao	-	plank
n!ō	-	to stand	n!un!uri	-	snail
n!obe	-	to suspect	n!aba	-	sjambok
n!a	-	to happen	n!om	-	anus

The Phoneme /ŋ!h/ [ŋ!h̄]

This Phoneme is characterized by the laryngeal voiced features.

n!hem	-	poor	n!hoo	-	springhare colony.
n!hama	-	to cradle a baby.			

The Phoneme /ŋ!ʔh/ [ŋ!ʔh]

This phoneme is characterized by the laryngeal voiced and interruption features.

n!'hwi	- crooked	n!'hei	- lion
n!'hobo	- overripe	n!'hõ	- mole
n!'hae	- perhaps	n!'heri	- sjambok
n!'hwã	- kudu	n!'hao	- forehead
n!'hemn!'hem	- spider	n!'homa	- tomorrow

(ii) The Palatal Nasalized Phonemes with Lateral Release.

The Phoneme /ŋ||/ [ŋ||]

This phoneme is characterized by the clear and voiced features.

n a	- to speak of	n aa	- to dish'up.
n ae	- to betray	n aba	- marabou stork
n a	- to abandon	n eu	- to shave
n ari	- sjambok	n obo	- to walk in water.
n eri	- to kindle fire (with firesticks)	n aa	- to graze alone (bulls)

The Phoneme /ŋ||h/[ŋ||h]

This phoneme is characterized by the laryngeal and voiced features.

n ha	- tooth
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The Phoneme /ŋ||ʔh/[ŋ||ʔh]

This phoneme is characterized by the laryngeal, voiced and interruption features.

n 'hara	- to breathe loudly	n 'hõru	- saw
n 'homi	- to ambush	n 'hoo- 'o	- wattled crane.
n 'ho	- weepy	tšhin 'ha	- to shoot
n 'ho	- bag (made of springbuck skin)	n 'hõru	- aloe sp.
n 'heng	- to admire.		

1.3. SUMMARY.

A. This chapter dealt with the orthographical representation of !Xũ. The orthographical symbols were derived from the phonemical analysis of the language.

B. It was also observed that, because of the lack of formal grammatical features, the various word categories acquired their names according to their function in the language.

C. Because of the great positional variation of words in the possible sentence patterns the !Xū language necessitates a predominantly disjunctive orthography.

D. In the present orthography the disjunctively written elements or words constitute individual and autonomous semantical units which are characterized by their invariable segmental phonemic sequences.

E. The words of !Xū may either be:

(i) members of finite or infinite commutable series;

(ii) single words constituting individual grammatical phenomena.

F. All elements that do not constitute autonomous semantical units were regarded as morphemes and were suffixed to words.

G. The various kinds of compounds, exempting those that serve as personal names, were written with a hyphen.

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CHAPTER 2.

2. NOMINALS.

2.1. THE NOMINAL STEMS.

The !Xū are nomadic hunters and foodgatherers who, because of their close alliance with nature, have a vocabulary which differs from that of the more abstract and technical European languages. In order to survive the !Xū have to be very observant. The natural result is that they have an amazing knowledge of the phenomena within their territory.

Besides having an extensive knowledge of where and when to pick the fruit or excavate the bulbs, the !Xū are also able to make minute distinctions between closely allied species of the same plant. It is quite natural to expect that such distinctions would not be made where plants have little or no economic value. This was found to be true; such plants are known by a general name mostly covering the genus. Thus it is not uncommon for an average !Xū to know the names of several hundred plants within his area. This intimate knowledge of plants and their application is due to the fact that the !Xū rely more on vegetable foods than on meat.

In addition to a large natural vocabulary !Xū is also characterized by a great number of synonyms:-

	(g!o	(!u!u	
	(dz'uu	(ts'euwa	
	(#hem	assegai	-(g#om
ostrich -	(!u'u	(ae-n enga	
	(khomatiiha	(zaōwā	
	('emi		
	(#hebu		
brown	('heu	(g!ei	
hyena -	(eū xore	blue wildebeest -	(kaomhiya
	(g x'oro		(eī

	('eu		(zo'õ
duiker -	(g+x'aro	hartbees -	(dz'oo
	(maa		(xema
	(!heri		

This phenomenon is somewhat neutralised by the natural preference for one noun rather than another. Prof. E.O.J. Westphal ascribes this feature of the !Xũ language to their former strict adherence to territorial restrictions and the consequent isolation in which the !Xũ bands tended to live, but there may be other explanations.

In the previous chapter it was observed how the application of the transition and commutation principles enabled us to establish the different word categories of !Xũ.

The plural forms of the !Xũ nouns were also established by the application of the commutative principle to testing frames: Thus:-

Da'ama ho n!eng	>	De'ebi ho n!eng
The child sees the eland		The children see the elands.
!'Hwã ho n!eng	>	N [^] ae ho n!eng
The man sees the eland		The men see the elands.
N!'hei ho n!eng	>	N!'hei ho n!eng
The lion sees the eland		The lions see the elands.
#'Aama ho n!eng	>	#Aamhi ho n!eng
The snake sees the eland		The snakes see the elands.
Mi!o ho n!eng	>	E !osĩ ho n!eng
My brother sees the eland		My brothers see the elands.
N! [^] a'arosa ho n!eng	>	N! [^] a'arosa ho n!eng
The chameleon sees the eland.		The chameleons see the elands.

The initial observation of these irregular plural forms showed that a more detailed survey was imperative. The results of this investigation revealed that:-

- (i) the singular and plural forms of most nouns for animate things and some plants are identical:-

n!hei	- lion	>	n!'hei	- lions
n obesa	- chameleon	>	n obesa	- chameleons
!ao	- buffalo	>	!ao	- buffaloes

n!a'arosa	- chameleon	>	n!a'arosa	- chameleons
kherekheresa	- sweet	>	kherekheresa	- sweets
xemta+'eisa	- Harpagophy- tum sp.	>	xemta+'eisa	- Harpagophytum Spp.
Žu	- person	>	Žu	- people*
'ei	- collection	>	'ei	- collection.

(ii) a number of nouns have different singular and plural forms:-

!'hwā	- man	>	n ae	- men
da'ama	- child	>	de'ebi	- children
g!oo	- bull	>	n ae	- bulls

(iii) a number of nouns form their plurals by the suffixation of a plural morpheme -mhi:-*

d'had'hama	- moth	>	d'had'hamhi	- moths
#'aama	- snake	>	#'aamhi	- snakes
ts'ama	- bird	>	ts'amhi	- birds
n!un!urima	- firefly	>	n!un!urimhi	- fireflies.
g wag wama	- bat	>	g wag wamhi	- bats

(iv) all nouns denoting kinship form their plurals by the suffixation of a plural morpheme -si:-

ba	- father	>	basī	- fathers.
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* The tone of Žu - people is higher than that of zú - person. This tonal distinction does not apply to the other words of the series.

** The coalescence of some nominal stems with -ma, the contracted form of the singular adnominal stem ts'ema - "small", produced a number of semantically inseparable nominal stems:-

#'aama	- snake	<	#'aa + -ma
ts'ama	- bird	<	ts'a + -ma

The nouns of this kind form their plurals by means of the contracted form of the plural adnominal stem ts'eamhi - "small" (2.4.1.2.2.)

t ^h ae	- mother	>	taes ^h i	- mothers
tsu	- uncle	>	tsus ^h i	- uncles
!wi	- sister	>	!wis ^h i	- sisters
!o	- brother	>	!os ^h i	- brothers
ba-tsu	- stepfather	>	ba-tsus ^h i	- stepfathers
txõ-ma	- sister-in-law	>	txõ-mas ^h i	- sister-in-law
n wi	- friend	>	n wis ^h i	- friends.*

(v) the nouns for some plants and nearly all things form their plurals by the suffixation of a plural morpheme -si:-

dz'heu	- woman	>	dz'heusi	- women
n!eu	- elder	>	n!eusi	- elders
#ara	- friend	>	#arasi	- friends
!a'o	- leopard	>	!a'osi	- leopards
'eixa	- lord	>	'eixasi	- lords
zaõwã	- assegai	>	zaõwãsi	- assegais
o	- bull	>	osi	- bulls
žu	- relative	>	žusi	- relatives **
n!ama	- road	>	n!amasi	- roads

From these divisions it may be derived that it is not possible to formulate definite rules for the application of the nominal plurals. This facet of the language does not fall within the scope of the present investigation.*** It is trusted that the general rules (as formulated above) will serve as a guide to students.

* The research did not produce any other exceptions to the rule.

** The noun žú - "person, relative" may assume any of the following plural forms:-

žú' - people
žusi - relatives.

Obviously the latter does not comply with rule (iv) above.

*** This matter is receiving attention in the dictionary that is being compiled.

In !Xū, as in the case in other languages, the verbal and adnominal stems may be used as nominals. This implies a considerable expansion of the nominal word category. This may be ascertained by the application of testing frames like:-

Da'ama ho n!eng	>	Da'ama ho 'xwa
The child sees the eland		The child(sees) finds work.
Da'ama ho n!eng	>	Da'ama ho g!aã
The child sees the eland		The child sees red.

The noun category, in !Xū as in all languages is dynamic because it has to incorporate all new nouns into the structure of the language. The following is an abstract from this potentially infinite vertical series of !Xū:-

!o	- brother	txõ-g!a	- brother-in-law
#xae	- daughter	ba	- father
n!eu	- elder	#ara	- friend
txõ	- grandmother	eiya	- mother
l'udz'huu	- mother-in-law	žu	- person
n!'hõ	- mole	thoo	- motor car
g!eidonaha	- mongoose	n!'hwi	- mouse
a'e	- monkey	d'heu	- mushroom
nenibe	- mosquito	#oma!'o!'oro	- musk-shrew
d'had'hama	- moth	lhao	- oryx
xuru	- adams apple	zeru	- cigarette
hoo	- apron	lem	- day
!heu	- basket	soi	- file
g!em	- bed	tšwa	- hail-stone
xei	- bread	a	- hat
!oõ	- artery	n!eũ	- buckle belt
#'om	- baobab	#xanu	- book
g xã	- bead	xwe	- fire
zošom	- bee	#wa	- mat
xore	- belt	zeĩ	- gland
kx'a	- sand	lx'ori	- cunning
l'hebi	- scar	!'oma	- deafness
g ubuxu	- seat (of car)	g u'u	- bark
n u'uru	- shoulder	džxeni	- dance
kwa	- fear, respect	tšo	- medicine

2.2. THE NOUN COMPOUNDS

When two nouns are juxtaposed they form a compound.

The compounds formed in this manner have the same grammatical application as ordinary nouns. Another feature of these compounds is that they may or may not assume the ending -a. This ending:-

- (i) becomes - wa in the case of compounds ending in -o or -u:-

!x'a + !'u	>	!x'a-!'uwa
heart + bone		rib (heart bone)

- (ii) becomes -ya in the case of compounds ending in -i or -e:-

n!om + g!ei	>	n!om-g!eiya
stone + blue wildebeast		stone blue wildebeast

- (iii) is not written in the case of compounds ending in -a *:-

thoo = 'a	>	thoo- 'a
car + light		car light

- (iv) remains -a in the case of compounds ending in a consonant:-

N#eni + n!om	>	n#eni-n!oma
whet + stone		whetstone

Various groups of informants supplied conflicting versions for the application of the ending -a. This thwarted our attempts at establishing any immediate useful rules for the phenomenon.

However it was observed that some compounds constantly required the ending -a:-

n#eni-n!oma	-	whetstone
n!ei-ž'uwa	-	soldier
g!o'a-!'uwa	-	rib

Others were constantly used without the ending -a:-

!aa- hwe	-	bicycle
n!om-kx'ao	-	medicine man
ž'u-ts'eu	-	human tooth

* The addition of the transition -a to the terminal -a of the compounds is not clearly and not usually realised as the sound [a:]. For these reasons it was decided not to write:-
thoo-||'aa - car light

We also observed a number of compounds in which the presence or absence of the ending -a implied semantical difference:-

thoo + ts'i	>	thoo-ts'i	-	mouth of a tin
tin + mouth		thoo-ts'iya	-	metal key of sardine containers.
kx'o+ts'i	>	kx'o-ts'i	-	mouth of pot
pot + mouth		kx'ots'iya	-	chip from rim of pot
ghuu + !hu	>	ghuu-!hu	-	sheep horn
sheep + horn, kraal	>	ghuu'!huwa	-	sheep kraal

The compounds of !Xū may be formed as follows:-

- (i) noun + noun,
- (ii) noun + adnoun,
- (iii) verb + noun.

2.2.1. NOUN + NOUN.

It has been noted that compound nouns, formed by juxtaposed nouns, behave exactly like common nouns:-

!aa + !hwe	>	!aa-!hwe
iron + horse		bicycle

When the nouns of our compound are transposed a radical change of meaning takes place:-

!hwe + !aa	>	!hwe-!aa
horse + iron		horse shoe

The central meaning of compounds is usually situated in the last noun. The first noun is usually qualificatory:-

(a) n!ao + ts'i	>	n!ao ts'iya
plank + door		wooden door
(b) !aa + tseri	>	!aa-tseri
iron+chair		iron chair
(c) g!heī + glaaxu	>	g!heī-glaaxu
stick + chair		wooden chair
(d) !x'a + !'u	>	!x'a-!'uwa
heart + bone		rib
(e) #'ha + eri	>	#'ha-eriya
wrist + watch		wrist watch.

- (f) |'heĩ + eri > |'heĩ-eriya
pocket-watch pocket-watch
- (g) n|om + kx'ao > n|om-kx'ao
medicine + man medicine man
- (h) n!ei + žu > n!ei-zŭwa
war + person soldier.

In the case of compounds assuming the ending -a it was found that the plural morpheme -si was suffixed to the compound ending -a:-

n!ei-!'uwa - skull > n!ei-!'uwasi skulls.*

Thus we may conclude that the compound ending -a forms an integral part of the compounds. This is illustrated by the plural forms of (a - h):-

- (a) n!ao-ts'iya > n!aots'iyasi - wooden doors
- (b) !aa-tseri > !aa-tserisi - iron chairs
- (c) g!heĩ-g!aaxu > g!heĩ-g!aaxusi - wooden chairs
- (d) !x'a-!'uwa > !x'a-!'uwasi - ribs
- (e) #ha-eriya > #ha-eriyasi - wrist watches
- (f) |'heĩ-eriya > |'heĩ-eriyasi - pocket watches
- (g) n|om-kx'ao > n|om-kx'aosi - medicine men
- (h) n!ei-žuwa > n!ei-žuwasi - soldiers

2.2.2. NOUN + ADNOMINAL.

The semantical fusion of nouns and adnouns produced a series of compounds that are abstract in meaning. All the compounds of this series were found to assume the compound ending -a. This is then the primary means of distinguishing between:-

(i) the adnominal construction:

- n!euwa glao - The strong elder
n!eusa glao - The strong elders

(ii) the adnominal copular:

- n!eu glao - The elder is strong.
n!eusi glao - The elders are strong.

* Whether they assume the ending -a or not, all compounds were found to assume the plural morpheme -si. This plural morpheme is always suffixed terminally.

(iii) the adnominal compound:-

- n!eu-glaowa - elder strength (i.e. the strength of an elder).
 n!eu glaowasi - elder strength

The position of the -si in the final sentence indicates that the compound is a single semantical unit. It should however be observed that the plural forms of these compounds are formally acceptable but uncommon in everyday usage. * Despite this examples of the plural forms are included in the following:-

- (a) žu + ||'are > žu-||'areya - žu-||'areyasi
 person + left- > the human - the human lefthanded-
 handed lefthanded- nesses
 ness.
- (b) ||'eixa + !ei > ||'eixa-!eiya > ||'eixa-!eiyasi
 king + dead the royal the royal deaths.
 death
- (c) g!u + khwi > g!u-khwiya > g!u-khwiyasi
 water heat the water the water tempera-
 temperature. tures.
- (d) #wa + eũ > #wa-eũwa > #wa-eũwasi
 giraffe slow the giraffe the giraffe slow-
 slowness nesses.
- (e) g!om lx'ae > g!om-lx'aeya > g!om-lx'aeyasi
 winter + ill the winter the winter diseases
 disease
- (f) dom + g#eĩ > dom-g#eĩya > dom-g#eĩyasi
 burrow + deep the burrow's the burrow's depth
 depth

2.2.3. VERB + NOUN.

A last category of compounds has a verb and a noun as its constituent words. Many of these compounds have the noun kx'ao as a member. Thus we may have:-

- (a) guni + kx'ao > guni-kx'ao > guni-kx'aosi
 hunt + man hunter hunters.
- (b) ||xwa + kx'ao > ||x'wa-kx'aosi > ||'xwa-kx'aosi
 work + man worker workers

* This problem was not experienced with compounds formed by:

- (i) noun + noun (2.2.1)
 (ii) verb + noun (2.2.3)

- (c) ts'ao + kx'ao > ts'ao-kx'ao > ts'ao kx'aosi
milk + man milker milkers
- (d) wi + kx'ao > wi-kx'ao > wi-kx'aosi
help + man helper helpers
- (e) Ži + kx'ao > Ži-kx'ao > Ži-kx'aosi
lie man liar liars
- (f) dŽ'aa + kx'ao > dŽ'aa-kx'ao > dŽaa-kx'aosi
steal + man thief thieves

A characteristic of the compounds formed with -kx'ao is that they do not assume the compound ending -a

Besides this semantical fusion of verbs with the noun kx'ao we also observed compounds like the following:-

- (g) !eu + |ao > !eu-|aowa > !eu-|aowasi
trek + buffalo nomadic buffalo nomadic buffaloes
- (h) !'oŋ + da'ama > !'oŋ-da'ama > !'oŋ-de'ebiyasi*
herd + child herd herds
- (i) n!eri + #Ebe > n!eri-#ebeya > n!eri-#ebeyasi
drive+Tswana Tswana driver Tswana drivers
- (j) kũ'u + |'uri > ku'u-|'uriya > ku'u-|'uriyasi
burn + iron branding iron branding irons
- (k) n!u'ubu + #'om > n!u'ubu-#'oma > n!u'ubu-#'omasi
grow + baobab growing baobab growing baobabs
- (l) ||'hei + dongi > ||'hei-dongi > ||'hei-dongiyasi
draught + donkey draught donkey draught donkeys
- (m) n#eni + n!om > n#eni-n!oma > n#eni-n!omasi
whet + stone whet stone whet stones
- (n) ts'ao + Goba > ts'ao-goba > ts'ao-gobasi
milk + Ovambo Ovambo milker Ovambo milkmen

* The nouns that have different singular and plural forms assume the ending -a and the plural morpheme -si:-

ts'ao + !'hwã > ts'ao-!'hwã > ts'ao-n||aeyasi
milk + man milkman milkmen

2.3. THE PRONOUNS OF !Xŭ.

In order to establish the pronouns of !Xŭ the nouns of the initial testing frame were substituted for their respective pronouns:-

Da'ama ho n'eng	>	Ha ho ha
The child sees the eland.		He sees it.

This pronominal substitution was consequently applied to all nouns of !Xŭ. It was found that the potentially infinite nominal series is commutable with a limited number of noun substitutes. Being commutable it may be concluded that the finite pronominal and the infinite nominal series belong to the same syntactical plane. In the following discussion we will distinguish between:-

- (i) personal pronouns,
- (ii) possessive pronouns.

2.3.1. THE PERSONAL PRONOUNS.

In the course of the discussion it will become apparent why it is undesirable to discuss the first and second personal pronouns in conjunction with the personal pronouns.

2.3.1.1. THE FIRST AND THE SECOND PERSONAL PRONOUNS.

The substitution of nouns for pronouns revealed that the nouns and the pronouns of !Xŭ belong to the same vertical syntactical plane. The latter serve as noun substitutes and belong to a finite series which is incorporated into the potentially infinite vertical nominal syntactical series. We may thus compile testing frames that will substitute the noun da'ama for the first and second personal pronouns (singular and plural,) of !Xŭ:-

The child sees the eland	>	I see the eland
Da'ama ho n'eng		Mi ho n'eng.
The child sees the eland	>	You see it
Da'ama ho n'eng	>	A ho ha

In this manner the plurals of the first and second personal pronouns may be established:-

E ho n!eng)
 E!a ho n!eng) We see the eland
 M ho n!eng)
 M!a ho n!eng)
 I ho n!eng) You see the eland
 I!a ho n!eng)

As is illustrated, we identified a long and a contracted form of the plural personal pronouns. Although all the forms are permissible the shorter forms enjoy preference.

Most languages have a formal difference between the subjectival and the objectival forms of the pronouns. In order to establish whether this is true for !Xū the subjects and objects of the previous testing frames were transposed:-

N!eng ho mi - The eland sees me
 N!eng ho a - The eland sees you.
 N!eng ho e)
 N!eng ho e!a) The eland sees us
 N!eng ho m)
 N!eng ho m!a)
 N!eng ho i) The eland sees you
 N!eng ho i!a)

As there is no change in the subjectival and objectival forms of the pronouns it may be concluded that in !Xū the difference is syntactical instead of formal. The following examples will illustrate the application of the first and second personal pronouns:-

- (a) Mi korekore 'msi - I warm up the food
 (b) G#hwī g||u'u a - The dog barks at you
 (c) I!a n!aro mi - You teach me
 (d) A |xao wi-kx'ao - You pay the helper
 (e) Mi meni i!a - I answer you
 (f) E!a !'eu |ae-kx'ao - We call the hunter
 (g) I!a ts'ao peri - You milk the goat
 (h) Gumi :xwe e!a - The beast chases us
 (i) I ||'eu tš'u - You thatch the house
 (j) E kheruwa n!om - We descend the mountain.

2.3.1.2. THE THIRD PERSONAL PRONOUNS.

In the discussion of the third personal pronouns a distinction was made between:-

- (a) the principles involved in the establishment of these pronouns,
 (b) the principles involved in the separation and numeration of these pronouns.

2.3.1.2.1. THE PRINCIPLES INVOLVED IN THE ESTABLISHMENT OF THE THIRD PERSONAL PRONOUNS.

Commutation between members of the same vertical plane is permissible. Thus the words of the initial sentence will produce other words belonging to their respective vertical planes. In other words we may substitute the nouns da'ama and n!eng for any other noun that will make sense in that particular sentence:-

- (a) !Ae-kx'ao ho n!eng - The hunter sees the eland.
 (b) N!eng ho ||'heu - The eland sees the branch.
 (c) Wi-kx'ao ho !ae-kx'ao - The assistant sees the hunter.
 (d) Zo ho !'hwā - The bee sees the man.
 (e) Da'ama ho zwa - The child sees the marijuana.

It has been illustrated that the pronouns of !Xū may be established by means of the commutative principle. The application of this principle to the nouns, quoted in the sentences (a - e) above, produced the following third personal pronouns:-

- (f) !Ae-kx'ao ho n!eng > Ha ho ha
 The hunter sees the eland. He sees it
 (g) N!eng ho ||'heu > Ha ho ka
 The eland sees a branch He sees it.
 (h) Wi-kx'ao ho !ae-kx'ao > Ha ho ha
 The assistant sees the hunter. He sees him.
 (i) Zo ho !'hwā > Hi ho ha
 The bee sees the man It sees him
 (j) Da'ama ho zwaa > Ha ho ha
 The child sees the dagga. He sees it.

The plural forms of these pronouns are supplied in the following sentences:-

- (f) Si ho hi > They see them

- (g) Hi ho ka - They see them
 (h) Si ho si - They see them
 (i) Hi ho si - They see them
 (j) Si ho ha - They see them

The data obtained from the commutation of nouns with pronouns may be summarised as follows:-

	<u>Noun</u>	>	<u>Pronoun</u>	
			<u>Singular</u>	> <u>Plural</u>
hunter	- !ae-kx'ao	>	ha	> si, si!a
eland	- n!eng	>	ha	> hi
branch	- 'heu	>	ka	> ka
helper	- wi-kx'ao	>	ha	> si, si!a
bee	- zo	>	hi	> hi
marijuana	-- zwaa	>	ha	> ha

In order to establish a pattern in this phenomenon the known !Xŭ nouns were consecutively substituted for their respective personal pronouns. The original experiment and the conclusions may be simulated by conducting the substitution tests with a representative group of nouns. The following group of sentences will illustrate the establishment of singular pronouns:-

- (k) The elder sees me - N!eu ho mi > Ha ho mi
 (l) The assegai stabs me - Ts'euwa !'eng mi > Ha !'eng mi
 (m) The liar cheats you - Ži-kx'ao tšwā a > Ha tšwā a
 (n) Mother pities the poor man - Eiya !xoma g||aakhwe > Ha !xoma ha
 (o) The baboon fears the fire. - !Wara kwā da'a > Ha kwā hi
 (p) The badger likes honey. - ||'Hao kare zo > Ha kare hi
 (q) The lamp burns oil - Nem ku'u n!ei > Hi ku'u ka
 (r) The wasp drinks water - N!'hei-!eri tšhi > Hi tšhi ka
 (s) My uncle listens to the tape-recorder. - Mi tsu #e#e šeu||wa > Ha #e#e ha
 (t) The thief fears work - Dž'aa-kx'ao kwā ||x'wa > Ha kwā ka.
 (u) I experience difficulty. - Mi ho glao > Mi ho ka
 (v) The hailstone cracks the door. - Tšwa !hara tš'u-ts'i > Ha !hara ka.

The following sentences are the plural equivalents of the previous group:-

- (k) The elders see us - N!cusi ho e > Si ho e
- (l) The assegais stab us. - Ts'euwasi !'eng e > Hi !'eng e
- (m) The liars cheat you - Zi-kx'aosi tšwā i > Si tšwā i
- (n) Mothers pity the poor men. - Eiyasī |xoma > Si |xoma si
g||aakhwesi
- (o) The baboons fear the fires. - !Wara kwa da'asi > Hi kwa hi
- (p) The badgers like honey. - ||'Hao kare zo > Hi kare hi
- (q) The lamps burn oil - Nemsī ku'u n|eisi > Hi ku'u ka
- (r) The wasps drink water. - N!'hei-!eri tšhi > Hi tšhi ka
g!u
- (s) My uncles listen to the tape-recorders - Mi tsusī #e#e šeu||wa > Si #e#e
ha
- (t) The thieves fear work - Dž'aa-kx'aosi kwa > Si kwa ka
||x'wa
- (u) We experience difficulty - E ho g|ao > E ho ka
- (v) The hailstones crack the doors. - Tšwā !hara tš'u-ts'isi > Ha !hara
ka.

By transposing the subjects and objects, in the singular and plural sentences, it was also ascertained that there is no difference between the subjectival and the objectival forms of the third personal pronouns. Thus it may be stated that:-

- (a) some pronouns that are ha in the singular become si in the plural,
- (b) some pronouns that are ha in the singular become hi in the plural,
- (c) some pronouns that are ha in the singular remain ha in the plural.
- (d) the pronouns that are hi in the singular remain hi in the plural,
- (e) the pronouns that are ka in the singular remain ka in the plural.

Neither the plural commutations nor transpositions produced any further addition to the number of personal pronouns.

In the course of the investigation the existence of sexual gender was not observed in !Xū. No difference was observed in the form of the pronouns denoting females and pronouns denoting males.

My grandmother calls mother - Mi txö !'eu eiya > Ha !'eu ha
 Mother chases the she goat - Eiya !xwe peri di > Ha !xwe ha
 The man helps the woman - !'Hwã wi dz'heu > Ha wi ha
 His aunt fetches water - Ha g||aa hare g!u > Ha hare ka
 Kx'ao answers my sister - Kx'ao meni mi !wi > Ha meni ha

Thus the !XÜ pronouns for the third person are:-

ha - si
 ha - hi
 ha - ha
 hi - hi
 ka - ka

2.3.1.2.2. THE PRINCIPLES INVOLVED IN THE SEPARATION AND NUMERATION OF THE THIRD PERSONAL PRONOUNS.

The recognition of different pronominal categories implies the existence of different noun categories.* This classification of nouns, according to their pronominal forms, leads to the recognition of grammatical gender in !XÜ. In other words a series of nouns may be identified with each singular and plural third personal pronoun. The majority of nouns assuming such pronouns are semantically uniform. The only exception to the rule is the nouns assuming the pronouns hi - hi:-

- (i) The noun series assuming the pronouns ha - si consists of nouns for people.
- (ii) The noun series assuming the pronouns ha - hi contains most nouns for animals, birds, reptiles, insects and a minority of nouns indicating miscellaneous objects.

* By July 1966 I had only discovered some of these pronouns. In a personal communication with Prof. E.O.J. Westphal he supplied me with the following list:

mi - e, m
 a - i
 ha - si
 ha - yhi
 ka - ka
 yhi - yhi

To this list I have been able to add the pronouns ha-ha.

- (iii) The nouns for articles of everyday use, most plants and a minority of nouns denoting miscellaneous objects assume the pronouns ha - ha.
- (iv) Miscellaneous nouns assume the pronouns hi - hi.*
- (v) The names for the various parts of animate and inanimate bodies usually assume the pronouns ka - ka.

It was also observed that a minority of plant names, some instruments and other miscellaneous nouns assume these pronouns. In addition it was also established that all verbs and adnouns, functioning as nouns, assume the pronouns ka - ka.

All attempts at reaching a satisfactory explanation of the philosophy underlying the noun class division of !Xū were frustrated by the minority group of nouns occurring in some noun classes. These minority groups of nouns assume pronouns foreign to those assumed by the semantical majority of a noun class. In other words if some plants assume the pronouns ka - ka they constitute a minority group within the nominal series assuming the pronouns ka - ka because most plants assume the pronouns ha - ha. We expect this problem to become less irksome when a greater number of nouns has been recorded.

This apparent lack of a grammatical philosophy will present the student of !Xū with a serious problem because he will have to know the personal pronoun of a noun in order to derive its possessive pronoun or the demonstrative adnoun.

Having established that !Xū has different noun classes we ask ourselves to what noun class a noun compound, constituted by nouns from two different noun classes, would belong. The answer to this question has partly been given when we observed that the principal meaning of the compounds is situated in the final constituent. The initial constituent only qualifies the final one. Thus in a compound:-

* As we have only observed a small number of nouns assuming the pronouns hi - hi we were unable to establish the semantical nature of this noun class.

n|om-kx'ao - medicine man.

the constituent "man" - "kx'ao" is the semantical nucleus while n|om - "medicine" only serves to qualify as to what kind of man we are concerned with. The reader may apply the same criteria to :-

n!aro-kx'ao - teacher (teach man)

lhwe-kx'ao - horse owner.

The noun kx'ao(-si) assumes the pronouns ha - si. The nouns n|om(-si) and n!aro both assume the pronouns ka - ka. * The noun lhwe (si) assumes the pronouns ha - hi. The compounds:-

n|om-kx'ao (-si)

n!aro-kx'ao (-si)

lhwe-kx'ao (-si)

assume the pronouns ha - si because they are also the pronouns assumed by kx'ao(-si) which is the semantical nucleus of these compounds. In the compound:-

Žu-g|aowa - human power

the principal meaning is situated in the noun g|aowa while Žu only serves to qualify "human power" as distinct from "motor power" or "donkey power". The noun g|ao(-si) assumes the pronouns ka-ka, ** while thoo(-si) assumes the pronouns ha - ha and dongi(-si) assumes the pronouns ha - hi. However the compounds:-

Žu - g|aowa

thoo - g|aowa

dongi - g|aowa

assume the pronouns ka - ka because the principal meaning is situated in g|ao which assumes the pronouns ka - ka. Thus the pronouns assumed by the various compounds will present no problem when the student bears in mind that their pronouns are derived from those of the terminating nouns of compounds.

* It has been noted that verbs, used as nouns, assume the pronouns ka - ka.

** Adnouns used as nouns assume the pronouns ka - ka.

It has been established that the third personal pronouns of !Xū consist of the following consonant and vowel sequences:-

<u>Singular</u>	<u>Plural</u>
ha	si
ha	hi
ha	ha
hi	hi
ka	ka

Because of the concord between the third personal pronouns, the possessive pronouns, and the demonstrative adnouns, it was then decided to divide the nouns of !Xū into two main groups. The nouns that assume the singular personal pronouns initiated by h- are regarded as members of noun class (i). The nouns assuming the personal pronouns ka - ka are regarded as members of noun class (ii). Thus we have the following division:-

	(ha - si
Noun class (i)	(ha - hi
	(ha - ha
	(hi - hi
Noun class (ii)	ka ka

The nouns of class (i) were subdivided as follows:-

- (a) the nouns assuming the pronouns ha-si were numbered (i)a,
- (b) the nouns assuming the pronouns ha-hi were numbered (i)b,
- (c) the nouns assuming the pronouns ha-ha were numbered (i)c,
- (d) the nouns assuming the pronouns hi-hi were numbered (i)d.

This numeration may also be extended to the pronouns. Thus the pronouns of:

class (i) a are	ha - si,
class (i) b are	ha hi*
class (i) c are	ha ha
class (i) d are	hi hi

Here follows a tabulation of the first, second and third personal pronouns of !Xū.

* In speech the singular and plural pronouns hi have the variant ya. We do not account for ya in the written language.

	<u>Singular</u>	<u>Plural</u>	
1st person	mi	e!a,e; m!a, m	
2nd	a	i!a, i	
3rd	(i)a ha	si!a, si	Applied to nouns denoting: people.
	(i)b ha	hi	Applied to nouns denoting: most animals, birds, reptiles insects and a minority of miscellaneous nouns.
	(i)c ha	ha	Applied to nouns denoting: household articles, most plants and a minority of miscellaneous nouns.
	(i)d hi	hi	Applied to a miscellaneous series of nouns.
	(ii) ka	ka	Applied to nouns denoting: parts of bodies, a minority of plants, a number of miscellaneous nouns, some instruments and adnouns functioning as nouns.

In conjunction with the adnominal stems denoting the numerals 2 and 3 (2.4.1.2.1.2.) it was found that the short form of the personal pronouns forms a "dual" and a "trial". Thus the pronoun:-

m!a > m
m + tsã > m tsã
we + two > we two
m + n!eni > m n!eni
we + three > we three

This applies to all the plural personal pronouns. Thus:-

e + tsã > e tsã - we two
i + n!eni > i n!eni - you three
si + tsã > si tsã - they two (the two of them)

When both the speaker and the listener know what noun is substituted by a third personal pronoun, the following forms of the "dual" and "trial" may be used:-

hi +tsã > hi tsã - the two of them (cats)
ha + n!eni > ha n!eni - the three of them (needles)

hi + tsã > hi tsã - the two of them (shoes)
 ka + n!eni > ka n!eni - the three of them (axes)

The following nouns have been abstracted from the various noun classes:-

Class (i) a.

eiya	- mother	haharokhwe	- twin
tae	- mother	tsu	- uncle
žú	- person	tš'u-n!eng	- wife
g aakhwe	- poor person	da'a- om-kx'ao	- woodcutter
'eixa	- rich person	!wi	- sister
tshi-kx'ao	- abstainer	!o	- brother
txö-g!a	- brother-in-law	Žul'hwā	- Bushman
da'ama	- child	*xae	- daughter
n#o'ö-kx'ao	- medicine man	!uri-kx'ao	- medicine man

Class (i) b.

g!x'eru	- leopard	tsxeĩ	- leguan
n eu	- lion	goru	- lizard (sp.)
g a'asi-g e'eni	- locust sp.	!u	- long-eared fox
n#aa	- louse	n!'hõ	- mole
kx'uri	- louse	g!eidonaha	- mongoose
a'e	- monkey	d'had'hama	- moth
g!u-n!eng-zani	- mosquito	thoo	- motorcar
nenibe	- mosquito	euto	- motorcar
lembro	- mosquito	n 'hwi	- mouse
g!om'mtš'iyā	- mosquito	d'heu	- mushroom

Class (i)c.

!hei	- steering-wheel	n!aba	- sjambok
spera	- safety pin	n ari	- sjambok
gwi	- salt	n!'heri	- sjambok
dibi	- salt	g*wa	- soap
zaha	- saw	se	- soap
n 'horu	- saw	n#aaha	- spinal marrow
!wā!wā	- arrow shaft	g aaxu	- chair
xeni	- sieve	tseri	- chair
tsi	- sieve	wa	- story
sipa	- sieve	*hae	- suit case

Class (i)d.

*wa	- mat	šamanga	- maize
seū	- maize meal	g huu	- meteor

g#u'u	-	millet	g!wa	-	shoe
g#a'a	-	milt	g!we	-	shoe
!oru	-	oesophagus	zo	-	sugar, honey
gubu	-	omasum	šukuri	-	sugar
g#hao 'a 'ama		omasum	n#a	-	small intestine
sã	-	powder (body)	dere	-	small intestine
!'huudao	-	road	n!'hei-leri	-	wasp (sp.)
n!ama	-	footpath	xã-ts'i	-	wasp sp.

Class (ii)

!x'wã-!xeiya	-	handkerchief	g ubuxu	-	seat (of a car)
ts'igana	-	saliva	g oba	-	seat (of a car)
!'hebi	-	scar	!ö-!'u	-	shin bone
n!aro-ts'uwa	-	school	hema	-	shirt
!x'a-ts'i	-	shoulder	n u'uru	-	shoulder-blade
!'om	-	side	tso	-	sineu
n!o	-	skin	n oi	-	nasal mucus
#'ha	-	sling (-of quiver)	g!xoni	-	more
#'aama	-	snake	kx'a	-	soil
zö	-	small of the back.	!'o!obe	-	spine

The following examples illustrate the application of the third personal pronoun:-

- (a) Mi tshi !xeri - I abstain from liquor
 (b) A ||'hemm n!'hwã - You ambush the kudu
 (c) Ha gu zo - He digs the bees
 (d) Ha tom'ma n!'hei - It (dog) approaches the lion
 (e) Ha !hü eri - It (hailstone) kills the guinea fowl.
 (f) Hi ku'u Žü - It (shoe) burns the person.
 (g) Ka ho mi - It (eye) sees me
 (h) N!wa n#ei-#xeiya e!a - The cat awakens us.
 (i) G#hwĩ n||om'm i - The dog licks you
 (j) Da ||x'u-tsa'a si - The polecat smells them
 (k) Si kx'wa zo - They search for honey
 (l) Hi n||om'm n#'hei#em - The (dogs) lick the spoon.
 (m) Dz'heu 'm ha - The woman eats them (wild oranges.)
 (n) !'Hwã ho hi - The man sees them (the meteors)
 (o) Si!a khwara ka - They untie them (skins)
 (p) !'Hwã za e tsã - The man curses the two of us
 (q) Gleni g||ao i n!eni - The flies sit on you three
 (r) Si tsã g#em seũ - You two carry maize meal on the head.

- (s) Hi n!eni |hoo !ae-kx'ao - The three of them (lions) follow the hunter.
- (t) Mi ||'ama ha tsã - I buy two of them (loaves of bread.)
- (u) E!a #xuru hi n!eni - We scale the three of them (baobabs).
- (v) Ka n!eni khwi - The three of them (toes) are painful.

2.3.2. THE POSSESSIVE PRONOUNS.

The manner in which the !Xū express a possessive relationship was established by applying testing frames of the following kind:-

I tell my wife > I tell mine.
 My wives carry fire- > Mine carry firewood.
 wood

A similar substitution of the nouns "wife" and "wives" with the noun substitute "mine" produced the following sentences in !Xū:-

Mi !wa mi dz'heu > Mi !wa mi ma
 Mi dz'heu !ae da'a > Mi ma !ae da'a

It may be observed that the singular noun dz'heu -"wife" assumes the nouns substitute ma . The plural noun dz'heusi -wives assume the plural noun substitute hisi. When similar commutation tests are applied to the nouns of the different noun classes the testing frames revealed that there are different noun substitutes for the noun classes.* This phenomenon is illustrated by the following examples:-

Class (i)a

- (a) Mi !okuru glaaxu > Mi ma kuru glaaxu
 My brother makes a chair. Mine makes a chair.
- E !osi kuru glaaxu > E hisi kuru glaaxu
 Our brothers make a chair. > Our's make a chair
- (b) A ||'eixa guni n!o > A ma guni n!o
 Your master hunts the roan. > Your's hunts the roan.
- A ||'eixasi guni n!o > A hisi guni n!o
 Your masters hunt the roan. Your's hunt the roan

* The noun substitutes of the different noun classes are functionally comparable to the genitive endings -er and -es in German:-

meiner
 meines.

Class (i) b.

- (a) !Hwã ||a'e #xuru g!heĩ > !'Hwã'ma #xuru g!heĩ
 The man's monkey scales the tree. The man's scales the tree.
- !'Hwã ||a'e #xuru g!heĩ > !'Hwã hisi #xuru g!eĩ
 The man's monkeys scale the tree. The mans scale the tree
- (b) Guni-kx'ao txa ha n!eng > Guni-kx'ao txa ha ma
 The hunter hits his eland The hunter hits his
- (c) Guni-kx'ao txa ha n!engsi * > Guni-kx'ao txa ha hisi
 The hunter hits his elands. The hunter hits his'

* Because of the structure of the sentence:

Guni-kx'ao txa ha n!eng

it is difficult to ascertain whether the ha is:-

- (a) a possessive pronoun meaning "his",
 (b) the personal pronoun signifying "eland".

(i) Guni-kx'ao txa ha n!eng - The hunter hits his eland.

(ii) Guni-kx'ao txa ha n!eng - The hunter hits 'it' eland.

As the noun n!eng assumes the zero plural morpheme it follows that the plurals of these sentences should be:

(iii) Guni-kx'ao txa ha n!eng - The hunter hits his elands.

(iv) Guni-kx'ao txa hi n!eng - The hunter hits 'them' elands.

The possibility of ambiguity between (i - iii) is eliminated by suffixing the plural morpheme -si to the noun n!eng:-

Guni-kx'ao txa ha n!engsi. - The hunter hits his elands.

It may thus be concluded the nouns that normally assume the zero plural morpheme may, when necessary, assume the plural morpheme -si.

Class (i)c.

- (a) !Ae euto !haa > !Ae ma !haa
!Ae's car runs !Ae's runs
!Ae eutosi !haa !Ae masi !haa
!Ae's cars run !Ae's run
- (b) |X'aeše |xeni !o'a > |X'aeše ma !o'a
|X'aeše's sieve is broken. |X'aeše's is broken.
|X'aeše |xenisi kx'oma > |X'aešemas i kx'omma
|X'aeše's sieves are broken. |X'aeše's are broken.

Class (i)d.

- (a) Si tša dz'heu #xanu > Si tša dz'heu hi
They fetch the woman's book. They fetch the woman's
Si tša dz'heu #xanusi > Si tša dz'heu hisi
They fetch the woman's books. They fetch the womans.
- (b) Ha ||'ama n!eu xore > Ha ||'ama n!eu hi
She buys the elder's belt. She buys the elder's
Ha ||'ama n!eu xoresi > Ha ||'ama n!eu hisi
She buys the elder's belts. She buys the elder's.

Class (ii)

- (a) Dž'aa-kx'ao dž'aa mi |'ei > Dž'aa-kx'ao dž'aa mi ga
The thief steals my axe The thief steals mine
Dž'aa-kx'ao dž'aa mi |'eisi > Dž'aa-kx'ao dž'aa mi gasi
The thief steals my axes The thief steals mine
- (b) N!om du-khwiya txõ g!eu > N!om du-khwiya txõ ga
The stone hurts grand- The stone hurts grand-
mothers hand. mother's
N!om du-khwiya txõ g!eusi > N!om du-khwiya txõ gasi
The stone hurts grandmothers The stone hurts grand-
hands. mother's.

In the examples it may be observed that:-

- (i) possessions that are nouns belonging to class (i)a and (i)b assume the possessive substitute ma in the singular and hisi in the plural,

- (ii) possessions that are nouns belonging to class (i)c assume the possessive substitute ma in the singular and masi in the plural,
- (iii) possessions that are nouns belonging to class (ii) assume the possessive substitute ga in the singular and gasi in the plural

These noun substitutes are called possessive pronouns and may be tabulated as follows:-

	<u>Singular</u>	<u>Plural</u>
(i)a	ma	hisi
(i)b	ma	hisi
(i)c	ma	masi
(i)d	hi	hisi
(ii)	ga	gasi

The only exceptions in the possessive pronominal pattern are class (i)c and (i)d. This correspondence between nouns and possessive pronouns also served an important function in the establishment of the noun class division.

In the investigation on the genitive in !Xū it was seen that the kinship terminology was denoted by menas of the contracted 1st personal singular pronoun mi. This elision of -i in mi is not accounted for in the present orthography.* It was decided to write:-

Mi #xae	instead of	M.#xae	- My daughter.
Mi ba	instead of	M ba	- My father.
Mi !o	instead of	M!o	- My brother.
Mi !wi	instead of	M !wi	- My sister
Mi tsu	instead of	M tsu	- My uncle.

In a !Xū sentence any nominal (column A below) may be in a genitive relationship with any noun in (column B). The nouns of column B may also be substituted by their possessive pronouns. The noun class membership of the possession(column B)will determine the form of the possessive pronoun.

* Besides the fact that elision of this nature is not commendable in an orthography, these examples will also necessitate the indication of intonation:-

 m' #xae - my daughter
 m #xae - our daughter.

A "possessor"

B "possession"

(a) Any noun

Any noun may function as a possession. Each noun class has its particular set of possessive pronouns.

(b) Any personal pronoun:

Thus class:-

1. mi - e!a, e; m!a m

2. a - -i!a, i

3. ha - -si!a, si

ha - hi

ha - ha

hi - hi

ka - ka

(i)a. has the pronouns ma - hisi

(i)b. has the pronouns ma - hisi

(i)c. has the pronouns ma - masi

(i)d. has the pronoun hi - hisi

(ii) has the pronoun ga - gasi

Having concluded the discussion of the nominals we may now proceed to the discussion of the adnominals in !Xü.

2.4. THE ADNOMINAL STEMS:

When certain nouns and qualifying words were juxtaposed the occurrence or absence of transition sounds was observed between the juxtaposed words. The presence or absence of these transition sounds serve as a criterion for the grouping of the qualifying words into different categories. The transition sounds occur between certain qualifying words and nouns ending in:-

(i) consonants

(ii) the vowels -e, -i, -o, -u and -a.

This category of words, functioning as the semantical extension of nominals, is called the "adnouns". The qualificative extensions are called:-

(i) descriptive in the case of some adnouns,

(ii) demonstrative in the case of some adnouns,

(iii) referential in the case of some adnouns.

2.4.1. THE DESCRIPTIVE ADNOUNS.

The function of the descriptive adnouns is to qualify the nominals preceding them. A distinction should be made between:-

(i) the regular descriptive adnouns,

(ii) the irregular descriptive adnouns.

2.4.1.1. THE REGULAR DESCRIPTIVE ADNOUNS.

The regular descriptive adnouns are characterised by the fact that:-

(a) they require a transition -a which assumes the form of glides -wa or -ya:-

(i) -wa between singular nominals, ending in -o and -u, and the regular descriptive adnouns.*

lao + xwa	>	laowa xwa
buffalo + alive		the live buffalo
ts'ao + g'ao	>	ts'aowa g'ao
milking + difficult		the difficult milking
#xanu + g#a	>	#xanuwa g#a
book + old		the old book
n aro + xuri	>	n arowa xuri
dung-beetle + cunning		the cunning dung beetle.
n o + 'hwī	>	n owa 'hwī
roan + tired		the tired roan
!u!u + tšhin!ei	>	!u!uwa tšhin!ei
assegai + sharp		the sharp assegai
n!eu + žam	>	n!euwa žam
elder + emaciated		the emaciated elder.
glaaxu + !e'u	>	glaaxuwa !e'u
chair + white		the white chair
zeru + #x'ao	>	zeruwa #x'ao
cigarette + moist		the moist cigarette
khu + g#e'ī	>	khuwa g#e'ī
jump + long		the long jump

* In speech the terminal vowel of the nominal stem is usually assimilated into the glide:-

žu + g'ao > žwa g'ao (instead of) žuwa g'ao.
 person + power human power.

This assimilation will not be accounted for in the orthography.

- (ii) -ya between singular nominals, ending in -e and -i, and the regular descriptive adnouns:- *

!hwe + !'hom	>	!hweya !'hom
horse + beautiful		the beautiful horse
n e + to	>	n eya to
measurement + straight		the straight measurement
a'e + žo	>	a'eya žo
monkey + black		the black monkey
†Ebe + ti	>	Ebeya ti
Motswana + heavy		the heavy Motswana
hi + †aabe	>	hiya †aabe **
it (shoe) + shiny		the shiny it (shoe)
g+'hwī + žam	>	g+'hwīya žam
dog + lean		the lean dog
n!'hwā-!xoi + !x'eu	>	n!'hwā-!xoiya !x'eu
kudu tail + dry		the dry kudu tail
meni + glao	>	meniya glao
answer + difficult		the difficult answer.
mi + g!aā	>	miya g!aā
I + red		the red I

- (b) orthographically the transition -a does not occur between singular nominals, ending in -a, and the regular descriptive adnominal stems.***

!'hwā + n!oi	>	!'hwā n!oi
man + cripple		the cripple man
gumi-!huwa + ga'u	>	gumi-!huwa ga'u
cattle-kraal + clean		the clean cattle-kraal
ha + dži'i	>	ha dži
he + wet		the wet he

* In speech the terminal vowel of the nominal stem is usually assimilated into the glide:
 tši + to > tša to (instead of) tšiya to
 thing + straight > the straight thing.

This assimilation will not be accounted for in the orthography.

** Being nominals the pronouns of !Xū may also be qualified by adnouns. In order to accommodate the meaning of the !Xū examples we resort to the direct translation of the examples of this kind.

*** The addition of the transition -a to the terminal -a of these nominal stems is not clearly and regularly realized as the sound [a:]. For these reasons it was decided not to write:-

!'hwā n!oi - the cripple man

'hei-dongiya + x'eu draught donkey + ugly	>	'hei-dongiya x'eu the ugly draft donkey
šamanga + taě maize + sweet	>	šamanga taě the sweet maize
a + n'oi you + cripple	>	a n'oi the cripple you

(b) the transition -a is required between singular nominals, ending in consonants, and the regular descriptive adnouns:-

nem'm + žao black-korhaan + blind	>	nem'ma žao the blind black korhaan.
!'om + !eũ porcupine + ill	>	!'oma + !eũ the sick porcupine
om + ~n!'hwi chopping + wrong	>	oma n!'hwi the wrong chopping
#'om + !hara baobab + cracked	>	#'oma !hara the cracked baobab
n om + ts'ana medicine + raw	>	n oma ts'ana the raw medicine
n eng + n om raisin (Grewia sp.) + ripe.	>	n enga n om the ripe raisin
!'eng + #'aama blood + sticky	>	!'enga #'aama the sticky blood
n#eng + kx'eni python + lucky	>	n#enga kx'eni the lucky python
n!eng + n!'eng eland + delicious	>	n'enga n!'eng the delicious eland
'eng + khwara knot + loose	>	'enga khwara the loose knot

(d) the transition -sa is required between all plural nominals and the regular descriptive adnouns.*

* The !Xũ nominals with identical singular and plural forms ending in -sa do not require the transition -sa when used in the plural:-

n!arosa + dž'i chameleon + green	>	n!arosa dž'i the green chameleon (-s)
kherekheresa + taě sweet + sweet	>	kherekheresa taě the sweet sweet (-s)

The following examples are the plural equivalents for the examples used in the rules a, b and c above:-

lao + xwa	>	laoosa xwa
buffaloes + alive		the live buffaloes
ts'ao + glao	>	ts'aosa glao
milkings + difficult		the difficult milkings
#xanusi + g#a	>	#xanusa g#a
books + old		the old books
n aro + xuri	>	n arosa xuri
dung beetles + cunning		the cunning dung-beetles
n o + 'hwĩ	>	n osa 'hwĩ
roans + tired		the tired roans
!u!usi + tšhin!ei	>	!u!usa tšhin!ei
assegais + sharp		the sharp assegais
n!eusi + žam	>	n!eusa žam
elders + emaciated		the emaciated elders.
glaaxusi + !e'u	>	glaaxusa !e'u
chairs + white		the white chairs
zeru + #x'ao	>	zerusa #x'ao
cigarettes + moist		the moist cigarettes.
khusi + g#e'I	>	khusa g#e'Iya
jumps + long		the long jumps
hwesi + 'hom	>	hwesa 'hom
horse + beautiful		the beautiful horses
nlesi + to	>	nlesa to
measurement + straight		the straight measurements
a'e + žo		a'esa žo
monkeys + black		the black monkeys.
#Ebesi + ti	>	#Ebesa ti
Batswana + heavy		the heavy Batswana
hi + #aabe	>	hisa #aabe
they (shoes) + shiny		the shiny they, (shoes)
g#'hwĩ + žam		g#'hwĩsa žam
dogs + lean		the lean dogs
n!'hwā--!xoi--!x'eu	>	n!'hwā--!xoisa !x'eu
kudu-tails + dry		the dry kudu tails
menisi + glao	>	menisa glao
answers + difficult		the difficult answers

e + g!aã	>	esa g!aã
we + red		the red we
n ae + n!oi	>	n aesa n!oi
men cripple		the cripple men
gumi-!huwasi + ga'u	>	gumi-!huwasa ga'u
cattle kraals + clean		the clean cattle kraals
si + dž'i	>	sisā dž'i
they + wet		the wet they
'hei-dongiyasi + x'eu	>	'hei-dongiyasa x'eu
draft donkeys + ugly		the ugly draft donkeys.
šamanga + taë	>	šamangasa taë
maize + sweet		the sweet maize
i + n!oi	>	isa n!oi
you + cripple		the cripple you
nem'm + žao	>	nem'msa žao
black-korhaans + blind		the blind black-korhaan
!'om + !eũ	>	!'omsa !eũ
porcupines + ill		the sick porcupines
omsi + n!'hwi	>	omsa n!'hwi
choppings + wrong		the wrong choppings
#'omsi + !hara	>	#'omsa !hara
baobabs + cracked		the cracked baobabs
n omsi + ts'ana	>	n omsa ts'ana
medicines + raw		the raw medicines
n eng + n!om	>	n engsa n!om
raisins (Grewia sp.) + ripe		the ripe raisins
!'eng + #'aama	>	!'engsa + #'aama
bloods + sticky		the sticky kinds of blood
n#eng + kx'eni	>	n#engsa kx'eni
python + lucky		the lucky python
n!eng + n!'eng	>	n!engsa n!'eng
elands + delicious		the delicious elands
'eng + khwara	>	'engsa khwara
knots + loose		the loose knots

The following series of words consists of regular ad-nominal radicals.. The regular adnominal radicals require the application of the transition rules a, b, c, and d above.

alive	- xwa	limping	- n!oi
bad	- x'eu	limping	- g#om
bald	- #hč	long	- g#e'f
bald	- #haana	loose	- nanani
beautiful	- 'hom	loose	- !'ô!'ô
bitter	- g!a'ã	lost	- n!a
black	- žo	lucky	- kx'eni
blind	- žao	middle	- 'emi
blue	- eŋ	middle	- n#huu(si)
blue	- eng	middle	- x'aeku
blunt	- dž'oro	miserly	- kx'ō
blunt	- dž'o	moist	- #x'ao
blunt	- tšo'a	naughty	- n 'hoo
broad	- žao	new	- ze
brown	- g!aã	new	- zae
burst	- !hara	nice	- n 'eng
centre	- 'emi	obstinate	- #'hwi
centre	- n#huu(si)	old (humans)	- g#a
centre	- x'aeku	old (things)	- #'eng
clean	- ga'u	old	- !'a
coarse	- g!x'aa	over ripe	- swānā
cold	- #e'u	overripe	- n!'hobo
cooked	- n!om	painful	- khwi
cracked	- !hara	pensile	- xoroxoro
cripple	- n!oi	piebald	- g e'eni
cripple	- g#om	poor	- n!em
crooked	- n!'hwi	poor	- aã
cunning	- xuri	red	- g!aã
cunning	- khaã	rich	- 'eixa
deaf	- !'oma	ripe	- n!om
decayed	- !wi	rotten	- !wi
deep	- g#e'f	rough	- g!x'aa
deep	- g#e'ng	salty	- n#oi
diffi- cult	- glao	sated	- x'aa
dirty	- x'uri	shiny	- #aabe
distant	- #xã	shiny	- ha habe
distant	- !hem	sick	- x'ae
dry	- !x'eu	sick	- !eū
dumb	- n oč	slack(-bow- string)	- theu

dumb	-	#habo	slow	-	eũ, #'eu
easy	-	swã	smell badly	-	x'ũ
emaciated	-	žam		-	x'ũ
empty	-	!x'euwa	smoothe	-	g#hei
enough	-	#'eũ	soft	-	swã
exhausted	-	n#hem	sour	-	n#oi
expensive	-	glao	split	-	!hara
far	-	#xã	sticky	-	#'aama
far	-	!hem	stingy	-	kx'õ
fat	-	tšhĩ	stinking	-	x'ũ
fat	-	tšing	straight	-	to
fast	-	n!o'o	strong	-	glao
fast	-	!'hae	stupid	-	#'hwi
fierce	-	tšhin!ei	sufficient	-	#'eũ
fine	-	d'heud'heuwa	sweet	-	taẽ
foul-smelling	-	x'õ	tall	-	g#e'i
full	-	g!e'i	tame	-	n!om
full	-	g!e'ng	tepid	-	'õ
generous	-	'eng	thin	-	!u'i
green (colour)	-	dž'i	thirsty	-	!em
green (unripe)	-	ts'ana	tired	-	'hwĩ
hard	-	glao	unlucky	-	!xo
heavy	-	ti	ugly	-	!x'eu
high	-	g#e'i	unripe	-	ts'ana
high	-	g#e'ng	underdone	-	ts'ana
holed	-	!huru	vari-coloured	-	g e'eni
holy	-	ga'o	vari-coloured	-	g!xom
hot	-	khwi	warm	-	khwi
hungry	-	abe	weak	-	!x'a x'ana
hungry	-	!'aa	weak	-	'oba
ill	-	!x'ae	wet	-	dž'i
ill	-	!eũ	white	-	!e'u
inexpensive	-	swã	yellow	-	!eũ
last	-	twandi	yellow	-	!eng
lecherous	-	!aõ, n!om		-	
lean	-	žam		-	
light	-	šwi		-	

By putting testing frames of the following structure to the informant

The running beast,
The burning chair,

it was established that all the verbs of !Xū may function as regular descriptive adnouns. This implies that the regular adnominal series is potentially infinite.* The following examples illustrate the formation of the adnominal clause in !Xū:-

gumi + !haa	>	Gumiya !haa
beast + running		the running beast
!hwe + 'm	>	!hweya 'm
horse + grazing		the grazing horse
g!aaxu + ku'u	>	g!aaxuwa ku'u
chair + burning		the burning chair
!xo + u	>	!xowa u
elephant + walking		the walking elephant
*ara + ts'a	>	*ara ts'a
friend + sleeping		the sleeping friend
*wa + !eu	>	*wa !eu
giraffe + trekking		the trekking giraffe
n+'hei+em + x'wa	>	n+'hei+ema x'wa
spoon + working		the working spoon
zošom + n!om	>	zošoma n!om
bee + flying		the flying bee
n!eng + !ei	>	n!enga !ei
eland + dying		the dying eland
n+eng + +xuru	>	n+enga +xuru
python + scaling		the scaling python

The verbs, in the examples quoted above, are used intrasitively. It was established that the verbal stems, occurring in adnominal clauses, may also be used transitively:-

* Besides serving as a structural marker for the regular adnominal series the transition -a also serves to distinguish the adnominal clauses from sentences:-

Gumiya!haa - The running beast

Gumi !haa - The beast runs.

G!aaxuwa ku'u - The burning chair.

G!aaxu ku'u - The chair burns.

N+'hei+ema ||x'wa - The working spoon

N+'hei+em ||x'wa - The spoon works.

Zuwa kwa n!hei #xuru g!heĩ
The person who fears a lion scales a tree.

G#hwīya gu !'hei g||u'u mi
The dog that caught the hare barks at me.

!Xowa !o'a ||'heu 'm ka
The elephant that broke the branch eats it

Ha !om n||obeya !xei ha g!eu
He buries the glass that cut his hand.

G|wi !xwe #hema !hū hi da'ama
The hyenas chase the ostrich that had killed their cub.

|Eri ho n#enga doni dom
The jackal sees the python that enters the burrow.

Like the regular adnouns the adnominal clause also require the transition -sa when the noun they qualify is plural. The plural forms of the previous singular examples are:

Zusa kwa n!'hei #xuru g!heĩ
The persons who fear a lion scale a tree

G#hwīsa gu !'hei g||u'u mi
The dogs that caught the hare bark at me .

!Xosa !o'a ||'heu 'm ka
The elephants that broke the branch eat it.

Ha !om n||obesa !xei ha g!eu
He buries the glasses that cut his hand.

G|wi !xwe #hemsā !hū hi da'ama
The hyenas chase the ostriches that killed their cub.

|Eri ho n#engsa doni dom
The jackal sees that the pythons that enter the burrow.

The following examples will illustrate the application of the descriptive adnominal structure:-

- (a) Mi #xae ||'ama !xeiya dž'i - My daughter buys a green cloth.
- (b) Zu|'hwāsi !hū g#hwīya kx'ae #o - The Bushmen kill the guilty dog.
- (c) Kx'ao gu emera g!e'ĩ - Kx'ao takes the full bucket.
- (d) #Ebeya ||'eng wi ha - The generous Motswana helps him.
- (e) |'Hwā 'm 'msa tsana - The pig eats the unripe food.
- (f) !Xo gu-tseu g!'heīya ti - The elephant lifts the heavy tree.

- (g) |X'aeše #xuru kema g#e'i - |X'aeše scales the tall windmill.
- (h) Thoowa |'huru ||'hwiya - The holed tin leaks..
- (i) Mi tsuwa !eũ geya n!om-ts'uwa - My sick uncle stays in hospital.
- (j) Žuwa kx'ae #'eng ||'ama peri - The intelligent person buys a goat.
- (k) Da'a ku'u ha !xeiya g!xom - The fire burnt her vari-coloured cloth.
- (l) |Heruwa !e'u kare g#u'u - The white pig likes millet.
- (m) Ha |ore #xanuwa !eũ - He writes on the yellow paper.
- (n) Da'ama kwa gumisa dž'huũ - The child fears the bumping beast.
- (o) I n#eu n!oresa !hem - You go to a distant country.
- (p) Si ||'eng kheriya ||'hwĩ - They tie-up the tired pig.
- (q) Mi !ebi dongiya n!om - I ride the tame donkey.
- (r) Dz'heu ma kheu n!engsa swãñã - The girl picks the over-ripe raisins.

2.4.1.2. THE IRREGULAR DESCRIPTIVE ADNOUNS.

The majority of descriptive adnouns require the transition -a as discussed in the rules of (2.4.1.1.) above. Because of this regular feature it was decided to call them the regular descriptive adnominal stems. Besides these adnominal stems we also observed a minority group of descriptive adnouns that do not require the -a transition. Because of the irregularities within this group it was decided to call them the irregular descriptive adnominal stems. We recognise various groups of "irregular descriptive adnouns."

2.4.1.2.1. THE IRREGULAR DESCRIPTIVE ADNOMINAL STEMS NOT REQUIRING THE TRANSITION -a.

This group should be subdivided into:-

- (i) radicals that are unaffected by the number of the nominal,
- (ii) radicals that may only be applied with singular or plural nominals.

2.4.1.2.1.1. THE RADICALS THAT ARE UNAFFECTED BY THE NUMBER OF THE NOMINAL.

The following adnominal radicals are not affected by the singularity or plurality of the nominals qualified by them:-

N!eng	-	inside	'hwǎ	-	real
!'a	-	old	#'aǎ	-	reeking
dī	-	under	#'eng	-	old
!x'a	-	inside	!ǎ	-	beside
žǎ	-	good	di	-	female

The adnominal constructions containing these radicals are as follows:-

'ei + žǎ	>	'ei žǎ
axe + good		the good axe
'eisi + žǎ	>	'ei žǎsi *
axes + good		the good axes.
ts'u + n!eng	>	tš'u n!eng
house + inside		inside the house
tš'usi + n!eng	>	tš'u n!engsi
houses + inside		inside the houses
hi + dī	>	hi dī
it (mat) + under		under it (mat)
hi + dī	>	hi dīsi
them (mats) + under		under them (mats)
žu + ' 'hwǎ	>	žu ' 'hwǎ
person + real		the real person
žu + ' 'hwǎ	>	žu ' 'hwǎsi * *
persons + real		the real persons

* In conjunction with plural nominals these descriptive adnominal stems require the plural terminal morphemes -si or -si in the case of žǎ - "good" and di - "female".

As many of the utterances of this section can not be translated we content ourselves with the nearest English translation.

** The !XŪ commonly call themselves žu '|'hwǎsi - "the real people". For the purposes of the noun "Bushman" we disregard our disjunctive orthography and write žu|'hwa((si)). The number of the noun žu - person is denoted by a difference in tone.

da'ama + #'aã	>	da'ama #'aã
child + reek		the reeking child
de'ebi + #'aã	>	de'ebi #'aãsi
children + #'aa		the reeking children
nem + #'eng	>	nem #'eng
lamp + old		the old lamp
nemsĩ + #'eng	>	nem #'engsi
lamps + old		the old lamps
lore-g!hefiya + !'a	>	lore-g!hefiya !'a
pencil + old		the old pencil.
lore-g!hefiyasi + !'a	>	lore-g!hefiya !'asi
pencils + old		the old pencils.
g!u + !x'a	>	g!u!x'a
water + inside		inside the water
g!usi + !x'a	>	g!u !x'asi
waters + inside		inside the waters
thoo + !ã	>	thoo !ã
car + side		beside the car
thoosi + !ã	>	too !ãsi
cars + side		beside the cars

The following examples illustrate the application of the adnominal stems that do not require the transition -a:-

- (a) Ha kare n!ao ža - He wants a good rifle
- (b) N!om geya dom n!eng - The springhare lives inside a burrow.
- (c) Mi g!eu n!eng khwi - The palm of my hand pains.
- (d) E tsã n!eri thoo !'a - We two drive the old car
- (e) G!wa ts'a thoo dĩ - The dog sleeps under the car.
- (f) Mi !o tšhi !xeri !'hwá - My brother drinks real liquor.
- (g) !'Hom ||x'õ-tsa'a kani|ei #'aã - The leopard smells the stinking pig.
- (h) Da'a-||om-kx'ao kx'ae peri diĩ - The woodcutter has she goats.
- (i) ||'Eu geya g!u !x'a - The fish live in the water.
- (j) Ha n!ebu tš'u !ã - He sweeps beside the house.

2.4.1.2.1.2. RADICALS THAT MAY ONLY BE APPLIED WITH SINGULAR OR PLURAL NOMINALS

- (i) The adnominal radicals that may only be applied with singular nominals are:-

l'e - self, selfsame,
n|wi - one, next, certain
n|e'e - one, single

- (ii) The following adnominal radicals may only be applied with plural nominals:-

tsã - two
n!eni - three,
!xare - few,
gesĩ - few

The adnominal constructions constituted by these radicals are formed as follows:-

zeĩ + l'e	>	zeĩ l'e
gland + self		the gland itself
sai + n wi	>	sai n wi
canvas + next		the next canvas
Žu + n e'e	>	Žu n e'e
person + one		the one person
n!ere + tsã	>	n!ere tsã
hailstone + two		the two hailstones
tšwa + n!eni	>	tšwa n!eni
hailstone + three.		The three hailstones.
tha + !xare	>	tha !xare
kafir orange + few.		A few kafir oranges.
šwana + !x'orohm	>	šwana !x'orohm
loin-cloth + few		a few loin-cloths
!ho-se + gesĩ	>	!ho-se gesĩ
mirror + few		a few mirrors

The following sentences illustrate the application of these adnominal stems:-

- (a) Kx'ae l'e wi mi - Kx'ao himself helped me.
(b) !En n|wi ha dŽ'aa mi !ha - One day he stole my meat.
(c) Žu n|e'e gu-tseu ||'heu - One person lifted the branch.

- (d) E tsã u-!ae - We two go hunting
 (e) Gumi n!eni ||'hei thoo - The three beasts draw the car.
 (f) !Ae-kx'ao kare !wã!wã !xare - The hunter wants a few arrow shafts.
 (g) Kx'ao ||'ama g!õ gesĩ - Kx'ao buys a few pounders.

2.4.1.2.2. THE IRREGULAR ADNOMINAL STEMS THAT REQUIRE THE TRANSITION -a.

Unlike the previous group of irregular adnominal stems this group requires the transition -a. They differ from the regular adnominal stems in that they have separate singular and plural forms of the adnominal stems. This is illustrated by the following:-

Singular		Plural
ts'ema	- small	ts'eamhi - small
!ei	- dead	!ao - dead
!o'a	- broken	kx'oma - broken
!o'a	- broken	xei - broken
!o'a	- broken	n!aa - broken
n!a'a	- big	!aeya - big
!ooma	- short	!ooamhi - short
glei	- clean (washed)	g!e'i - clean (washed)
g!o	- male	n ae - males
*hei	- many	x'orohm - few

The adnominal constructions constituted by these radicals are formed as follows:-

n!eng + ts'ema	>	n!enga ts'ema *
eland + small		the small eland
n!eng+ts'eamhi	>	n!engsa ts'eamhi
elands + small		the small elands

* The adnominal stems ts'ema and ts'eamhi have the contracted forms ma and mhi. The contracted forms are more commonly used than the full forms. The contracted adnominal stem ma is only applied to singular nominals and does not require the transition -a:-

n!eng + ma	>	n!eng ma
eland + small		the small eland.
n!eng + mhi	>	n!engsa mhi
elands + small		the small elands

tšem + !ei	>	tšema !ei
roller + dead		the dead roller (Lilac-breasted)
tšem + !oa	>	tšemsā !ao
rollers + dead		the dead rollers
#hae + !o'a	>	#haeya !o'a
suit case + broken		the broken suit case.
#haesi + kx'oma	>	#haesa kx'oma *
suit cases + broken		the broken suitcases.
mi + n!a'a	>	miya n!a'a
I + big		the big I
e!a + !aeya	>	e!asa !aeya **
we + big		the big we
zao + !ooma	>	zaowa!ooma
hose + short, small		the short hose
zaosi + !oomhi	>	zacsā !oomhi ***
hoses + short, small		the short hoses.

* The adnoun kx'oma has the synonyms xei and n!aa. These synonyms are applied exactly like the adnoun kx'oma:-

#haesa xei) The broken suit cases
 #haesa n!aa)

** When plural pronouns are qualified by regular and irregular (b) adnouns they require the transition -sa. The pronoun e!a has the synonyms e, m!a and m. Thus we may have:-

esa !aeya)
 m!asa !aeya) the big we.
 msa !aeya)

*** The adnoun !oo - 'short' is supported by the contraction of the stem ts'ema - 'small'.

n uu + g ei	>	n uuwag ei
bowl + cleanly washed		the cleanly washed bowl
n uusi + g e'i	>	n uusa g e'i
bowls + cleanly washed		the cleanly washed bowls.
!'hom + #hei	>	!'homsa #hei *
leopards + many		the many leopards.
!eisi + x'orohm	>	!eisa x'orohm
pounding blocks + few		the few pounding blocks..

The following examples will illustrate the application of the irregular adnominals stems that require the transition -a.

- (a) G!wega ts'ema o ha hi. > G!wesa tseamhi o ha hisi
The small shoe is his. The small shoes are his.
- (b) Kx'ao |wa kwa n!heiya !ei. > Kx'ao |wa kwa n!'heisa !ao
Kx'ao does not fear the Kx'ao does not fear the
dead lion. dead lions.
- (c) Ha ku'u n!aowa !o'a. > Ha ku'u n!aosa kx'oma.
He burns the broken bow. He burns the broken bows.
- (d) #Ebe kx'wa zaowa !o'a. > #Ebe kx'wa zaosa xei
The Tswana searches for The Tswana searches for
the broken hose. broken hoses.
- (e) Dz'heu gu-tseu n|uuwa !o'a. > Dz'heu n!'hwi-thwi n|uusa
n!aa **
The woman lifts the broken The woman lifts the broken
bowl. bowls.
- (f) E!a !hū !'oma n!a'a > E!a !hū !'omsa !aeya
We killed a big porcupine We killed big porcupines.
- (g) Thama n#ei-||'ama n!aba !ooma. > Thama n#ei-||'ama n!abasa
!oamhi
The Herero sells a short The Herero sells short
sjambok. sjamboks.
- (h) Mi #xae ||u !xeiya g|ei. > Mi #xae ||u !xeisa g|e'i
My daughter hangs the My daughter hangs the
clean cloth. clean cloths.
- (i) - - Zusa #hei geya #Ebe-n!ore
Many people live in Bot-
swana.

* It is semantically impossible to apply the adnominal stems:--

#hei - many

|x'orohm - few

to singular nominals.

** See (3.1.1.)

- (j) - |Warasa |x'orohm #xuru |'ana
A few baboons scale the camelthorn tree.

By the suffixation of a terminal -a bothe the regular and irregular adnominal stems may be used as nouns belonging to class (ii). This terminal -a:-

- (i) becomes -wa in the case of adnominal stems ending in -o or -u,
(ii) becomes -ya in the case of adnominal stems ending in -e or -i,
(iii) remains -a in the case of adnominal stems ending in consonants,
(iv) is not written in the case of adnominal stems ending in -a .

This implies an additional increase in the number of nominal stems of !Xu:

n!o'o + a	>	n!o'owa	leũ + a	>	leũwa
fast		speed	blue		blueness
ze + -a	>	zeya	#hei + -a	>	#heiya
new		newness	many		abundance
žam + -a	>	žama	#xã	>	#xã
lean		leanness	distant		distance

2.4.2. THE DEMONSTRATIVE ADNOUNS.

The demonstrative adnouns, as was previously established, give rise to the demonstrative qualification of the nominals in !Xũ. The demonstrative adnouns were established by putting testing frames of the following structures to the informants:-

- This child sees the eland - Da'ama he ho n!eng.
These children see the eland - De'ebisa he ho n!eng.
That book burns - #Xanuwa to'a ku'u
Those books burn - #Xanusa to'a ku'u.
I fear yonder lion - Mi kwa n!heiya uuto'a.
We fear yonder lions - E!a kwa n!heiya uuto'a.

The commutation of the nouns in these testing frames with the nominals of !Xũ revealed the following characteristics of the demonstrative adnouns:-

- (i) they assume the post nominal position,
(ii) they require the transition -a according to the rules a, b, c and d as discussed in (2.4.1.1.)

- (iii) the demonstrative adnouns "that" - to'a and "yonder" - uto'a remained unchanged when juxtaposed with various nominals,
- (iv) the demonstrative adnouns "this" assumed the form he in the case of class (i) nouns and ke in the case of class (ii) nouns,
- (v) in the spoken language the demonstrative adnouns are usually accompanied by some demonstrative gesture.

The following examples will illustrate the characteristics of the demonstrative adnouns when used in conjunction with the noun classes:- *

Class (i)a.

The singular and plural nouns of class (i)a assume the demonstrative adnoun he:-

- G#hwīya he |hoo mi - This dog follows me
 G#hwīsa he !hoo e!a - These dogs follow us
 #Ebe he kx'ae da'a - This Motswana has matches
 #Ebesa he kx'ae da'a - These Batswana have matches.
 Zuwa he ||u #'aama - This person steps on a snake
 Zusa he ||u #'aamhi - These persons step on snakes.
 |'Howa he !xwe n|wa - This friend chases the cat.
 |'Hosa he !xwe n|wa - These friends chase the cats.
 #Ara he n||ebu tš'i!'a - This friend shakes out the kaross
 #Arasa he n||ebu tš'i!'asi - These friends shake out the karosses.

* We will only give examples of the demonstrative adnouns "this" because the demonstrative adnouns "that" and "yonder":-

- (a) remain the same in conjunction with all nominals,
- (b) are commutable with the adnouns "this".

The discussion of the adnominal stems will be concluded with a simultaneous application of the demonstrative pronouns "this", "that" and "yonder".

- Tš'u-n!enga he gu dom. - This spouse digs a hole.
 Tš'u-n!engsa he gu domsi - These spouses dig holes.
 !'Hwã he g!xoni !u!u. - This man throws the assegai.
 N||aesa he g!xoni !u!usi. - These men throw the assegais.
 Da'ama he ||x'ae||x'ae da'a. - This child gathers firewood.
 De'ebisa he ||x'ae||x'ae da'asi - These children gather firewood.

The first and second personal pronouns also assume the transition -a:-

- Miya he ho n!eng. - This I see the eland.
 E!asa he ho n!eng. - This we see the elands.
 A he gu n!ao - This you take the bow.
 Isa he n!'hwi n!aosi.* - This you take the bows.

Class (i)b.

The singular and plural nouns of class (i)b assume the demonstrative adnoun he:-

- !A[^]lariya he n!ei #õ. - This black ant bites the antlion.
 !A[^]larisa he n!ei #õsi. - These black ants bite the antlions.
 !'Hwã !o'a n||obeya he. - The pig breaks this bottle.
 !'Hwã xei n||obesa he. - The pigs break these bottles.
 Tš[^]uwa he 'm goru. - This hornbill eats the lizard.
 Tš[^]usa he 'm goru. - These hornbills eat the lizards.
 Guni-kx'ao kx'wa !xowa he. - The hunter looks for the elephant.
 Guni-kx'aosi kx'wa !xosa he. - The hunters look for these elephants.
 N![^]arosa tsem zwazwã he. - The chameleon stalks this fly.
 N![^]arosa tsem zwazwãsa he. - The chameleons stalk these flies.
 Mi dz'heu kare !'oma he. - My wife wants this porcupine.
 Mi dz'heusi kare !'omsa he. - My wives want these porcupines.
 N#enga he !hũ kx'ara. - This python killed the impala .
 N#engsa he !'oã kx'ara. - These pythons killed the impalas.

Class (i)c.

The singular and plural nouns of class (i)c assume the demonstrative adnouns he:-

* See (3.1.1.)

- Ha n|wā n|'hwīya he. - He cooks this potato.
 Si n|wā n|'hwīya he. - He cook these potatoes.
 Da'ama !o'a |ho-seya he. - The child breaks this mirror.
 De'ebi xei |ho-sesa he. - The children break these mirrors.
 N|om-kx'ao gu ||ebuwa he. - The medicine man takes this
 bloodletting horn.
 N|om-kx'aosi n|'hwi ||ebusa he. - The medicine man take these
 bloodletting horns.
 N!eu ||'hei šorowa he. - The elder smokes this tobacco.
 N!eusi ||'hei šorosa he. - The elders smoke these tobaccos.
 Šeu|wa he ge'e - This tape recorder sings.
 Šeu||wasa he ge'e. - These tape recorders sing.
 Mi !o ||'ama g!hema he. - My brother buys this bed.
 Mi !osī ||'ama g!hensa he. - My brothers buy these beds.

Class (i)d.

The singular and plural nouns of class (i)d assume the demonstrative adnoun he:

- Ha #xae teni šukuriya he. - His daughter brought this
 sugar.
 Ha #xaesī teni šukurisa he. - His daughters brought these
 sugars.
 A tsu kheu ||xweya he. - Your uncle kindles this fire.
 A tsusī kheu ||xwesa he. - Your uncles kindle these fires.
 Tsemkx'ao tša seūwa he. - Tsemkx'ao fetched this maize
 meal.
 Tsemkx'ao tša seūsa he. - Tsemkx'ao fetched these maize
 meals.
 Zowa he o Nama hi. - This honey is the Nama's.
 Zosa ho o Nama hisi. - These honeys are the Nama's.
 !'Hwā khara #wa he. - The man spreads this mat.
 N||ae khara #wasa he. - The man spread these mats.
 ||A'e kheru #'oma he. - The monkey descends this baobab.
 ||A'esi kheru #'omsa he - The monkeys descend these
 baobabs.

Class (ii)

The singular and plural nouns of class (ii) assume the demonstrative adnoun ke:

- Tšhiya ke o guni-kx'ao ga. - This arrow is the hunters.
 Tšhisa ke o guni-kx'ao gasi. - These arrows are the hunters'
 !Wa#e ke !'oma. - This ear is deaf.
 !Wa#esa ke !'oma. - These ears are deaf.

- Ba'o kuru |'ūwa ke. - Bao makes this bow.
 Ba'o kuru |'ūsa ke. - Bao makes these bows.
- N#o-kx'ao n#ori n|oma ke. - The medicine man stirs this medicine.
 N#o-kx'aosi n#ori n|omsa ke. - The medicine men stir these medicines.
- !'Heiya ke n#ei-teū mi. - This waiting angers me
 !'Heisa ke n#ei-teū e!a. - These waitings anger us.
- N!arowa ke wi Žu|'hwā. - This learning helps the Bushman.
 N!aros ke wi Zu|'hwāci - These learnings help the Bushmen.
- #E'uwa ke !hū #'aama. - This cold kills the snake.
 #E'usa ke !'wā #'aamhi. - These colds kill the snakes.
- Dz'heu kare #aabeya ke. - The woman likes this shine.
 Dz'heusi kare #aabesa ke. - The women like these shines.
- N!'enga ke tšwā a. - This pleasure deceives you.
 N!'engsa ke tšwā i. - These pleasures deceive you.

We have observed that the demonstrative adnoun for the singular and plural nouns of:-

- class (i)a (ha-si) is he,
 class (i)b (ha-hi) is he,
 class (i)c (ha-ha) is he,
 class (i)d (hi-hi) is he,
 class (ii) (ka-ka) is ke.

The discussion of the demonstrative adnouns may be concluded with examples of the simultaneous application of the demonstrative adnouns:- "this" - he, ke;

"that" - to'a and "yonder" - uuto'a:-

- (a) Gumiya he |wa o ha to'a o Žuwa uuto'a ma
 This eraser not that one is yonder person's.
- (b) Gumisa he |wa o hisa to'a o Žuwa uuto'a hisi
 These erasers not those are yonder people's.
- (c) Xoreya he |wa o hiya to'a o gumiya uuto'a hi.
 This thong not that one is yonder beast's.
- (d) Xoresa he |wa o hisa to'a o gumisa uuto'a hisi.
 These thongs not those ones are yonders beasts'.
- (e) Dz'heuwa he |wa o ha to'a o n!euwa uuto'a ma.
 This woman not that one is younder elder's.

- (f) Dz'heusa he |wa o sisa to'a o n!eusa uuto'a hisi.
These women not those ones are yonder elders.
- (g) Xeiya he |wa o ha to'a o !ae-kx'aowa uuto'a ma
These loaves of bread not those ones are yonder hunters.
- (h) Xeisa he |wa o hasa to'a o !ae-kx'aosa uuto'a masi.
These loaf of bread not those ones are yonder hunters.
- (i) N|oma ke |wa o ka to'a o n#ō-kx'aowa uuto'a ga
This medicine not that is younder medicine man's.
- (j) N|omsa ke |wa o kasa to'a o n#o-kx'aosa uuto'a gasi.
These medicines not those ones are yonder medicine men's.

2.4.3. THE REFERENTIAL ADNOUNS.

Structurally there is no difference between the demonstrative and the referential adnouns. The only differences are in the application of the two kinds of adnouns:-

- (a) The demonstrative adnouns are applied to visible persons and things while the referential adnouns are applied to absent but known persons and things.
- (b) The demonstrative adnouns require demonstrative gesticulations while the referential adnouns qualify the discussed person or thing by a previous reference.

The application of the referential adnouns is illustrated by the following passage:-

Gwaha žu n|wi dŽ'aa mi meri te !haa-u. Mi
Long ago somebody stole my money and ran away. I
|hoo ha te gu ha. Mi teni-še ha ko
followed him and caught him. I brought him back to
komtsa khweya te !wa ha ko žuwa he re nī duwa.
the commissioners place and told him what this person had done.
Komtsa !wa !'hwā he te ko ha teni-še
The commissioner told this man and said he must return
mi meri te ha kwe du. Gwa+'a žuwa he |'e šete
my money and he did so. Yesterday this selfsame person again
dŽ'aa Kx'ao ||'a peri te !hū ha te 'm ha. Mi
stole Kx'ao's goat and killed it and ate it. I
|wa tsa'a hatsekhwere žu kwe du khama
doht understand why people act this way because

lem n|wi žuwa to'a n#eu zi-tš'uwa
someday that person will go to jail.

2.5. SUMMARY.

The treatment of the nominal structure may be concluded with the following brief summary:-

A. The formation of the plurals of nouns is irregular:-

(a) Most nouns denoting animate things and some plants assume a zero plural morpheme:-

n!'hei - lion > n!'hei - lions
n||obesa - chameleon > n||obesa - chameleons.

(b) a number of nouns have different singular and plural nominal stems:-

g!oo - bull > n||ae - bulls
da'ama - child > de'ebi - children.

(c) a number of nouns form their plurals by means of the morpheme -mhi:-

d'had'hama - moth > d'had'hamhi - moths
n!un!urima - firefly > n!un!urimhi - fireflies.

(c) all nouns denoting kinship form their plurals by the suffixation of a morpheme -sī:

ba - father > basī - fathers
txõ-ma - sister-in-law > txõ-masī - sisters-in-law.

(e) the nouns denoting some plants and nearly all things form their plurals by the suffixation of the morpheme -si:

zaõwã - assegai > zaõwãsi - assegais
#ara - friend > #arasi - friends.

B.

(a) The noun compounds may or may not assume the ending -a.

n#eni-n!oma - whet stone
!x'a - !'uwa - rib
!aa-|hwe - bicycle
n!om-kx'ao - medicine man

The compounds usually assume the plural phoneme -si.

(b) The compounds assume the noun class membership of their terminal constituents:-

work - x'wa	= Class (ii)	>	x'wa-kx'ao	= Class (i)a -
man - kx'ao	= Class (i)a			worker.
elder - n!eu	= Class (i)a	>	n!eu-g!aowa	= Class (ii)
strong - g!ao.	= Class (ii)		elder power	(man power)
breast - g!o'a	= Class (ii)	>	g!o'a-!'uwa	= Class (ii)
bone - !'u	= Class (ii)			breast bone.

- C. According to the pronouns they assume the nouns and compounds are divided into the noun classes (i)a, b, c, d or (ii).
- D. The subjectival and objectival forms of the pronouns are identical.*
- E. The personal and possessive pronouns constitute two finite series within the infinite nominal series.
- F. The personal and possessive pronouns serve as the basis for the noun class division.
- G. The numbers allocated to the various nouns and compounds are also applicable to the pronouns. **

The following are the pronouns of !Xũ.

* The possessive pronouns can not function alone because they require a preceding nominal as possessor:-
Mi #xae u - My daughter goes > Mi ma u - Mine goes.

** A possible explanation of the nominal and pronominal agreement is that the pronouns of class (i) are ramifications of an original personal pronoun ha-hi and an original possessive pronoun ma-hisi. No ramification took place in the case of the class (ii) nouns. This explains why !Xũ only has the personal pronouns ka-ka and the possessive pronouns ga-gasi for Class (ii).

	<u>Personal Pronouns</u>		<u>Possessive Pronouns.</u>	
	Singular	Plural	Singular	Plural
1st Person	mi	- e!a, e; m!a,m		
2nd Person	a	- i!a, i		
3rd Person:				
(i)a	ha	- si!a, si	ma	- hisi
(i)b	ha	- hi	ma	- hisi
(i)c	ha	- ha	ma	- masi
(i)d	hi	- hi	hi	- hisi
(ii)	ka	- ka	ga	- gasi

H. Any word clause or phrase that:-

(a) consistently appears in the post nominal position and,

(b) qualifies the previous nominal is regarded as an adnominal*

I. The Regular Adnominal Stems of (2.4.1.1.) and The Irregular Adnominals Stems of (2.4.1.2.2.) require the transition -a according to the rules a, b, c and d of (2.4.1.1.):-

xei + šwi > xeiya šwi
 loaf of bread + the light loaf of bread
 light.

xeisi + šwi > xeisa šwi
 loaves of bread the light loaves of bread.
 + light

N|'huni + !ei > n|'huniya !ei
 hunting dog + dead the dead wild hunting dog.

N|'hunisi + !ao > n|'hunisa !ao
 Hunting dogs + the dead wild hunting dogs.
 dead

J. The verbal stems of !Xū underlie the formation of regular adnominal clauses. These clauses also require the transition -a according to the rules a, b, c and d of (2.4.1.1.):-

Mi kwa žuwa !hū n#eng - I fear a person who kills a python.
 Ha txā |eriya !haa - He hit a running jackal.

K. The Irregular Adnominal Stems (2.4.1.2.1.1.) do not require the transition -a. When they qualify plural nouns the morpheme -si is suffixed to the adnominal stem:-

* Although the nominal plural endings occupy the post-nominal position, no sufficient evidence could be found to classify them with the adnominal stems.

tseri + žã	>	tseri žã
chair + good		the good chair
tserisi + žã	>	tseri žãsi
chairs + good		the good chairs.

- L. The Irregular Adnominal Stems (2.4.1.2.1.2.) have different singular and plural forms depending on the singularity or plurality of the qualified nouns:-

Žu + n wi	>	Žu n wi
person + certain		a certain person
Žu + weše	>	Žu weše
person + all		all persons

- M. The three locatives denoted by the demonstrative adnouns:-

this - he, ke
 that - to'a
 yonder - uuto'a
 require the transition -a:

dxu + he	>	dxuwa he
vulture + this		this vulture
dxusi + he	>	dxusa he
vultures + these		these vultures.
n ei + ke	>	n eiya ke
head + this		this head
n eisi + ke	>	n eisa ke
heads + these		these heads.

The demonstrative adnouns he and ke may be substituted by the demonstrative adnouns to'a and uuto'a. This commutation has no effect on the application of the transition -a.

- N. When applied to the nouns of class (i) the demonstrative adnoun for "this" is he. When applied to the nouns of class (ii) the demonstrative adnoun for "this" is ke.

The demonstrative adnouns "that" - to'a and "yonder" - uuto'a remain the same for all noun classes.

- O. The demonstrative and referential adnouns are structurally identical.

CHAPTER 3.

3. THE VERBALS.

The verbals of !Xū may be either simple or compound. The stem is regarded as simple when it functions alone and compound when the semantic fusion of more than one verbal stem has taken place.* This compounding of verbal stems does not make the language cumbersome because the majority of verbal stems are monosyllabic.

In the discussion of the verbal stem in !Xū we will distinguish between the transitive and the intransitive application of the verbal stems. The transitive verbal stems, as will be observed, may also be used intransitively. On the other hand the intransitive verbal stems are used intransitively only.

3.1. THE TRANSITIVE VERBAL STEMS.

The transitive verbal stems of !Xū require a subdivision into:-

- (a) irregular transitive verbal stems,
- (b) regular transitive verbal stems.

3.1.1. THE IRREGULAR TRANSITIVE VERBAL STEMS.

The irregular transitive verbal stems are characterised by the fact that they assume a singular and a plural form of the verbal stem in concord with singular and plural forms of the object of the sentence:-

- | | | | |
|-------|-----------------------------|---|------------------------------|
| (i) | Mi gu n!ao | > | Mi n 'hwi n!aosi ** |
| | I take the bow | | I take the bows. |
| (ii) | N!eu !o'a g!heĩ | > | N!eu kx'oma g!heĩsi. |
| | The elder breaks the stick. | | The elder breaks the sticks. |
| (iii) | Kx'ao u hema | > | Kx'ao g ao hemasi |
| | Kx'ao suspends the shirt. | | Kx'ao suspends the shirts. |
| (iv) | Ha g xõ g omm | > | Ha g*ta g ommsi |
| | He lays down the club. | | He lays down the clubs. |

* The compound verbs are orthographically joined by a hyphen; !xei-g!xa - cut out (cut + sever)
n!cm-kheru - fly down (fly + descend)

** The plural morpheme is not essential because the plural form of the verb implies a plural object.

- (v) Mi g!xa g!we > Mi šwe g!wesi.
I take off the shoe I take off the shoes.
- (vi) Dz'heu #hwe n||'haē > Dz'heu tswā n||'haē
The woman uproots a carrot. The woman uproots carrots.
- (vii) !'Hwā +'wā n!u'ubu > !'Hwā kheu n!u'ubusi
The man picks a leaf The man picks leaves
- (viii) G*hwī !hū da'a > G*hwī !wā da'asi.
The dog extinguishes the fire. The dog extinguishes the fires.

Because of the concord between the irregular transitive verbal stems and the object, it may be concluded that these verbal stems, unlike those of the regular transitive verbs, can not be used intransitively. However it was observed that sentences of the following structure were quite intelligible to the !Xū.

- (a) Ha #xae gu - His daughter takes
(b) Mi tsu n!hwī - My uncle takes.
(c) N!wa !hū -- The cat kills
(d) !Ae-kx'ao !'wā - The hunter kills.

This data led us to conclude that the irregular transitive verbal stems can not be used intransitively, in the traditional sense, because a singular or plural object is always implied in sentences of the previous structure.

3.1.2. THE REGULAR TRANSITIVE VERBAL STEMS.

These verbal stems may be used:-

- (a) transitively
(b) intransitively.

3.1.2.1. THE TRANSITIVE APPLICATION OF THE REGULAR TRANSITIVE VERBAL STEMS.

The regular transitive verbal stems remain unaffected by the singular and plural forms of their subjects:-

- (a) Da'ama tšwā dz'heu > Da'ama tšwā dz'heusi.
The child deceives the woman. The child deceives the women.
- (b) Zo n!ei !'hwā > Zo n!ei n||ae
The bee stings the man. The bee stings the men.
- (c) |Eri g!a'ama dom > |Eri g!a'ama domsi
The jackal enters the burrow. The jackal enters the burrows.

- (d) Dz'heu !xom da'ama - > Dz'heu !xom de'ebi
 The woman dresses the child. The woman dresses the children.

3.1.2.2. THE INTRANSITIVE APPLICATION OF THE REGULAR TRANSITIVE VERBAL STEM.

A further characteristic of the regular transitive verbal stems is that they may also be used intransitively:-

- (a) N!eu #xemi ha #xae > N!eu #xemi
 The elder pities his daughter. The elder pities.
- (b) Mama n!wǎ !ha > Mama n!wǎ
 Grandmother cooks meat Grandmother cooks.
- (c) Peri tšhi g!u > Peri tšhi
 The goat drinks water The goat drinks.
- (d) Ha !o n#eu n!eni > Ha !o n#eu
 His brother grabs the clay pot. His brother grabs.

3.1.3. THE OBJECT OF THE SENTENCE.

Fundamentally the intransitively used transitive verbal stems are not different from the transitively used transitive verbal stems. The only difference is that the former do not assume an object. In !Xü sentences the following forms of the object may be observed:-

(i) The Noun as an Object of the Sentence.

- (a) !Eri !hoo n!a^hi - The jackal follows the crowned plover.
- (b) Phemmphem n#eu !'heiya tšī - The fish-eagle snatched up the fat hare.
- (c) Temtaturisa kx'wa g!eimhi - The black-crake searches for tadpoles.
- (d) Tsa'ǎthuuthuu n!om-kheru g!heī - The umbrette flies down from the tree.
- (e) Tsani tsi-||u thama - The parrot comes and perches on the wild melon.

(ii) The Pronoun as the Object of the Sentence:

- (a) Tšü kwǎ ha (!wi)
 The hornbill fears her. (sister)
- (b) Mi tsu ||u ha (g||emm)
 My uncle steps on it. (hedgehog).

- (c) Ha tsoma ||'ama ha (xei)
His nephew buys it (bread)
- (d) N!eu !xei-g!xa hi (g+aa)
The elder cuts it out (milt)
- (e) !Hū n!aa-||ae ha (dz'heu ma)
The thorn scratches her (girl)

(iii) The Deadnominal as the Object of the Sentence.

- (a) Mi txō-g!a gu žo - My brother in law takes black.
- (b) !Wi kwa žao - !Wi fears blindness
- (c) !Un!a'a ho !eū - Grandfather sees blue.
- (d) Mi !wi kare #aabe - My sister likes the shine.
- (e) Si kx'wa glao - They seek power.

(iv) The Deadverbial as the Object of the Sentence.

- (a) E n!wi du ||x'wa - Our friend does the work.
- (b) !Ukx'a ||'ae ts'a - !Ukx'a wants to sleep
- (c) Zoma kwa !ei - Zoma fears death.
- (d) G!a'o gu !x'wā - G!a'o caught a cold
- (e) Dzxeni kx'ae ge'e - A dance has singing.

(v) The Nominal clause as the Object of the Sentence.

- (a) ||Xeri ||'ae g!u tšhi - ||Xeri wants to drink water
- (b) Guni-kx'ao n||a !'eu !hū - The hunter leaves the
killing of the duiker.
- (c) G+x'ao #'eng #xanu n!aro - G+x'ao considers reading
a book.
- (d) Žul'hwāsi zeīya komts'a la|ara - The Bushmen agree
to acclaim the
commissioner.
- (e) !Ae n#wā tšiya !ā - !Ae tells of the thing that
happened.

3.1.4. THE EXPRESSION OF THE LOCATIVE.

In the course of the research it was observed that the verbal stem sometimes assumed a terminal -a. Like all the other !XŪ transitions the terminal -a:-

- (h) !Xu khwara mi > !Xu khwara kx'a !'ho
 God redeems me God redeems the world.
- (i) Bab u > Bəo uwa n!ama !ă
 Băo goes Băo walks beside the road.
- (j) !'Hei ge > !'Hei geya n!om dī.
 The hare stays The hare stays under the stone.
- (k) Da'ama ŝu > Da'ama ŝuwa tš'u n!eng
 The child reclines The child reclines in the house.
- (l) ||'Eu kx'oi > ||'Eu kx'oiya g!u !x'a
 The fish plays The fish plays in the water.
- (m) Mi gu > Mi guwa euto !ă
 I dig I dig beside the car
- (n) |Xwă abasi > |Xwă abasiya tš'u ts'i
 |Xwă packs |Xwă packs in front of the house.

3.1.5. THE MORPHEME 'N#EI'

In conjunction with the regular transitive verbs we also wish to discuss the element n#ei. This element n#ei may, in most cases, be translated as the English verb "to cause". For our purposes n#ei will be regarded as a dependent verbal stem because, in conjunction with verbal and adnominal stems, it was found to form transitive verbals. Peculiar to the verbs formed in this manner is that they assume the ending -a as described in (3.1.4.) above:-

- (a) n#ei + n!aro > n#ei - n!arowa
 cause + learn cause to learn.
 I basī n#ei-n!arowa i - Your fathers cause you to learn.
- (b) n#ei + ga'u > n#ei-ga'uwa
 cause + clean cause to be clean
 |Xeni n#ei-ga'uwa ku - The sieve causes the milk to be clean. (The sieve cleanses the milk).
- (c) n#ei + g||u'u > n#ei-g||u'uwa
 cause + bark cause to bark
 Kx'ao n#ei-g||u'uwa g#hwī - Kx'ao causes the dog to bark.
- (d) n#ei + !e'u > n#ei !e'uwa
 cause + white cause to be white

Guni-kx'ao n#ei-!e'uwa n!ao - The hunter causes the bow to be white. (The hunter whitens the bow).

- (e) n#ei + ge'e > n#ei-ge'eya
cause+sing cause to sing

N!aro-kx'ao n#ei-ge'eya de'ebi - The teacher causes the children to sing.

- (f) n#ei + ze > n#ei-zeya
cause + new cause to be new

||X'wa-kx'aosi n#ei-zeya tš'u - The workers cause the house to be new. (The workers restore the house.)

- (g) n#ei + khwi > n#ei-khwiya
cause + hurt cause to hurt

G#hwī n#ei-khwiya dongi - The dog hurts (cause to hurt) the donkey.

- (h) n#ei + g#e'i > n#ei-g#e'iya
cause + long cause to be long

Žu|'hwā n#ei-g#e'iya !hwi - The Bushman causes the rope to be long.
(The Bushman lengthens the rope).

- (i) n#ei + !o'a > n#ei-!o'a
cause + break cause to break

G|a'o n#ei-!o'a euto - G|a'o caused the car to break

- (j) n#ei + tšo'a > n#ei-tšo'a
cause + blunt cause to become blunt.

Žu n#ei-tšo'a kwā - The people cause the knife to become blunt.

- (k) n#ei + n!eng > n#ei-n!enga
cause + sit cause to sit

!'Aa n#ei-n!enga g#'hwa - !'Aa causes the dog to sit.

- (l) n#ei + n!om > n#ei-n!oma
cause + cook cause to be cooked

Eiya n#ei-n!oma !ha - Mother cooks the meat.

3.2. THE INTRANSITIVE VERBAL STEMS.

This limited category of verbs does not assume an object. Thus the action, performed by the subject, is not directed to an object because the subject + the verb constitute a meaningful sentence.

As in the case of the transitive verbs it was necessary to distinguish between two categories of intransitive verbs:-

- (a) the irregular intransitive verbs,
- (b) the regular intransitive verbs.

3.2.1. THE IRREGULAR INTRANSITIVE VERBAL STEMS.

The irregular intransitive verbs assume singular and plural forms of the verb in concord with the singular and plural forms of the subject. A characteristic of this structure is that the plurality of the subject, when the subject is a noun, is not denoted by means of the plural morphemes but is implied by the plural form of the verbal stem. This does not apply to sentences in which the subjects are pronouns. In these cases the concord exists between the singular and plural forms of the verbs and the pronouns.

- | | | | |
|-----|---------------------------------------|---|---------------------------------------|
| (a) | N wa !ei | > | N wa !ao |
| | The cat dies | | The cats die |
| | Ha !ei | > | Hi !ao |
| | It dies | | They die |
| (b) | N!eu gli | > | N!eu g!e'i |
| | The elder goes out | | The elders go out. |
| | Ha gli | > | Si g!e'i |
| | He goes out | | They go out |
| (c) | Xei šu | > | Xei g#a |
| | The loaf of bread
lies. (lie flat) | | The loaves of bread lie
(lie flat) |
| | Ha šu | > | Ha g#a |
| | It lies | | They lie |
| (d) | #'Om n eng | > | #'Om g!'hoo |
| | The baobab stands | | The baobabs stand |
| | Hi n eng | > | Hi g!'hoo |
| | It stands | | They stand |

- (e) Dxu n+'hao > Dxu tam
 The aeroplane lands The aeroplanes land
- Ha n+'hao > Hi tam
 It lands They land

3.2.2. THE REGULAR INTRANSITIVE VERBAL STEMS.

The regular intransitive verbs are not affected by the singularity or the plurality of the subject.:-

- (a) Da'ama u > De'ebi u
 The child goes The children go
- Ha u > Si u
 She goes They go
- (b) Dongi !haa > Dongisi !haa
 The dondey runs The donkeys run
- Ha !haa > Hi !haa
 It runs They run
- (c) Zo ts'a > Zo hi ts'a*
 The bee sleeps The swarm of bees sleep
- Hi ts'a > Hi ts'a
 it sleeps They sleep
- (d) G!em g#a > G!emsi g#a
 The bed ages The beds age
- Ha g#a Ha g#a
 It ages They age
- (e) Mi +'homg!xwa > E +'homg!xwa
 I kneel We kneel

3.3. THE COPULA STEMS.

In order to establish the existence of the copula verb in !Xū, testing frames of the following structures were put to the informants:-

The book is the Nama's
 The thong is the dog's
 The hunter is a Bushman
 The kudu is an animal
 The bow is strong
 The shirt is expensive.

* The collective nouns: swarm, herd, covey, troop etc. seldom assume the plural morpheme -si. Instead the singular noun is preceded by its plural pronoun.

The extensive testing of similar structures revealed that the following may be distinguished:-

- (a) possessive copula structures,
- (b) nominal copula structures,
- (c) adnominal copula structure,

3.3.1. THE POSSESSIVE COPULA STRUCTURE.

In the testing frames:

The book is the Nama's
and

The thong is the dog's

it was observed that the verb "to be" is translated with the !Xū verb o. This verb o expresses the association between the subject and the object of the copula sentences:-

- #Xanu o Nama hi - The book is the Nama's.
- Xore o g+'hwī hi - The thong is the dog's.

In the discussion of the possessive pronouns (2.3.2) it was observed that in a sentence like:

- Nama hi (#xanu) ku'u - The Nama's(book) burns.
- G+'hwī hi (xore) ||'eng - The dog's (thong) ties.

the actual subject is the pronoun hi because it is commutable with any noun of class (i)d. Thus in the sentences:-

- #Xanu o Nama hi
- Xore o g+'hwī hi

the nouns Nama and g+'hwī only serve to qualify their respective possessive relationship with the following possessive pronouns hi. We therefore propose to name this equational relationship "the possessive copula relationship"

- (a) G!heī o mi ga - The tree is mine
- (b) N!ao o !'hwā ga - The bow is the man's.
- (c) ||'Eixa o kx'al'ho ma - The master of the land.
(The master is the land's)
- (d) Zao o g!u ma - The pipe is the water's.
- (e) #Hae o !xom ma - The trunk is the clothes'.
- (f) Da'ama o dz'heu ma - The child is the woman's.
- (g) !'Hei o !ae-kx'ao ma - The hare is the hunter's.
- (h) Zeru o ||'hei-kx'ao ma - The cigarette is the smoker's.
- (i) G#u'u o Goba hi - The millet is the Ovambo's

- (j) |'Uri-|hwe o #Ebe ma - The bicycle is the Motswana's.

When the initial noun, in the previous sentences, are used in their plural forms the possessive pronouns are also used in their plural forms. Thus our sentences change as follows:

- (a) G!hefsi o mi gasi - The trees are mine.
 (b) N!aosi o !'hwā gasi - The bows are the man's.
 (c) ||'Eixasi o kx'a|'ho hisi - The masters are the lands.
 (d) Zaosi o g!u masi - The pipes are the water's.
 (e) #Haesi o !xom masi - The trunks are the clothes'.
 (f) De'ebi o dz'heu masi - The children are the woman's.
 (g) !'Heisi o !ae-kx'ao hisi - The hares are the hunter's.
 (h) Zerusi o ||'hei-kx'ao masi - The cigarettes are the smoker's.
 (i) G#u'u o Goba hisi - The millet is the Ovambo's.
 (j) |'Uri-|hwesi o #Ebe masi - The bicycles are the Motswana's.

Any adnominal extension will cause the sentences:-

#Xanu o Nama hi

and

Xore o g+'hwī hi

to seem more complex. However, it should be borne in mind that the adnominal extensions like |'homa he and tšhin!ei (in the following examples) only qualify the nominals Nama and g+'hwī.

#Xanu o Nama |'homa he hi - The book is this beautiful Nama's.

Xore o g+'hwīya tšhin!ei hi - The thong is the fierce dog's.

Instead of the unqualified nominals as possessors we now have the extended nominals:-

Nama |'hom he

and

g+'hwīya tšhin!ei

as the possessors. This linear extension of the elements in the possessive copula construction has no effect on the syntactical relationship between the copula subject and the copula object.

The English concept "become" is expressed as follows:-

- (a) Ha #xae g|e-o mi ma - His daughter becomes mine
 (b) Mi zo tsi-#e-o a hi - My honey becomes your's.

- (c) Si gumi gle-o a ma - Their beast becomes your's. *
- (d) I soisi #e-o e masi - Your files become our's.
- (e) E bakisi gle-o si gasi - Our jackets become their's.
- (f) Hi !ha #e-o !ae-kx'ao ga - Their meat becomes the hunter's.

3.3.2. THE NOMINAL COPULA STRUCTURE.

In the testing frames:-

The hunter is a Bushman
and

The kudu is an animal

it will be observed that the copula verb o is responsible for an equational relationship between nouns:-

- Guni-kx'ao o Žul'hwā - The hunter is a Bushman.
N!'hwā o !ha - The kudu is an animal.

The possessive copula, as has been observed, is based on the equational relationship between the copula subject (noun) and the copula object (possessive pronoun). In the case of the "nominal copula structure" the copula objects (nominals) refer to their copula subjects (nominals). Because o signifies this copula relationship the whole structure is described as the "nominal copula structure":-

- (a) Žuwa he o ha - This person is him.
(b) N!hei o Žoma - The lion is a predator.
(c) Mi o Žul'hwā - I am a Bushman.
(d) Ha !u o Tsemkx'ao - His name is Tsemkx'ao.
(e) !Ao o !ha - The buffalo is an animal (meat).
(f) #Oma o Žu - #Oma is a person.

At the first glance the following sentences appear to consist of two independent nominal copula structures:-

- (g) G!heīya o kx'a ke ga o n#'heng
The tree of this country is the dolfwood. (Pterocarpus sp.)
G!heīsa o kx'a ke gasi o n#'hengsi
The trees of this country are the dolfwoods.
- (h) Dz'heuwa o #Ebeya to'a o Žul'hwā.
The wife of that Motswana is a Bushman.
Dz'heusa o #Ebeya to'a o Žul'hwāsi
The wives of that Motswana are Bushmen.

* In conjunction with the verbs; gle -arrive
#e - arrive
the copula verb o forms the structures:-
gle-o - becomes
#e-o - becomes.

(ii) The Compound Abstract Nouns.

The compound abstract nouns are formed from nominal stems + adnominal stems. The adnominal stems are characterized by an ending -a. This ending may become -wa or -ya, depending on the terminal sound of the adnominal stem. For the sake of easier comparison we retain the same examples as used above. This is the reason why the meanings of some of the following compound abstract nouns will sometimes appear to be forced.

- (a) dz'oo-||'hwīya > dz'oo||'hwīyasi
 hartebeest tired-ness. hartebeest tirednessess.
- (b) g|x'uu-||abeya > g|x'uu-||abeyasi
 wild hunting dog hunger. wild hunting dog hungers.
- (c) nenibe-žowa > nenibe-žowasi
 mosquito-blackness mosquito blacknesses.
- (d) g|wi-|x'euwa > g|wi-|x'euwasi
 hyena-badness hyena-badnesses
- (e) da-||x'aa > da-||x'aasi
 mongoose satedness mongoose satednesses.
- (f) !'hom-žama > !'hom-žamasi
 leopard leanness leopard leannesses.
- (g) !'hō-!eiya > !'hō-!aowasi
 steenbuck death steenbuck deaths
- (h) hamer-n!a'a > hamer-!aeyasi
 hammer bigness hammer bignesses.

3.3.4. THE COPULA PARTICLES.

The three forms of the copula structure, as discussed above, were found to assume the particles n|a, tsem and kom. The addition of these particles have no apparent influence on the meanings of the copula constructions. *

- (a) #Xanu tsem o Nama hi > The book is the Nama's.
#Xanu o Nama hi
- (b) N!ao n|a o !'hwā ga > The bow is the man's.
N!ao o !'hwā ga
- (c) Zeru kom o ||'hei-kx'ao ma > The cigarette is the
smoker's.
Zeru o ||'hei-kx'ao ma
- (d) Guni-kx'ao tsem o Žu |'hwā > The hunter is a Bushman.
Guni-kx'ao o Žu |'hwā.
- (e) N!'hei n|a o Žoma > The lion is a predator
N!'hei o Žoma
- (f) Ha !u kom o Kx'eru > Her name is Kx'eru
Ha !u o Kx'eru
- (g) Dz'oo tsem ||'hwī > The hartebeest is tired.
Dz'oo ||'hwī
- (h) G|wi n|a !ei > The hyena is dead
G|wi !ei
- (i) Hamer kom n!a'a > The hammer is big.
Hamer n!a'a

3.4. THE IMPERATIVE.

In order to establish the structure of the imperative in !Xū testing frames, of the following kind, were put to the informants:-

Sleep!	Bring wood!
Drink!	Lie down!
Run!	Catch the hen!

* It should be mentioned that the particles n|a, tsem and kom seem to signify emphasis. The informants did not corroborate this supposition. However these elements also serve to express agreement and the affirmative in !Xū:-

Ee n a	-	Yes it is
Ee kom	-	Yes it is
Ee tsem	-	Yes it is

The following are actual testing frames with their translations into !Xū.

Sleep !	-	Ts'a !
Fetch water!	-	Hare g!u!
Boil water !	-	N wā g!u!
Ladle milk !	-	#'Ei ku!
Drink milk!	-	Tšhi ku!
Lie down	-	Šu!

The imperative in !Xū, as in other languages, is also characterised by the absence of a subject. When uncertainty exists as to whom the command is directed, the sentence may be preceded or succeeded by the name of the person:-

- | | | |
|-------------------------|---|------------------------|
| (a) Ba'o, hare g!u! | - | Ba'o, fetch water ! |
| (b) !Wi!wi n wāg!u ! | - | Sister, boil water ! |
| (c) #'Ei g!u, da'ama ! | - | Ladlewater, child ! |
| (d) Tšhi ku Tsemkx'ao ! | - | Drink milk Tsemkx'ao ! |

In !Xū we distinguish between the structure of:-

- (a) a general imperative,
- (b) a restricted imperative.

3.4.1. THE GENERAL IMPERATIVE.

In the general imperative structure the speaker does not state: (a) for whom or (b) on whose behalf the action should be carried out, but simply states the desired action. To prevent confusion the name of the person, to whom the command is given, may be given.

- | | | |
|---------------------------|---|----------------------------------|
| (a) Sisaba, a'e gumi ! | - | Sisaba, skin the beast ! |
| (b) #Om !ha ! | - | Divide the meat ! |
| (c) !'Em n o'obe ! | - | Cap the bottle ! |
| (d) !X'aeše, !'eu a tae ! | - | !X'aeše, call your mother ! |
| (e) !'OI peri !Ae ! | - | Herd the goat !Ae ! |
| (f) M'm da'ama ! | - | Suckle the child ! |
| (g) Maa da'ama ! | - | Carry the child on the back ! |
| (h) G+em n!eni ! | - | Carry the clay pot on the head ! |
| (i) !Ae da'a ! | - | Carry firewood on the shoulder ! |
| (j) !Xwe #wa ! | - | #Oma, chase the giraffe ! |
| (k) G!a'ama tš'u! | - | Enter the house ! |

3.4.2. THE RESTRICTED IMPERATIVE.

The !Xū were found to distinguish between orders given by the speaker:-

- (a) on his own behalf,
- (b) on somebody else's behalf.

Because these two kinds of imperatives specify the persons for whom the action is conducted we name them the restricted imperative:

3.4.1. THE REFLEXIVE IMPERATIVE.

When a person gives a command on his own behalf the !Xū have a peculiar pronoun to signify the first person singular. In !Xū this pronoun na seems to have the meaning of "to me" or "for me".* The following examples, from which the verb "to give" is omitted, illustrate the double function of na as the verb and the direct object of the sentence:-

- (a) G|a'ò na da'a. > Na da'a !
G|a'ò gives me matches. - Give me matches !
- (b) Eiya na 'msi. > Na 'msi !
Mother gives me food. Give me food !
- (c) !Ae-kx'ao na n!ao. > Na n!ao !
The hunter gives me a bow. - Give me a bow !
- (d) Da'ama na n|uu. > Na n|uu !
The child gives me a bowl. Give me a bowl !
- (e) N||ara na #xanu ! - Read the book for me !
- (f) Kx'wa na !wã!wã ! - Search (for) the arrowshaft for me !
- (g) N|wã na seũ ! - Boil the porridge for me !
- (h) !Eeu na dz'heu ! - Call the woman for me !
- (i) Gu na |hwe ! - Catch the horse for me !
- (j) Berisa na meru ! - Saddle the mule for me !
- (k) Ore na |hwe ! - Off-saddle the horse for me !
- (l) ||'Eng na gumi ! - Inspan the oxen for me !

* It should be kept in mind that some !Xū dialects have the personal pronoun na -- "I" instead of mi -- "I". This pronoun na might have, in addition to its pronominal sense, acquired a verbal meaning.

na - give to me.

3.4.2.2. THE TRANSITIVE IMPERATIVE.

When a command is given on somebody else's behalf the !Xū use an altogether different construction:-

- (a) Fetch water for the man ! - Hare |'a !'hwā ko g!u !
 (b) Cut firewood for the woman - ||Om |'a dz'heu ko da'a!

The words !a and ko have not been encountered before. The word !a has been identified as a post verbal descriptive adverb (3.5.2.2.) and ko as the objectival conjunction (4.1.1.3). The objectival conjunction ko is a structural signal that always precedes the indirect object of a sentence. The function of ko is to eliminate ambiguity in structures like:-

- N!aro |'a ha ko da'ama ! - Teach the child on his behalf !
 N!aro |'a ha da'ama ! - Teach on his child's behalf ! *

The following examples will serve to establish this imperative construction.

- (a) N#em'm |'a mi ba ko g#hwī - Beat the dog on my father's behalf !
 (b) #Hwe |'a dz'heu ko ||a ! - Remove your hat on the woman's behalf !
 (c) Tsaã |'a si ko zo ! - Taste the honey on their behalf !
 (d) ||'Eu |'a txö ko tš'u ! - Thatch the house on grandmother's behalf !
 (e) G!xoni |'a G#x'ao ko !u!u! - Hurl the spear on G#x'ao's behalf !
 (f) ||'Eng |'a ||'ama-kx'ao ko ghuu ! - Fasten the sheep on the clients behalf !
 (g) Meni |'a Nama ko #Ebe ! - Answer the Motswana on the Nama's behalf !
 (h) !'Hū |'a |'hō ko da'a ! - Extinguish the fire on the Europeans behalf !
 (i) Seū |'a mama ko ša ! - Roast the sweet potato on grandmothers behalf !

3.4.3. THE NEGATIVE IMPERATIVE.

The imperative structures that have been discussed up to now only concern the affirmative command. The difference between the affirmative and negative commands was established by means of testing frames of the following structure:-

* The following expressions may interest the reader:-

N!aro na da'ama! - Teach the child on my behalf
 N!aro |'a mi da'ama - teach on my child's behalf.

Hurl the stick ! - Do not hurl the stick.
 Drink the liquor ! - Do not drink the liquor.

The response to these testing frames was:

N!o'ā g!heī ! > N||a n!o'ā g!heī !
 Hurl the stick Do not hurl the stick !
 Tšhi !xeri ! > N||a tšhi !xeri !
 Drink the liquor ! Do not drink the liquor !

The extensive application of these testing frames revealed that the negative imperative structure is formed by prefixing the verb n||a - "to leave" to any affirmative imperative structure. Thus the verb n||a may be prefixed to any of the affirmative commands discussed in (3.4.1.) and (3.4.2.) * :-

- (a) N||a ts'a ! - Do not sleep !
 (b) N||a !haa ! - Do not run !
 (c) N||a hare g!u ! - Do not fetch water !
 (d) N||a tšhi ku ! - Do not drink milk !
 (e) !Wi!wi, n||a n!wā g!u ! - Sister, do not boil water !
 (f) Sisaba, n||a ||a'e gumi ! - Sisaba, do not skin the beast!
 (g) N||a !'em n||o'obe ! - Do not cap the bottle !
 (h) N||a !'oī peri !Ae ! - Do not herd the goat !Ae!
 (i) N||a m'm da'ama ! - Do not suckle the child !
 (j) N||a g#em n!eni ! - Do not carry the clay pot on the head
 (k) #Oma, n||a !xwe #wa! - #Oma do not chase the giraffe.
 (l) N||a na da'a ! - Do not give me matches.
 (m) N||a na n!ao ! - Do not give me a bow.
 (n) N||a hare !'a !'hwā ko g!u ! - Do not fetch water on the man's behalf.
 (o) N||a ||oml'a dz'heu ko da'a ! - Do not cut firewood on the woman's behalf.
 (p) N||a n!arol'a ha ko da'ama - Do not teach the child on his behalf !

* The verbs that are juxtaposed in this manner do not constitute verbal compounds because they may be separated by the descriptive adverbs:-

N||a n!o'ā g!'heī > N||a ||eu n!o'ā g!'heī
 Do not hurl the stick. Do not hurl the stick well.

- (q) N||a n!arol'a ha da'ama ! - Do not teach on his child's behalf !
- (r) N||a n'em'm|'a mi ba ko g+'hwī! - Do not beat the dog on my father's behalf.
- (s) N||a tsaã|'a si ko zo ! - Do not taste the honey on their behalf !
- (t) N||ag!xonil'a G+x'ao ko !u!u! - Do not hurl the spear on G+x'ao's behalf !
- (u) N||a meni|'a Nama ko +Ebe ! - Do not answer the Motswana on the Nama's behalf !
- (v) N||a seu|'a mama ko ša ! - Do not roast the sweet-potato on grandmother's behalf !

3.5. THE ADVERBIAL STEMS.

The adverbial series was established in (1.1.3). It has been observed that the syntactical fusion of verbs and adverbs resulted in the semantical expansion of the verbs. The extensive application of adverbial testing frames led to the establishment of the following adverbial categories:-

- (a) the temporal adverbial category,
- (b) the descriptive adverbial category,
- (c) the negative adverbial category,
- (d) the interrogative adverbial category.

3.5.1. THE TEMPORAL ADVERBIAL STEMS.

Unlike many other languages the !Xū verb is not inflected nor can it form tenses by means of auxiliary verbs. The time and the degree of completeness of the action are established by means of adverbs. When the following sentence is spoken in isolation it would be difficult to ascertain whether it denotes a present or a past action:-

|Ao !haa-tsi < The buffalo charged
The buffalo charges.

Only when a temporal adverb had been added to the sentence may the time of action be established:-

Ka ao !haa-tsi	-	The buffalo is charging now.
Ao n aãha !haa-tsi	-	The buffalo charged long ago.
Ao ka !haa-tsi	-	The buffalo is charging now.
N aãha ao !haa-tsi	-	The buffalo charged long ago.

It should be observed that the temporal adverbial stems ka and n||aãha may either occur adjacent to the verb or pre-subjectively. This observation was confirmed by an extensive analysis of the temporal adverbial position. As the syntactical position of the temporal adverbs has a profound influence on the structure of the interrogative sentence, it is imperative that a distinction be made between the pre-subjectival and the pre-verbal application of the temporal adverbs. The following are some of the temporal adverbial stems encountered in the research:-

ka	- now	kamaha	- firstly
g#haã	- long ago	twandi	- finally
kaaha	- long ago	'aa *	- then
za'aha	- long ago	tse	- then
gwa	- long ago	n!'hwe	- shall, will (remote future)
kx'eiše	- firstly	šiniha	- still

- (a) Da'ats'ama ka ||u g!hef !'o
The paradise whydah now perches on the tree.
- (b) G#haã Dxu o ts'ama tsema
Long ago Vulture was a small bird.
- (c) Mi kaaha ||'eng peri - Long ago I trapped a guinea fowl.
- (d) Za'aha Zul'hwãsi !hũ ghaã - Long ago the Bushmen killed a wild goose.
- (e) Ha kx'eiše ho g#aakhwe - He firstly saw the secretary bird.
- (f) G#e twandi kx'wa 'msi - Finally the stork seeks food.
- (g) G!ag!aše kamaha tsi - The swift returns
- (h) Mi šiniha ||x'wa - I still work.

Besides the temporal adverbial stems it was also established that a number of denominal stems may function as temporal adverbs:-

- (i) N!ooma tsani n!om - The parrot flies early.(morning)
- (j) |Eri n!'homa tsem !u'i - Today the jackal stalks the bustard.
- (k) Gwa#'a g#aakhwe !xwe #'aama - Yesterday the secretary bird chased the snake.
- (l) |Em mi txa eri - Daytime I hit a guinea fowl.
- (m) Etsã glu u-!ae - We two went hunting at night.

* For the application of ||'aa - "then" and tse - "then" see (4.1.2.1.)

The pre-subjectival temporal adverbial position may also be occupied by temporal adverbial phrases. Although the temporal adverbial phrases are functionally identical to the temporal adverbs, they do not usually occur in the pre-verbal position. The temporal adverbial phrases are formed by deadnominals + adnominal stems:*

Glu + ke	>	gluwa ke
night + this		this night
tshe + ke	>	tsheya ke
week this		this week.
lem + #hei	>	lemsa #hei
day many		many days

- (a) Bara weše ha ||x'wa - He worked the whole year.
 (b) Khwe n|wi Sisaba n#em'm ha da'ama - Sometimes Sisaba beats his child.
 (c) |Em !xare e tsã Kx'ao u-!ae - For a few days Kx'ao and I went hunting.
 (d) Tshesa #hei g+'hwī |x'ae - The dog has been ill for many weeks.

In the course of the research a commonly used element ku was observed. All attempts to establish the function or meaning of this frequently used pre-verbal element have failed. Although conclusive data is lacking we regard ku as having lost its adverbial function and meaning.

- (e) N!eu ku 'm > The elder eats
 N!eu 'm
 (f) Mi txǝ-g!a ku dzxeni > My brother in law dances.
 Mi txǝ-g!a dzxeni.
 (g) #Oma ku ||eu du ha ||x'wa > #Oma does his work well
 #Oma ||eu du ha ||x'wa.
 (h) Nama ku za'aha lore #xanu > Long ago the Nama wrote a letter.
 Nama za'aha lore #xanu.

3.5.2. THE DESCRIPTIVE ADVERBIAL STEMS.

The descriptive adverbs contribute to the meaning of the verb by explicitly stating the manner in which the action is performed. It has been established that !Xǔ has three categories of descriptive adverbs;

- (a) the pre-verbal descriptive adverbs;
 (b) the post-verbal descriptive adverbs,
 (c) the pre- and post-verbal descriptive adverbs.

*These adnominal stems require a transition -a as discussed in (2.4.1.1.)

3.5.2.1. THE PRE-VERBAL DESCRIPTIVE ADVERBIAL STEMS.

The majority of the !Xū descriptive adverbs occur in the pre-verbal position. In the course of the research the following examples of this vertical word category were observed:-

niše	-	nearly	n!obe	-	badly, evilly
kwe	-	thus, like this	sī	-	must
šete, šeka	-	again, also	keiše	-	much
taa	-	apart, independently	xwasi	-	usually
tiya	-	apart, independently.	we	-	but
eu	-	well	koma, khweša	-	perhaps
tama	-	please	n!'hae	-	perhaps

- (a) Mi ba niše n'em'm mi !o - My father nearly caned my brother.
- (b) ||A'e kwe tam seū - The monkey spilled the meal like this.
- (c) E !xare šete u-!ae - Our friends have gone hunting again.
- (d) Ha tsu taa !xwana - His uncle lives apart.
- (e) G+'hwī tiya n!ū - The dog stands apart.
- (f) Kx'ao ||eu n!aro ha - Kx'ao teaches him well.
- (g) G+x'ao tama ||x'wa mi - G+x'ao please work for me.
- (h) Kx'eru koma ||'ama 'msi - Perhaps Kx'eru bought food.
- (i) Ha n!'hae !'hā mi - Perhaps he knows me.
- (j) Mi !o ||xwasi !hū eri - My brother usually kills a guinea fowl.
- (k) N!eu keiše kare mi - The elder likes me very much.

(l) In order to contrast a sentence or situation with another or in order to bring it in relation to another the !Xū use the adverb ||we. The following are examples of the application of ||we; - "but":-

- (i) Mi ||we ko a kwe n||ara
But I told you to read like this.
- (ii) Da'ama ||we tšhi ha ku
But the child drank his milk
- (iii) G!x'euše ||we 'm !ha
But the pied-babler eats meat.

- ||x'ae - together
- |xwa - with
- khwe - each other, one another.
- |'a - for, on behalf of
- tama - unsuccessfully.
- n||'ho - aimlessly

(a) Guni-kx'ao !xei|xwa !u'u - The hunter cuts with his spear.

(b) Ba'o o|xwa mi - Ba'o is with me

(c) The adverbial morpheme -khwe - each other serves the purpose of the reciprocal in !Xū. This adverbial morpheme may formally be distinguished from the other verbal morphemes in that it requires a transition -a between the verbal stem and the adverbial morpheme -khwe. This transition -a:

(i) becomes -wa in the case of verbs ending in -u or -o;

G+'hwasi g||u'uwakhwe. - The dogs bark at each other.

Dz'heusi dz'hūwakhwe. - The women call one another.

E tsā mi !o !'ōwakhwe. - My brother and I dream of one another.

De'ebi n!arowakhwe. - The children teach one another.

(ii) becomes -ya in the case of verbs ending in -e or -i;

Si tsā kareyakhwe. - The two of them like each other.

I tsā |oreyakhwe. - You two write to each other.

!'Hwā kota dz'heu meniyakhwe. - The man and the woman answer each other.

Zu|'hwāsi zeīyakhwe. - The Bushmen agree with one another.

(iii) remains -a in the case of verbs ending in consonants;

||'Ao sa G|a'o !'engakhwe. - ||'Ao and G|a'o play a trick on each other.

N|wa tsemakhwe. - The cats stalk one another.

(iv) is not written in the case of verbs ending in -a:

M!a zakhwe - We curse each other.

Si khwarakhwe - They untie each other.

- (d) Mi n!arol'a si - I teach on their behalf.
- (e) Ha lorel'a ha |'e - He writes for himself.
- (f) N!aro-kx'ao n!arotama mi tshī - The teacher teaches my brother unsuccessfully.
- (g) !'Aa !aetama g+x'aro - !'Aa hunts the duiker unsuccessfully.
- (h) Mi n+'haon||'howa ts'i - I walk aimlessly in the veld.*

3.5.2.2.2. THE POST-VERBAL DESCRIPTIVE ADVERBIAL STEMS.

By means of a testing frame:

He drives the car beautifully,

it was established that most of the descriptive adnominal stems (2.4.1.) of !Xū may be used as post-verbal descriptive adverbs:-

Ha n!eri |'homa thoo - He drives the car beautifully.

Although the adverbial application of the descriptive adnominal stems has no effect on their structure they were found to require an ending -a.* This ending -a;

(i) becomes -wa in the case of adnominal stems ending in -o or -u;

- (a) Mi tsu tša |x'euwa g'u
My uncle pours out the water badly
- (b) Si +xae n!eu ga'uwa tš'u.
Their daughter sweeps the house cleanly.
- (c) Goba ts'ao eūwa gumi
The Ovambo milks the cow slowly.
- (d) N!eu 'm kx'oōwa !ha
The elder eats the meat miserly.

(ii) becomes -ya in the case of adnominal stems ending in -e or -i;

- (e) !Aa gu g+e'iya dom
The servant digs the hole deeply.
- (f) Thama n||'hom +aabeya n|uu
The Herero wipes the bowl brightly.

* The fact that the locative ending of the verb (3.1.1.4) is suffixed to the extension n||'ho confirms the supposition that we are dealing with a series of verbal morphemes.

** The reader will observe that the English translation of some of the following sentences, cannot accommodate the meaning implied by the !Xū sentence.

(g) G#hwa n!ei khwiya gumi
The dog bites the beast painfully.

(h) Da'ama du n!'hwiya !enu
The child bends the wire.

(iii) remains -a in the case of adnominal stems ending in a consonant:

(i) Ha tšã ||'enga !xeri
He pours the liquor generously.

(j) #Ebe !ebi n!oma |hwe
The Motswana rides the horse taming it.

(k) N!eu n!aro kx'ae #'enga da'ama. *
The elder teaches the child cleverly.

(l) Mi !'hã seu n!oma !ha.
My son roasts the meat.

(iv) is not written in the case of verbs ending in -a:

(m) |Hwe ||u !o'a emer
The horse kicks the bucket breaking it.

(n) Zuwa he ||x'wa !'aa ha |'e.
This man works himself hungry.

(o) Mama n#em'm !o'a n||o'obe.
Grandmother strikes the bottle breaking it.

(p) |Ukx'a tšhi n||'ha #xã n!om.
|Ukx'a throws the stone far.

3.5.2.3. THE PRE- AND POST-VERBAL DESCRIPTIVE ADVERBIAL STEMS.

A limited series of descriptive adnominal stems are responsible for the formation of adverbs that may occur both pre-verbally and post-verbally.

#'eu	-	slowly
wara	-	finish
twa	-	finish
n!o'o	-	fastly
!'hae	-	fastly
'oba	-	weakly.

* The adnominal kx'ae #'enga - "clever" is an adnominal clause consisting of:

kx'ae - "to have" + #'eng - "intelligence".

- (a) #Ebe !ebi #'euwa dongi > The Tswana rides the
#Ebe #'eu dongi !ebi.* donkey slowly.
- (b) |'Hwã 'm |wara pa > The pig eats the porridge
|'Hwã |wara pa 'm finishing it.
- (c) !Ae-kx'ao kuru twã n!ao > The hunter finishes making
!Ae-kx'ao twã n!ao kuru the bow.
- (d) Di-kx'ao tšhi n!o'owa !xeri
Di-kx'ao n!o'o !xeri tšhi > The drunkard drinks
the liquor fastly
- (e) Zuwa kwa #xuru !'haeya g!hef
Zuwa kwa !'haeya g!hef #xuru > The scared person
climbs the tree rapidly.

The discussion of the descriptive adverbs may be concluded by illustrating how the sentence:-

Mi !wi ||om da'a - My sister cuts firewood.
may be expanded by the addition of:-

- (a) a pre-verbal descriptive adverb:-

Mi !wi šete ||om da'a - My sister again cuts firewood.

- (b) a post-verbal descriptive adverb:-

Mi !wi šete ||om tama da'a - My sister again cuts
firewood unsuccessfully.

- (c) a pre- and post-verbal descriptive adverb:- * *

Mi !wi šete #eu ||om da'a - My sister again cuts
the firewood slowly.

Mi !wi šete #eu ||om wara da'a - My sister cuts
the firwood slow-
ly finishing (it)

3.5.3. THE NEGATIVE ADVERBIAL STEMS.

In !Xū we observed a number of mutually exclusive negative adverbs. Their function is to negate the meaning of the verb. The negative adverbs lwa, lwi, leu, la, lao and lu are mutually exclusive because they are synonyms.

The negative adverbs were established by putting testing frames, of the following structure, to the informants:-

* In the examples, illustrating the pre-verbal application of these adverbs it was observed that the adverbs (#eu) and the verbs (!ebi) are separated by the objects (dongi). This unusual position of the object is peculiar to this construction.

* * Whenever the pre- and post-verbal descriptive adverbs occur in the pre-verbal position they always succeed the pre-verbal adverbs:-

N|wa taa n!o'o khu - The cat quickly jumped
aside.

I see the man > I do not see the man
 Mi ho !'hwã > Mi |wa ho !'hwã.

The six forms of the negative adverbs are an excellent example of dialectal variations in !Xŭ.

- (a) Mi !wi |wa n!wã !ha - My sister does not cook meat.
 (b) |Asa |wi !'hã a tsu - |Asa does not know your uncle.
 (c) ||E'ike thoo |eu n!eri - Today the car does not go.
 (d) A tsoma |a n#om n!eni - Your nephew does not mould a clay pot.

A brief discussion of the copula verb was given in (3.3). The copula sentences are also subject to negation:-

- (e) !'Hwã o #Ebe. > !'Hwã |ao o #Ebe
 The man is a Tswana. The man is not a Tswana.
 (f) !A o Goba ma. > !A |u o Goba ma
 The servant is the Ovambo's. The servant is not the Ovambo's.
 (g) O txõ-g!a > A txõ-g!a
 Your brother-in-law is generous. Your brother-in-law is not generous.
 (h) Zoma o n!aro-kx'ao. > Zoma |wi o n!aro-kx'ao
 Zoma is a teacher. Zoma is not a teacher.
 (i) ||A o de'ebi masi. > ||A |eu o de'ebi masi
 The hats are the children's. The hats are not the children's.
 (j) !Xo n!a'a. > !Xo |a n!a'a
 The pipe is big. The pipe is not big.
 (k) A #o gle o mi ga. > A #o |ao gle-o mi ga
 Your debt becomes mine. Your debt does not become mine.
 (l) Dz'heu sã #e o a hi. > Dz'heu sã |u #e o a hi.
 The woman's powder becomes yours. The woman's powder does not become yours.

3.5.4. THE INTERROGATIVE ADVERBIAL STEMS.

In !Xŭ it should be distinguished between:

- (a) the interrogative adverbs in the transitive sentence,
 (b) the interrogative adverbs in the intransitive and copula sentence,
 (c) the interrogative adverbs in conjunction with the various word categories.

3.5.4.1. THE INTERROGATIVE ADVERBS IN A TRANSITIVE SENTENCE.

The single interrogative structure may be established by the application of testing frames like:

He drives the car > Does he drive the car?

He dug a hole yesterday > Did he dig a hole yesterday?

Testing frames of this structure revealed that a synonymous group of words are responsible for changing statements into interrogatives. We propose to term these words the "interrogative adverbs". The interrogative adverbs re, xae, kae, ba and wa are semantically and syntactically synonymous. Thus the following sentences are semantically and syntactically identical:

He drives a car > Does he drive a car?

(a) Ha n!eri euto > Ha re n!eri euto?

(b) Ha n!eri euto > Ha xae n!eri euto?

(c) Ha n!eri euto > Ha kae n!eri euto?

(d) Ha n!eri euto > Ha ba n!eri euto?

(e) Ha n!eri euto > Ha wa n!eri euto?

In addition it was ascertained that another interrogative adverb gwae is syntactically equal to the interrogative adverbs discussed above. However this adverb gwae is only used to phrase questions pertaining to past actions.

He dug a hole yesterday > Did he dig a hole?

(f) Ha gwa#a gu dom > Ha gwae gu dom?

3.5.4.2. THE INTERROGATIVE ADVERBS IN THE INTRANSITIVE AND COPULA SENTENCES.

(a) E n|wi du-||x'wa > E n|wi re du-||x'wa?
Our friend works Does our friend work?

(b) N|'hakx'a gu |x'wã > N|'hakx'a xae gu |x'wã ?
N|'hakx'a caught a Did N|'hakx'a catch a cold?
cold.

(c) !Ae-kx'ao n||a lao !hũ > !Ae-kx'ao kae n||a lao !hũ?
The hunter leaves kil- Does the hunter leave
ling the buffalo. killing the buffalo?

(d) Ha n#wã tšiya !a > Ha ba n#wã tšiya !ã
He tells of the thing Does he tell of the thing
that occurred. that occurred?

- (e) Si abasiya tš'u n!eng > Si wa abasiya tš'u n!eng?
They pack inside the house Do they pack inside the house?
- (f) Gumi uwa n!ama !a > Gumi re uwa n!ama !ã?
The beast walks beside the road. Does the beast walk beside the road?
- (g) |Xeni n#ei-ga'uwa n|ei > |Xeni kae n#ei-ga'uwa n|ei?
The sieve cleans the fuel Does the sieve clean the fuel.
- (h) N!eu gli > N!eu re gi?
The elder goes out Does the elder go out?
- (i) |'Hwã šu > |'Hwã re šu?
The pig lies (down) Does the pig lie?
- (j) Dongi n!ũ > Dongi xae n!ũ?
The donkey stands Does the donkey stand?
- (k) Ha #xae n!eng > Ha #xae xae n!eng?
His daughter sits. Does his daughter sit?
- (l) Nem o |'Hõ ma > Nem kae o |'Hõ ma?
The lamp is the European's. Is the lamp the European's?
- (m) Tš'u-|'o o #xanu hi > Tš'u-|'o kae o #xanu hi?
The cover is the book's Is the cover the book's?
- (n) G#x'oiše o žoma > G#x'oiše ba o žoma?
The caracal is a predator. Is the caracal a predator?
- (o) G!hefiya ke o !'ei > G!hefiya ke ba o !'ei?
This tree is a camel-thorn Is this tree a camel-thorn?
- (p) !'Hom n!a'a > !'Hom wa n!a'a?
The leopard is big Is the leopard big?
- (q) |'Eng ke > |'Eng wa ke?
The blood is here Is the blood here?
- (r) |'Eisi tsem o mi gasi > |'Eisi re o mi gasi?*
The axes are mine Are the axes mine?
- (s) Ha !u n!a o N#isa > Ha !u xae o N#isa?
Her name is N#isa Is her name N#isa?
- (t) Dz'heu kom |'hom > Dz'heu kae |'hom?
The woman is beautiful Is the woman beautiful?

*Although any interrogative adverbial stem may be used in the formation of these interrogatives most informants preferred the interrogative stem wa.

3.5.4.3. THE INTERROGATIVE ADVERBS IN CONJUNCTION WITH THE VARIOUS WORD CATEGORIES.

In conjunction with the various word categories of !Xũ the interrogative adverbs may produce the same result as intonation does in English. In other words when we wish to:-

- (a) ascertain the meaning of a word that had been pronounced indistinctly,
- (b) express astonishment disbelief or doubt,
- (c) obtain clarity on whom or what is implied by a pronoun (2.3.) or referential adnoun (2.4.3.); the word in question may be used in conjunction with any one of the interrogative adverbs.* This point will be illustrated by the consecutive extensions of the sentence:-

#Aama doni dom - The snake enters the burrow.

If any of the circumstances, mentioned in a, b or c above, applies to this sentence, some of the following questions may be asked:-

- #'Aama re? - A snake?
- doni ba? - enters?
- dom xae? - The burrow?

We will now proceed to illustrate the application of these principles to the various word categories of !Xũ. Commencing with the nouns and the pronouns we will discuss the possible circumstances under which the various interrogative adverbs may be applied. Although we supply examples of the interrogative adverbs, in conjunction with the other word categories, it will be left to the imagination of the reader to construe the circumstances under which the questions may be asked.

A. THE INTERROGATIVE ADVERBS IN CONJUNCTION WITH THE NOUNS AND THE PRONOUNS.

Bearing in mind the conditions mentioned in a, b and c above the sentence:-

#Oma gu n!ao te n!o'ã |'hwã

#Oma takes the bow and hurls it at the pig.

* Although any interrogative adverbial stem may be used in the formation of these interrogatives most informants preferred the interrogative stem wa.

When addressing people in a crowd the demonstrative adnoun and its accompanying gesture might fail to communicate the intention of the speaker:-

!'Hwã he sa dz'heuwa he sa n!eusa he, ||xem mi!

This man and this woman and these elders, follow me !

Some people in the crowd may be uncertain as to who the selected persons are and questions like the following may be asked:-

!'Hwã he wa sa dz'heuwa he wa?

This man and this woman?

N!eusa he wa?

These elders?

The referential adnouns are the same as the demonstrative adnouns and are frequently used in conversations and narrations. They serve to qualify a noun or pronoun that had been mentioned in the course of a narration:

N!'heiya he !xwe !'hei te gu te ||'eng ha.

This lion chased the hare and caught it and tied it up.

When in doubt or astonished a listener may probably ask:-

N!'hei he wa !xwe !'hei?

Did this lion chase the hare.

N!'hei he wa?

This lion?

C. THE INTERROGATIVE ADVERBS IN CONJUNCTION WITH VERBS.

When statements are turned into interrogatives the interrogative adverbs precede the verb (3.5.4.). However when the !Xũ wish to ascertain the meaning of a verb that had been pronounced indistinctly or wish to express astonishment, disbelief or doubt the interrogative adverbs follow the verb:-

(a) Da'a-||om-kx'ao gu g!hef - The woodcutter digs out the tree.

The similarity between: gu - dig and gu - take might prompt the questions;

Gu wa? Mi #'eng a ko gu.

Dig? I thought you said take

Gu wa? Mi #'eng a ko gu

Take? I thought you said dig

- (b) #Oma n!aro de'ebi ko lore - #Oma teaches the children
to write.
Ha n!aro de'ebi wa? Mi |wa !'hã ha lore
He teaches the children? I did not know that he writes.
- (c) Mi ba |'om g||x'aa - My father eats the manghetti nut.
|'Om g||x'aa wa? Ha re |wa hare g!u?
Eats the manghetti nut? Does he not fetch water?

D.1. THE INTERROGATIVE ADVERBS IN CONJUNCTION
WITH THE DESCRIPTIVE ADVERBS.

(i) The Pre-Verbal Descriptive Adverbs.

- (a) Šiniha ha n#om !u!u ha niše !xei ha g!eu ma.
When he made the spear he nearly cut his finger.
Niše wa? Mi #'eng ha šete !xei ka.
Nearly? I thought he cut it again.
- (b) ||E'ike Sisaba šete txa g!ei.
Today Sisaba again hit a blue wildeheest.
Šete wa? Ha o !ae-kx'ao.n!a'a.
Again? He is a great hunter.
- (c) Kx'eru koma ||'ama nem.
Perhaps Kx'eru bought a lamp.
Koma wa? Mi |'a ha ko mari.
Perhaps? I gave her money.
- (d) N#isa ||eu wi Xama.
N#isa helps Xama well.
||Eu wa? Mi !wa ha ko Xama wi.
Well? I commanded her to help Xama.

(ii) The Post-Verbal Descriptive Adverbs.

- (a) Ba'o ||x'wa|xwa
Ba'o works with me.
||X'wa|xwa wa? Ha re |wa kheu da'a?
Work with? Does she not kindle a fire?
- (b) Dz'heusi !'engakhwe.
The women play tricks on one another.
!'Engakhwe wa? Si re |wa ||x'wa?
Trick one another? Do'nt they work?
- (c) Mi n!aro|'a si.
I teach on their behalf.

N!aro|'a wa? A re!'hã hatše?

Teach for? What do you know?

- (d) !'Aa tšhin||'hatama g#x'aro.
!'Aa missed (shot unsuccessfully) the duiker.

Tšhin||'hatama wa? Ha re žao?

Shot unsuccessfully? Is he blind?

- (e) Ha !aen||'ho
He hunts aimlessly.

!Aen||'ho wa? Ha ba re |wa n!aro ha?

Hunts aimlessly? Did his father not teach him

(iii) THE PRE-VERBAL AND POST-VERBAL DESCRIPTIVE ADVERBS.

- (a) Thama n!eri #'euwa thoo > The Herero drives the
car slowly.

Thama #'eu thoo n!eri

#'Eu wa? - Slowly?

- (b) Da'ama seu |wara !ha > The child finishes
Da'ama |wara !ha seu > roasting the meat.

|Wara wa? Mi |wa #om.

Finish? I do not believe.

- (c) ||Xeri tšhi n!o'owa g!u > ||Xeri drinks the water
fastly.

||Xeri n!o'o g!u tšhi

N!o'o wa? - Fastly?

Ha re |em?- Is he thirsty?

- (d) N!eu gu ||'oba dom > The elder digs the hole
weakly.

N!eu ||'oba dom gu

||'Oba wa? Ha re |x'ae?

Weakly? Is he ill?

D.2 THE INTERROGATIVE ADVERBS IN CONJUNCTION WITH THE TEMPORAL ADVERBS.

- (a) Kx'ao ||'a ba za'aha u.
Kx'ao's father left long ago.

Za'aha wa? Ha re |wa !hei mi?

Long ago? Did he not wait for me?

- (b) G#hwĩ gwa#'a tšhiya ku ko n!uu n!eng
Yesterday the dog drank milk from the bowl.

3.5.4.4. THE PRE-VERBAL ADVERBIAL RELATIONSHIP.3.5.4.4.1. THE RELATIONSHIP OF THE NEGATIVE AND DESCRIPTIVE ADVERBIAL STEMS.

The application of a great number of testing frames revealed that:-

(i) the pre-verbal descriptive adverbial stems:

n!obe - badly

||eu - well

kwe - thus

may only succeed the negative adverbial stems |wa, |wi, |eu, |a, |ao and |u:

Ha |wa ||eu ||x'wa ||xara - He does not work well in the garden.

(ii) the pre-verbal descriptive adverbial stems:

||we - but

n!'hae - perhaps

khweša - perhaps

tama - please, obligingly,

may only precede the negative adverbial stems:

Ha ||we |wa ||x'wa ||xara - But he does not work in the garden.

(iii) the pre-verbal descriptive adverbial stems:

niše - nearly

šete - again

taa - apart, independently.

tiya - apart, independently

sī - must

||xwasi - usually,

may either precede or succeed the negative adverbial stems:

Ha niše |wa ||x'wa ||xara - He nearly did not work in the garden.

Ha |wa niše ||x'wa ||xara - He nearly did not work in the garden.

3.5.4.4.2. THE RELATIONSHIP OF THE INTERROGATIVE, NEGATIVE AND DESCRIPTIVE ADVERBIAL STEMS.

The testing frames also revealed that the interrogative adverbial stems always precede the negative and descriptive adverbial stems. Thus the interrogative versions

of the sentences in (3.5.4.4.1. above) are:

- (i) Ha re |wa ||eu ||x'wa ||xara? - Does he not work
well in the garden?
- (ii) Ha re ||we |wa ||x'wa ||xara? - But does he not work
in the garden?
- (iii) Ha re |wa ||x'wa ||xara? - Did he nearly not work
in the garden?
- Ha re |wa nisě ||x'wa ||xara? - Did he nearly not
work in the garden?

3.5.4.4.3. THE RELATIONSHIP OF THE INTERROGATIVE NEGATIVE, DESCRIPTIVE AND TEMPORAL AD- VERBIAL STEMS.

The analysis of testing frames revealed an astonishing number of positions which may be occupied by the temporal adverbial stems. In the sentences of (3.5.4.4.2. above) the occurrence of the temporal adverbial stems was observed:-

- between the interrogative and the negative adverbial stems,
- between the interrogative and the descriptive adverbial stems,
- between the negative and the descriptive adverbial stems,
- between the descriptive and the negative adverbial stems,
- succeeding the negative adverbial stem [in structure (d) above] and the descriptive adverbial stem [in the structure (c) above]. The temporal adverbial stems were never observed to succeed the descriptive adverbial stems:

n!obe - badly
||eu - well
kwe - thus

This rather complex hierarchial description may be simplified by indicating the various positions of the temporal adverbial stems, in the sentences of (3.5.4.4.2 above), by means of the symbol ↓:-

- (i) Ha re ^{||e'ike} ↓ |wa ||eu ||x'wa ||xara ? * Does he not work
well in the garden
today?

* The temporal adverbial stems were not observed to succeed the descriptive adverbial stems of (3.5.4.4.1.) (i)

Ha re |wa ↓ ||e'ike ||eu ||x'wa ||xara? - Does he not work well
in the garden today?

(ii) Ha re ↓ ||e'ike ||we |wa ||x'wa ||xara? - But does he not work
in the garden today?

Ha re ||we ↓ ||e'ike |wa ||x'wa ||xara ? - But does he not work
in the garden today.

Ha re ||we |wa ↓ ||e'ike ||x'wa ||xara? - But does he not work
in the garden today?

(iii) Ha re ↓ ||e'ike niše |wa ||x'wa ||xara? - Did he not nearly
work in the garden today?

Ha re niše ↓ ||e'ike |wa ||x'wa ||xara? - Did he not nearly
work in the garden today?

Ha re niše |wa ↓ ||e'ike ||x'wa ||xara? - Did he not nearly
work in the garden today?

Ha re ↓ ||e'ike |wa niše ||x'wa ||xara? - Did he not nearly
work in the garden today?

Ha re |wa ↓ ||e'ike niše ||x'wa ||xara?- Did he not nearly
work in the garden today.

Besides this syntactical freedom of the temporal adverbial stems we also observed the syntactical stability of the interrogative adverbial stems. It may therefore be concluded that the interrogative adverbial stems function as a vertical syntactical boundary between the nominal and verbal segments of sentences. Thus all the adverbial stems, in the pre-verbal adverbial position, succeed the interrogative adverbial stems.

In addition to the pre-verbal occurrence of the temporal adverbial stems, attention was also paid to their pre-subjectival occurrence:-

- (i) ||E'ike ha |wa ||eu ||x'wa ||xara - He did not work well
in the garden to-day.
- (ii) ||E'ike ha ||we |wa ||x'wa ||xara - But he did not work
in the garden today.
- (iii) ||E'ike ha |wa niše ||x'wa ||xara - He nearly did not
work in the garden
today.

- (a) |Wara xae gwa#[^]'a |u ||eu dZ'[^]aa šamanga?
Did the baboon not steal the maize well yesterday?
- (b) |Wara xae |u gwa#[^]'a ||eu dZ'[^]aa šamanga?
Did the baboon not steal the maize well yesterday?
(Temp. Adv.) (Temp. Adv.) (Temp. Adv.)
- C. Subj. + Interr. Adv. + Descr. Adv. + Neg. Adv. + Verb. + Obj.
- (a) Kx'ao kae n!'homa ||we |a wi a tae?
But will Kx'ao not help your mother tomorrow?
- (b) Kx'ao kae ||we n!'homa |a wi a tae?
But will Kx'ao not help your mother tomorrow?
- (c) Kx'ao kae ||we |a n!'homa wi a tae?
But will Kx'ao not help your mother tomorrow?
- (d) Dz'heu ba gwa ||xwasi |eu #[^]'eri mi ?
Did the woman not usually forget me long ago?
- (e) Dz'heu ba ||xwasi gwa |eu #[^]'eri mi ?
Did the woman not usually forget me long ago?
- (f) Dz'heu ba ||xwasi |eu gwa #[^]'eri mi ?
Did the woman not usually forget me long ago ?

D. Temp. Adv. + Interr. Adv. + Subj. + Neg. Adv. + Descr. Adv. + Verb + Obj.

- (a) G#[^]'hañ wa ||Uše |wi n'obe nabo 'msi?
Did ||Uše not gather the veldkos badly long ago ?
- (b) G#[^]'hañ wa ||Uše |wi keisi nabo 'msi ?
Did ||Uše not frequently gather the veldkos long ago?

E. Temp. Adv. + Interr. Adv. + Subj. + Descr. Adv. + Neg. Adv. + Verb. + Obj.

- (a) |Ema he re |X'aeše khweša |ao ||om n'ao ? *
Did |X'aeše not perhaps chop the plank this day?
- (b) |Ema he re |X'aeše niše |ao ||om n'ao ?
Did |X'aeše not nearly chop the plank this day?

Although the pre-verbal adverbial stems and the pre- and post-verbal adverbial stems function independently, attention should be given to the pre-verbal occurrence of the pre- and post verbal adverbial stems (3.5.2.3.)

It has been observed that these adverbial stems function in sentences like:

Da'ama n#[^]'hwaa |wara pa > The child finishes mixing the porridge.
Da'ama |wara pa n#[^]'hwaa

* The elements |Ema he constitute a temporal adverbial phrase (3.5.1.)

The pre-verbal occurrence of the pre- and post-verbal adverbial stems presented no problem because they always succeeded the terminal pre-verbal adverbial stem in any of the five structures discussed in A, B, C, D and E above).

- A. Da'ama re ||e'ike |wa sī |wara pa n+'hwaa?
Must the child finish mixing the porridge today?
- B. Da'ama re ||e'ike |wa ||eu |wara pa n+'hwaa?
Did the child not finish mixing the porridge well today?
- C. Da'ama re ||e'ike ||we |wara pa n+'hwaa?
But did the child not finish mixing the porridge today?
- C. ||E'ike re da'ama |wa niše |wara pa n+'hwaa?
Did the child not finish mixing the porridge well today?
- E. ||E'ike re da'ama niše |wa |wara pa n+'hwaa?
Did the child not finish mixing the porridge well today?

This brief discussion of the adverbial hierarchy has not exhausted the data on these versatile word categories. A more detailed discussion of this kind does not fall within the scope of our present project.

3.6. SUMMARY.

A. In Chapter 3 a distinction was made between:

- (a) Transitive verbal stems,
- (b) Intransitive verbal stems.

(a) The Transitive Verbal Stems are subdivided into:-

- (i) the irregular stems that have different forms of the stem (depending on the singularity or plurality of the object):-

!'Hwā gu da'ama. > !'Hwa n!'hwi de'ebi.
The man catches the child. The man catches the children.

G#aakhwe !hū #'aama. > G#aakhwe !'wā #aamhi.
The secretary bird kills the snake. The secretary bird kills the snakes.

- (ii) The regular verbal stems that are unaffected by the singularity or plurality of the object:

Kx'ao ||'ama hema > Kx'ao ||'ama hemasi
Kx'ao buys a shirt Kx'ao buys shirts.

N!'hei kwa !'hwā. > N!'hei kwa n||ae
 The lion fears the man. The lion fears the men.

(b) The Intransitive Verbal stems were also subdivided into.

(i) the irregular verbal stems that assume different forms (depending on the singularity or plurality of the subject):

N!eu !ei. > N!eusi !ao
 The elder dies. The elders die
 Dz'heu šu. > Dz'heusi g+a
 The woman reclines. The women recline.

(ii) The regular stems that are unaffected by the singularity or plurality of the subject.

!Xo u. > !Xo u
 The elephant goes. The elephants go
 Euto #'eng. > Euto #'eng
 The car ages. The cars age.

The addition of the plural morphemes is not imperative in the subjects and objects of sentences containing irregular verbal stems. The application of the plural irregular verbal stems implies plural subjects or objects.

B. All verbal stems ending in -o, -u, -e, -i, and consonants require a transition -a when the objectival extension of the verb is locative:

Da'ama n+em'm ha t̃ae. > Da'ama n+em'ma tš'u n!eng.
 The child beats it's mother. The child beats in the house.

!Hō u. > !Hō uwa |Aotšha
 The European goes. The European goes to |Aotšha

C. The Copular Verbal Stems may be divided into:-

(a) The Possessive Copular Structure.

Zogana o #Ebe hi.- The honey is the Tswana's.
 !'Ei o Žu!hwā ga. - The axe is the Bushman's.

(b) The Nominal Copular Structure.

Goba o Žu. - The Ovambo is a person.
 N!'hei o Žoma. - The lion is a predator.

(c) The Adnominal Copular Structure.

Gumi |'hom - The beast is beautiful.

|Ao tšhin!ei - The buffalo is fierce.

D. The Imperative Structure lacks a subject.

We distinguish:

- (a) The General Imperative which does not state for whom or whose behalf the action should be carried out:

Sisaba, #om g#u'u! - Sisaba, divide the millet !

M'm da'ama! - Suckle the child !

- (b) The Restricted Imperatives are subdivided into:

- (i) The Reflexive Imperatives.

Na 'msi ! - Give me food !

Dz'heu, na g!u ! - Woman, give me water !

- (ii) The Transitive Imperative.

Gul'a da'ama ko zo ! - Dig honey for the child !

Seul'a n||ae ko !ha ! - Roast meat for the men !

- (c) The Negative Imperative. *

Sisaba, n||a #om g#u'u ! - Sisaba, do not divide the millet !

N||a m'm da'ama ! - Do not suckle the child !

N||a na 'msi ! - Do not give me food !

Dz'heu, n||a na g!u ! - Woman, do not give me water !

N||a gu |'a da'ama ko zo ! - Do not dig honey for the child !

N||a seul'a n||ae ko !ha ! - Do not roast meat for the men !

E. In the discussion of the adverbial stems we distinguished:

- (i) four different pre-verbal series of adverbial stems:

Ha ka n#hei - He sneezes now.

Ha lwa n#'hei - He does not sneeze

Ha ||we n#'hei - But he sneezes

Ha re n#'hei? - Does he sneeze?

- (ii) two different pre-subjectival series of adverbial stems:

Ka ha n#'hei - He sneezes now.

Ka re ha n#'hei - Does he sneeze now?

(b) The negative adverbial stems usually:

(i) precede the descriptive adverbial stems:

n!obe - badly

||eu - well

kwe - thus

(ii) succeed the descriptive adverbial stems:

||we - but

n!'hae - perhaps

khweša - perhaps

tama - please, obligingly.

(iii) precede or succeed the descriptive adverbial stems:

niše - nearly

šete - again

taa - apart, independently.

sī - must

||xwasi - usually

keisi - much, frequently.

(c) The pre-verbal descriptive adverbs are not mutually exclusive and two or more of them may thus be juxtaposed:

*Ebe šete keisi ||eu du-kx'oni euto.

Again the Tswana repairs the car very well.

(d) Although the temporal adverbial stems may occur in different syntactical positions, they were found to be syntactically incompatible. In other words a sentence may contain one temporal adverb only.

Ha re gwa khweša |wa n||ara #xanu?

Did he not perhaps read the letter long ago?

Ha re khweša gwa |wa n||ara #xanu?

Did he not perhaps read the letter long ago?

Ha re khweša |wa gwa n||ara #xanu?

Did he not perhaps read the letter long ago?

(e) In their pre-verbal application the pre- and post-verbal adverbial stems always succeed the pre-verbal adverbial stems:

Ha re khweša |wa gwa twā #xanu n||ara?

Did he not perhaps finish reading the letter long ago?

CHAPTER 4.

4. THE CONJUNCTIONS AND THE COMPLEX INTERROGATIVES.

Discussion of the conjunctions and the complex interrogatives was postponed because of the more complex structures in which they occur.

4.1. THE CONJUNCTIONS.

The conjunctions constitute a category of words that is syntactically distinct from the word categories discussed in the previous chapters. Because of their functions and positions in the sentence it was decided distinguish between:

- (i) the nominal conjunctions,
- (ii) the syntactical conjunctions.

4.1.1. THE NOMINAL CONJUNCTIONS.

The nominal conjunctions, as the name implies, are elements denoting the junction of two or more nominals in a sentence.

Distinctions will be made between:-

- (i) the additive conjunction,
- (ii) the possessive conjunction,
- (iii) the objectival conjunction.

4.1.1.1. THE ADDITIVE CONJUNCTIONS.

The additive conjunctions serve to signify the syntactical concomitance of two or more nouns as compound objects or compound subjects of sentences:-

G#aakhwe !'wā goru sa #'aama.

The secretary bird kills the lizard and the snake.

Guni-kx'ao sa g+'hwī u-!ae.

The hunter and the dog go hunting.

Because the conjunction sa - "and" co-ordinates the syntactical relationships of the nouns goru - "lizard" and #'aama - "snake" it was decided to term it an "additive conjunction". It was also observed that the conjunctions kota, keta, kosī, kesī, kota, keti oka and oko are synonymous with sa. Thus in the following sentences any of these conjunctions may be substituted for -sa:-

- (a) Da'ama sa n|'hwi 'm šamanga
The child and the mouse eat a mealy.
- (b) Mi *xae kwa ||a'e sa |wara.
My daughter fears the monkey and the baboon.
- (c) Da'a ku'u tseri sa hema.
The fire burns the chair and the shirt.
- (d) !'Hwã ||'ama seũ sa |xeni.
The man buys maize meal and a sieve.

Being a compound subject or object of a sentence implies grammatical plurality. It has been illustrated, in previous chapters, that the number of the subject or object of a sentence has a influence on:-

- (i) the personal pronouns,
- (ii) the possessive pronouns,
- (iii) the irregular transitive verbs,
- (iv) the irregular intransitive verbs,
- (v) the adnominal copula structure.

4.1.1.1.1. THE INFLUENCE OF THE ADDITIVE CONJUNCTIONS ON THE PERSONAL PRONOUNS.

The application of the additive conjunctions between singular nominals has as a result the formation of compound subjects and objects. These compound subjects and objects function as plural nominals.

Whenever nouns, of the same noun class, are joined by the additive conjunctions sa, kota, keta, kosĩ kesĩ, koti keti, oka and oko there is no problem as to the formation of a common personal pronoun because such compound subjects and compound objects assume the plural pronoun of their original noun class.

Class (i)a + Class (i)a.

- (a) !'Hwã sa da'ama ||x'wa. Si kare ||'ama |hwe
The men and the child They want to buy a horse.
work.

Class (i)b + Class (i)b.

- (b) A re ho n|wa sa g#'hwĩ. Hi 'm !'ha.
Do you see the cat and They eat meat.
the dog.

Class (i)c + Class (i)c.

- (c) Mi kare spera sa se. Mi ||'ama ha.
I want a safety pin and I buy them.
soap.

Class (i)d + (i)d.

- (d) Dz'heu ||xara g+u'u sa šamanga - Hi n!u'ubu
The woman plants millet and They grow.
maize.

Class (ii) + Class (ii)

- (e) Žul'hwā kx'ae hema sa n|o. Ha !xom ka
The Bushman has a shirt He puts them on.
and a skin.

As soon as the additive conjunction joins nouns, belonging to different noun classes, the formation of a common plural pronoun is not possible.*

Class (i)a + Class (i)b.

- ‡'Hwā sa g+'hwī guni. Mi |hoo - **
The man and the dog I follow (them)
hunt.

Only when nouns, belonging to the noun classes (i)b and (i)d, are joined by the additive conjunctions is it possible to have a common plural personal pronoun. This is so because the plural pronouns, of these two noun classes, are hi in both cases. Thus a response may be expected on those testing frames of which the nouns, constituting the compound subject or object, belong to the noun classes (i)b and (i)d :-

- (f) Mi kwa lemboro sa zo. Hi n#ei-khwiya Žu.
I fear the mosquito They hurt a person.
and the bee.
- (g) Žul'hwāsi kx'ae !u!u kota de'enisi. Si ||x'wa |xwa hi.
The Bushmen have a spear and fire- They work with them.
sticks.
- (h) Kx'ao kare |xeni kesī zere. Hi n|'eng.
Kx'ao likes a guinea-fowl They are nice.
and peanuts.

* The nouns of Class (i)b and (i)d are exceptions to this rule.

** The plural personal pronoun "them" can not be translated into !Xū because the nouns !'Hwā and g+'hwī have as their respective plural pronouns the incompatible forms si and hi.

- (i) Ha kx'wa hamer sa ||xei. Hi n!a.
He searches for the hammer They are lost.
and the dagger.

4.1.1.1.2. THE INFLUENCE OF THE ADDITIVE CONJUNCTIONS ON THE POSSESSIVE PRONOUNS.

It has been observed in (4.1.1.1.1.) that only nouns, with homonymous plural personal pronouns, can constitute compound subjects and objects that will also assume a common plural pronoun. This rule also applies to the possessive pronouns.

In the discussion of the possessive pronouns (2.3.2.) we have observed that only the nouns of class (i)a and (i)b have homonymous possessive pronouns. This implies that, when joined by the additive conjunctions, these noun classes will also be able to form a common possessive pronoun:-

Class (i)a + Class (i)b.

- (a) Da'ama sa g#hwĩ o mi hisi.
The child and the dog are mine.
- (b) Mi hisi o !hebi kota sei.
Mine are the wife and the canvas.
- (c) Dz'heuma sa !'eu o #Oma hisi.
The girl and the duiker are #Oma's.
- (d) Peri sa !'hwã o ||'Eixa hisi.
The goat and the men are the Lord's.

It follows that those nouns, not having homonymous possessive pronouns, can also constitute the compound subjects and compound objects but they can not assume a common possessive pronoun because their possessive pronouns are not homonymous:-

Class (i)a + Class (i)c.

- (e) Mi kx'wa a !x'aeya-kx'ao kosĩ mi #xanu.
I am looking for your visitor and my book.

Class (i)b + Class (ii)

- (f) #Ebe kx'ae !hwe sa sare.
The Tswana has a horse and a saddle.

- (g) Mi !'hã teni-šë a nem sa n+'hei#em.
My son returned your lamp and spoon.

Class (i)d + Class (ii)

- (h) |'Hõ ||'ama g|xã sa g|o'o
The European buys beads and ostrich beads.

The !Xū informants were not only amused but greatly perplexed at their inability to supply common pronouns for the compound subjects and compound objects constituted by nouns with incompatible pronominal forms.

4.1.1.1.3. THE INFLUENCE OF THE ADDITIVE CONJUNCTIONS ON THE IRREGULAR TRANSITIVE VERBS.

The additive conjunctions are responsible for the formation of compound subjects and objects in sentences. Functionally these compound subjects and objects are to be regarded as equal to plural nominals. This implies that the plural forms of the Irregular Transitive Verbs (3.1.1.) will be used in response to testing frames of the following structure:-

The car breaks the bow and the arrow.

The following examples illustrate the concord between the verb and the compound object:-

- (a) Kx'ao n|'hwi n!om sa n||o'o^{be}.
Kx'ao takes the stone and the bottle.
- (b) |Hwe kx'oma sare kota !hu-ts'i.
The horse breaks the saddle and the kraal gate.
- (c) N!eu šwe hema sa baki.
The elder removes the shirt and jacket.
- (d) G!a !'wã da'a sa nem
The rain extinguishes the fire and the lamp.

4.1.1.4. THE INFLUENCE OF THE ADDITIVE CONJUNCTIONS ON THE IRREGULAR INTRANSITIVE VERBS.

This category of verbs assume the plural form of the verb when preceded by a plural nominal (3.2.1.). The application of the compound subject in conjunction with the Irregular Intransitive verbs produced the following structures:-

- (a) N|wa sa #'aama !ao
The cat and the snake died.
- (b) N#isa sa n|wa g!e'i.
N#isa and the cat went out.
- (c) !Ae-kx'ao sa g+'hwī g#a.
The hunter and the dog lie down.
- (d) |X'aeya-kx'ao sa ha dz'heu g!'hoo.
The visitor and his wife sat down.

4.1.1.1.5. THE INFLUENCE OF THE ADDITIVE CON-
JUNCTIONS ON THE ADNOMINAL COPULA
STRUCTURE.

The compound subjects, formed by the additive conjunctions, act as plural nominals in sentences. It follows that when the compound subject or object is used in the Adnominal Copula structure it should also be used with the plural forms of the Irregular Adnominal stems.*

- (a) ||Waše sa šeu||wa !ao
The radio and the tape-recorder are turned off.
- (b) Sisaba |'ū kota tšhi kx'oma.
Sisaba's bow and arrow are broken.
- (c) Si !'hā sa si #xae !aeya.
Their son and daughter are big.
- (d) !U!u kesī g||om'm !ooamhi.
The spear and the club are short.

4.1.1.2. THE POSSESSIVE CONJUNCTION.

In !Xū the possessive relationship may be denoted by simply juxtaposing nouns:-

- | | | |
|--------------|---|---------------------------|
| !'hwā n!ao | - | the man's bow. |
| dz'heu tseri | - | the woman's chair. |
| kwā kx'ao | - | the knife's owner. |
| euto !'hei | - | the car's steering wheel. |

* This does not apply to the Regular Adnominal stems (2.4.1.1.)

This possessive structure becomes more explicit when the possessive conjunction ||'a is added :-

- !'hwā ||'a n!ao - the man's bow.
 dz'heu ||'a tseri - the woman's chair.
 kwā ||'a kx'ao - the knife's owner.
 euto ||'a !'hei - the car's steering wheel.

The possessive conjunction is commonly used in the expression of consanguinity and affinity:-

- (a) ||Uše ||'a !u-n!a'a ||'a !u o G+x'ao. *
 ||Uše's grandfather's name is G+x'ao.
 (b) Mi gwa#^'a ho a tsu ||'a tsoma.
 Yesterday I saw your uncle's nephew.
 (c) A txö-g!a ||'a tsu ||'a !wi |X'ae.
 Your brother-in-law's uncle's sister is ill.
 (d) !'Aa ||'a |'udz'hu ||'a #xae ||'a !'hwā o !'Aa ha |'e.
 !'Aa's mother-in-law's daughter's husband is !'Aa himself.

It should be observed that the last noun, of a series connected by the possessive conjunction ||'a, functions as the subject or the object of a sentence. The other nouns preceding such an object or subject merely serve to qualify it. This is clearly illustrated by the following sentences:-

- (e) ||Xeri ||'a |'ū !o'a
 ||Xeri's bow is broken.
 ||Xeri ||'a |'ūsi kx'oma.
 ||Xeri's bows are broken.
 (f) Mi tšhi ||'a g!om !hū.
 My arrow's poison kills.
 Mi tšhi ||'a g!omsi !'wā.
 My arrow's poisons kill.
 (g) Dz'heuwa he ||'a !wi šete o mi ma.
 This woman's sister is also mine.
 Dz'heuwa he ||'a !wisī šete o mi hisi.
 This woman's sisters are also mine.

*The application of the possessive conjunction in the following sentences does not imply that a kinship terminology does not exist in !Xū.

- (h) Eiya ||'a nani gle o mi ma.
Mothers needle becomes mine.
Eiya ||'a nanisi gle o mi masi.
Mother's needles become mine.
- (i) Si #xae ||'a n|wa tsem !ei.
Their daughter's cat is dead.
Si #xae ||'a n|wasi tsem !ao
Their daughter's cats are dead.

4.1.1.3. THE OBJECTIVAL CONJUNCTION.

In the discussion of the Imperative (3.4.2.2.) we came across the word ko. It was observed that this word always appeared between the direct and the indirect objects of the sentence. The word ko is regarded as an objectival conjunction responsible for a closer syntactical junction between the verb and the direct object than between the verb and the indirect object. As such the conjunction ko also functions as a structural signal preventing ambiguity between sentences like:

- (a) Si !'eu|'a mi ko dz'heu - They call the woman for me.
Si !'eu|'a mi dz'heu - They call on my wife's behalf.
- (b) Kx'ao ||'engl'a |'Hö ko g!x'eru - Kx'ao snares the leopard for the European.
Kx'ao ||'engl'a |'Hö g!x'eru - Kx'ao snares on behalf of the European's leopard.

The reader will observe that the direct object always follows the conjunction ko:-

- (c) Guni-kx'ao gul'a da'ama ko !'hei ma.
The hunter catches a baby rabbit for the child.
- (d) Ha !'hã n|wã|'a n!eu ko tšhī.
His son cooks the liver for the elder.
- (e) G#hwī n!eiya horokoko ko tš'u n!eng.*
The dog bites the fowl in the fowl-run.
- (f) !'Aa !xeiya xei ko tafer |ho.
!'Aa cuts the bread on the table.
- (g) Si ||'hemm|'a mi ba ko n!'hwã.
They ambush the kudu for my father.

* In !Xū the locative extension of the verb (3.1.2.4.) may also function as a direct object. This is illustrated by the following sentences.

- (h) G+x'oiše guwa !'hei ko n!om !ā.
The caracal catches the hare beside the rock.
- (i) N!wa 'ma 'msi ko tseri dī.
The cat eats the food under the chair.

4.1.2. THE SYNTACTICAL CONJUNCTIONS.

In the previous chapters the discussions were based on sentences that are syntactically simple. When analysed the structure of these simple sentences was found to be:-

Adv. + Subj. + Adn. + Adv. + Verb + Adv. + Indirect Obj.+Synt.
+ Conj. + Direct Object.

The most important feature of the simple sentence is that it is constituted by a single verb or verbal compound:

- (a) Gwa+'a dz'heu gu n!eni - Yesterday the woman took
the clay pot.
- (b) Gwa+'a dz'heu gu-tseu n!eni - Yesterday the woman
lifted the clay pot.

The syntactical conjunctions are responsible for the junction of two or more sentences. These sentences may have:-

- (i) two independent verbs and will then be termed "compound sentences."
- (ii) one independent and one or more dependent verbs and will be termed the "complex sentences",
- (iii) two or more independent verbs and at least one dependent verb and will be termed the "complex compound sentences." (Because they are a combination of (i) and (ii) above).

The syntactical conjunctions of !Xū may be subdivided into:-

- (i) the narrative conjunctions,
(ii) the subordinating conjunctions.

4.1.2.1. THE NARRATIVE CONJUNCTIONS.

Unlike the subordinating conjunctions (4.1.2.2.) the narrative conjunctions bring about the fusion of two or more syntactically independent verbs.

Because of the semantical and syntactical bond between sentences, joined by the narrative conjunctions, we propose to term them "compound" sentences. As the name implies this conjunction is used as a juncture in the narration of a sequence of events.

In !Xū as in other languages, the endless repetition of the nominals, concerned in the narration, is not conducive to the development of a plot:-

Eiya kheu da'a te Eiya n|wã 'msi te Eiya !'eu de'ebi.

Mother kindles a fire and mother cooks food and mother calls the children.

The !Xū apply language economy by substituting the nouns:-

(i) by their pronouns;

Eiya kheu da'a te ha n|wã 'msi te ha !'eu de'ebi.

Mother kindles the fire and she cooks food and she calls the children.

(ii) by zero pronouns.

Eiya kheu da'a te n|wã 'msi te !'eu de'ebi.

Mother kindles a fire and cooks food and calls the children.

We will now proceed to illustrate the application of the narrative conjunction in a narrative sequence. In the following text the reader will observe that, after their introduction into the text, the subject and the object of the narrative sequence are regarded as understood. Each consecutive change of subject or object is indicated by the inclusion of that noun into the text. After this the new subject or object will also be regarded as understood. For the sake of distinctiveness the pronouns of subjects and objects may sometimes be included in the text:-

Kx'ao u-!æ te ho n!eng.

Kx'ao goes hunting and sees an eland.

te tsem te tšhin||'ha te txa

and stalks (it) and shoots(it) and hits (it).

te !'eu mi. E tsã |hoo te

and calls me. We two follow (it) and

ho zo te gu te ||eu 'm te

find honey and dig (it) and enjoy eating (it) and

šete |hoo n!eng. Glu e tsã. ho ha
 again followed the eland. Nighttime we two saw it
 te tsem ha te g!xoni ha te !hũ ha
 and stalked it and hurled (an assegai) and killed it,
 te ||a'e ha te seũ tšhĩ N!o me
 and skinned it and roasted the liver. This morning I
 u-!eu žu te tsilgleya tš'u|'ho te
 went to call the people and arrived at home and
 ho žu kwara. Mi tse uwa
 found the people gone. I then went to
 |Aotšha te !'eu si. Ka e!a še Kx'ao
 |Aotšha and called them. When we returned Kx'ao
 g||ao twã !ha.
 had finished hanging the meat.

The narrative conjunction is usually used in conjunction with the temporal adverbs ||'aa- "then" and tse - "then". The reader will observe that ||'aa and tse have different positions in relation to the subject of the sentence. The temporal adverb tse invariably follow the subject while the adverb ||'aa always precedes the subject. Both ||'aa and tse always follow the narrative conjunction te.

|X'aeše abasi te ||'aa !'eu
 |X'aeše packs and then calls.

ha dz'heu te sa tse n#eu.
 his wife and they then travel to

#Ebe-n!ore*. Ka sa tsi-#e ha !hũ.
 Botswana. When they arrived he killed

n!'hwã te ||'aa sa !xwana. |Em n|wi,
 a kudu and then they settled. One day,

šiniha |X'aeše guni, #aama n!ei ha
 while |X'aeše was hunting, a snake bit his

dz'heu te ha tse !ei. Ha še
 wife and she then died. He returned

te ho ha dz'heuwa !ei. Ha tse
 and found his deceased wife. He then

!om ha te ||'aa abasi te uwa Makuri
 buried her and then packed and went to Makuri.

* The personal pronoun sa, as is used in this narrative, is a contraction of the pronoun si and the adnominal stem tsã - "two".

The following examples are representative of the application of the adverb ||we - "but" in conjunction with the narrative conjunction te. In [3.5.2.1.(1)] it was observed that the adverb ||we has a contrastive function. This is amply illustrated in the following examples:-

- (a) #Ebe !'eu g#hwĩ te ||we hi |wa kare ha ||xem.
The Tswana calls the dogs but they do not want to follow him.
- (b) #Oma txa kwātšhi te ||we ha |wa n#'hao.
#Oma hits the mousebird but it does not fall.
- (c) Mi #'eng te ko ha |wa ho nem'm te ||we ha n#wĩ.
I think that he has not seen the korhaan but he denies it.
- (d) !U'i n!om te ||we !'hwā txa.
The kori bustard flies but the man hits.
- (e) Mi g||aa n|wa n|'hebite te ||we mi tsu |wa !'aã
My aunt cooks a duck but my uncle is not hungry.
- (f) N#wara |u guni te ||we ha 'm !ha
The pied-crow does not hunt but it eats meat.
- (g) Si !'eu N#isa te ||we ha |wa tsi.
They call N#isa but she does not come.

Despite the semantic contrast in these sentences they are regarded as syntactical units compounded from two independent sentences. Thus the sentence:

Ha du se te ||we ha |wa txa tsani.

He tries but he does not hit the parakeet.

consists of the two independent sentences:

Ha du se - He tries.

Ha ||we |wa txa tsani * - But he does not hit the parakeet.

In the course of the discussion of the narrative conjunction te, it has been observed how this conjunction is responsible for the formation of compound sentences. In addition it has been established that it is more common for the temporal adverbs ||'aa - "then", tse - "then" and the descriptive adverb ||we - "but" to appear in compound sentences than in simple sentences.

* The reader's attention should be drawn to the syntactical position of ||we in:-

- (i) the compound sentences (a - g above)
(ii) the simple sentences (3.5.2.1. 1.)

Ha kuru !u!u - He makes a spear.

it will become semantically and syntactically dependent:

Khama ha kuru !u!u - Because he makes a spear ----

This sentence now requires an independent sentence as a semantical and syntactical extension:-

!'Aa ||'ama soi khama ha kuru !u!u.

!'Aa buys a file because he makes a spear.

The resulting sentence contains one independent verb and one syntactically dependent verb. According to the discussion in (4.1.2.) this kind of sentence should be regarded as a "complex sentence". The following sentences not only illustrate the application of the subordinating conjunctions but also exemplify the structure of the complex sentence:

- (a) Mi tsu kx'wa meri khama ha kare zo ||'ama.
My uncle searches for money because he wants to buy sugar.
- (b) Khama mi gu dz'heu mi ||x'wa n!ama.
Because I married (a woman) I work on the road.
- (c) |X'aeše guni |ao khama ha kare ha !husi n#ei-||'ama.
|X'aeše hunts the buffalo because he wants to sell the horns.
- (d) Khama a n!obe mi, mi |u šete wi a
Because you suspect me I will not help you again.
- (e) Mi !'eu a dz'heu ka mi ho ha
I will call your wife if I see her.
- (f) Ka a še a tama teni na !xeri.
If you return please bring me some liquor.
- (g) Kx'ao teni-še !xomsi ka ha tsi.
Ka'ao brings back clothes if he returns.
- (h) Ka si n!obe n#em'm mi, mi n#eu |Aotšha
If they can me badly I will go to |Aotšha.
- (i) Ha ||xem ha tsu ||'aa ha n!aro ha*
He follows his uncle in order that he teach him.

* The reader will observe that the conjunction ||'aa - "in order that" only appears medially in sentences.

- (j) !'Aa !'o mi gla'asi ||'aa ha tswā mi.
!'Aa covers my eyes in order that he may deceive me.
- (k) Mi zeī ||'aa e tsā tša ha meri.
I agree in order that we two fetch his money.
- (l) !'Eu a tae ||'aa ha n|wā na 'msi
Call your mother in order that she cooks food for me.
- (m) Šiniha mi ||x'wa mi dz'heu ts'a. *
While I work my wife sleeps.
- (n) A dz'heu n|wā !ha šiniha a guni.
Your wife cooks meat while you hunt.
- (o) Šiniha mi n||ara a sī lore #xanu.
While I read you must write a letter.
- (p) Si tšxo n!'hwā šiniha mi n|wā pa.
They skin the kudu while I make porridge.
- (q) #'Oma mi tsi mi teni hi xore.
When I come I will return their thongs.
- (r) Mi !hū n!eng #'oma a ||'eng !a'o.
I will kill an eland when you trap a cheetah.
- (s) #'Oma a |x'ae a lu ||x'wa.
When you are ill you should not work.
- (t) Kx'ao kare #xanu #'oma mi twā|xwa hi n||ara.
Kx'ao wants the book when I have finished reading it.

* In conjunction with the negative adverbs (3.5.3.) the subordinating conjunction šiniha - "while" acquires the approximate meaning of the conjunction "before":-

Šiniha mi |wa ||x'wa mi dz'heu ts'a
Before I work my wife sleeps.

A dz'heu n|wā !ha šiniha a |wa guni.
Your wife cooks meat before you hunt.

Šiniha mi |wa n||ara a sī lore #xanu.
Before I read you must write a letter.

In (4.1.2.) it was observed that a sentence, containing two or more independent verbs and at least one dependent verb, is called a "complex compound sentence" because it is a combination of the structures of the complex and the compound sentences. It may therefore be concluded that the addition of an independent sentence to the previous complex sentences (a - t) will produce the complex compound structures. The following sentences will serve as examples of the complex compound sentence structure:

- (a) Ha da'ama kare pa te mi tsu kx'wa meri
His child likes porridge and my uncle searched for money.
khama ha kare zo ||'ama
because he wants to buy sugar.
- (b) Khama mi gu dz'heu mi ||x'wa
Because I married (a woman) I work on
n!ama te ||om da'a
the road and cut firewood.
- (c) Mi uwa G|em te ka mi ho a dz'heu
I travel to G|em and if I see your wife
mi !'eu ha
I (will) call her.
- (d) Ka a še a tama teni na
If you return please bring me some
!xeri te šete |xao mi !a
liquor and also pay my servant.
- (e) !Ae |wa !'hã guni te ha ||xem
!Ae does not know hunting and he followed
ha tsu ||'aa ha n!aro ha
his uncle in order that he teach him.
- (f) E #om zo te !'Aa !'o mi gla'asi
We were dividing the honey and !'Aa covered my eyes.
||'aa ha tswã mi
in order that he may deceive me.
- (g) Šiniha mi ||x'wa mi dz'heu ts'a
While I work my wife sleeps.
te |wa tsa'a euto
and did not hear the car.

- (h) A dz'heu n|wā !ha šiniha a
Your wife cooks meat while you
guni te |wa ho tšhi n|wi.
hunt and do not find anything.

4.2. THE COMPLEX INTERROGATIVES.

In the discussion of the interrogative adverbs (3.5.4.) it was illustrated that:-

- (i) statements are turned into questions when the verb of a sentence is preceded by an interrogative adverb (3.5.4.1.)
- (ii) words, of the various word categories, are turned into questions when followed by one of the interrogative adverbs (3.5.4.3.)

It still remains to discuss the structures of the sentences that phrase the questions:-

What ? how many?
who ? when?
how? where?
which?

The reason for the separate treatment of these interrogatives is that they do not have a uniform structure as is the case with the simple interrogative structure (3.5.4.). In the case of the complex interrogative the interrogative adverbs are supported by a diversity of other interrogative elements. This is also the reason why a distinction should be made between the simple and the complex interrogatives.

4.2.1. THE INTERROGATIVE NOMINAL STEMS: "WHO?, WHOM? AND WHAT?"

In order to phrase these questions testing frames of the following structures were put to the informants:-

The girl calls the woman	>	Whom does the girl call?
The girl calls the woman	>	Who calls the woman?
The knife cuts the rope	>	What does the knife cut?
The knife cuts the rope	>	What cut the rope?

The following examples illustrate the application of these testing frames:-

(a) Mi tsu ho !'hwā	>	Hažwe xae mi tsu ho?
My uncle sees the man		Whom does my uncle see?

- (b) Mi tsu ho !'hwǎ. > Hažwe re ho !'hwǎ?
My uncle sees the man. Who sees the man?
- (c) #'Aama n!ei g#'hwi. > Hatše ba #'aama n!ei?
The snake bites the dog. What does the snake bite?
- (d) #'Aama n!ei g#'hwī. > Hatše kae n!ei g#'hwī?
The snake bites the dog. What bites the dog?

It was also observed that the forms hatše - "what" and hažwe - "who and whom" respectively have the plural forms hatšiī and hažwī.

- (e) Mi tsu ho n||ae. > Hažwī xae mi tsu ho?
My uncle sees the men. Whom does my uncle see?
- (f) Mi tsusī ho !'hwǎ. > Hažwī re ho !'hwǎ?
My uncles see the man. Who see the man?
- (g) #'Aama n!ei g#'hwī. > Hatšiī ba #'aama n!ei?
The snake bites the dogs. What does the snake bite?
- (h) #'Aama n!ei g#'hwī. > Hatšiī kae n!ei g#'hwī?
The snakes bite the dog. What bite the dog?

Having established the structure of the complex interrogative (a - h above) we may now be proceeded to compare the structure of these sentences with those of their counterpart in the simple interrogative (i - p below):-

- (i) Mi tsu ho !'hwǎ. > !'Hwǎ xae mi tsu ho?
My uncle sees the man. Does my uncle see a man?
- (j) Mi tsu ho !'hwǎ. > Mi tsu re ho !'hwǎ.
My uncle sees the man. Does my uncle see a man?
- (k) #'Aama n!ei g#'hwī. > G#'hwī ba #'aama n!ei?
The snake bites the dog. Does the snake bite the dog?
- (l) #'Aama n!ei g#'hwī. > #'Aama kae n!ei g#'hwī?
The snake bites the dog. Does the snake bite the dog?
- (m) Mi tsu ho n||ae. > N||ae xae mi tsu ho?
My uncle sees the men. Does my uncle see the men?
- (n) Mi tsusī ho !'hwǎ. > Mi tsusī re ho !'hwǎ?
My uncles see the man. Do my uncles see the man?
- (o) #'Aama n!ei g#'hwī. > G#'hwī ba #'aama n!ei?
The snake bites the dogs. Does the snake bite the dogs?
- (p) #'Aama n!ei g#'hwī. > #'Aama kae n!ei g#'hwī?
The snakes bite the dog. Do the snakes bite the dog?

In the comparison of the structure of the complex interrogative (a - h above) with the simple interrogative structure (i - p above) it should be observed that the elements: hatše, hatsiĩ - "what", hažwe, hažwĩ - "who, whom" are commutable with the nouns of the simple interrogative structure. This implies that the elements: hatše, hatsiĩ, hažwe and hažwĩ are nouns. The "interrogative nominals", as we propose to name these words, have singular and plural forms which remain the same in subjectival and objectival position.*

It may be argued that the sentences of the complex interrogative (a - h) and those of the simple interrogative (i - p) are syntactically identical. However it should be borne in mind that the interrogative nominals are syntactically incompatible with statements. In other words the interrogative nominals only have an interrogative application while the 'ordinary' nominals may occur in interrogatives and statements.

It has also been observed that the words of the complex interrogative structures may be transposed without affecting their meaning. The sentences (q - t) should be compared with (a - d above):-

- (q) Hažwe re mi tsu ho ** > Whom does my uncle see?
Mi tsu re ho hažwe?
- (r) Hažwe re ho !'hwā? > Who sees the man?
!'Hwā re hažwe ho?
- (s) Hatše ba #'aama n!ei? > What does the snake bite?
#'Aama ba n!ei hatše?
- (t) Hatše kae n!ei g#'hwĩ > What bites the dog?
G#'hwĩ kae hatše n!ei?

* Compare a - d (above) with e-h (above)

** It may interest the reader to observe the structural similarity of the sentences (q) and (s) as opposed to (r) and (t). The reason for the structural similarity is that the interrogative nouns hatše and hažwe are the objects of the sentences (q) and (s) and the subjects of the sentences (r) and (t).

The following sentences illustrate the application of the interrogative nouns:-

- (u) Hatše wa n#ei-ku'u nem? * > What caused the lamp to burn?
Nem wa hatše n#ei-ku'u
- Hatše wa n#ei-ku'u nemsī? > What caused the lamps to burn?
Nemsī wa hatše n#ei-ku'u?
- (v) Hatše re nem n#ei-ku'u? > What did the lamp cause to burn?
Nem re n#ei-ku'u hatše?
- Hatšīī re nem n#ei-ku'u? > What (plural) did the lamp cause to burn?
Nem re n#ei-ku'u hatšīī?
- (w) Hažwe xae g||xō da'ama? > Who lays down the child?
Da'ama xae hažwe g||xō?
- Hažwe xae g#a de'ebi? ** > Who lays down the children?
De'ebi xae hažwe g#a?
- (x) Hažwe kae da'ama g||xō? > Whom does the child lay down?
Da'ama kae hažwe g||xō?
- Hažwī kae da'ama g#a? *** > Whom (plural) does the child lay down?
Da'ama kae g#a hažwī ?
- (y) Hatše ba gu mi? > What caught me?
Mi ba hatše gu?
- Hatše ba n|'hwi e? > What caught us?
E ba hatše n|'hwi?
- (z) Hatše ba mi gu? > What did I catch?
Mi ba gu hatše
- Hatšīī mi n|'hwi? > What (plural) did I catch?
Mi ba n|'hwi hatšīī?

* Contrary to (3.1.5.) the verbs of interrogative sentences do not assume the ending -a when used in conjunction with n#ei.

** The plural noun de'ebi, as the object of this sentence, requires the plural form of the irregular verb (3.1.1.)

*** The plural interrogative nominal hažwī, as the object of this sentence requires the application of the plural form of the irregular verb. (3.1.1.)

- (h) !'Eiya ne re si dʒ'aa? - Which axe did they steal?
 !'Eiya ne re ||om si? - Which axe chopped them?
- (i) !'Hwā ne re wi mi? - Which man helped me?
 !'Hwā ne re mi wi? - Which man did I help?
- (j) G+'hwa ne re n!ei n!wa? - Which dog bites the cat?
 G+'hwa ne re n!wa n!ei? - Which cat bites the dog?
- (k) N#enga ne re gu n!eu? - Which python caught the elder?
 N#enga ne re n!eu gu? - Which python did the elder catch?
- (l) !'Oma ne re !'wā g+hwī?*- Which porcupine killed the dogs?
 !'Oma ne re g+'hwī !hū - Which porcupine did the dog kill?

Having studied the structures of the previous sentences it may be concluded that the element ne is an adnominal stem which is structurally different from those discussed in (2.4.1.). In order to distinguish the adnominal stem ne from the other adnominal stems we described it as the "interrogative adnominal stem".

The following sentences will illustrate that the interrogative adnominal stem ne, occurring in the sentences (e - l), is commutable with the positive adnominal stems of !Xū (2.4.1).

- (m) |Aowa |xwa re !hū guni-kx'ao? - Did the live buffalo kill the hunter.
 |Aowa |xwa re guni-kx'ao !hū? - Did the hunter kill the live buffalo?
- (n) Zeruwa g#e'ī re ku'u da'ama? - Did the long cigarette burn the child?
 Zeruwa g#e'ī re da'ama ku'u? - Did the child light the long cigarette?
- (o) !'Eiya ti re ||om si? - Did the heavy axe chop them?
 !'Eiya ti re si dʒ'aa? - Did they steal the heavy axe.
- (p) !'Hwā n!oi re wi mi? - Did the cripple man help me?
 !'Hwā n!oi re mi wi? - Did I help the cripple man?
- (q) G+'hwa tšhin'ei re n!ei n!wa? - Did the fierce dog bite the cat?
 G+'hwa tšhin'ei re n!wa n!ei? - Did the cat bite the fierce dog?
- (r) N#enga žao re gu n!eu? - Did the blind python catch the elder?
 N#enga žao re n!eu gu? - Did the elder catch the blind python?

The reader will observe (in the previous sentences) that the adnominal stems, of the temporal adverbial phrases, are commutable with the element ne. It may therefore be concluded that ne is the same interrogative adnominal stem as discussed in (4.2.2.1. above). As it is possible to omit the interrogative adverbs re, xae, kae, ba and wa from these sentences, it may be concluded that the interrogative adnoun ne is also responsible for the interrogative meaning. Thus the interrogative adverbs are nothing but dispensable structural markers when used in conjunction with the interrogative adnominal stem ne.

The subordinating conjunction +'oma - "when" is used to formulate the general interrogative: "when"?

- (e) +'Oma ne re mi dz'heu tsi?
When did my wife arrive?
- (f) +'Oma ne re ha |xao a?
When will he pay you?
- (g) +'Oma ne re ha txa n!eng?
When did he hit an eland?
- (h) +'Oma ne re g!a šuwa?
When did it rain?

4.2.2.3. THE INTERROGATIVE ADNOMINAL STEMS: "HOW MANY?, HOW MUCH?"

The !Xū sentence structures for the interrogatives "how many?" and "how much?" can not be applied to singular nominals because the questions imply plurality and quantity. As in the case of the other complex interrogative structures these interrogatives have been established by means of testing frames like the following:

How many knives do you possess?

A re kx'ae kwāsa neūta'ama?

How many bees stung him?

Zosa neūta'ama re n!ei ha?

How much honey did you eat?

A re 'm zoganasā nīta'ama?

How much water did the horse drink?

G!uwa nīta'ama re |hwe tšhi?

After the application of a number of these testing frames it was confirmed that the elements neūta'ama and nīta'ama consistently occur in positions usually occupied by the adnominal stems of !Xū. The fact that these elements also require the adnominal transition -a(2.4.1.1.) led to the conclusion that nīta'ama and neūta'ama should be regarded as "interrogative adnominal stems". The following sentences illustrate the application of these interrogative adnominal stems:

- | | | |
|-----------------------------------|---|--|
| (a) G <u>a</u> 'o 'ama dongisi | > | G <u>a</u> 'o re 'ama dongisa
nīta'ama? |
| G <u>a</u> 'o buys donkeys | | How many donkeys does G <u>a</u> 'o buy? |
| (b) Ha !'wā eri * | > | Ha re !'wā erisa neūta'ama? |
| He kills guinea-fowl. | | How many guinea-fowl does he kill? |
| (c) Žu 'hwā kx'ae de'enisi | > | Žu 'hwā re kx'ae de'enisa
nīta'ama? |
| The Bushman has fire sticks | | How many fire sticks does the Bushman possess? |
| (d) G x'uusi !xwe n!'hwā | > | G x'uusa neūta'ama re !xwe
n!'hwā? |
| The wild dogs chase the kudu | | How many wild dogs chase the kudu? |
| (e) N <u>a</u> e #hom !hwi | > | N <u>a</u> esa nīta'ama re #hom
!hwi? |
| The men break the rope | | How many men break the rope? |
| (f) #Ebe kare n ei | > | #Ebe re kare n eiya
neūta'dma? |
| The Tswana wants fuel | | How much fuel does the Tswana want? |
| (g) Dongi 'm g#u'u | > | Dongi re 'm g#u'u sa nīta'ama? |
| The donkey eats millet | | How much millet does the donkey eat? |

The fact nīta'ama and neūta'ama (in the sentences a - g) are commutable with regular descriptive adnominal stems (in the sentences h - n) confirms the assumption that they are interrogative adnominal stems:

- | | |
|---|--|
| (h) G <u>a</u> 'o re 'ama dongisa n! <u>oi</u> ? | |
| Does G <u>a</u> 'o buy a cripple donkey? | |
| (i) Ha re 'wā erisa Ž <u>am</u> ? | |
| Did he kill the emaciated guinea fowl? | |

- (j) Z̥u|'hwā re kx'ae de'eni #'engsi?
Does the Bushman possess old fire-sticks?
- (k) G|x'uusa tšhī re !xwe n!'hwā?
Do the fat wild hunting dogs chase the kudu?
- (l) N||[^]aesa glao re #hom !hwi?
Do the strong men break the rope?
- (m) #Ebe re kare nleiya g!aā?
Does the Tswana want red fuel?
- (n) Dongi re 'm g#u'usa n!om?
Does the donkey eat the ripe millet?

The interrogative adnominal stems nīta'ama and neūta'ama may also be used to phrase the question: "what flavour?"

- (o) Zowa si ||'ama re nīta'ama? *
What is the flavour of the honey they buy?
- (p) !Ha re neūta'ama?
What is the flavour of the meat?
- (q) Zeresā Kx'ao 'm re nīta'ama? What is the flavour of
the ground nuts that
Kx'ao eats?
- (r) G!uwa a tšhi re neūta'ama?
What is the flavour of the water you drink?
- (s) Hiyoba a ||xara re nīta'ama?
What is the flavour of the sugar cane you plant?
- (t) !Ha re neūta'ama?
What is the flavour of the meat?

Although the interrogative adnominal stems;

ne? - which?

neūta'ama? - How many?, how much?

nīta'ama? - How many?, how much?

differ in their application it has been established that they should be regarded as "interrogative adnominal stems". This was also confirmed by their application as the extension of the zero Adnominal Copular Structure.

* If the interrogative adnominal stems nīta'ama and neūta'ama are substituted by positive interrogative adnominal stems (2.4.1.1.), the reader will observe that these sentences are nothing but interrogative versions of the Adnominal Copular Structure:

Zo taē - The honey is sweet > So re taē? - Is the honey sweet?

Zowa si ||'ama taē. - They honey which they buy is sweet.

Zowa si ||'ama re taē - Is the honey which they buy sweet?

4.2.2.4. THE STRUCTURES IN WHICH THE INTERROGATIVE ADNOMINAL STEMS OCCUR.

The discussion of the interrogative adnominal stems is concluded by the following brief summary of the syntactical structures in which they occur. The following three groups of sentences should be compared in order to observe the structural differences between the application of the various interrogative adnominal stems:

- 1(a) #Ebe ne re |ema he 'm zo?
Which Tswana ate honey to-day?
- (b) |'Hōwa ne re gluwa ke n!eri euto?
Which European drives the car to-night?
- (c) !'Hwā ne re |ema he wi dz'heu?
Which man helps the woman to-day?
- (d) !'Hwā ne re tsheya ke dz'heu wi?
Which man does the woman help this week?
- 2(a) |Ema ne re #Ebe 'm zo?
What day did the Tswana eat honey?
- (b) Gluwa ne re |'Hō n!eri euto?
What night did the European drive the car?
- (c) |Ema ne re !'hwā wi dz'heu?
What day does the man help the woman?
- (d) Tsheya ne re !'hwā dz'heu wi?
What week does the woman help the man?
- 3(a) |Ema he re #Ebe 'm zosa nīta'ama
How much honey does the Tswana eat today?
- (b) Gluwa ke re |'Hō n!eri eutosa neūta'ama?
How many cars does the European drive tonight?
- (c) |Ema he re !'hwā wi dz'heusa nīta'ama?
How many women does the man help today?
- (d) Gluwa ke re n||[^]aesa neūta'ama dz'heu wi?
How many men does the woman help tonight.

4.2.3. THE INTERROGATIVE ADVERBIAL STEM: "HOW?"

In an attempt to establish the structure of the question "how?" the informants were confronted with testing frames like:

How do you shoot?

How did he kill the buffalo?

It was observed that, in their response to these testing frame, the informants included one of the simple interrogatives (re, xae, kae, ba, wa) in conjunction with one of the elements nī or neū. As these elements nī and neū only appear between the interrogative adverb and the verbal stem, it was concluded that they are "adverbial stems". Thus we regard an element which consistently appears in a position occupied by adverbs as an adverb. All the attempts to apply the adverbs neū and nī outside an interrogative structure failed. It may therefore be concluded that the application of these interrogative adverbs is restricted to interrogative structures. The following examples will illustrate the application of neū and nī :-

- (a) Kx'ao re du-#hana glaaxu? * - Does Kx'ao abrade the chair?
 Kx'ao re neū du-#hana glaaxu? - How does Kx'ao abrade the chair?
- (b) Tšu re ku'u? - Did the house catch fire?
 Tšu re nī ku'uwa? - How did the house catch fire?
- (c) Ha kae dž'aa ghuu? - Did he steal a sheep?
 Ha kae neū dž'aa ghuu? - How did he steal a sheep?
- (d) |X'aeše xae n!aro ha |'e? - Does |X'aeše teach himself?
 |X'aeše xae nī n!arowa ha |'e? - How does |X'aeše teach himself?
- (e) Tsemkx'ao ba !hū !Xo? - Does Tsemkx'ao kill the elephant?
 Tsemkx'ao ba nī !hūwa !Xo? - How does Tsemkx'ao kill the elephant?
- (f) N!hei re !xwe euto ? - Does the lion chase the car?
 N!'hei re neū !xweya euto? - How does the lion chase the car.
- (g) Da'ama wa ||'eng peri? - Did the child fasten the goat?
 Da'ama wa nī ||'enga peri? - How did the child fasten the goat?

The interrogative adverb is not only used in interrogative structures but may also constitute a part of the nominal clause. The following examples will illustrate the application of the interrogative adverbial structure as a nominal clause. The reader will observe that the subjects and the subjectival clauses are commutable:-

* Verbs ending in e, i, o, u and consonants assume the ending -a in conjunction with the interrogative adverbs nī and neū.

Although the terminal -a is percievable, in the case of words ending in -a, it remains unwritten for the reason supplied in (3.1.4.)

- (h) Mi !'hã #xanu. > Mi !'hã re neũ ||x'wa
I know a book. I know how he works.
- (i) ||'Ao !wa mi ko wa. > ||'Ao !wa mi ko si re neũ
n#em'ma mi #xae
||'Ao tells me a story. ||'Ao tells me how they beat
my daughter.
- (j) Ha ba se n!eng. > Ha ba se ko ha re nĩ žiya
His father sees an eland. - His father sees (realizes)
how he lies.
- (k) Eiya tsa'a da'ama. > Eiya tsa'a da'ama re neũ za.
Mother hears the child. Mother hears how the child
swears.
- (l) Ha !'hã mi. > Ha !'hã g#hwĩ re neũ g||u'uwa n!'hei
He knows me. He knows how the dogs bark at
the lion.
- (m) Dz'heu tsa'a goru. > Dz'h'eu tsa'a !xo re nĩ !hũwa |ao.
The woman hears the li- The woman hears how the ele-
zard. phant kills the buffalo.
- (n) |'Hõ re n||ara #xanu? > |'Ho re n||ara Žu|'hwã re neũ
guniya n|o?
Does the European read a book? Does the European read how
the Bushman hunts the roan?
- (o) Si re se euto? > Si re se #Ebe re nĩ !oma dz'heu.
Do they look at the car? Do they look on how the
Tswana buries a woman?

4.2.4. THE INTERROGATIVE STEMS: "WHY?", "WHERE?"

In phrasing the questions, "why?" and "where?", it was observed that the interrogative adverbial stems: re, xae, kae, ba and wa are supported by the elements:

hatšekhwe - why,
ko - where.

As it could not be established to what categories these elements belong, we refrained from naming these interrogative structures but simply called them the "interrogative why?" and the "interrogative where?"

- (a) Ha dʒ'aa mi !ha > Hatšekhwe re ha dʒ'aa mi !ha?
He steals my meat Why does he steal my meat?
- (b) Si n#em'm mi #xae > Hatšekhwe re si n#em'm mi
#xae?
They beat my daughter Why do they beat my daughter?
- (c) Ha uwa |Aotšha > Hatšekhwe re ha uwa |Aotšha?
He goes to |Aotšha Why does he go to |Aotšha?
- (d) A !'hã wi dz'heu > Hatšekhwe re a !'hã wi dz'heu?
Your son helps the woman Why does your son help the woman?
- (e) !'Hwã |wa |xao !a > Hatšekhwe re !'hwã |wa |xao
!a?
The man does not pay Why does the man not pay
the servant. the servant?
- (f) #Ebe |wa ||'ama |hwe > Hatšekhwe re #Ebe |wa ||'ama
|hwe?
The Tswana does not buy Why does the Tswana not
a horse. buy a horse?

The interrogative, "with what?" may be expressed by suffixing the post-verbal adverbial morpheme -|xwa "with" to the predicate of the preceding sentences:-

- (g) Ha u|xwa euto > Hatšekhwe ne ha u|xwa?
He travels by car With what does he travel?
- (h) Kx'ao !hũ n!'hei > Hatšekhwe re Kx'ao !hũ|xwa
n!'hei?
Kx'ao kills the lion With what does Kx'ao kill
the lion?
- (i) Dz'heu ma n|wã 'msi > Dx'heu ma re n|wã|xwa
hatšekhwe 'msi?
The girl cooks food With what does the girl
cook food?
- (j) Ži-kx'ao tšwã ha > Hatšekhwe re Ži-kx'ao
tšwã |xwa ha?
The liar deceives him With what does the liar
deceive him?

The interrogative "where?" is phrased as follows:

- (k) Ha gu zo > Ko re ha guwa zo?*
- He digs honey Where does he dig honey?

* As in the case of the locative extension of the verb (3.1.4.) the interrogative "where?" also necessitates the addition of the ending -a in the case of verbal stems ending in; -e, -i, -o, -u and the consonants.

- (l) Mi #xae |'u xei. > Ko re re mi #xae |'uwa xei? *
My daughter puts away the bread. Where does my daughter put (into) the bread?
- (m) A !x'em |eĩ-|eĩ. > A re !x'ema |eĩ-|eĩ ko
tš'u-n!eng?
You adjust the engine. Do you adjust the engine in the house?
- (n) Ka ke n!'hwi. > Ko re .re n!'hwi?
This is wrong. Where (what) is wrong?
- (o) Si za'aha ||'ama zwaa.> Si za'aha ||'ama zwaa ko re?
Long ago they bought marijuana. Where did they buy marijuana long ago?
- (p) Žul'hwā txa |'hwā. > Ko re re Žul'hwā txa |'hwā?
The Bushman shot a warthog. Where did the Bushman shoot a warthog.

4.3. SUMMARY.

A. The Conjunctions of !XŪ are divided into:

1. the nominal conjunctions,
2. the syntactical conjunctions.

1. The Nominal Conjunctions are responsible for a closer syntactical relationship between individual words:-

- (a) The Additive Conjunctions join nominals into complex subjects or objects of sentences. Being grammatically plural these compound subjects and compound objects function as plural nominals:-

!'Hwā gu |'ei. > !'Hwā n|'hwi |'ei sa n!ao.
The man takes the axe. The man takes the axe and the bow.

N!eng n!ū. N!eng kota #wa g||a.
The eland stands. The eland and the giraffe stand.

These compound subjects and compound objects will assume common pronouns if their respective plural pronouns are homonymous. In other words the nouns of Class (i)b and (i)d will assume a common personal pronoun hi and the nouns of Class (i)a and (i)b will assume a common possessive pronoun hisi.

* The phrasing of interrogative "where?" may either require a single or a double interrogative adverbial stem.

Hence: Ko re re.

- (b) The possessive Conjunction ||'a expresses kinship and a possessional relationship:

A tsu ||'a dz'heu ||'a ba !ei
Your uncle's wife's father died.

Mi kare |'Hõ ||'a n!ao
I like the Europeans rifle.

- (c) The Objectival Conjunction ko is responsible for the creation of a closer syntactical relationship between the predicate and the direct object of a sentence. In addition it also prevents ambiguity between sentences like:-

Ha !xom |'a mi ko da'ama.
He dresses the child on my behalf.

Ha !xom|'a mi da'ama
He dresses on my child's behalf.

2. The Syntactical Conjunctions are responsible for the junction of two or more sentences. A distinction may be made between:

- (a) the narrative conjunction,
(b) the subordinating conjunction.

- (a) The Narrative Conjunction te is used in narrative sequenses and is responsible for the creation of compound sentences:

Da'ama |xwa da'a te ha seũ tšhĩ.
The child kindles a fire and he roasts the liver.

|Wara meni n!om te #'aama n!ei ha.
The baboon overturned the stone and the snake bit him.

- (b) The Subordinating Conjunctions cause the syntactical dependency of sentences and thus necessitates their junction to other independent sentences. The sentences formed in this manner are called complex. Thus each complex sentence will have an independent and a dependent clause. The dependent clauses are introduced by subordinating conjunctions and they may either appear as the initial or terminal segment of a complex sentence: *

* The conjunction ||'aa - "in order to" is an exception because it only appears terminally:

Ha teni #xanu ||'aa mi n||[^]ara hi - She brings the book
in order that I may read it.

Mi !'eu dz'heu khama mi lem > I call the woman
because I am
thirsty.

Khama mi lem mi !'eu dz'heu > Because I am thirs-
ty I call the woman

Sentences that consist of two or more independent verbs and at least one dependent verb are called complex compound sentences. Thus adding a simple independent sentence to a complex sentence we may form a complex compound sentence:

Khama mi *xae lem mi gu emer + Mi hare g'u.

Because my daughter is thirsty I take a bucket + I fetch water.

The Narrative Conjunction te is responsible for the junction of these sentences into a complex compound sentence:

Khama mi *xae lem mi gu emer te hare g'u.

Because my daughter is thirsty I take the bucket and fetch water.

B. The Simple (3.5.4.) and the Complex Interrogatives have been separated because the structure of the latter is not constituted by the interrogative adverbial stems alone. On account of the diversity of elements in their structure did we describe the following interrogative structures as "Complex":-

(a) The interrogatives, "which?" "when?" and "what?" were found to be constituted by the interrogative nominal stems:-

hatše - hatšiī - what;

hažwe - hažwī - who, whom.

Hažwe xae dž'aa meri? - Who stole the money?

Hatše re !'eng a? - What stabbed you?

Hažwe re mi tsu !'eu? - Whom does my uncle call?

Hatše ba zo n!ei? - What did the bee sting?

A re ho hažwe? - Whom do you see?

Ha !u re hatše? - What is your name.

The interrogative nominal stems:

hažwe - hažwī

hatše - hatsiī

are commutable with singular and plural nominal stems.

- (b) The interrogatives "which?" and "when?" are constituted by the interrogative adnominal stem ne. This adnominal stem requires the transition -a under the same circumstances as the Regular Adnominal Stems do (2.4.1.1.)

Dongiya ne re ||u Kx'ao? - Which donkey kicked Kx'ao?

Dongisa ne re ||u Kx'ao? - Which donkeys kicked
Kx'ao?

|Ema ne xae ha tsi? - When (what day) did he come?

|Emsa ne xae ha tsi? - When (what days) did he
come?

The interrogative adnominal stem ne is commutable with the adnominal stems of (2.4.1.1.)

- (c) The interrogatives, "how many?" and "how much?" are constituted by the synonymous interrogative adnominal stems:

nīta'ama

neūta'ama

These interrogative adnouns are only applied to plural nominals. This is also the reason why they always require the plural form of the regular adnominal transitory -a:-

N!eu tšhi !xerisa nīta'ama? How much liquor did the
elder drink?

|'Hō kx'ae n!aosa neūta'ama? How many rifles does the
European possess?

The interrogative adnominal stems nīta'ama and neūta'ama are commutable with the adnominal stems:

- (d) The interrogative, "how?" is constituted by the synonymous interrogative adverbial stems neū and nī. When preceded by these interrogative adnominal stems the verbal stems, ending in e, -i, -o, -u and consonants, require a transitory -a:

|Hwe ||u g+'hwī - |Hwe re neū ||uwa g+'hwī?

The horse kicked the dog - How did the horse kick
the dog?

N||ae guni |'hwā - N||ae re neū guni |'hwā?

The men chase the pig - How do the men chase the pig?

The interrogative adverbial stems nī and neū are commutable with the pre-verbal descriptive adverbs:-

N|wa re neŭ #xuru g!heĩ - How does the cat scale the tree?

N|wa re ||eu #xuru g!heĩ ? - Does the cat scale the tree
well?

N!eu re nĩ seu !ha? - How does the elder roast meat?

N!eu re ŧete seu !ha? - Does the elder roast the meat
again?

(e) The interrogatives, "where?" and "why"
are formed by the elements:

hatŧekhwe - why,

ko - where

Hatŧekhwe re ha |wa ||x'wa ha |'e?

Why does he not work for himself?

Ko re re n!'hwi?

Where (what) is wrong?

Hatŧekhwe re de'ebi ||'aakhwe?

Why do the children fight?

Ko re re ha ho n!eng?

Where does he see the eland?

The elements hatŧekhwe and ko could not be grouped
with any of the known word categories.