Studies in Nilotic Linguistics

Volume 6

Michael Noonan

**Linguistic Materials of Lango
(edited by Osamu Hieda)**

Research Institute for Languages and Cultures of Asia and Africa

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Nilotic languages display great typological diversity of morpho-syntactic phenomena. For instance, the sentence structure of these relatively little studied languages is spectacular. The sentence structure of Western Nilotic languages stands out as being highly unusual, not only on African standards but also compared to languages in other part of the world. All word orders except for SOV are observable in Nilotic languages. Some of them have case system to function grammatical relation, and others utilize word order for demonstrating grammatical relationship. 'Ergative' languages are sometimes argued to exist in Western Nilotic languages

Nilotic languages are relatively well studied among Nilo-Saharan phylum, though descriptive data are not enough for discussing various cross-linguistically interesting phenomena. Morpho-syntactic descriptive data are especially insufficient. This series offers descriptive data of Nilotic languages for discussing morpho-syntactic and other linguistic phenomena.

The editor wants to thank all contributors for their support.

<div align="right">The Editor</div>

Everyone appreciates that 'A Grammar of Lango' is an outstanding work for its descriptive accuracy of a Nilotic language as well as its theoretical advancement of syntax and semantics. The late Michael Noonan left massive linguistic materials of the Langolanguage which are not published. This collection is a small part of the materials which trace his speculation upon the language. A large part of Lango texts without his comments or his memoranda is not included in this collection.

This collection consists of 14 folders. Every folder has its title given by Michael Noonan. The folders contain irregular A 4 size papers, sometimes including small scratch papers. When duplicating the papers, sometimes the right ends orsometimes the left ends of the sheets are missing. The right or left ends are sometimes not readable. Because the folders have no serial number, it is not possible to know the order in which the folders were arranged by him. I arranged the folders in order as I liked. The order of folders reflects my own interest. I digitalised his description as faithfully as possible. I did not make any modification except that I filled in the blank because he used abbreviations at his disposal.His memoranda are all included in main texts. The editor is responsible for footnotes.

The file 4 constructs the central part of the collection. Regrettably many sheets in the file 4 are missing. We must wait until the missing sheets are found in order to clarify the whole picture of his works. The file 14 consists of a draft of 'A Grammar of Lango'. I record only differences from 'A Grammar of Lango'.

I was happily engaging in compiling this collection.During compiling it I was always discussing with the late Michael Noonan in my mind how I should describe Nilotic languages. I wish, finally, to thank Sally for giving me a wonderful chance. I am grateful to Professor Bernd Heine for his encouragement and kindness. I am also grateful to Christa for her friendship and gorgeous food. Finally I am grateful to Anne, Gerrit and colleagues in University of Cologne for giving me a comfortable environment. I could stay in Cologne thanks to Heinrich Hertz-Stiftung. I am most grateful to Professor Heike Behrend for her help.

<div align="right">

Osamu Hieda

(The editor)

</div>

References
Hieda, Osamu (2011) *Kumam Vocabulary with Grammatical Notes.* Tokyo: Research Institute for Languages and Cultures of Asia and Africa.
Noonan, Michael P. (1992) *A Grammar of Lango.*Berlin: Mouton de Gruyter.

Contents

File 1[1]
(tɛ)

Structuring events in Lango Narrative Discourse

I	Perfective		Progressive		Habitual	

	non-durative/		durative / unbounded			
	bounded					

	applicative / process			attributive / non-		
			process			

II A (1) òkélòòdòkcên   ì   búŋ
            O.   3S-go+back   back   to   forest
     (2)   téwòtnèkkòdyèlàŋàttórò
            3S-and+then-HAB   go-INFIN   kill-INFIN   goat   ATT+PART   person-INDEF
     (3)   té   dwògòpácó
            3S-and+then-HAB   come+back-INFIN   home

'Okelo went back to the forest. He want to kill someone's goat, and then came back
        home.'

B   (4)   ì   káréàmé   òdwògòpácó
in   time   REL+PART   3S-came+back-PERF   home
        (5)   té   càmmòdyèl
               3S-and+then-HAB   eat-INFIN   goat
        (6) té   nìnò
               3S-and+then-HAB   sleep-INFIN
        (7)   ì káréàmé   ònìnò
in time   REL+PART   3S-sleep-PERF
        (8) té   càkkòkòɲɲòbùr
               3S-and+then-HAB   start-INFIN   dig-INFIN . hole

'When he got back home, he ate the goat and then slept. After sleeping, he started to
        dig a hole.'

C   (9)   òkòɲò, òkòɲò
            3S-dig-PERF   3S-dig-PERF

'he dug (it), he dug (it).'

D   (10)[2]cèŋàryèɲ
sun   3S-shine-PROG
     (11)   kwòkòmàkê

---

[2]Examples (10) to (13) = Examples (10) to (13) in Noonan's Ph. D. p. 200.

2

sweat   3S-catch-PERF-3S

   (12) pétwérónwòŋŋò

NEG 3S-be+able-HAB   find-INFIN

   (13) páráònwòŋòcîré

worries   3S-find-PERF   3S-oppress-HAB-3S

   (14)[3]òkélòté   tyèkkòkòŋŋò bùr

        O.   3S-and+then-HAB   finish-INFIN   dig-INFIN   hole

   (15)[4]té   wòtyèŋŋòòjòk

        3S-and+then-HAB   go-INFIN   look+for-INFIN   O.

'Okelo then stopped digging the hole and went to look for Ojuk.'

F (16)   òjòkònwòŋòòwòtògùlù

        O.   3S-find-PERF   3S-go-PERF   G.

'Ojuk had gone to Gulu.'

G (17)   òjòkònwòŋòòcòàdílà

        O.   3S-find-PERF   3S-wake-PERF   early+in+the+morning

   (18)   té   dìiyòrwòtòmìé lórì

3S-and+then-HAB   press-INFIN   king   3S-give-PERF-3S   truck

   (19)   té   wèkkòpácómé   wòtgùlù

        3S-and+then-HAB   left-INFIN   village for go-INFIN G

   (20)   té   pòòyòní   òkélòénàmé bóksìtié !bóté

        3S-and+then-HABremember-INFINCOMPO. itREL+PART box 3S-be+present-HAB to-3S

'Ojuk had woken up early in the morning. He then forced the king to give him a truck
and left the village for Gulu, then he remembered that it was Okelo that had the box.'

11/27[5]

H (21)   ì   káréòkélòpéònwòŋòòjòk ı pácó

in time O.   NEG 3S-find-PERF O.   in   village

   (22)   té   wòtyèŋŋòrwòt

        3S-and+then-HAB   go-INFIN   look+for-INFIN   king

        'When Okelo did not find Ojuk in the village, he went to look for the king.'

III[6] discourse function

discourse function	syntacticization
- Introducing discourse	any of the aspects, depending on the sense
- Repetition, new episode	perfective
- Discourse continuity, uninterrupted narrative sequence	tê construction
- Augmentative	perfective

---

[3]Example (14) = Example (14) in Noonan's Ph.D. p.200.
[4]Example (15) = Example (15) in Noonan's Ph.D. p.200.
[5]This page directly follows the page 2/27.
[6]This is the same table as the table in p. 201 of Noonan's Ph.D.

3

- Background material   any of the aspects, depending on the sense
- Look back   ònwòŋò with perfective

3/27

ep.Clyde woke up

   he got onto bed   →   He was in a horrible mood

                  →   he had a hangover

                  →   he had drunk too much the night before

- he got dressed

- made himself serve coffee

- and started to work

new episode   - after he started working

repetitive   - he noticed that Zeke had

with truth   removed some papers from

look back his desk   → Zeke hated Clyde

look back   → and had often done things

                         to irritate him

                         hiding things and playing

   habprog

   words that translate Engadjs   -desire

côlblack   wàŋ   sad   mɪt-

tàrwhite   bèr   good

rèwàred

tèk strong

ryêk   wise

-need (an opposed to desire)   ?

mɪt-   ?

-knowing   ŋer   ?

-when used in punctual verbs

necessary repeated of iterative

action

jwátógwókdìdìk

4/27[7]

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[7]This page is the same as 1.2.4 Expressions of tense and aspect in Noonan's Ph.D. p. 32. This page begins with the line 4 from the bottom in the page 32.

5/27[8]

6/27[9]

7/27[10]

8/27[11] = Ph. D. p.199-200

9/27[12]

10/27[13]

12/27
Intro   organizing events in narrative discourse
Scope of paper
Narrative discourse – dialog
Expository
Hortatory
            - restr. to disc. of verbal system
  Aspects
  Certain part
  Aux verbs
  - general properties of narrativediscourse
  In-sequence   ont of – sequence
            (foregrounded)   ↓   discourse
Discourse universality   Backgrounded   aspect, etc.
All languages have   Look back
1)   Form that is specified by
        Ont of sequence   episodic structure

---

[8]This page is the same as the page 33 in Noonan's Ph.D. The final line of this page is slightly modified and different from the page 23.
[9]This page is the same as the page 197 in Noonan's Ph.D.
[10]This page is the same as the pages 198 and 199 in Noonan's Ph.D.
[11]This page is the same as the pages 199 and 200 in Noonan's Ph.D.
[12]This page is the same as the page 201 in Noonan's Ph.D. This page ends with the table in the page 201.
[13]This page is the same as the page 9/27.

lopp. To some form   - events follow each other closely in time

That is used for in-seq. –system describe events w common aim

2)   Look back   - change of episode may rep. thematic shift

                               - may mark return to narrative system ont of sequence

Introductory forms   - ont system   1) breath pause

   - may repeat info previously   2) unbroken succession of in-sequence

mentionedmay be

may simply resume narrative sequence

   - focus in Lango   ex. of Lango disc.

Aspect

tê

ònwòŋò

13/27

têunnumberedSs form tɛ

- always in hab.

- takes infin comps

- need not be repeated

jòté   bínó (té)gìkgùlù

      They went + stopped at Gulu

- need not have Su equal to an argument in 1st S

tédríŋóàté   càmmò

lócàòbínódáó   !té   tèddòdèk

- even pronominal Su precedes

Ònwòŋòtòttéré   tyéòtèdòénté   cèm

- appar. may be neg., the the   of this is not clear,   is it rel. to S withéntɔ

      106.21lócàòbínópácòpété nènnòàtín

      106.25lócàòbínópácòéntɔ péònènòàtín

- may occur with conj. ékká 'and then'

70.2 àcámòrìŋó (ékká) àté màttòpì

- té always may be conj. withóɲó 'or'

      70.T2káòtwɔ ìté dìnnòóɲó (ìté) òddòàóddá

'if it dries you thrush it or you   it.'

- may occur with time adverbials

      106.T12ì dìkkóméré gìndùcùòté bínórwàtté

'then in the morning they all came to meet.'

Also 107.30

- the apodosis of coord. clauses may haveté (D says   always   the protasis has ká 'and'indic.)

káìcóòbínóté cèm 'if he came, he will eat / he ate.' 67.3

káìcóòbínóòcèmò'if he came, he ate.' 67.4

káìcóòbínóbínócèm 'if he came, he will eat.'

The té construction only has the temporal connotation of a consecutive as opposed to 'ka' put connotation of the perfective and the ordinal sense of the future. In our data, spontaneous conditions always havetéand indicative is acceptable.

Indicative is acceptable because apodosiscɛm depends on whether ka first etc. is interpreted as coming first, so sequence is

- topic changes are quite

15/27[14] 2

perfperf

- when A saw that they dug a hole

- Atéplucked for some time

- after (when) he plucked (perf) for

      - tɛ showed it to the people

      - tɛ said 'Look, all of you, Dig hole because K is still below.'

- when they dug the hole for a long time

      - tɛ found that K was not there

      - A tɛ said 'you who dug so much, K is dead

      - theytɛ asked 'why did you kill K?

perf

      - tɛ said 'I killed K, because K ònwòŋò killed my mother

- when he said this to the people

      - theytɛ said 'if ònwòŋò you knew(hab) before

perf

What stopped you from telling the people that you killed (perf) K

He tɛ said 'when K killed (perf) my M., did you do something about it? (ìbúrìtímó

perf

- I killed K because K ònwòŋò killed (perf) my mother

- there was nothing you could do

perf

- K died

hab

- People in the village did not know (ònwòŋò) what they could do

      - They tɛ said to A 'Let's go to the village'

      - People tɛ returned home

perf

- worries beset them

---

[14]This page is preceded by the page 16/27.

- K had (ònwòŋò) dead
- A remained (perf) alive
            - The story tɛ finishes like that.

16/27
perf
    .   -When they came back home from the forest
                -tɛ want to kill someone's goat
                -tɛ went back home
perf
        -When they came back home
                -tɛ ate the goat
subj
                -tɛ another day said, 'Let's go look for food'
                -A+K tɛ went to go get food
sibj
T-shift   -A tɛ said, 'Let's go there, you go dig a hole, you find something deep inside that
we can catch
we
                -tɛgo to eat
T-shift   -When K started (perf) to fig a hole
T-shift   -A tɛ took hoe
                -tɛ stab buffaloes of K
                -tɛkilled him
                -tɛ returned home
perf
        -When he came home
                -tɛ told people
T-shift   -people tɛ asked A 'where is K'
perf
T-shift   -A tɛ said, 'I left K ((K tp)), he remained in forest looking (tyé (hab)) for
                something'
                    perf
T-shift   -they tɛ said, 'take (subj) us where you left K'
 -A tɛ said, 'OK, I'll take you (binó)
-A tɛ started to head the way of the people so they went (perf) to look for K
                    perf
        -When the people reached the forest
T-shift   -A tɛ said to the people, 'Dig over there'
T-shift   -people tɛ started to dig a hole
8

-They dug (perf), dug (perf), dug (perf)
-They could not find K
-They asked, 'A, where is K?'
-He said, 'Dig, he is ahead.'
-They tɛ kept on digging the hole (bèdò+infin)

17/27

-tê does not rep. cont. tp
It does rep. continuity of action
No break in narrative sequence or flow
-event must be sequential
If not sequential, then perf + perf or perf +ìkáréperf
-ìkáré always recapitulates info previously mentioned
_____when A comes before B in discourse

Time lines

Sequence	-----A---B-----	A tɛ B	
		A B	
Simultaneous	-------:-------	A B perf	see _____
Tye, prog	paper		
Repeat	---A---B---A---	A tɛ B ìkáré A	
	----A----A----	Aìkáré A	
Anterior	----B----A-----	A, ònwòŋò B (perf)	

Repeat → not rec.   –see 5thìkáré in text   marks off

Set stage - _____ action   episodes - sets stage often recapitulative

Simultaneous→Notice: people tɛ started to dig. They dug (perf), dug (perf). They could not find K.
    A →   (Hieda: The above =Ph D. p. 199, example (9))
                       ↓
             B   →

18/27

Origin of tɛ
-D gives teko, took, to
-the teko form (from which must come tɛ) is probably the source from as tèkkò'start, begin' 08' and
Cr. tɛèkò (Cr. Verb of _____ meaning, or'to set to'), tɛko'begin, start' K
-Luotieko = finish,tɔ = but, and
    Langotyèkkò'finish', Ac(M)tyèkò'finish'
-note that ɛ́ntɔ'but' is probablyɛ́ntɔ́ (cf. Ac ɛɛntɔ̂) probably related

9

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péàmáróbínóìcó29.42
nom. construction
àdógóbínóìcó29.43
tɛ́

lócàòbínótɛ́ ɛ́nnɛ̀kkòtwòl   35.25

*--   --   tɛ́ twòlɛ́nnɛ̀kkò35.26
--   --   twòltɛ́ nɛ̀kkò35.30
lócàòbínóɛ́nàtɛ́   nɛ̀kkòtwòl

tɛ́ - _____ ex.
-kakotochwe, pi   otopongkanpala
  When it rains, does water stream here?
-kaotyekomwô   i dogi, itokoko
  When it has reached your mouth, you speak

Parallels to tɛ́ in W. Nilotic
Acholi
-C. tɛɛ̀kò   'aux. verb (at special meaning, or to set to…)' p.392
Not disc. in section or aux. verbs in pp.137-9
Malandra does not mention it, or anything similar
Kitching = =
teko= begin, start
Luo
- Stafford   nil
- Gregerson   = =
Shilluk
- Kohnen p.211 Narrative ka, connects verbs in present tense (even if discourse is past)
-Westermann   nil   - plenty examples of ka
Dinka
- p.32, 100?lɔk, alok; jal, ajɔl; guɔ, go
afterward then   and already
p.23 narrative
TB disc.nar.   auxgo – D has word order SVO, SauxOV
                        (rel. const) VSO, auxSOV
10

Aux's are inflectedfor person

TB Dinka has conjugated comp. chapter 15

22/27

Driberg

'narrative tense' p.325

- may be used withká(cf.ékká 'and then'); káalmost always with narrative ('then' clause)

- verb'stemporal connotation – may even be used with imperative

- D writes   the tense formula with toko,teko, or to or 'infixes'

e.g. en kaatinobedoetekodong'o

(ékkáatínòbèdòètédɔ̀ŋɔ̀)

'And the child stayed and grew up'

- This construction differs from the one we have encountered in one ex. p.3

Where: 1) the subjunctive intervenes betweenté + V

        2) the verb is not expressed as an inf.

    etoapwôokobodyere   bang   kich

        ↓

                        Mistake – o from apwô?

Other examples confirm to exectation except p.326

etodaŋchweromô'and so it distilled honey'

    ↓

                    Writes dong in text p.445

23/27

Temporal succession

Same subject – different subject

Temporal overlap

Questions

- Can the infinitive with té be negated?   No but té can

- Can the Su be interfered between té +infin?   No – before tɛ

- Is teko etc. still be possible?

- in disc. (70) on howkàlis pronounced(?), tɛ is used with all subjects other than first withká 'if'

24/27

106 1   A + K ...V...

2   A   V ...bòt + K

→ tɛ ... _____

3 ɛ́n K tɛ

11

4   A + K   tɛ ...

5   Ktɛ

6   →tɛ

      A   V

→   tɛ

gíntɛ

    7 ì káré ...gín

    8   →tɛ

9   K

      A

10   A ..... àmɛ́ gín

      K ...

.... V-é (exp)

yat... V-e

*11   ɛ́ntɔ́   A

tòttɛ́rɛ́ ... _____

    → V òtèdò   non-sequential

→ ɛ́ntɛcɛmTp-shift to succeed Tpɛn

12   gíntɛ

←

13   ì kárégín ..., K ... V-(é) exp

                          ← tp

14   ɛ́ntɔ́   A   ònwòŋòòcɛ̀mò   perfect

15   Ktɛ́ ...

107 16   Atɛ...

 17   1 p_____ subj

gín ...

18   ìkárégí

A   tɛ

19   Ktɛ

20   Ktɛ   (tòttààpwó)   note K _____

21   ìkáré   K ... (tòttà a àpwó)

23   Ktɛ

23   yíéàway   deceived pro

25   pì ɛ́n   A   ònwòŋòònwòtɛ́   → K

26   ìnínó ... gín ...

27   De   (A)   òbòlò

12

27 ɛ́ntɔ́ ɛ́nkwàcènékòtòttɛ́rɛ́ ètɛ́ bòllòtòttɛ́rɛ̀ RR (ɛ́

è seems to be contrastive

30 ìdíkkí …ɛ́n (K) …1p …since above are contrastive need (?) to RR

33 A tɛ́

34 1p

35 gínté

36 ìkáré … gín

38 K tɛ́´

108 1 →tɛ

→ tɛ

→ ònwòŋò   né

2 Atɛ

→ tɛnwòŋòní K   sword. (?)ch. not even to est. Φ

3 Ktɛ

→ tɛ

4 Atɛ

→ tɛ

5 → tɛ

6 → tòttɛ́ré

7 Atɛ

8 Atɛ

→ tɛ

9 Ktɛ

→ tɛ

10 Atɛ

yìtò (kékén) ɛ́nàmɛ́ …

smoke

11 → V

→ V

K tɛ

12 yín

109 1yín …

2 ín

A tɛ

3 ìkáré K

K tɛ

A V

4 ídikkí, A tɛ … rwòtté ı K

5 Ktɛ

A   tɛ

111 19   ì kárégín

20   → otɛ

21   → tɛ   (sic)

22   ì kárégín

23   → otɛ

25   → otɛ

26   Ktɛrecect

   *27   ɛ́n   A   tɛyín   RR (but note not

yín

wán

            → tɛ

28   ì káré ... K

A   tɛ

            → tɛ   (K is now dead)

   29   → tɛ→↓

            ì káré   Φ   òdɔk

 → tɛkòbbì   jɔ̀

30   jɔ̀   tɛ

   *31   ↓   ɛ́n   A   tɛ

↓ʻní   K   ánàwékò ... K tp

↓   → tye ...

            → gínoté ... yín

yınìwékò   K

A   tɛ

Án

32   Atɛ

jɔ ...

ìkáréjɔ

A   tɛ

33   jɔtɛ

         → òkʊ̀ɲò

         → péòtwéré

34   →ònènà

27/27   4

   K ...

   *   ɛ́n   (A) ...   RR

   35   gínòté

         ↓ ì káré ... ɛ́n   A   RR

14

òkʊ́ɲò

A tɛ

     →→→→↓

  36 ì káréòpùtò

      ↓←←

     tɛ ... ŋjɔ̀

     → tɛ

112 1 1p

pìén K

2 ì káré ... gín

3 tɛ ... K pé

4 Atɛ

5 K òtɔ̀

òté (3p)   notice that V in 3p is distant enough not to require pro.

tɛ   refers to A – be only 3s referent to active, no confusion to

   ↓ pìén K   A, ɛn A etc. not rec.

    →→→→→→↓

6 ìkáréénòkòbbì jɔ̀

jɔ̀tɛ̀

yín

   *7 énté

    ì káré K ..   RR

8 án ..... K

↔

pìén K

9 Kɔ̀tɔ̀

jɔ̀

10   →otɛ ... A

jɔ̀ té

File 2[1]
(Lango discourse)

[1]This file consists of 26 sheets. The Lango text in Noonan's 'A Grammar of Lango' is based on them. No distinction of [ATR] value of vowels. No description on tone. The morpheme /tɛ/ in the text of Noonan's 'A Grammar of Lango' is written as /toko/ in these sheets. Noonan's comments are sometimes recorded by himself.

Noonan   final's initial Vowels might be

English 738   subject to coalescence

Lyec KI^{2}Agogo

(The Elephant and Chameleon)

1 nwanggilaro^{3}nyako   menyom

  long-ago 3p-compete-perf girl   for   marriage

  Long ago there were rivals competing to marry a girl

2 nwang   pi   otwo

Long-ago   water   3s-be+sick^4-perf

Long ago there was a drought

3 en   ka^{5}totoa   nyakootoko^{6}kellonyare

it   andmother of girl   3s-and+then-perf   take   her-daughter

and so the girl's mother brought her daughter

4 etoko^{7}kobboni,

  3s-and+then-hab say   this^8

And said;

5 'Ngat ma^{9}tuchopi

Someone who 3-bore-hab water

'Whoever bores water,

6 wekogernyakoni

let-imper 3s-build-subj [for] this-girl

let him marry this girl.'

7 lyecdong   otoko^{10}poorokunynyo   pi,

Elephant then 3s-and+then-perf try-infin dig-infin   water

  Elephant then tried to dig for water

8 pi   otoko^{11}loyone^{12},

Water 3s-and+then-hab   defeat-him-inf

9 mam^{13}enwange^{14}

---

^{2}There are slight difference between Noonan's 'A Grammar of Lango' and this text. For example, Gr. GINNI

^{3}Gr. gìnòláró

^{4}Gr. –dry-

^{5}Gr. έkká

^{6}Gr. tê

^{7}Gr. tê

^{8} Gr. comp

^{9} Gr. àmέ

^{10}Gr.tê

^{11}Gr.tê

^{12}Gr.lòòyέ

^{13}Gr. pέ

Not   3s-find-it-perf

And he did not find any

refers to lyec, not pi [perhaps intervening inanimate]

10 agogootoko[15]poore[16]etotuchcho   pi

Chameleon 3s-and+then-hab try-infin 3s-and+then-hab bore-infin water

Chameleon then tried to bore for water

to substitute for infin–cf 7

11 ma[17]edaro[18]tuchcho   pi

When   3s-finish-perf   bore-infin   water

  After he had finished boring water,

12 etoko[19]kelle[20]totoa   nyakopi

    3s-and+then-hab take-it-infin mother of daughter water

He take it to the girl's mother

15/26

13eto[21]matto

3s-and+then-hab   drink-infin

And then she drank it

refers to IO toto in 12. This is almost an RC: who then drank it:

14 en ka[22]etoko[23]tingngonyako

it and 3s-and+then-hab lift+up-infin girl

and so he lifted up the girl

refers to Chameleon

15 eto[24]teerogeero   (Gr. tê←eto)

3s-and+then-hab carry-infin build-infin

And carried her off to marry

16 en ka[25]lyechetoko[26]binolibboagogo

it and elephant 3s-and+then-hab come-infin follow-infin C

---

[14]Gr. ònwòŋò
[15]Gr. tê
[16]Gr. pòòrò
[17]Gr. ì káréà
[18] Gr. òdàrò
[19]Gr. tê
[20]Gr. kèllì
[21]Gr. tê
[22]Gr. èkkà
[23]Gr. àgògòtê
[24]Gr.tê
[25]Gr. èkkà
[26]Gr. tê

and then E came and followed C

shift of top to lyech follows ɛnka like it

17 eto[27]kobboni

3s-and+then-hab say-infin this[28]

And said:

18 'wan chenwayenyo[29]pi   ma[30]oloyowa

We   behind1p-look+for-perf water which 3s-defeat-us-perf

 'we formerly looked for water and water defeated us

19 yin   irach

You   2s-bad-hab

You were bad

20 itowotonwangngo[31]pi

   2s-and+then-hab go-infin find-infin   water

And went and found water

21 itoko[32]geerodako   ma[33]ber'

 2s-and+then-hab build-infinwamanwho 3s-good/beautiful-hab

And married a beautiful woman.'

22 eto[34]nekkeagogo

   3s-and+then-hab   kill-infinC

And then he killed C

23 ma[35]dong   otyekonekke

When then   3-finish-perf   kill-him-infin

After he had killed him

        o- is, should be elephant stays topic

24 enwango[36]dakootyekoyaich

   3s-find-perf   woman 3s-finish-perf   pregnancy

  He found that the woman was pregnant

25 dakodang   ma[37]onwongooyaichonywaloacho

  Woman emphasis who   3s-find-perf   3s-impregnate-perf   3s-bear-perf   male

  The woman who had been pregnant bore a boy

First vowel in RC

---

[27]Gr. tê
[28]Gr. comp
[29]Gr. òyéɲò
[30]Gr. àmê
[31]nwangngo, sic.
[32]Gr.ìtê
[33]Gr. àmê
[34]Gr. lyèctê
[35]Gr. ì kárélyèc
[36]Gr. ònwòŋò
[37]Gr. àmê

26 en   ka[38]atinobedoetoko[39]dongngo

16/26
it   and   child 3s-stay-perf   3s-and+then-perf[40]grow-infin
  who lived and grew
27 ma[41]etyekodongngo
  When 3s-finish-perf grew-infin
  When he finished growing
28 tottereokoboni[42],
Mother-his   3s-say-perf   this[43]
  His mother said:
  Why no tɛ?
29 'ma[44]onwongoonekopappilyech
Who 3s-find-perf   3s-kill-perf   father-your   E
  'E is the one who killed your father.
30 en ka[45]eto[46]woto   bang[47]mwok
It and 3s-and+then-hab go-infin to   Aardvark
  And so he went to Aardvark
31 mwoketeko[48]golloadu
  A   3s-and+then-hab excavate-infin lair
  A then dug a lair
32 en kaagogoetekolwongngoogole
It and   C   3s-and+then-hab   call-infin   K
33 eto[49]kobboni[50]
  3s-and+then-hab   say-infin   this[51]
  And said
34 'Yin,   ogole,   woti,
You   K   go-imper

---

[38]Gr. ɛ̀kkà
[39]Gr. tê
[40]hab?
[41]Gr. káré
[42]Gr. òkòbbî
[43]Gr. comp
[44] Gr. àmê
[45] Gr. ɛ́kká
[46] Gr. tê
[47] Gr. bòt
[48]Gr. tê
[49]Gr. tê
[50]Gr. kòbbî
[51]Gr. comp

'You, K, go

35 wakjo   ma[52]gibin[53]myellobul'

gather-imper people who 3p-come dance drum

   'and gather people to dance the drum dance.'

36 ma[54]etyeko[55]wakkojo

When 3s-finish-hab gather-infin people

   'when he had gathered the people

37 giteko[56]myello   bur

  3p-finish-perf dance-infin drum

   'they finished dancing the drum dance

38 etoko[57]chwaaye[58]ogoleni

  3s-and+then-hab send+on+errand-him-infinK this[59]

   And then he sent K on an errand, saying;

39 'woti,   iryeyi[60]mach'

Go-imper 2s-stretch+out-subj fire

'Go make a line of fire'

17/26

40en ka[61]ogoleeto[62]ryeno[63]mach

It and K   3s-and+then-hab stretch+out-infin fire

'and so K then made a line of fire

41 en macheteko[64]wang

It fire 3s-and+then-hab burn-infin

And the fire burned

42 en ka[65]lyecheteko[66]nennomach

It and E   3s-and+then-hab seen-infin fire

'and so E then saw the fire

---

[52]Gr. àmê

[53]Gr. òbínô

[54]Gr. ì káré

[55]Gr. òtyèkò

[56]Gr. òtyékò

[57]Gr. àgògòtê

[58] Gr. chààyò

[59]Gr. comp

[60]iryey ?

[61] Gr. ékká

[62]Gr. tê

[63] Gr. ryèèyò

[64] Gr. tê

[65] Gr. ékká

[66] Gr. tê

22

43 eto[67]kobboni,

    3s-and+then-hab   say-infin   this[68]

And said:

44 karawangchango?

Well   fire-yonder   question

'What's that fire over there?'

45 etokobboagogo[69]ni,

    3s-and+then-hab   say-infin   C   this

Then he said to C:

    [Note: this is what the line says literally, but the sense clearly is: And then C said to him]

Expected kobbı if A is addressed. Postposed A?

46 apua   me[70]tyenwu

Dust   of   foot-2p

    'It is the dust from your feet'

47 mach   dongotyekoonekogi

    Fire   then   3s-finish-perf   3s-kill-them-perf

    And so the fire killed them

48 en ka[71]agogoetoko[72]yuttobul

    It and   C   3s-and+then-hab   grab-infin   drum

    But C grabbed a drum

→unexpected e-

49 otoko[73]chwaale[74]i   adumwok[75]

    3s-and+then-hab push-it-infininto   lair   A

And pushed it into A's lair

→unexpeted o-

50 en kaotokomach[76]obino[77]

It and   3s-and+then-hab fire   3s-come-perf

And the fire came

51 etoko[78]wangngogilyechiduchki[79]leny[80]

---

[67] Gr. tê

[68] Gr. comp

[69]Gr. àgògòdòŋtêkòbbò

[70]Gr. à

[71]Gr. ékká

[72]Gr. tê

[73]Gr. tê

[74]Gr. bùl

[75] Gr. àmwòk

[76]Gr. màctê

[77]Gr. bínô

[78]Gr. tê

[79]Gr. kè, ki?

[80]Gr. lê

3s-and+then-hab   burn-them-infinEs all   and animals

And burned all Es and animals

52 gin   kagitoko[81]too

They and 3p-and+then-hab die-infin

18/26

And they died

53 mwokdang   kedeagogoeteko[82]donyookko

A   emphasis with C   3s-and+then-hab   come+out-infincompletely

A came out of the liar with C

54 eto[83]kobboni,

3s-and+then-hab   say-infinthis

And he [C] said:

55 'Aa, man dang   kop[84]otum:'

Aathisemphasis   talk/affair   3s-end-perf

'Aa, this business is finished.

56 atyekochullokwor   a   papa

1s-finish-perf   pay+a+debt-infin   murder of father-my

I revenged my father's murder

57 man   otoko[85]   dong   gik

This   3s-and+then-hab end-infin

And so it ended

1/26

Noonan

English 738

OJUK ANGWEC KWA

(Ojuk, the Runaway from Reading)

Wilson OgwalOtim

Nyut me Buk

Showing for book

Introduction

1 apwodmom   ruawotoaborkede

1s-still-hab   not   yet   1s-go-perf   along   with-it

---

[81] Gr. òtê

[82]Gr. tê

[83]Gr. àgògòtê

[84]Gr. kóppì dòŋ

[85] Gr. tê

Before I proceed

1.atitto   kop   i   komkweerokwanOjuk

tell-infin   speech   about   body   refuse-infin   read-infinOjuk

to speak about Ojuk's refusing to read

2 myerokongatemtittoacecekbera kwan

3s-be necessary-habfirst+of+all   1s-try-perf   tell-infinof-short-redup   good   of   read-infin

bang   okwanbuk   this

to   agent-pl-read   book   this

it's necessary, first of all, to tell briefly of the good of reading to the readers of this book

[new paragraph]

3 kwanen   ayewangwa,   apitwaonyoderowa

read-infin   it   1s-believe-hab   eye-our   agent-sg-nuture   3s-be+possible-perf   granary-our

reading is, I believe, our eyes, our nurturer   or our granary

4 entokadi   bedbalawatwerogonynyokwan   i   yore

but [it-again]   even-if 3s-stay-subj   as   1p-try-hab   interpret-infinread-infin   in   ways

apolapola

atrib-many-redup

But even if we try to interpret reading in different ways

5 jonoatittogi   no {sic} an atamonipirgiditto

people-that 1s-tell-prog them that   I   1s-think-hab this according+to-them   big-pl

i   katto

in surpass-infin

those people that I'm telling – I think that it is big in importance for them

6 me agiki mere {sic},kwan en aye   atelwimonywa

forend   the/topic,   read-infin it 1s-believe-hab agent-sg-guide top war-our

me   lwenyatek   i   komjamimagi

for   fight-infinattrib-hard   in body   wealth   some/other

For this end, readings, I believe, a guide in our hard fight for wealth:

7 kwiyapiny,twoc   kede   can

not+know-infin   ground/ambiance   disease and poverty

2/26

Ignorance is the basis for disease and poverty

[new paragraph]

8 Ikareamejoatarkelokwaniyiapirika

In time rel+part people attrib-white 3s-bring-hab   read-infin to   Africa

When white people brought reading to Africa

9 onyoi   lobowaniinge {sic} mwakaarommo   tutu mia

3s-be+possible-perf in land-our this in-behind misery 3s-be+sufficient-prog thousand [tutu mia]

acelkimakato

25

one   withattrib-surpass-infin

or this land of ours, the misery was terrible

10 petyejoapolameonwongotamoonyo

not 3s-be+present-hab people attrib-many who 3s-find-perf 3s-think-hab 3s-be+possible-perf

paaro   pi   wotkwan

   consider-infin   about   go-infin   read-infin

  [and] there were not many people who had been thinking that it is possible to consider going to
school [i.e. reading]

10a i kin   mwakanipiencannereonwongotek

In between misery-this because-it   poverty-topic   3s-find-perf   3s-hard-hab

Given this misery because our poverty was so hard

11 akwannoronicwanyriktweroyaingemairo 15

agent-learn-some this formerly [cwanyrik] 3s-be+able-hab   go-infin in-behind mile 15

kimakato   me   wotodiko

withattrib-surpass-infin   for   walk-infinin+the+morning

learners used to have to walk more than 15 miles each morning

12 dok   dong   cukulkekenonwongonoki   kitacolaopwonyerik

   again   also   school   only   3s-find-perf few in kind source agent-pl-teach formerly

   dang   nokkedeni

   also   few   with-it   this

and all this because schools, teachers, and finances were in short supply

   [new paragraph]

   OjukOkwerokwan

   O 3s-refuse-perf read-infin

   Ojuk refused to read

   1 Ojuk, awobionwongopapereoyubereikometwatwal ·

2/26

   O   boy 3s-find-perf   father-his   3s-prepare-middle-perf   in-body-his   very+much

   nikwanatekwektun i   rwomamaloame

   to/for read-infinattrib-strong   3s-let-subj   reach-infin in supportattrib-highrel-attrib

   olwongoni   YUNIVASITI

3s-call-perf   to/for   university

   Ojuk, a boy whose father had been very much prepared for a good education to support him all

   the way to university

1a wekbin   bed   abernyoatelwigi   ikare   me anyim

   3s-let-subj 3s-come-subj 3s-stay-subj agent-good or   agent-guide top-3p in time for future

   that he should be a helper or guide for the future

2 obinoringokwanokko

   3s-come-perf   3s-run+away-perf   read-infin completely

26

came to run away from his education

3 wotdikdikmairoangwen　i　diku

　travel-infinwet+inside mile four in morning

　travelling sleepily (?) four miles in the morning

3a tic　　　　me　cukul

　work-infin　for　school

　working at the school

3b makatal, lutkedekec　me　caaabicelarammoyiitinoiramrami,

　　Punishment, stick with hunger for hour six　　3s-pain-prog　body children painfully

　　Punishment, canes, children going without food for six hours at a stretch

4 omiowadwaOjukotamo tam　　atut　　　me　kwerokwan

　　3s-give-perf　kin-our　O　　3s-think-perf thought attrib-deep for　refuse-infinread-infin

made our brother O think deeply about leaving school

　　[newparagraph]

5 Ojukowekonying[86]　　me　cukul

　O　　3s-let-perf　name　for　school

Ojuk left the school

6 te[87]dokoacaro

　3s-and+then-hab　wander-infin　villages

and then wandered among the villages

7 iyicaro, en　　obinodonyo　　　i　kampuni　me　okeme

In　village he　3s-come-perf　3s-enter-perf　in company　for　okeme

　In one village, he came to enter the Okemecompany

8 pienmyelokemeriktye　　　　　　i　kin　gin　ayomo

　Because+of-it dance-infinokeme　　formerly 3s-be+present-hab in midst them attrib-soft

　yie

　stomach-his

4/26

　because he liked to dance with them and be with them

9 karikocer　　i twicidyekal

When/if　formerly 3s-slipp swiftly in-middle village

When he would come into a village

10 anyiraducu　ma　idyelekwangginipal

　Girls　　　all　who　in-middle　compound　eye their {sic} this-3s-gleam-hab

The eyes of the girls would gleam at him

11 kaongululngilichini'yec'

---

[86]nyim? nyim me means 'in front of'.
[87]Te coexists with toko and to in this text.

27

When/if   3s-spit+out-perf Englisman to 'yes'

When he spit out 'yes' to an Englishman

12 onyoongulliogookemeni'sitop'

3s-be+possible   3s-spit+out-perf-for   others Okeme   to 'stop'

orsaid 'stop',

13 pinyducunitii

ground/ambiance   all   utterly   [nitii]

everyone was still

[new paragraph]

5/26

Noonan

English 738

APWO GIN KEDE APUK

[The Hare and the Tortoise]

1 Apuketokobbonikiapwoobinlimne

Tortoise 3s-and+then-hab say-infin this to   Hare   3s-come-perf   visit-him-infin

Then T told H to visit him

2 en kaapwoetowoto

it and   H   3s-and+then-hab   go-infin

and so H went

3 ma   etyekowoto

When/if 3s-fiish-perf   go-infin

When he [H] arrived

4 etokoyenynyokidi   meregokwe

3s-and+then-hab   look+for-infin   stone for   grind-infinin+vain

He [T] looked for the grindstone in vain

5 etokobboni,

3s-and+then-hab (Hieda: say-infin) this

He [T] then said,

6 'Kwongyweyidyekalmera

First   sweep-imper   middle-compound   my

'First sweep my yard

7 wekan   abuti

3s-let-subj   I   1s-lie+down-subj

so that I can lie down

8 iteko   poor   i   koma

2s-and+then-hab   attempt-infin   at   body-my

and you can try on my body

9 etekobutto

28

3s-and+then-hab   lie+down-infin

He [T] lay down

10 otoreggokali   kore

   3s-and+then-hab   grind-infin   millet   at   chest-his

And he [H] ground millet on his chest

11 ma   edaroreggokali   kore

When 3s-finish-perf   grind-infin   millet   at   chest-his

After [H] finished grinding the millet on his chest

12 ApuketoteddekedeApwo

6/26

   T   3s-and+then-hab cook-infin-for-him   with H

   T then cooked it for H

13 Apwo   dangetokochammo[88]   (Hieda: sic)

H   emphasis   3s-and+then-hab eat-infin

And H ate it

14 etokolwokkeApwo

   ↑ 3s-and+then-hab accompany-infin   H

↑ Then he [T] accompanied H

   ←change of topic

15 odok

↑ 3s-come+back-perf

↑ and returned

←why no e-?

16 en kaApwoetochikkeni,

it and H   3s-and+then-hab   bid+farewell-him-infin   this[89]

but H then bid farewell to him and said

17 'Yin dang   ibintunga'

You emphasis 2s-come-subj side-my

'You, come to my house'

18 en kaApuketekowoto

it and   T   3s-and+then-hab   go-infin

and so T went

19 kaApukowoto

When T   3s-go-perf

   When T arrived,

20 en dang   okoboni

---

[88] Sic.

[89] comp

he emphasis   3s-say-perf this[90]

he [H] said

21 'Yin, yweyidyekal'

you   sweep-imper   middle-compound

'You, sweep the yard'

22 etoyweenodyekal

   3s-and+then-hab sweep-infin middle-compound

And so he [T] swept the yard

23 Apwo dang   etobuttopiny

   H   emphasis 3s-and+then-hab lie+down-infin ground/ambiance

And H lay down on the ground

24 ma   ebutopiny

When 3s-lie+down-perf   ground/ambiance

   After he [H] lay down

25 etoonynyokali   kome

   3s-and+then-hab   sprinkle-infin   millet   on   body-his

He [T] sprinkled millet on his body

7/26

26 ma   eonyokal   i   kome

When 3s-sprinkle-perf   millet on body-his

   After sprinkling millet on his body,

27 etokettokidi   merego[91]

   3s-and+then-hab place-infin stone for   grind-infin

He placed a grindstone (on him)

28 en kaetoreggo

it and   3s-and+then-hab   grind-infin

and ground

29 komeobedoyom

Body-his 3s-stay-perf   3s-soft-hab

His [H's] body was soft

30 ma   eloyoneApwo

Which 3s-defeat-him-perf H

which overcame H

31 Apwo dang   pi   lit   komeetekolwooro

   H   emphasis because+of pain-infin body-his 3s-and+then-perf   fear-infin

   Because of the pain, he became frightened

---

[90]comp

[91] Sic.

30

32 Apuketokobboni

    T   3s-and+then-hab   say-infin   this[92]

Then T said;

33 'kwongkela[93] aporoni'

First   take-for+me-imper1s-try-for+you-perf

'First, bring it [grindstone] for me so that I can try it for you'

34 Apuketobutto

    T   3s-and+then-hab   lie+down-infin

So, T lay down

35 en kaetokodaaroreggo   i   kome

it and   3s-and+then-hab finish-infin grind-infin on body-his

and he [H] finished grinding it on his [T's] body

36 ma   eregoi   kome

When 3s-grind-perf on   body-his

    After he [H] ground it on his [T's] body

37 etomyenno   kwon

    3s-and+then-hab   mix+up-infin porridge

He [H] made a porridge

38 ma edaromyenno

When 3s-finish-perf mix+up-infin

    After finishing the porridge

8/26

39 etokobboni

    3s-and+then-hab   say-infin   this

He said

40 'Apuk, biyicham[94]'

    T   come-imper   eat-imper

'T, come and eat.'

41 Apuketokokobboni

T 3s-and+then-hab say-infin   this

    T then said

42 'Gin   ma   wok   an arego   an   mam   achamo[95] gira[96]

Thing which now   I   1s-grind-perf   I   not   1s-eat-perf   thing-that

'What I grind, I do not eat'

---

[92] comp

[93] kela is a benefactive form? –a is IO?

[94] Sic.

[95] Sic.

[96] thing-my?

43 etokolwokkeApuk, ma owoto, mam ochamo[97]

 3s-and+then-hab accompany-infin T who 3s-go-perf not 3s-eat-perf

He [H] then accompanied T, who went, but who did not eat

44 dyeredong otyekoobelle

Friendship-his thus 3s-finish-perf 3s-destroy-middle-perf

His friendship was thus destroyed

9/26-13/26[98]

19/26[99]

e/o

general rule:

 e = topic continuity   3. person. sg. cl(itics: Hieda)

 o = new topic

but:

 1) e- can be used with new topic if it is accompanied by –teko

→ in 3S

 2) e- always (?) is used with –to, -teko, but -toko

20/26

 -teko   pattern S1: .... NPi

             S2: NPieteko.....

i.e. new Su

 Elephant & Chameleon

31 e-   pattern

32 e-   new Su

37 gi-   pattern, where 2ndNPi is pro

41 e-   pattern

42 e-   new Su

53 e-   new Su

---

[97] Sic.

[98] From 9/26 to 13/26 [The Elephant and the Chameleon] are the same text as 14/26 to 18/26. These sheets have no comment by Noonan. The 'small text' in Noonan's 'A Grammar of Lango' is base on these texts.

[99]From 19/26 to 21/26 constitute analysis on 'organizing events in discourse' in the texts [The Elephant and the Chameleon and the Hare & the Tortoise].

Hare & Tortoise

8	i-	new Su
9	e-	returns to Su after quote
18	e-	new Su

21/26

Elephant & Chameleon

10	eto	substit. for infin: cf 7
13	eto	refers to IO in 12 new almost like RC: who then drank it
15	eto	again, might subst. for purpose infin
17	etokobbo	
20	ito	within quote
22	eto	follows quote
30	eto	
33	etokobo	
40	eto	
43	etokobbo	
45	etokobbo	
54	etokobbo	

Hare & Tortoise

1	etokobbo	
	overt NP	
2	eto	new Su, [Su is Su in pres. sub. cl(itic: Hieda).]
5	etokobbo	no overt NP
10	→oto	new Su, Though not intro(duced: Hieda) by NP Su
12	eto	new Su, overt NP
14	eto	new Su, overt NP
22	eto	new Su, no overt NP
23	eto	new Su, overt NP
25	eto	new Su, no overt NP
27	eto	same Su: follows ma- 'when' clause
28	eto	==
32	eto	new Su, overt NP
34	eto	new Su

22/26-25/26[100]

26/26

te   2/14/89

1. Looking of the texts, it is clear that you glossed the te construction wrongly (   )[101] in old Lango: forms like otoko are not hab. - They are perfect: The o- prefix makes this clear.

2. So: There have been these construction(s)[102] early in this century (E20) to late in this century (L20):

    1) aspect change in te

    2) restriction of ε- prefix to non-switch ref. in subordinate clauses

    3) change to te from toko/teko/to/te

3. each change poses a Q:

    1) why aspect change for te? Perf seemed sem. more suitable, though it was marked (relevant?)

    2) why did ε- lose its generality

    3) why did te came to be restr. to one form?

---

[100] From 22/26 to 25/26 are the same sheets as 1/26 to 4/26.

[101]?

[102]Hieda

File 3[1]
(Langodiscouse)

35

1/65

p.443

ICHINA   FABLES

LYECH KI AGOGO   THE ELEPHANT AND THE CHAMELEON

Noonan's comments

rea_? DO   → line 14 maber.'Etonekeagogo. Ma dong

→ line 25 buletokochwayeogoleni, 'Woti

→ line 34 etokowangogilyeciduchkileny,

2/65

p.444

FABLES

APWO GIN KEDE APUK   THE HARE AND THE TORTOISE

Noonan's comments

PRONOUN → line   9 kolwokeapwô, odok. En kɑapwo

Quote has top DO → line 24 kobo ni, 'Gin ma wok an arego an

3/65

p.445

THE BEE AND THE HARE

KICH KI APWO   THE BEE AND THE HARE

Noonan's comments

proN→ line   8 etokochamo. En dootyekocham

proN→ line 18 'Bil'I, nenke en orit.'Tobil'o

proN→ line 23 Kaapwôotyekolwok'otabo, en kic

APWO KI NYEL'O   THE HARE AND THE PYTHON

proN→ line 2 en kanyel'oetokoboni, 'In dera,

→ line 7 dyekal', e kaetoywe'nodyekal

Supro ↓ → line 10 Me goyeen do ongokngweneto-

↓   line 11 kotedongwenetokomiyeapwô ma

↓ ↑ ↑

                 ↓   DO   →

ex of SubS

following quote followed by 2S

4/65

p.446

FABLES

36

Su1S w N   → line   3dang, nyel'o, ibin', e kanyel'o

proN→ line   6 en apwôetokokoni, 'Yweyi dang

ϕ2S   → line   7 dyekal', etoywe'nodyekal. Etokobo

right distr→ line 11 etokoloyonengwen. E kanyel'oeto-

EKWE KODE GWOK   THE JACKAL AND DOG

Noonan's comments

Note proN intro. ref's   → line   1 'En kagwoketekowotoômmo en ekwo

Pro's used for contrast   → line 2-4 i tim, etekokoboni'Wan wachamo

ginamitkumpacho; wunmabedo i

timwuchamongo? Gwoketok-

_____ DO   → line 11 iye. Gin kagitogoyonegwok. En ka

proN→ line 12 ekweenenogigoyogwokmatek:gwok

N after quote   → line 16 man!'Ekwe dang oneno lot ma

5/65

p.447

THE HARE AND THE LEOPARD

APWO KI KWAICH   THE HARE AND THE LEOPARD

Noonan's comments

Top Ass   → line   8 kwaichetokolukodwongo. E ka

Su pro   → line 19 odok en dong okoko. Kwaichetoko-

Su 2S   → line 21 e kaetokoboni, 'Ito otimowanga,'

→ line 25 toti. Ekaetokobokwaichni, 'Aa

proN?   → line 32 bedoryemnerokikwaich. Apwôeteko-

rein(troduce: Hieda) DO   → line 40 puretonekokwaichoko. Kaotyeko

proN→ line 51 chen. En kaapwôetekopwonoochok

Su pro   → line 53 ma en tyeko polotungkucha. Gin

↑

proN does not : 1) follow quote

      2) start new epis(ode)

6/65

p.448

FABLES

Noonan's comments

proN→ line 3 cha. Gin kajogibedokunyo. Kun

proN→ line 4 jogibekunyo, en apwôoputoyer

Top DO   → ↑

APWO KI PIPINO   THE HARE AND THE HORNET

proN→ line 2 kapipinootekowachoniapwôniapwôni, 'Mak

→ line 3 pyerawekaterimalo.'En kapipino

7/65

p.449

THE HARE AND THE HORNET[2]

THE CHERRY-PICKERS[3]

8/65

p.450

FABLES[4]

9/65

p.451

THE CHERRY-PICKERS[5]

10/65

p.452

FABLES[6]

THE ENCHANTED GUINEA-FOUL[7]

11/65

p.453

THE ENCHANTED GUINEA-FOUL

Noonan's comments

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[2]No comment is given by Noonan.

[3]No comment is given by Noonan.

[4]No comment is given by Noonan.

[5]No comment is given by Noonan.

[6]No comment is given by Noonan.

[7]No comment is given by Noonan.

↑ → This is a relating VSO syntax

right distr→ line 4 nyakoni, 'Abinolimnoowich'

↓ rein(traduce: Hieda) IO → line 11kodwogootokobepap'ere, en pap'ere

↓ proN→ ↑

↓ changing top/pro → line 14otekowotolimnotolapap'ere, en dang

↓ intervening assi(g) n N

→→ line 18ngo? Amanpa nyernike, 'Abino

proN→ line 20kamono. En jalotekochwa'nochy-

newepis.changing top

top DO → line 24kejallenyomake, otekowotogire

proN, changing top → line 27en jalotekomakoawên'omatek

↓ φ2S → line 30otekokelepachootekobuje. En ka

↓ proN, chan(gin: Hieda)g top, Epis→ line 31awên'ootekokobenike, 'Kai ibujona,

→ → line 32kotede, en kaawên'ookebenike,

rein(troduce) → line 36chamneawên'o ma gitedoni. Gilelo

line 30 → 32, 34 Su 2S- context clarifies

12/65

p.454

FABLES

THE SPOOK'S HOUSE

Noonan's comments

proN→ line 4

→ line 9

→ line 10

→ line 12

→ line 14

THE WIFE OF THE COLOBUS[8]

13/65

p.455

THE WIFE OF THE COLOBUS[9]

---

[8]No comment is given by Noonan.

[9]No comment is given by Noonan.

39

14/65

p.456

FABLES

THE HYAENA'S GRINDSTONE[10]

15/65

p.457

THEHYAENA'S RINDSTONE[11]

16/65[12]

Noonan English 738

LYECH KI AGOGO

[The elephant and the Chameleon]

21/65

[2]Driberg   1Su 2S   1I   1D   1A1Q   3S, 2D, 4S, 3S, 3S, 9S, 4S

S̲u̲160   17   2   1   1   1   6S, 4S, 4S, 3S

φ

pro1S, 1S, 1D, 1S, 2S, 1S, 3S, 1S

    N1S, 4S, 3S, 2B, 6S, 1S, 2B, 1B, 1S, 4S, 2S, 3S, 1S, 13D, 2D, 2D, 2S, 2D, 1S,

               2S, 1D, 1I, 4S, 2S, 4S, 3S, 1D, 3S, 1S, 1I, 1D, 1DIn, 8S, 1D, 1D, 3S, 1D, 2S, 1I,

               15S, 3DIn, 2I, 3S, 3A, 1S, 3S, 1Q, 2D, 2S, 1S, 2S, 4D, 1D, 1I, 1I, 1D, 1D, 1D

proN1Din, 2S, 1A, 1Q, 1S, 1S, 4D | 4Q, 3S, 1D, 2S, 1I, 2S, 1Din, 1S, 1I,

2S, 3S, 2S, 2S, 1S, 2S, 7A | 1D, 1I, 1I, 5S, 1I, 1D, 1I, 1I, 5S, 1I,

| 2S, 4S, 1S, 3D, 1A, 3S, 1S, 3A, 6S, 1I

| 1D, 1S, 1D, 1D, 1D, 1D, 1D, 1D

    Cleft pro | 1D, 1S, 1D, 1D, 1D, 1D, 1D, 1D

Clet Nsuspet |

    N (right ditr)3S (2S, IT) |

Human DO

    V-inflec1S

1S, 1D, 1S, 1D, 7S, 1S, 1S, 1D, 1D, 1S, 1D, 1S, 1S, 1S, 1S, 1S, 1S, 1S,

              1S, 1D, 1S, 1D, 1S, 1D, 1S, 1S, 1S

---

[10]No comment is given by Noonan.

[11]No comment is given by Noonan.

[12] The tests from 16/65 to 20/65 are the same texts as 9/26 – 13/26 and 14/16 – 18/26 in File 2 (Disc notes).

Top+pro

inflec N

reinobj2D, 3D, 1A, 1S, 1I, 2S, 4D

    N2A, 2S, 5D, 2S, 1S, 2S, 3S, 1D, 4S, 1S, 5D, 2S, 5D, 4D, 1D, 1D, 4S, 1S, 2S, 8A, 6S, 4S, 2D

Top N

Cleft pro

Cleft N

   <u>IO</u>

    V-inflec   1S, 2S, 1S, 1S, 1S, 1S, 1S, 1D, 1S, 1S

    Top pro

reinobj2S, 8S, 3A

N7S, 4S, 4D, 1S, 1I, 2S,1A, 1S, 2D

Top N   2A

Cleft N

Cleft pro

Cleft N

<u>Ben</u>

    V-inflec

N   6S, 7S, 2S

    Ass

Pro

    N

Top N

    <u>Ass</u>

    Pro1S, <u>S</u>, 1A, <u>S</u>, 1A, 1S, 1A, 1S, <u>S</u>, 1A, 1S, <u>S</u>, <u>S</u>, 1S, <u>S</u>, 1A, <u>S</u>, <u>S</u>, 1A, <u>S</u>, <u>S</u>, 1A

<u>S</u> same S

    N   2D, 8A, 13S, 2S, 1S, 2I, 1D, 1S, 8S

Top N   4S

22/65

Su

_____ 3S, 6S etc. follows direct quotes which are imperative.

Su pro 1) used after quote

2) 1D

proN used in intro clauses

Su 2S after Q

23/65
<u>Su</u>
φ
pro   1Su, 1Su, 2Su, 2Su
 N   1Su, 5Su, 2Su, 5Su, 5Su, 5Su, 1Su, 3Su, 5Su, 6Be
proN   2Q
cleft pro
cleft N

<u>human DO</u>
 V-inflec   1Su
Top pro
reinobj
 N
Top N
Cleft pro
Cleft N

<u>IO</u>
 V-inflec
Top pro
reinobj
 N
Top N
Cleft pro
Cleft N

<u>Ben</u>
 V-inflec   1DO

24/65
<u>Non-human DO</u>
φ
top pro

N
Top N
Cleft pro
  Cleft n

Hum obliq
Pro
Top pro
  N   1Su
Top N
Cleft pro
Cleft N

Non-hum obliq
Pro
Top pro
  N
Top N
Cleft pro
Cleft N ·

Restructuring A: lango tableRestructure

	Field Name	Field Type	FIELD TYPES
Struct1	Clause number	A10	A___: Alphanumeric (ex: A25)
2	E/o	A3	Any combination of characters and spaces
3	TE form	A5	up to specified width. Maximum width is 255
4	Sucoref in prev cl	A4	N: Numbers with or without decimal digits
5	ContinuousA1		$: Currency amounts
6	V-type	A5	D: Dates in the form
7	NP-fronting	A3	mm/dd/yy, dd-mm-yy, or
8	AgentAnimA4dd.mm.yy		
9	Agent Role	A10	
10	Agent Rep	A10	use '*' after field type to show a key field
11	AgentLookback	N	(ex: A4*)
12	Agent Persistence	N	
13	PatAnim	A4	
14	Pat Role	A10	
15	Pat Rep	A10	
16	PatLookbackN		

43

17 Pat Persistence   N
18 DatAnim   A4
19 Dat Role   A10
20 Dat Rep   A10
21 DatLookbackN
22 Dat Persistence   N
23 Comment   A25

2. Su agr prefix
3. form of Tɛ or zero
4. Su, DO or none
5. from prev cl. y/n
6. tr, AN, SA
Quotes not counted

26/65
Passive   p.447 n.34
Agent as oblique with ki
Eteko-bedoryemnerekikwaich
    'and he (hare) was being chased by leopard'
    (bedo here seems not be passive: cf. #38)

Kwaichotokobedokunyo doge achoit
'leopard was digging at the mouth of the burrow'

Top DO   p.453 no. 26
ɛnkajallenyomake
man anger
then anger overcame the man
man is topical – anger is new

        p.454 (wife) n. 12
ɛkaleny gin duchnyako-no obwoyogi
'Is this (that) girl rejected all the animals'
Leny has high top – so does nyako

27/65
Milton OboteOjukAngwec Kwan
_____   the runaway

44

Wilson Ogwalotim

NYUT ME BUK

---

[13] P.16 is an illustration.

---

[14] P.18 is an illustration.
[15] P.20 is an illustration.
[16] P.26 is blank.

46

44/65

p.30

45/65

OJUK KICKS A POLL TAX COLLECTOR
OJUK BOARDS TRAIN

p.31

46/65

p.32

47/65

OJUK ARRIVES NAIROBI

p.33

48/65

p.34

49/65

OJUK BECOMES A BEGGAR

p.35

50/65

OJUK BECOMES A THIEF

p.36

51/65

DOCTOR OJUK

p.37

52/65

p.38

1

1 àpwólmámrʊ́àwótòàbàrkèdè

   Is-still   neg yet   1S-go perf   along   with-it

   Before I proceed

___

   tìttòkópìkòmkwèèròkwânòjʊ́k

   tell-infin   speech   about   body   refuse-infin   read-infin   O.

to speak about O's refusing to read

2 myérókéɲàtémtìttòàcécékbèrkwânbáɲòkwánbúkmán[18]

It is nec first to try to tell briefly the good of reading to the readers of this book

___

3 kwánɛ̀nàyéwáŋwá, àpìtwáòɲòdèròwá[19]

Reading, I believe, our eyes, our nurturer or our granary

___

4ɛ́ntókádíbédbàlàwàtwérógɔ̀ɲɲɔ̀   kwân   ì   yore   àpólàp[20]

But even if it is as we try to interpret reading in different ways

___

jɔnɔátìttôgì   nòánàtámó   !ní   pìrgí   ditto   ì   kàt(to[21])[22]

Those people that I'm telling I think that according to them it is big in importance

___

5 mɛ́   àgíkímɛrɛ, kwânɛ̀nàyéàtélwìmoɲwa

for   end   the   war-our

  for this end, reading is, I believe, a guide to our war

___

mɛ́lwèɲatékìkòmjàmì magi: kwíyâpìɲ,

for   fight   hard   wealth   other   not+knowinfin   ground

to fight hard against ignorance is the ground,

___

twockèdè   can

___

[17] This sheet contains the same texts as File 2 (Disc notes) 1/26 – 2/26. Noonan distinguishes vowel categories [ATR] and describes tones here. The translations are slightly different from File 2 (Disc).
[18]No gloss is given.
[19]No gloss is given.
[20]No gloss is given.
[21]Hieda.
[22]No gloss is given.

disease and poverty
of disease + poverty

54/65[23]

Nyutme buk
rel book
- apwod momruawotoaborkedetitokop   i kom
not yet neg*delay* I-go   and narrate/preach speakingbody
2 –kwerokwanojuk, myerokongatemtitoacecekber
refuse read O. necfist of all I-try narrate *tell*   good
- akwan bang okwanbuk man
reading *after*they-reading book this
- kwan en, aye wangwa, apitwaonyoderowa
reading it I believe our-eyes *our-might illuminate-us*
- Entokadi bed balawatwerogonyokwaniyoreapolapola
as for although/even if be interpret
- jonoatittogi no an atamonipirgiditto i kato
divert? I'm narrating thing this I I-think that according *much*to them

55/65

2

1 ìkáréàméjò àtàrkél ́o !kwánìyì Apirikaòɲò ι
When white people brought reading to A. it is possible

———

Lòbòwání ì ɲémwakaàròmmòtutu míáàcêl
 Our land that behind *is sufficient*

———

kímakato
school?
with school

2pétyéjò àpólàméònwòŋòtámóòɲòparopιwòt ι kwan[24]

———

[23]The texts in 54/65 – 55/65 are the same texts as File 2 (Disc notes) 1/26 – 2/26 with small changes.
Moreover, the texts in 54/65 – 55/65 include similar texts to 53/65 in this file. Most parts of the
texts in 54/65 – 55/65 do not distinguish the vowel categories [ATR] and do not describe tones.
They include some different glosses from the File (Disc notes) 1/26 – 2/26 and 53/65 in this file.
The differences are marked by italics.
[24]No gloss is given.

There are not many people that thought (or...) about going? school

___

1   kinmwakanipiencanereonwòŋòtɛk
inbetween   this   because   our poverty   was   hard

___

3okwanorocwanyriktweroya   ŋemairo   15[25]

Some of these learners used to be able to go about? 15 miles

___

kimakatomɛ́   wòtòdíkó
within the morning
to school to go in the morning

___

 dɔkdáŋcùkúlkɛ́kɛ́nònwòŋònok   ı   kıtacolaopwoɲe
 again also   school   alone   few   teachers

___

 rikdaŋnokkedeni[26]

56/65

3

1 peobinokatokarealactwatwal
ample
It did not surpass a very ample time

___

2   opwoɲeobinomedeekacukul   dang   tenyathis situation did not vary?
Teachers increase   and then   also   abandon/be plentiful
Teachers increased then schools also

___

3 mit   akwanòtɛ́cɔ̀bbɔcuɲdano
pierced   liver   people
desire for reading then filled people

___

4odoŋekedeimakiotɛnìàŋbɛ́ra   kwan
elders   and   become impressed   (where is ı̀?
elders became impressed with the benefits of learning

___

5ciliŋàrıkokanoı̀burutɛ́tiyo   tic

---

[25]No gloss is given.
[26]File 2 (Disc notes) 2/26, line 12.

long ago hid   in hole   then did work
money that they long ago hid in the ground did work

___

6 ɪtɪnootɛwotɪcukul
children   then   went   to school

___

7 ɪ   kin   otinoru,   rikonwoŋotyeiyeawobiaɲiŋeojʊk[27]

   Among these children, there was

57/65[28]

4

1 Ojʊk,   awobionwoŋopapɛrɛoyubere   i   kometwatwal
   O, a boy whose father

___

2 nikwan   a tɛkwektunɪrwɔm   a   malo
letreach/arrive   support

___

3 àɰ́ olwoŋoniyunivaiti

58/65– 61/65[29]
Noonan
English 738
APWO GIN KEDE APUK
[The Hare and the Tortoise]

62/65– 65/65[30]
Noonan
English 738
OJUK ANGWEC KWAN
[Ojuk, the Runaway from Reading]

_____

[27]No gloss is given.
[28] The text in 57/65 is the same text as the final line of File 2 (Disc notes) 1/26 and the first two lines of 2/26.
[29] The texts from 58/65 to 61/65 are the same as File 2 (Disc notes) 5/26 – 8/26. No comment is given by Noonan here.
[30] The texts from 62/64 to 65/65 are the same as File 2 (Disc notes) 1/26 – 4/26. No comment is given by Noonan.

File 4[1]
(Lango data with notations)

---

[1]This file starts with the table which reveals the organization of the whole data collected by Noonan. It tells us that he collected a big amount of the Lango data. Regrettably we can find only a small part of them. Some words are not readable because of printing condition.

1/62

LANGO DATA

54

72	verb system	5

3/62

4/62

ind. mɪtɔ takes prog, not imperf. in pres.   Acooli

à mítɔ́   pàlànì

  à wìllɔ̀   pàlànì

  I am buying this knife

  à wílɔ̀   pàlànì

  I bought this knife

  à márɔ̀   pàlànì

  I like this knife (own knife)

  ámààrɔ̀   pàlànì (does not _?_ good

might mean like but does not own

  The dog is dying.

    gwók   àtɔ̀ɔ̀   I pres prog

    gwók   òtɔ̀ɔ̀   ← perf 3s. ò̯

    The dog died.

The meat is rotten.   Perf?

    ríŋò   òtóp   =   ríŋò   òtɔ́p

    ↓   [ɔ]   tones are ok for perf

    Not tonal

    Different from riŋo used as obj: rìŋó but ríŋò as obj of càm ríŋò[2]

5/62[3]

Perfect

    I ate yesterday

à cémɔ̀àwórò

    à cémɔ̀   'I ate'

    *à cém   'I ate'

à càmɔ̀ rìŋɔ́   àwórò

---

[2]càm 'eat' bears subjunctive tonal pattern.

[3]The data in 4/56 are of Acooli as Noonan wrote. The data below are of Lango? The adverbial awɔ́!rɔ́ 'yesterday' is Lango form. The Acooli form is awɔ́r.

57

*à cɛ́mɔ́   àwórò

Eat!   wɛk   k→x/V__V

   cɛ́!m   k→ φ/__[C   ]

  Eat meat!   +high

   càm   ríŋònote diff. in tone when obj. of imp. v. s.

               elsewhere. Su tone is like of obj. of imp.

  wɛ̀k   àcɛ́!m   'let me eat'   tone.   ríŋò òtɔ́p the meat is rotten

  wɛ̀k   cɛ́!m   'let him eat'

  wɛ̀k   òcɛ́!m   'let's eat'

   [h]

cɛ́!m wúnù ?   not wúnú?   You (plural) eat

  wɛ̀k   giòcɛ́!m   let them eat

  wɛ̀k   àcá!m   !ríŋò   let me eat meat[4]

  wɛ̀k   cá!m   !ríŋò let him eat meat

  wɛ̀k   òcá!m   !ríŋòlet us eat meat

   cá!m wúnú   ríŋò   let you eat meat (pl.)

6/62

  Let them eat meat

  wɛ̀k   giò   cá!m   !ríŋò

  tiyo   to do something   trans

  tic   to work   intran

  kwan   to read

Pres   I am reading   ✓check   ákwân

ákwán   (ámàn)   the may __?__ before ámàn as á cɛ̀m

I am reading a book   á cɛ́m ámàn

 ákwànnɔ̀ búk

Future   I will read tomorrow

ákwàn   dìkí

   W→à!bí!nó kwàn   ✓   may be kwân   cf. àbínò   cêm

   E→àbínò   kwán   dìkì

          Check àbínò   kwân

  I will read a book tomorrow

  E→àbínò   kwànnɔ̀ búk   dìkì

---

[4]! marks mid tone. Noonan records mid tone on the first syllable of 'meat'.

W→àbínó   note: àbínò kwánò búk (?)

Informant later felt àbínò kwánnò búk was better

    Maintains nn is correct

I read every day

        akánò   dìdìk

7/62

46 I cut myself

àŋóllè   kɛ́nà

47 The woman hated the dog

   dákó   ódágò   gwók

48 The woman hated herself

   dákó   ódággɛ́rɛ̀   kɛ̀nɛ̀

49 I hated myself

   ádággɛ́rɛ̀   kɛ́nɛ̀

a

← àdággɛ́rɛ̀   kɛ́nă ?

50 The woman burnt the stick

   dákó   ówáŋò   lùt

51 The woman burnt herself

   dákó   ówáŋŋɛ́rɛ̀   kɛ̀nɛ̀

52 (I burnt myself)   áwáŋŋɛ́rɛ̀   kɛ́na

   →→→ why high tone on á-

8/62

(7)[5] kwân   kwán   dìkì

ex. bellow

àbínò   kwánnò   búk

    àbínò   cámmò   rìŋó

       àcámò   rìŋó

   transitive future

	àcɛ́mò	I	ate
	ìcɛ́mò	you	--
	òcɛ̀mò	he	--
dákó	ócɛ́mò	the woman	--
átín	ócɛ́mò	the child	--

```
gwok   ócɛ́mɔ̀      the dog      --
rwót   ócɛ́mɔ̀      the chief    --
```
high tone seems to be marker of subject
(we ate) òcɛ́mɔ̀

```
àkwánɔ̀    I      read
ìkwánɔ̀    you    --    (s.)
òkwànɔ̀    he     read
òkwánɔ̀    we     read
  dákóókwánɔ̀     the woman    --
  rwót ókwánɔ̀    the chief    --
ìkwánɔ̀wùnù  you read (pl.)
 (gín) òkwánɔ̀     they read
```

Verb classes

class	ex.	intr. with ɔ	abl.	tr/intr
		o		
I	lwoŋ-	-	-	+
II	kwan-	+	-	+
III	cam-	+	+	+
IV	yom-	+	o	-

→IV may not exist; even yom has tr. counterpart in: ayómò yíí 'I pleased you.

I softened your belly.'

9/62

(3)[6]

The woman found that the man stole the chicken
dákóòbín   òŋéò   níicɔ́òkwálò   gwɛ́nò
(come to know)
The woman did not etc.
dákó   pé   (òbín)   òŋéò   ní
The woman doubts that the man st. the chi.
dákó   párðàpárá   kà   → This indicates embedded Q
ìcó   òkwálò   gwɛno
dákó   pé   támó   *ka
                   ni
woman does not think that

---

[6] This number is the number of sessions in 1/62 – 3/62.

```

dákó    támó    nììcó pé[7]
        think      he did not
paro – think, deep thought ?
ka – if
(ní) ká   twɛ́rɛ̀   myɛ̀ró   ìbín   díkí
If possible       you should come tomorrow
(Can you come tomorrow)
It is possible that the man stole the chicken
      (that he did not steal the chicken)
Marked   gwɔk   nyó   ìcó   pé   òkwálò   gwɛ́nò
          (pé)   _____   àtɛ́nì


10/62
(4)[8]
The woman made the man to steal the chicken
  *force
16 dákóòmíòìcóòkwálò   gwɛ́nò
òdíò      ← ní   ok   10.2
              = force
   nagged until he stole the chicken
17 dákó   òdíò   *ìcó   ìkwállò   gwɛ́nò
ìcó   nàkà   òkwálò   gwɛ́nò
18 dákó   ódíò   ìcó   tè tɛ   kwàlló   gwɛ́nò
   The woman forced the man to steal the chicken
      te = to the point of, then
19 dako omio + te sentence only in telling stories
   The woman let the man steal the chicken
20 dákó   òwɛ́kò   ìcɔ́   òkwálò   gwɛ́nò
              lócà →
21dàkó   òwɛ́kò   ní   ìcɔ́   kwàl   gwɛ́nò
   She let him steal the chicken deliberately
willingly
   The chief ordered the man to steal the chicken
22 rwɔ́t   òdíò   ìcó   ní   !kwál   gwɛ́nò
This could just be imperative i.e. the chief ordered the man – you steal a chicken
              but see over

---

[7] ɪcɔ́'man' is sometimes recorded as ìcó. The description of the vowel categories [ATR] is not
stable.
[8] This number is the number of sessions in 1/62 - 3/62

61

11/62

Tuesday 5 July

(9)　Complementation Ⅲ[9], I + N prep's

1 gwók　!ágwèyò　àtí!n　　the dog is barking at the child

2 yát　àgóm　　　　　　the stick is bending

3 rwót　òmítò　ní　lócà

The chief wanted

4 The chief wanted to steal the chicken

rwót　òmítò　kwàllò　gwénò

　　= he wanted but he probably did not

　　　not succeeded. This inference prob. like Eng.

5 rwót　òmítò　ní　έn　kwál　gwénò

The chief wanted him/her to steal the chicken

Does en refer to rwot? Strange

6 rwót　òmítò　ní　kwál　gwénò

The chief wanted him to steal the chicken

Someone else, not chief

ε

7 rwót　òtémò　kwàllò　gwénò

The chief tried to steal the chicken

8 the chief was able to steal the chicken

　　rwót　twéró　kwàllò　gwénò

　　　(habitual form)

9 rwót　òtwéró　kwàllò　gwénò　　　　*

10 (he could have but did not want to)

　　The chief could have stolen the chicken

perfect marker

　　rwót　ònwóŋò　rómó　kwàllò　gwénò

___but did'tcould

12/62

　lócà　myérò

ìcó　myérò

àtí!n　myérò

29　The chief might steal the chicken

rwót　twérò　kwàllò　gwénò

30　It seems that the man stole the chicken

---

[9]　This number is the number of sessions in 1/62 – 3/62

lócàilɔ́kí   òkwálò   gwɛ́nò

                         cáló         These look like parentheticals

31 The chief is going to K

rwót   àwɔ́t   kàmpálà

rwót   àwɔ́t   ìyì   Kampala   *

32 The chief is going to the village

--     --     ìyì   cárò

                              in      village

--     --     cárò   *

33 The chief is standing

rwót   àcúŋ

34 --    --     rear the house

rwót   àcúŋìŋè   ɔ́t

35                  in the house

ìyì   ɔ́t

36                  in front to the house

ìnyím   ɔ̀t


13/62

(11)tired of –ì + poss[10]

         Tuesday

àtín   òmío   mɔ́t      The child was given

àtín   òmíò   mɔ́t      The child gave

   The man was tired of food

ìcɔ́   óól   ìcɛ́m

?) The man is tired of his dog

gwókkɛ́rè

ìcɔ́   óól   ì gwókɛ́rè(alienable)

?) The man is tired of his wife

ìcɔ́   óól   ìdákó mèrè

?) ìcɔ́   óól   òtɔ́kà mèrè        of his car

   *ìcɔ́   óól   itɔka mɛrɛ

                 or

?) ìcɔ́   óól   ìmɔ́tàkà mèrèof his car

?) The man is tired of his child        The prep ì is used when the following N

  ìcɔ́   óól   àtín !ɛ́rè            begins with a C or is a monosyl., even

      if it begins with a V[11]

---

[10]  The number is the number of sessions in 1/62 – 3/62.

[11]  Vowels are subject to vowel coalescence if they have not stress.

?)                              of his chief     ìcɛ́m    but: òdìlò
  ìrwótɛ́rɛ̀          ìgwók          òtɔ́kà
assimilation rule? No          ìdákó          no ì
ìɔ́t


14/62
(4)[12]

                              pɔ    scar
                              remɔ    blood
20) The man is tired of his scar
ìcɔ́óól    ìpɔ́ mɛ́rɛ̀

                              → C. gives reemu
21)ìcɔ́óól    ìrémɔ̀ mɛ́rɛ̀blood
                    - if the N ends in a V, mɛ́rɛ̀ is used, regardless
                        whether or not the N is inalienable
                        - if the N ends in a C, ɛ̀ is used if inalienable,
                    ɛ́rɛ̀ if alienable
                        ìcɔ́óól    ìgwókɛ́rɛ̀    the man is tired of his dog
                        ìcɔ́    óól    ìwúmɛ̀        --        --        his nose
final vowel    mɛrɛ
final consonant    ɛ/ɛrɛ[13]


22)    --    --    ìdɔ́gɛ̀          mouth
23)    --    --    ìcíŋɛ̀          hand
24)    --    --    ìtyɛ́nɛ̀          leg
25)    --    --    ìyɔ́ŋɛ̀          back
26) The man was tired of eating
ìcɔ́ònwóŋòóól    ìcɛ́m
27)    -- will be tired of eating
ìcɔ́àól    ìcɛ́m
or
28)ìcɔ́    !bínóóólìcɛ́m
29) ìcɔ́    !bínó    nwóŋŋòóól    ìcɛ́m
You will find him tired at that time

---

[12]  This number is the number of sessions in the list 1/62 – 3/62.
[13]nɛ or mɛrɛ? The nasals are assimilated with the preceding consonant.

64

15/62

43) The man bought <u>it</u> for the woman

ìcɔ́ówíllì   dákò

it = unspecified object

44)ìcɔ́ówílɔ̀   pì   dákò

because of the woman

45)

        Conclusion:

        - virtually any V will allow ben. affix (with ben. N following)

        - ben ≠ pì N - inform consistently trans. ben as for, pì because of

        - ben ≠ dat (see 32)


16/62

(14)rel. cl's[14]

        Thursday July 21

* 1 ìcóómíyì   rwót   búk   bɔ̀t   dákò

2 ìcó   ówíllì   àtí!n   mót   pì   dákó

  The man bought the child a present because of the woman

3 dákó   ámɛ̀   ìcɔ́   ómíyò   búk   bɔ̀tɛ̀   no   dwɔ́ŋ

it's, pos., that cà, nò etc. occur finally in NP's

               ← the refers to woman[15]

                       cà that ( --   --   -- )

4 *      bɔt

5 *dákó   bɔ̀tá   mɛ̀   ɪcɔ́   ómíyò   búk   cà   dwɔ́ŋ

6 *--   bɔ̀tɛ̀   --

7 *dákó   amɛ   bɔtɛ    icɔ   etc.

8 ìcɔ́   ónɛ́kkì   dákò   gwók

  The man killed dog for the woman

  The woman who the man killed the dog for is

dákò   ámɛ́   ìcɔ́   ónɛ́kɔ̀   gwók   pírɛ̀   nò   dwɔ́ŋ


17/62

Note. must have cà before dwɔŋ or use gwók!kɔ́

    *ìcɔ́ !kɔ́   ónɛ́kɔ̀   gwók

    ìcɔ́   ónɛ́kò   dákò no   gwokkɔ   → This is just nó

---

[14] This number is the number of sessions in the list 1/62 – 3/62.

[15] Any other constituents cannot intervene between the antecedent and the relative clause. The demonstrative nò 'the' modifies to the woman.

gwok+no → gwokko

_____

ben. NP's behave like obj's in that when pro. They take normal obj pro's, but don't behave like obj's in that when re. They require a resumptive pro, like obj's of prep's

basic     ìcɔ́  ónɛ́kò  gwók

ìcɔ́  ónɛ́kkì  dákò  gwók

    gwók  á!mɛ́  ìcɔ́  ónɛ́kkì  dákò  cà  dwɔ́ŋ

    dákó  á!mɛ́  ìcɔ́  ónɛ́kkɛ̀  gwók  cà  dwɔ́ŋ  (resumptive pro)

    *dákó  á!mɛ́  ìcɔ́  ónɛ́kkì  gwók  cà  dwɔ́ŋ

    *dákó  á!mɛ́  ìcɔ́  ónɛ́kò  gwók  cà  dwɔ́ŋ

    *dákó  á!mɛ́  ìcɔ́  ònɛ́kkì  ɛ́n  gwók  cà  dwɔ́ŋ


18/62

(15)[16]Comp

    Tuesday 27 July

?) dákóómío  níìcɔ́  !kwál  gwɛ́nɔ

                            → see 24

?) *dákóómìò  níìcɔ́  ókwálo  gwɛ́no


    The woman will make the man steal the chicken

      dákó  !bíno  míyò

      dákó !bínó mìyò


?) a) dákó  ómíò  ìcɔ́  ní  !kwál  gwɛ́nò

b)  --      --    ni  ìcɔ́  !kwál  gwɛ́nò  ←←←←

    c)dákó  ómíò  ìcɔ́  ókwálò  gwɛ́nò↑

    òkɔ́bɔ̀   with (2) or (3)↑

    4) dákó  ókɔ́bɔ̀  níìcɔ́  ókwálo  gwɛ́nò            ↑

    The woman said the man stole the chicken          ↑

    5) dákó  ókɔ́bɔ̀  níìcɔ́  !kwál  gwɛ́nò         ↑

    The woman said that the man should steal the chicken   ↑

    !kwál gwɛ́nɔ̀ = steal chicken                ↑

    Subjunctive                        ↑

    = The woman gave the man something in order to steal the chicken   →

               → seems to be a kind of benefactive

    6) dákó  òkɔ̀bbíícɔ́  ní  !kwál  gwɛ́nò

_____

[16] This number indicates the number of sessions in the Noonan's list 1/62 -3/62.

The woman told the man to steal the chicken

← direct order

5) = The woman ordered the man to steal the chicken

19/26

myero = it is fitting, necessary – this is followed by subjunctive

21) *rwót myέró kwàllò gwénò

     rwót myέró kwàl gwénò

---

22) a) rwót onwɔŋɔ àmítò ni ìkwal gwénò

  b) an onwɔŋɔ = be __?__

  c) an ànwɔ́ŋɔ̀ búk

23) án ònwɔ́ŋɔ̀ àkwánnɔ́ búk

I was reading a book (while something else was going on

24) yın onwɔŋɔ ìkwánnɔ́ búk

25) ɛn     --    àkwánnɔ́    --

[You wanted the man to steal the chicken

imito ------]

26) We       òkwánnɔ́

    You (pl.)  òkwannɔ́

    They     àkwánnɔ́

20/62

subjects

  rwɔ́t  ócέmɔ̀        This could be an automatic process that doesn't depend

  dyâŋ  òcέmɔ̀      on underlying, but rather derived tone. See over[17]

  lócà  òcέmɔ̀

  dákó  ócέmɔ̀[18]

  ìcɔ́  ócέmɔ̀

  àtín  ócέmɔ̀[19]

  púc  ócέmɔ̀

  ìŋátò  òcέmɔ̀

  gwók  ócέmɔ̀

  ɔ̀t  òbèddò  dwɔ́ŋ    strange    ɔ̀tàdwɔ́ŋ

---

[17]High Spread is applied between the subjects and the following verb.

[18] The description of tones is problematic.

[19]The description of tones is problematic.

rɛttɛ   'falling'

the house fell down   ɔ̀t   ɔ̀rɛ́ttɛ̀   pɪ́ŋ[20]

the chief fell down   rwót   órɛ́ttɛ̀   pɪ́ŋ

    dyâŋ   ɔ̀rɛ́ttɛ̀   pɪ́ŋ

objects

    ònɛ̀nnɔ̀   ɔ́t[21]

    ònɛ̀nnɔ̀   rwót

    ònɛ̀nnɔ̀   dyâŋ

    ònɛ̀nnɔ̀   lócà

    ònɛ̀nnɔ̀   dákó

    ònɛ̀nnɔ̀   ìcɔ́

    ònɛ̀nnɔ̀   àtɪ́n

    ònɛ̀nnɔ̀   gwɔ́k

    ònɛ̀nnɔ̀   ìɲátò

21/62

    púc   ónɛ́nɔ̀   ɔ́t

    púc   ónɛ́nɔ̀   rwót

    púc   ónɛ́nɔ̀   dyâŋ

    púc   ónɛ́nɔ̀   lócà

púc   ónɛ́nɔ̀   dákó

    púc   ónɛ́ɔ̀ìcɔ́

    púc   ónɛ́nɔ̀àtɪ́n

    púc   ónɛ́nɔ̀   gwók

    púc   ónɛ́nɔ̀   ìɲátò

ɔ́t   bínó   rèttɛ̀   - got this 1st time

?→ ɔ̀t   bínó   rèttɛ̀   ɔ̀t   ɔ̀rèttɛ̀   (check again)

    rwót   bínó   rèttɛ̀

    dyâŋ   bínó   rèttɛ̀

    lócà   bínó   rèttɛ̀

    dákó   !bínó   rèttɛ̀       clear drops on these but rwot did not drop

    ìcɔ́   !bínó   rèttɛ̀      dako, atɪn, gwok were recorded in T+B as: dákô, àtɪ̂n, gwó^k

    àtɪ́n!bínó   rèttɛ̀     it's possible that these contain historic lows that conditioned

    gwók   !bínó   rèttɛ̀      the drop in bínó. rwót did not condition the drop as could be

    expected if its historic tone were just rwót ìcɔ́ did seem to

---

[20]pɪɲ

[21]ɔt

68

condition the drop. This needs to be rechecked.[22]

22/62[23]


23/62
(18)cleft[24]
Thursday 4 Aug
   Animate:[25]
   icɔ̂   dákô   àtîn   gwôk
   rwót
   tɔŋ   bínó   rèttὲ
   kɔm   bínó   rèttὲ
?) wìnyɔ́   bínó   rèttὲ
Ordered    ?    - tone rules
Down step on bínó is conditioned by lexical drop tone
down step   ìcɔ̂      rwót
tonesimplificationdákô   cf.   wìnyɔ́
optional rise(=3[rd] person past)àtîn
gwôk
The woman hit the man
   dákó   ójwátò   ìcɔ́[26]
   dákó   ocɛlo   --   (she threw a stich at him)
   dákó   ódɔ́ŋɔ̀   ìcɔ́
?) It's the man the woman hit
   ìcɔ́   ɛ́n   á!mɛ́   dákó   ódɔ́ŋɔ̀
?)It's the woman that hit the man
dákó   ɛ́n   (á!mɛ́)   òdɔ́ŋɔ̀   ìcɔ́


24/62
28 localexical   à mé

---

[22]  These nouns have a floating low toneme in the rightmost position. After the floating low toneme a high toneme is pronounced with a downstepped high tone.

[23]  This sheet is the same as 20/62.

[24]  This number is the number of sessions in 1/62 – 3/62.

[25]?

[26]  The examples cited here end in a vowel. When it is followed by a word beginning with a vowel, the vowel is coalesced with the following vowel. The tonemes are maintained. For instance, dákɔ́ɔjwatɔ → [dákɔ́jwatɔ].The tonal description here is not clear whether it is phonetic or phonemic.

cɔ̀ɔ̀   àmɛ́                      --  --

29 dako                      lexical   ìcɔ̂   à mé
   (pl.)  mɔ̀n  'women'          downstep  ìcɔ̂   à  !mé
       mɔ̀nàmɛ́ tone simpl.  ìcɔ̂   à  !mé
30 nyako  'girl'              tone spread  ìcɔ̂   á  !mé
'girls'  ànyírá  á!mɛ́
31 the man built the house
   ìcɔ́   ógɛ́rɔ̀   ɔ̀t
32 ɔ̀t  àmɛ́  ìcɔ́  ógɛ́rɔ̀  dwɔŋ
   lócà  àmɛ̀  ògɛ́rɔ̀  ɔ̀t  dwɔ́ŋ
   low tone – low tone – high tone
     high    - high     - downstep



tone spread
left to right      L → H
  àmɛ = lexically low


33 wúm    ókɛ́llɔ̀   Okell's nose
34 Okello's nose is big
   wúm   ókɛ́llɔ̀  dwɔ́ŋ
35 his nose is big
wúmmɛ́  dwɔ́ŋ
36 ókɛ́lló  wúmmɛ́ dwɔ́ŋ
*ókɛ́lló  wum  dɔŋ
   Okello's nose is big
37 *dákó  ódɔ́ŋɔ̀  ókɛ́llɔ̀  wúmmɛ̀
38  dákó  ódɔ́ŋɔ̀  wúm  ókɛ́llɔ̀



25/62
(20)Passive[27]
11 August              Numbers 1-10
A 34   from last wk[28]– possible but unusualeducated people
  35 and 37 my difference? Same to Mary
ɛn refers to man in both
     with    ɛn amɛ  in both. Still the same
*lócà  gwók  ɛ́n  dákó  ónɛ́kkɛ̀

---

[27]This number is the number of sessions in 1/62 – 3/62.
[28] Week?

only subject

M's friend          M[29] consistently has š in lócà, her friend,

lócà = [losa]  s~š~čK s. Both say č is also possible, and some people

icó       no 's'say the word that way. Words like icó, however, can

meja = meja     med<sup>y</sup>aonly be pronounced with č

friend      M

   ǰ~d<sup>y</sup>~y


B 1 the man was killed by the woman that the boy saw

    icó   dákó   á!mɛ́   àwóbí   ónɛ́nò   ɛ́n   ónɛ́kò

  2 dákó   á!mɛ́   àwóbí   ónɛ́nò,   ɛ́n   ònɛ́kò   ìc

      Preferred way – more native

  3 lócà   ònɛ́kò   the man killed   M's friend

*the man was killed

  4 rìŋó   ócámò   òkó   the meat was eaten up

24 dákó   !bínó   nènnò   rwót   ká   !ábínó   kwàllò   gwɛ́nò

25 --   --   --   rwót   !ákwàllò   gwɛ́nò

 25 = the woman will see the chief (came to steal the chicken/stealing the chicken

 24 = if he steals the chicken

26 pyɛ́n   bínó   rɛ̀ttɛ̀   M [tone]

    The skin will fall

    píɛ̀n   bínó   rɛ̀ttɛ̀   K

27   cɛ̀l   Q150 (root)

   1   àcɛ́l                    6   àbícɛ̀l   Q150

   2   àrìò   written aryo àryô T&B 441   7   àbírò

   3   àdɛ́k                    8   àbórò

   4   àŋwɛ́n                    9   àbóŋwɛ̀n [abõwɛn]

 5   àbíc   àbîc   Q150               10   àpâr

àdî   how many T&B 441

28   méjà   àpár   !bínó   rɛ̀ttɛ̀   KDriberg's numerals show Teso influence:

                     5 kany   T. á-kânyɪ (F)

      í-kânyɪ (M)

(21) verb paradigms   agentive nouns   higher no's[30]

---

[29] Personal names are omitted because of privacy.

Tuesday 16 Aug

1 lócà    ònέkɔ̀    gwók

2 gwók    ónέkɔ̀    ɔ̀kɔ́

3 *lócà    ònέk

4 lócà    ànέk    → agentive noun 'Killer'    The man kills (habitual)

5 lócà    ànέk    gwóggì    → 'Killer of dogs'(see 17 below)

6 lócà    ànèkkɔ̀    gwóggì    'he is killing dogs'

7 *lócà    ánèk

8kwan

à!kwánò    I read

   ìkwánò    you read/did you read     íkwàn    'you are reading'
   òkwánò

  rwót    òkwánò    the chief read

   lócà    òkwánò

  dákó    ókwánò

9 àkwánó    I read    (every night)

  Ìkwánó    you read

kwánó    he/she reads

  rwót    kwánó    the chief    --

lócà    kwánó    the man –

  dákó    kwánó    the woman –

10 I am reading    ákwàn

                  íkwàn

―――

28/62

(22)    Order in the NP[31]

Wednesday 24 Aug.        Numerals (cont.)    míá    àcêl

1) míá    ácèl    100

2) míá            you can use this for 100

3) àcél        ↑→ regular tone rules don't work here

4) àcêl = lexical toneThe tone changesin 1) and 3)

5) *meja mia    bino    rɛttɛ

   No – you need acɛl

      Méjá    míá    ácèl    bínó    rèttè

  Acholi = míâ

6) míá    áryɔ̀    200

―――――――――――――――――――――――――――――――――――――――

[30]  This number is the number of sessions in 1/62 – 3/62.
[31]  This number is the number of sessions in 1/62 – 3/62.

7) 234 = míá áryɔ̀ í pyɛ́rà àdɛ́k wíè àŋwɛ́n

8)-- -- *wíè -- -- -- --

9) -- -- í -- -- *í --

10) míá ábórò í pyɛ́rà àŋwɛ́n wíè àd(ɛ́k)

   Note rise ↗

11) 1000 = túrúmíà àcɛ́l    - Acholi

or tutu míá ácɛ́l   ← note tone - optional

12) 1843 = tutumia acɛl í   etc.

13)     tútúmíá áóò

        tútúmíá ádɛ́k – raising rule

tone is regular – mia is abnormal

   e.g. míá   ádɛ̀k


29/62

17) ògwàŋ pàlà né !pé   =   Acholi

    ògwàŋ pàlà mɛ́rɛ́ !pé  =Lango

kife   his

18)  --     --     --     !tíé

19) twól rác ácámà    - child waved _?_

    snake is bad to eat   (strange)

20) gwénò bɛ́r ácámà

21) twól bɛ́r ácámà

22) pɔ́nʊ́ rác ácámà (strange)


Nouns

ànɛ́nɔ̀

mon

1) ànɛ́nɔ̀ món     women

2) àjáŋá     cat

3)    àjáŋé    cats

4)    púc    cat   } later got  púc

5) púcé    cats  }     pùcé

6)   àkɔ́ŋ    spring

7) àkɔ́ŋé    springs

8) àmú      b.–in-law

9) àmúná   my b.-in-law

10) àmúè       brothers-in-law

11)   àmúénà   my brothers-in-law

12)   àmúrú     thigh

13)    number + thigh   thighs

73

(31)  Conjunction  N-plurals  ɛ- (4[th] person)  anaphora with NP-fronting[32]

Wednesday Oct. 5

1) dákó  òmátò  pí  lócà  òcámò  rìŋó

 The woman drank water and the man ate meat        no and there

2)-- -- pí  àmέ  lócà  -- --

 The woman drank water while the man ate meat

3)dákó  òmyέlò

 Woman danced

4)dákó  òwérò  wér

 Woman sang songs

5)the woman danced and sang songs

  dákó  òmyέlò,  tὲ  wérò  wér

    'and then'

 *kede  cannot be used as conjunction te

6)if at the same time

dákó  ónwóŋò  myέló  wéró  myέló  wéró

    Past        hab.

7)án  ónwóŋò  àmyέló  àwéró  àmyέló  àwéró

NB  habitual tones   Why hab. here when these are referring to ongoing action? Like adj.

8)àwórò

 can leave out yesterday, last might

  onwoŋo if used yesterday

or can use both

?) he is singing & dacing

 myέlɔ  bédó  myέɔ  bédó

?) I am singing & dancing

  àwér  àmyέl              Nominal form

 agentive nouns  àbédó  àwér` etc.   I am a singer & a dancer

2)*dákó  òmátò  pí  ὲcámò  rìŋó

 The woman drank water & ate meat

3)ὲcámò  rìŋó     can be a question   did he eat meat?

    ɛ- seems allowable only in sub. clauses, not in conjunctions, etc.

 This could suppose a òkòbò ní

---

[32] This number is the number of sessions in 1/62 – 3/62.

4)òkòbò ní ècámò rìŋó

5) ɛ́ká    } 'and then'

tè       'after'

6)daŋ 'also'

   ɛ́n  dáŋ  áwòt

she/he is also going


32/62

(32)  ɛ-  N-plurals   Comparatives   Comps with dag- 'hate'[33]

Friday 6 Oct

   *dako  ócámò  rìŋó  dáŋ  ìcó  òmátò

?) dákó  ówérò  wér  dáŋ  òmyélò

   The Su's of dances conjoined by dáŋ must be coref.   dáŋ    òmyélò

   Subject must be same                    *ico ↗

?)dákó  ókóbbì  lócà  ní  ɛ́!bíó

                 càmmò  rìŋó↖she

ɛ- can only be anaphoric with subjects

                          always anaphoric with subjects


Comparatives - superlatives

?)lócà  dwóŋ

   The man is big/old

   The woman is bigger than the man

   dákó  dwóŋ  lɔ́ɔ́  ìcó

or dákó  dwóŋ  kátó  ìcó

?)dákó   ólóyò = Acholi

   olɔ = defeated, crushed

lɔ = to defeat, crush

?)Luo _____ sentence – no


33/62

(33)  Reflexive V's -ɛ́rɛ́ vs -ɛ́   N-plurals   ablative reflexive[34]

Wednesday 12 Oct

1 àlwɔ́kkɛ́rɛ̀   kɛ́nà

   àlwɔ́kɛ́rɛ̀   kɛ́nà

2 àlwɔ́kkɔ̀  àtín       I am washing the child

---

[33] This number is the number of sessions in 1/62 – 3/62.

[34] This number is the number of sessions in 1/62 – 3/62.

3ònékérɛ    kènè    He killed himelf

nne    érè added and no gem.

4 gwók    ócáméré    kènè

5 gwók    ácàmmò    rìŋó

6 dákó    òdágéré    kènè    The woman hated herself

7 dákó    òwáŋéré    kènè

8 dákó    áwàŋŋò    rìŋó    The woman burnt the meat


Reflexives

<u>érèCɛ́</u>

    nek, winy    jwat, cat
    lwɔk, doŋ    nɛn, pwod
    (dag), nwoŋ    ŋɔlalveolars take gem. + -ɛ́
    waŋ, kwak    lɪl    everything else -ɛ́rɛ́
    mok, lɛm    bar

9*lócà    wek    cammo

man    allowed himself to eat

10 dákó    òmókò    mác    woman lit the fire

11 mác    òmókérɛ́    kèné    the fire lit itself

12 dákó òjwáttɛ́    kènè    the woman hit herelf

13 dákó    òjwátɛ́

14 dákó    nénné    kènè    saw herself

15-- òŋóllɛ́    kènè



34/62

(35)    N-plurals[35]

Thursday

1)    ànɛ́nò    píèn    skin

2)    --    pìènɛ́    skins

3)    --    pò scar

4)    --    --    scars

5)    --    púc    cat    } earlier heard púcé

6)    --    pucecat

7)    --    pùc    mole

8)    --    --    moles

9)    --    ròmò    sheep

10)    --    rómí    sheep (pl.)

11)    --    rémó blood

---

[35] This number is the number of sessions in 1/62 – 3/62.

12) -- -- bloods
13) -- rìŋó meat
14) -- rwót chief
15) -- rwòdé chiefs
16) -- tìc work
17) -- tík chin
18) -- tóŋspear
19) -- tóŋé spears
20) -- twól snake
21) -- twòlésnakes
22) -- tyέn leg
23) -- ùdìhouses
24) -- wáŋeye
25) àwínyò wέr song I hear
26) -- -- songs
27) -- wέrò
28) àŋéò wééróI know that song wer + no → werro [we:r]


35/62
(38) weather terms trans. of A. impersonal terms[36]
Thursday Nov 3
1 òŋàayá I am defeated. (Acholi, Its too much for me.
2 òlóá I am defeated or he defeated me
3 έn òlóá He defeated me
4 án òló I defeated
5 án òlóá I am defeated
(you have been trying but cannot
6 pé àtwέrò I cannot, I don't ____
7 àtwέrò càmmò rìŋó I am able to eat meat
8 tíc òlóá I can't work (defeated me, I tried it)
implies that I tried and failed, not if I am sick – I can't work
9 pé àtwέrò tìc I can't work (e.g. sick)
10 kót ácwèè It is raining (now)
11 kót ócwéè It rained
12kót cwéé It rains every day
13 kót òpwódà The rain beat me – It rained

---

[36] This number is the number of sessions in 1/62 – 3/62.

36/62

kıro    spray

26 kíc    òcwéèbees (swarmed)

          See 39        came out of hive

27 *ìkúná    òcwéè        mist came down

      mist                you wake up & find the mist

28 ìkúná    ábìnò        big mist, rolled in

29 It thundered

   kɔ́t    òmór          rain thundered

30mɔ́tòkà    òmór        car thundered

31 búl    òmór          drum    --

32 dégé    --            plane    --

33 céŋ    áryèny        sun is shining

34 céŋ    ádònnyó        sun is rising

35 céŋ    ódɔ́nyɔ̀ }      sun is set

          òpótò    Lwo    podho

36céŋ    ádònnyó        sun is rising

   céŋ    ádɔ̀nyɔ̀    setting

      ádɔ̀nnyɔ̀


37/62

21 The woman woke up the child

dákó    òcóò    àtín

22 dákó    ácòyò    àtín

ʌepenth. Cons

            is waking up the child

23 dákó    ácóò    àtín    mɛ́    càmmò    gwénò

   use infin with obj., purpose form with obj. del. unless coref.

   may need further referent – 023 gives : kal mɛ arega    millet for grinding

      ɔt mɛ butu    house for sleeping

   evidently, infin. used with obliq's

24 --    --    mɛ́    ácámà

= wake up child to eat it

25 --    --    mɛ́    ácámà    mɛ́rè

for his eating

26dákó    òmákò    gwénò

 woman caught    chicken

27 --    --    --    mɛ́    ácàmà

      to eat

78

38/62

(44)  me + {participle} preps[37]

Thursday 1 Dec     infin

1 baloto injure?   no - spoil

2 *lócà òbálò tyén      not for injured limb

3 --    òwánò tyéné     man injured his leg

4 mán búk mé ákwáná

5 gúlú mé tèddò     pot for cooking cf. part. may only (be) used when N has

6 rìŋó mé átédá     meat for cookingobj. rel. to V; ifin with instr; only RC's

7 yàt méjwàttò     stick for hitting          ___ Subj or agentive N's

8 pàlà mé nèkkò     *

9 pàlà mé yàŋŋò(knife) for cutting

10tòŋ mé nèkkò     spear for killing

11 lócà mé nèkkò

12lócàá!méonékò     *

must say what he kills

13lócà ànék twól

The man is a killer of snakes

14note

If attributive on subject – via relative clause

        --     on object – me + infinitive or special construction with me

15lócà òwílò yát mé jwàttò gwéno

 The man bought a stich for beating chicken

16lócà òwílò yát mé áwótá     *

17 --     --     --   mé   wót

18 --   --       --   mé   ámátá

Man bought medicine for drinking


39/62

 málágà

34 lócà cémó ì málàgà

with fork

Note: If word begins with vowel, do not use ì

35 lócà òbínò (ì) àtín     The generalization is kèdɛ + i can be used in the same

    optional     contexts, but I assimilates the initial vowels

36 lócà cémó ògíkò

ì or kɛdɛ but obligatory

---

[37] This number is the number of sessions in 1/62 – 3/62.

Note:assimilation if precedes a vowel

↓

37lócà  òbínòì  dákó

Man came with woman

38lócà  obínò  {φ}  àtín

           *ì  assimilation obligatory

39 lócà  òwótò  bòt  dákó

40 lócà  òmíò  cénéméré  bòt  dákó

41 àbùméntè  government

42lócà  òmíò  cɛnɛmɛrɛ  bòt  àbùméntè

40/62

24 man tried to steal the chicken

ìcó  òtémò  kwàllò  gwénò

25 ìcó  òtémò  ní  !é!kwál  gwénò

less common than 24 (rarely used) mean same thing

26 *dákó  ònénò  ìcó  kwàllò  gwénò

27  ∨ --  --  --  !ákwàllò  gwénò

28?dákó  ònénò  ìcó  ní  !kwál  gwénò

makes no sense

29dákó  ònénò  ìcó  òkwálò  gwénò

Woman saw the man that stole

30--  --  --  !ákwàllò  gwénò

                Stealing chicken

31The man remembered that he stole a chicken

   ìcó  òpóyò  ní  ɛ̀kwálò  gwénò

32ìcó  òpóyò  kwàllò  gwénò

He remembered stealing the chicken

33*ìcóòpóyò  ní  !ɛ́kwál  gwénò

41/62[38]

The man remembered that he should steal the chicken

   not used

34 ìcó  òcégò  dɔ̀gólá

35 The man remembered closing the door/to close the door

ìcó  òpóyò  cèggò  dɔ̀gólá

36 ∨ìcó  òpóyò  òcégò  dɔ̀gólá

---

[38]This sheet directly follows the previous page 40/62.

\* --      --      ècégò      --

The man remembered and he closed the door

37wíè   òwíl - he forgot

    ìcó   wíè   òwíl   ní   ècégò   dɔ̀gólá

38ìcó   wíè   òwíl   òcégò   dɔ̀gólá

The man forgot nd closed the door

39--      --      --      cèggò   dɔ̀gólá

The man forgot to close the door

Note:serial construction

37+38 provide contrast - ɛ- is used with equi-subj.; but only in cases of subord. – in serial constructions, o- is equi-subj. indicates(?) that syntactically it isn't subord.


42/62

(by telephone)

40 dákóòdìà   { àkwálò   gwénò      } woman forced me to steal a chicken

{ ní !á!kwál   gwénò }

41ìcó   òkóbbì   dákó   !ní

    No more specific word for 'promise'


43/62

(50)   tr – intr[39]

    anyɔmɔ

    anyomo marry

ànyómɛ́rɛ́   wán   okélɔ̀   woman

ɔ̀pírɛ́ nà   bɔ́p   my tire is deflated

    non-intentional   àbópò   ɔ̀pírɛ́

àwéò   ɔ̀pírɛ́   intentionally deflate

ɔ̀mɔ́ydò ~ ɔ̀móddó

ámíttɔ̀   bìttɔ̀   àmɔ́ydó

    bìttò 'lure'   ɔ̀mɔ́ydò   bítɔ̀

rìŋó   ocɛlo

    cèddɔ̀ hold with a tip of fingers (because dirty)

dàktál   òcáŋò   lócà

    lócà   òcâŋ


càttò sell, _?_ erratically      √bought

lócà   òcátò   búk   lócà   òwílɔ̀   búk

---

[39]   This number is the number of sessions in 1/62 – 3/62.

búk    òcátò

action nominal = trader

ɛ = [æ]    ɛ́n    ácàt    jámí    he trades in things

↘ 'things' 'various good'

ɛ́n    ácàttò    jami    he sells things

ámìttò    càt    Q want to sell (become a trader)

dàk    change residence⁄place, no prep.

gànmɛ́ntɛ́    òdákò    àpwóny    kàn    òkénɛ̀ ← another

    G. transferred the teacher to another place

                → òkɔ́bɔ̀    also – same meaning


44/62[40]    2

    ámìttò    kɔbɔ̀                I want to move

    ámìttò    kɔbɔ̀    àpwóny    I want to transfer the teacher

gɛr

    ɔt    ògɛ́rò    The house is built

    gédò    building

    ɛ́n    ágèddɔhe's building (doing the work, planning etc.

ámìttò    gèèrò    ɔt

ámìttò    gédôI want to build

jɔbbɔ̀    sweep, scoop up (grain, seed); collect, gather

    a.[41]    jɔbbɔ̀    kàl

    a. jóbô    (M. doesn't like, O OK)

    cɔkkɔ̀    collect, gather

    kɔd-    hook (fish on line, walk arm in arm, help someone along)

    kod-    yámò    ákkòdìwind is blowing

    yámò    òkɛ́tɔ    kàl    wind scattered the millet

dákó    òkókò    cwárɛ́

    ámìttò    kòkkò    ìcó

    ámìttò    kókô

    kɛt-    ɔt    òkɛ́t    house is falling in part

    kàl    òkɛ́t    millet is scattered

    yámò    òkɛ́tò    ɔt

    a.    kèttò    ɔt

    a.    kèttò    I want to destroy

    kèttò        put

---

[40]This sheet directly follows the previous page 43/62.

[41]a.=àmìttò

82

kwɔr-  ákwɔ̀ɔ̀rɔ̀  kàl

a.[43]  kwɔ̀ɔ̀rɔ̀  kàl

a.  kwórô

dɛk  stew, sauce

ákwèèyò  dèk  I'm cooling the stew (stirring to cool)

dèk  òkwéè  Stew is cool

lɛl-  a. lélɔ̂  pì  nyàrá  'I want to rejoice over my daughter'

*a. lèllɔ̂  nyàrá  only intran  illicit__

lel-  make a stew with peanut butter or simsim

√her husband

lyɛl-  dákó  ònwóŋò  òlyélɔ̂  tík  cwàrɛ̀

√beard, chin

a.  lyèllɔ̂  tík  cwárá

a.  lyédô  I want to shave

a.  mèèr

a.  mèèrɔ̀  lócà  I want to intoxicate the man

nyam-  a. nyàmmɔ̀  rìŋó

a.  nyámô

ŋwɛc-  dáó  òŋwécò  ìcó

a.  ŋwɛc  ìcó

dákó  ámìttɔ̀  ŋwèccɔ̀  ìcó  Woman wants to run away from the man

ámìttɔ̀  ŋwèc  I want to run

ámìttɔ̀ŋwèc  ɔ̀kɔ́  I want to run away

ŋwèddɔ̀  pick leaves of vegetable (not uproot)

pùttò  uproot veg.

a.  ŋwèddɔ̀  bɔ́jɔ̀bɔ̀jɔ̀  black eyed peas leaves

a.  ŋwédô

45) ámìttɔ̀  yìttɔ̀  gɔ̀t

I want to climb mountain

46)  --  yìtɔ̀

47) gɔ̀t  òyítté? not sure – doubt it

gɔ̀t  òyít *

48) ámìttɔ̀  mèɲɲɔ̀  màc

---

[42]  This sheet directly follows the previous page 44/62.

[43] a.=àmìttɔ̀, hereinafter omission.

I want to light the fire

49) ámìttɔ́   mὲɲɔ̀   *

50) {mác   òmέɲnote

{light   flash   not the fire is lit

51) mac   òmέɲέrέfire is lit

52)ámìttɔ́   càmmɔ̀   rìŋó

53)  --   cὲm   I want to eat

54)rìŋó   òcámέrέ

(transitive form)

meat lasted more than a day or 2

? meat was made to last / lasted

55)activity naming forms only occur for stereotyped activities


47/62

31) àpúwà   òɔ́lɔ̀   lócà

Dust caused man to cough

32) lócà   òɔ́lɔ̀

Man coughed

33) dust is making the man to cough

àpúwà   ámíyɔ̀   lócà   àɔ́lɔ̀

34) àpúwà   áɔ̀llɔ̀   lócà

Man is coughing because of the dust

35)lócà   àɔ́lɔ̀   man is coughing

33 and 34 no difference

nyɛro (on comparative evidence)

36)nyero   laugh

lócà   ànyérô   man is laughing   Int

37)*ícíná   ányèèrò   lócà

Story is making man laugh

38)Tran.   dákó   ányèèrò   lócà

Woman is laughing at the man


48/62

ìdíkú   dákó   nénó   lócà

5) ìdíkú   lócà   dákó   nénó

6) gwóggí   món   òól   dúcú   kèdgɪ

1) the women are tired of all the <u>dogs</u>

↗   2) the women are all tired of the dogs

↑ not interpretation

84

7)ámìttɔ̀   rùkkà   bɔ̀ŋɔ́ná

✓ɪ? vowel lost – merged with a

8) ámìttɔ̀   rùkkà   àtín   bɔ̀ŋɔ́

I want to dress the child

9)I want to get dressed – rukka *

only use if dressing someone else

10)ámìttɔ̀   rùkkù   bɔ̀ŋɔ́

    I want to put on some clothes

    ámìttɔ̀   rùkéré

11)ámìttɔ̀   rùkkù   àtín       I want to dress the child

12) àmìttɔ̀   rùkká

  He or she wants to dress me


49/62

46 nyìkkɔ̀   to move something away, to move away

47 ámìttɔ̀   nyìkkɔ̀   bɔ́kcì   [bɔ́kkì]

48ámìttɔ̀   nyíkɔ̀

I want to move away       check if there is understood patient

49 bɔ́kcì   ònyíkéré

Box moved away

50 ìpònnò   ŋɔ́? ŋɔ̀

  What are you hiding for

51 àpònnò   bɔ́kcì   *

52ákànnò   bɔ́kcì

  He is hiding the box

53bɔ́kcì   òkánò

  Box is hidden       NP fronting / same one _?_ it

54bɔ́kcì   òkánnɛ́

  Box is hidden       - it fell somewhere


50/62

_____   lócà   òpóyò   ní   dákó   ___?___   cál   kèdè

man remembered that the child __?__ the woman

NP-fronting

33)man has a book

  lócà   tìé   ìbúk

34)lócà   tìé   kèdè   búk

35)búk   lócà   tìé   kèdè answer

Where is the book?

85

36)*lócà á!mɛ́ búk tìɛ́ kɛ̀dɛ́ òdɔ́k[44]

Conclusions:

1) can't NPF a Su in its own clause (can NPF a subord. Su) (SO orientation rule in clauses) introduction

→ 2) NPF but not cleft poss. in RC's (so NPF is bounded, cleft unbounded and root trans.)

→ 3) can NPF an arg. from subord. cl. (so unbounded)

→ 4) disting(uish) top from NPF – proof both can occur in a single clause 55.19 where 2nd interp. as S-orientation.

5) NPF is not obvious by governed (but then this could result from confusion with top.)


51/62

(50) adj. vs SO forms   allative suffix[45]

Tuesday 14 March

   bɛc

   dákó  bɛ̀r                  { lady} is good/beautiful

   dákó  ábɛ̀r / dákó  á!mɛ́  bɛ̀r   {woman}

   lócà  bɛ̀r

) món  bécɔ̀   → pretty sure about this tone – no downstep

) cɔ̀  bécɔ̀

) I am beautiful   àn  àbɛ́r

You are --  yɪn  ìbɛ́r

He/she --  ɛ́n  bɛ̀r

Note: ɛ́n  ábɛ̀r   the good one

We-- wán  òbɛ́ɔ̀

You (pl)--{ wun  ìbécɔ̀better

or  òbécɔ̀?

They--gín  òbécɔ̀

Note:adjective has a plural form

  nên = be visible

  nên *

) The man is visible   lócà  nén

He is visible  ɛ́n  nén

I  --   án  ànén

You  --yín  ìnén

 We  --wán  ònén

---

[44]?

[45] This number is the number of sessions in 1/62 – 3/62? The correct number is 57?

You (pl) --wún   ònén
        ìnén
They  -- gín   ònén


52/62
48 wòt = direction toward
  làtto walk in the city if you are there already
49 *latto   atın
50 I want to take child for a walk
  ámìttò   tèrrò   àtín   i   làt
    I want   to take
51 *lócà   òwóttó
52 lócà   òbínó
53 lócà   òbínnó
  *man came toward me
54 *lócà   òláttó     man strolled toward me
55 a) lócà   àdònò     man is getting in
    b) lócààdònnó     man is getting in/out toward you
    a) = go   b) = come
56 lócà   òwótò   i   mótòkà
  Man went in a car
57 ì   galí
with bicycle
58 àtín   márò   ní   !dákó   !gíddé the child loves the woman to tickle him
59 àtín   máró   ágíddá   dákó     the child wants the woman's tickling


53/62
  ámìttò   dwék
  I want to break up
  ákùmmù   cán
  I feel depressed?
  lot of things in mind, lot of worries
  ákùmmù     (no AN)
  ìcíná   òcékò   ← check the V's
  The story was told       here – see card
Telephone:
  lócà   òlyédò   àwóró     shaved
  lócà   òlyélò   tíkè   àwóró   shaved his beard
  SO, AN form is conjugatable


87

54/62

Lango oya i sudan. Jo okene mere te bino te guk Gulu. Jo i Gulu te bedo Acholi. Lango te bino naka Lira. I Lira kano jo okene mere te ya te bino Tororo. Jo i Tororo olwongo ni JaPadola. Jo okene mere owoto i Kenya. I Kenya olwongo gi ni JaLuo.

Check out repeatability of bino – see if it behaves like té

55/62

27 *díkí á!bínó àyékɔ̀ kàl

28 díkí àbín àyék kàl

  Can I come tomorrow to sieve kal

29 díkí bín yék kàl

    Can he come tomorrow to sieve

30 díkí òbín òyék kàl

  Can they/we come tomorrow to sieve

31 mwáká á!bínó, ábínó yèkkɔ̀ kàl

  Next year I will sieve kal

32 mwàkkí á!bínó

Year to come

33 òkélɔ̀ dàktál

  ɔkélɔ̀, àtámɔ̀ dàktál

↗ not sure if he's a doctor

more frequent    think he is

34 àtámɔ̀ ní òkélɔ̀ dàktál

35 àtámɔ̀ òkélɔ̀ dàktál

36 àŋéò òkélɔ̀ dàktál     I know Dr. Okello

  Otherwise    àŋéò ní òkélɔ̀ dàktál

56/62[46]  (Hieda: This page directly follows the previous page.)

37 ámìttɔ́ ní òkélɔ̀ bín

  I wanted Okello to come

ámìttí òkélɔ̀ bín

     → otherwise can't omit comp with subj.[47]

38 pé òkélɔ̀ àtámɔ̀ dàktál

  It's not Okello that I know is a doctor

39 òkélɔ̀ àtámɔ̀ pé dàktál

I know O's not a doctor

---

[46] This sheet directly follows the preceding page 55/62.

[47] The complementizer nɪ is omitted? The initial nasal might be assimilated with the preceding alveoral consonant.

40pé  àtámɔ̀  ní  òkɛ́lɔ̀  dàktál
Neg. raising OK


57/62

↙ no downstep
wɛ́k  jwát  lócà      let him/her beat man
   --    òjwát   --      let us beat the man
25 rwót  kwɔ́      the chief is alive
              long live the chief
26 rwót  mítɔ́  !bɛ́d  nákà nákà  (long time)
   The chief should stay for long  ↘ Ach. nàkà-nàkà
27 *kwɛ́rí  nákà
28nákà nákà      long time – for ever
29mítɔ̀  !rwót  bɛ́d  nákà náká
  26 = NP-Fronting
Willingly that the chief would stay
30 mítɔ́  ní  rwót  bɛ́d  nákà nákà
He or she wants
31mítɔ́  òcám  rìŋó      optative?
  May we eat meat
32òtwɛ́rɔ́  càmmɔ̀  rìŋó
Permission to eat meat
33wót  àbɛ́r  wish for leaving (go well)
34 ɛ́n  òbwólò  ní  ècámɔ̀  rìŋó
35 *ɛ́n  òbwólò  càmmɔ̀  rìŋó
34 = he deceived someone – eating meat –
          (not pretend)
36ɛ́n  òtúkò  càmmɔ̀  rìŋó
37*ɛ́n  òtúkò  càmmɔ̀  rìŋó
Not correct   An English translation


58/62
(76)  ①[48]
Friday 13 Oct
1)ʔàkwán  ɔ̀wórò[49]      he was reading yesterday
2) òwórò[50]  ákwàn  pácɔ̀      yesterday I was reading at home

---

[48]  This number is the number of sessions 1/62 – 3/62.
[49]awɔ́rɔ́

→ òwórókwàn

3) àkwa̱n pàcɔ̀ } differs from perfective

Stress }

4)lócà àkkwàn pácɔ̀ }

5)dákó ákwàn }

6)rwót àkwàn }

7)nyákɔ́ ákwàn }

8) ìcó ákwàn }

9)àŋɔ̀lkóp magistrate

10)précìdèn àkwàn

Tone spread of high tone

  cíŋá rèm 'my hand hurts'

   rem – 'hurt, pain' (≠rɛm)

   orem ba? ᶠorem ìtye? an

   òrèm bá òrèm itíé an

   greeting polite form response how are you? I

↘ particle indicates politeness, esp. after imperatives

   atye aber kop ango?

   àtíé àbɛ́r kóp àŋɔ́

   am well what's matter (say what, what do you say)

   orem – used after not seeing someone for long time


59/62

Thursday 19[th] Oct

Text

F

1.Abino temo ento ka onwoŋo tek

àbínó tèmmò ɛ̀ntɔ̀ ká 2?ànwóŋò tɛ́k

 I will try but if I find it (hard)

2.tutwal abino yo oko

tùtwál àbínó yà òkkɔ́

hard[51] I will go away

M

3.pe gite, jo ducu temo amano

 pé gíté jɔ̀ dúcú témó ámànnò

 not really people all tries like that

 Konnò?

---

[50] Cf. note 49.

[51] tutwál means 'very much' not 'hard'.

90

4.kono ta        M   kara   itye   ikwano   ŋo

kònò tá         kàrà  ìtíé  { íkwànnɔ }  ŋɔ́

   That's true                 { ìkwánɔ}[52]

          Question            what

              What are you studying?

Appen., para. constr. can consist of sequences of the affixal system, e.g.

hab - prog have same, both occur in same para. constr.

try; dákó àdìyɔ̀ lócà cámɔ́ rìŋó


60/62

(75)[53]

Tuesday 10 Oct

Text

1. Ca  ni  Edith  tye  arecording  gino

cà   ní   E.     tíé  à--       gìnní

one word gìnnó

Trans.    Is Edith really recording these

2. ɛ  otye  dony akobo  do,  wan  dong  ocak  why subj?

  ɛ̃  òtíé  dòŋ ákòbbò  dó  wán  dóŋ òcák

  yes they-are already  say:infini  yes  we  already  start  why subj?

                          this is Q – subj.

   mòtté  àmótá  àmánnó

greeting  like that

   infin + ref.

   àmótò  Edith

   I greeted Edith

   Note: no downstep

   àkwánɔ́  búk

   àtédó  dɛ́k

   habitual

Trans.   Yes, she is, why don't we start greeting each other? Should we start greeting each other?


61/62

(83)  Motion verbs[54]

1. The woman went in the house.   (speaker is outside)

---

[52]ɪ-kwanɔ 'in-to study'? The length of stem vowels or stem final consonants for infinitives is not clear here.

[53] This number is the number of sessions in 1/62 – 3/62.

[54] This number is the number of sessions in 1/62 – 3/62.

dákɔ́ òdɔ́ɲɔ̀ ì ɔ̀t

2. the woman came in the house.(speaker inside)

dákɔ́ òdóɲò ì ɔ̀t

3. --          went out.(speaker inside)

dákɔ́ òdɔ́ɲɔ̀ ɔ́kɔ̀(can't mention house)

                [h]

4. --came out.(speaker outside)

dákɔ́òdóɲòɔ́kɔ̀

      dɔɲ-     go in/out

      doɲ-     come in/out

5.The woman passed by the house

dákɔ́ òbéò ì ŋèt ɔ̀t

side ìŋèt = near

6.--passed through the house

dákɔ́ òbéò ì ɔ̀t

7.--     walked toward the house

dákɔ́ òbéò tú ɔ̀t

8.--     walked through the puddle

dákɔ́ òbéò ìyì àlélé pì

              àlélé     puddle

     átápálá     pond

9.-- walked under the branch (tree)

dákɔ́ òbéò ìté yàt

jàŋ yât 'branch'  (what it sounded like!)

10.The woman walked from the house / left the house

 dákɔ́ òwótòìɔt òkkɔ́

11.The woman walked around the house

 dákɔ́ òmánɔ̀ ɔ̀t

12.fence surrounds the field

 {cél } òmánɔ̀ pòtò

{wáyà}

13. The woman stepped on the child

dákɔ̀ òɲɔ́nɔ̀ àtín

14. The woman stepped over the child

dákɔ́ òkálɔ̀ àtín

---

File 5
(Lango analysis)

93

| | | |
|---|---|---|
| i | | u |
| ɪ↔ | ʊ | |
| e | | o |
| ɛəɔ | | |
| a | | |

| | | | |
|---|---|---|---|
| u | ʊguru | drive in a nail | |
| i | ɪgʊrʊ | round up | |
| e | ɛgoro | turned | |
| o | ɔgɔrɔ | weak, lazy | |
| ə | a | woo | damp |
| | | wɔɔ | make a noise |
| | | libo | smear too much oil on body |
| | | lɪbo | lie in wait |
| | | lɪmɔ | visit |
| | | lemo | make feel nausea |
| | | lɛmɔ | lick |
| | | le | animal |
| | | lɛ | axe |
| | | nyəŋ | crocodile |
| | | dyaŋ | cow |

Adj.

Adjectives vs SO forms

- only adj's have special sg./pl. forms with plurals in –o, SO forms don't
- forms like dákó àbɛ́r as pred. adj. are clefts like dákó !á!mɛ́ bɛ̀r
  The normal pred. form is dákó bɛ̀r

Michael Noona – SUNY Buffalo                    LSA Winter '77
Edith Bavin-Woock   – SUNY Buffalo

### The Semantic Basis of Complementation in Lango

1. Floyd believes that Roscoe {drank the milk yesterday}

---

[1] These sheets 3/35 and 4/35 are the draft of the handout for their presentation prepared by Noonan and Bavin.

{is drinking the milk now}
                {will drink the milk tomorrow}
2. *Floyd wants Roscoe to drink the milk yesterday
3. a. ní + indicative
     The indicative is a tensed form used otherwise in main clauses in declarative
     sentences. ní is a complementizer.
   b. serial construction
     Formed with the indicative.
   c. ní + subjunctive
     The subjunctive is a non-tensed special form used only in imperative and
     complement constructions.
   d. infinitive
     A nominal form.
4. a. dákó ò-kóbò ní      ò-cámò  rìŋó
       dákó ò-kóbò ní     è-cámò  rìŋó
       woman 3s-said   comp 3s-ate meat
'The woman said that she ate meat'
5. a. ìcó   ò-póyò   ní   ò-cégò   dògólá
   b. ìcó   ò-póyò   ní è-cégò   dògólá
       man 3s-remembered comp 3s-closed door
'The man remembered that he closed the door'
6. a. ìcó   ò-póyò   ò-cégò   dògólá
   b. *ìcó   ò-póyò   è-cégò   dògólá
     'The man remembered to close the door'
7. dákó !támó ní   ìcó   {òkwálò   gwènò         }
{ákwàllò   gwènò   }
{!bíó  kwàllò   gwènò}
'The woman thinks that the man {stole the chicken       }'
{is stealing the chicken}
{will steal the chicken }
8. ìcó    òpóyòcèggòdògólá   (cf. 6a)
   man remembered close (infin.) door
'The man remembered to close the door'
9. ìcó   òmítò   {ní   !ɛ́!kwál   gwènò}   (subjunctive)
   {kwàllò   gwènò       }   (infinitive)
  'The man wanted to steal the chicken'
10. a. dákó   òdíɔ   ìcó   òkwálò   gwènò   (serial)
      b. dákó   òdíɔ   ìcó   !ní   !kwál   gwènò   (subjunctive)
'The woman forced the man to steal the chicken'
11. a. dákó   ònénò   ìcó   òkwálò   gwènò   (serial)
      b. *dákó   ònénò   ìcó   ní   kwál   gwènò   (subjunctive)

'The woman saw the man steal the chicken'

12. a. dákóòdíòìcóòkwálò  gwènò  past/past

'The woman forced the man to steal the chicken'

    b. dákó  ádíyò  ìcó  ákwàlò  gwènò  pres/pres

'The woman is forcing the man to steal the chicken'

    c. dákó  !bínó  dìyò  ìcó  !bínó  kwàllò  gwènò  fut/fut

'The woman will force the man to steal the chicken'

    d. *dákó  !bínó  dìyò  ìcó  òkwálò  gwènò  fut/past

13. a. àdágó  bínó  ìcó  infinitive

1s-like[2]  come  man

'I like the man's coming'

'I like it that the man came'

    b. adage  ní  ìcóòbínó  ní + indicative

'I like it that the man came'

14.                complements

              not given                  given

independent time reference    determined time reference

                    non-equi-subject          equi-subject

              asserted    non-assertive

(unrealized)

   ní + indicative        serial      ní + subjunctive   infinitive   infinitive

                  (indicative)

15. classification of complement taking predicates

    a. take ní + indicative complements

kob-      say         ye-      believe

ŋe-      know      poy-     remember

     tam-    think, believe   wi- wɪl-  forget

    b.take serial construction complements (or infinitive with equi-subject)

        poy-     remember    cak-     start

        wi- wɪl-  forget       mɛd-    continue

        nen-     see         wek-     stop

        winy-    hear        tyek-   finish

    c.take serial or ní + subjunctive complements (or infinitives with equi-subject)

        dɪ-        force

        gɛŋ-     prevent

        mɪ-      make

---

[2]daggɔ means 'to hate'.

d.take ní + subjunctive complements (or infinitives with equi-subject)

| | | | |
|---|---|---|---|
| mɪt- | want | tɛm- | try |
| twɛr- | be able | myer- | must |
| rɔm- | be sufficient, able | | |

e.only infinitives

| | |
|---|---|
| mar- | like |
| dag- | hate |

8/35[3]
With Edith W.
Winter '77 LSA
Title: The semantic basis of complementation in Lango
Area: syntax-semantics

The two major parameters that affect the choice of complement type across languages are the 'truth position' of the complement (whether or not it is 'taken as true', or alternatively, asserted to be true) and the possibility for independent expression of time reference in the complement vis-à-vis the embedding verb (Noonan 1977). In our paper, we will discuss the way in which these parameters operate to condition the choice of complement type in Lango, a Nilotic language. Briefly, it will be shown that what we are calling the indicative (the form used in independent clauses) is used in all cases with complements having independent time reference. In the case of complements with dependent or determined time reference, the choice of indicative or subjunctive (a special form used only in imperative and complement clauses) depends on the interpretation of the complement as an accomplished fact (indicative) or unrealized (subjunctive). The selection of the complementizer ní with indicatives will be shown to depend on the independent time reference parameter.

Noonan, M.; 'Complementation' to appear in Language Typology and Syntactic Field Work', eds. Shopen et al.

5/35
Conjugation – class Ⅱ

| | kwan intr. | | tr. | |
|---|---|---|---|---|
| past | àkwánò | òkwánò | àkwánò búk | òkwánò búk |
| | ìkwánò | ìkwánò wùnù | ìkwánò búkìkwánò (wùnù) búk | |
| | òkwànòòkwánò | | òkwànò búk | òkwánò búk |
| | ... nîèkánò | | ... nîèkwánò búk | |
| | lócà òkwánò | | lócà òkwánò búk | |
| | dákó ókwánò | dákó ókwánò búk | | |
| | nyákó ókwánò | nyákó ókwánò búk | | |

---

[3] This sheet is the draft of the abstract for their presentation based on the preceding handout.

```
        rwót ókwánò   rwót ókwánò búk
hab àkwánó   òkwánó   àkwánó búk   òkwánó búk
       ìkwánó   òkwánó   ìkwánó búk   òkwánó búk⁴
       kwánó òkwánó   kwánó búk   òkwánó búk
       ...ní èkwánó   ...ní èkwánó búk
       lócà kwánó   lócà kwánó búk
       dákó kwánó   dákó kwánó búk
       nyákó kwánó   nyákó kwánó búk
       rwót kwánó   rwót kwánó búk
prog ákwàn   ókwàn ákwànnò búk   ókwànnò búk
íkwàn   ókwàn   íkwànnò búk   ókwànnò búk
       àkwán   ókwàn   àkwànnò búk   ókwànnò búk
       ...ní ékwàn   ...ní ékwànnò búk
       lócà àkwán   lócà àkwànnò búk
       dákó ákwàn   dákó àkwànnò búk
       dyâŋ àkwán   dáŋ !àkwànnò búk
       rwót ákwàn   rwót ákwànnò búk
fut   á!bínó kwàn ó!bínó kwàná!bínó kwànnò búk   ó!bínó kwànnò búk
       í!bínó kwàn ò!bínó kwàn   í!bínó kwànnò búk   ó!bínó kwànnò búk
       àbínó kwàn ó!bínó kwàn àbínó kwànnò búk ó!bínó kwànnò búk
       ...nié!bínó kwàn   ...ní é!bínó kwànnò búk
       lócà bínó kwàn   lócà bínó kwànnò búk
       dákó !bínó kwàn dákó !bínó kwànnò búk⁵
       ìcó !bínó kwàn   ìcó !bínó kwànnò búk
       nyákó bínó kwàn   nyákó bínó kwànnò búk
       rwót bínó kwàn   rwót bínó kwànnò búk
subj ákwán   ókwán   ákwán búk   ókwán búk
íkwán   ókwán   íkwán búk   ókwán búk
       kwán   ókwán   kwán búk   ókwán búk
ìcó !kwán   ìcó !kwán búk

20/35
       cam   (with downstep notation)
past àcémò   òcémò
       ìcémò   ìcémò wùnù
       òcèmò   òcémò
rwót ócémò
```

---

⁴ Ìkwánó?
⁵ dákó 'woman' and ìcó 'man' have a floating low toneme in the rightmost position.

<u>kwan</u>

past   àkwánɔ̀ òkwánɔ̀ <u>hab</u>    àkwánɔ́      òkwánɔ́

    ìkwánɔ̀       ìkwánɔ̀ wùnù      ìkwánɔ́      òkwánɔ́

    òkwànɔ̀      òkwánɔ̀      kwánɔ́      òkwánɔ́

       rwót ókwánɔ̀               rwót kwánɔ́


pres   ákwàn        ókwàn      <u>fut</u>   á!bínó kwàn   ó!bínó kwàn

     íkwàn        ókwàn             í!bínó kwàn   ó!bínó kwàn

     àkwán       ókwàn             àbínó kwàn   ó!bínó kwàn

       rwót ákwàn            rwót !bínó kwàn

       (cf. gwók !ágwèèò àtín)

       (     yàt àgóm)       note: á!bínó kwán dìkì

                      àbínò kwân   (acceptable, t.p. like tr:

                            ìcó binò kwánnɔ̀ búk

       <u>lwoŋ</u>

past   rwót ólwóŋò         The chief called

       rwót ólwóŋò atín     The chief called the child

       rwót ólwóŋà       --          --       me

       rwót ólwóŋì       --          --       you

       rwót ólwóŋè       --          --       him

       rwót ólwóŋwà     --       --       us

       rwót ólwóŋwù     --       --       you

       rwót ólwóŋgì     .  --       --       them

↗or indep. pro

<u>negative:</u> formed by placing pé after an N SU, but before SU agreement forms and <u>bino</u>

       lócà    pé    òkwálò    gwénò

       lócà    pé    !bínó    kwállò    gwénò

       lócà    pé    !ákwàllò    gwénò

       án    pé    àkwálò    gwénò

<u>cam</u>(with downstep notation)

|  | intran. | tr. |
|---|---|---|
| perf. | àcɛ́mɔ̀ | àcámɔ̀ rìŋó |
| hab. | àcɛ́mɔ́ | àcámɔ́ rìŋó |
| pres.prog. | ácèm | ácàmmɔ̀ rìŋó |
|  | ácɛ́m ámàn |  |
| fut àbínò cêm |  | àbínò cámmɔ̀ rìŋó |
|  | á!bínó cèm (w?) |  |

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subj.cé!m/wèk à cêm     càm ríŋò/wèk à cá!m riŋò
(elsewhere cá!m)
infin.cèm            càmò
come toábínó cèm       ábínó càmmò rìŋó
para.pres.prog.àtyé ácêm     àtyé ácàmmò rìŋó


<u>kwanɔ</u>
perf.          àkwánò          àkwánò búk
hab.àkwánó         àkwánó búk
pres.prog.á kwàn        á kwànnò búk
fut.          àbínò kwân/àbínò kwán dìkì   àbínò kwánnò búk
             á!bínó kwàn (w?)
subj.          kwá!n          kwá!n búk
infin.    kwàn          kwànnò
come to
para.pres.prog.
note: pres.prog. form may be used as fut. – á kwàn dìkì 'I will read tomorrow'

transitive –intransitive pairs
eat    camɔ      cäm [cɛm]
bend   gomo     gom
read   kwanɔ    kwan
work   tiyo       tic    but àtííyô / àtíc   I'm working
⌐check

non-existent transitive – intransitive pairs
play    tuko      á tùkkò  òdìlò   I'm playing football
               á tùkkò          I'm playing
bark   gweo     gwók  ògwèèò  àtí!n   The dog is barking at the child
            gwók  ògwèèò     The dog is barking
call   lwoŋo    á lwòŋŋò  àtí!n  I'm calling the child
      + lwoŋ   á lwòŋŋò       I'm calling

---

[6]L=Lango, A=Acooli, T+B=T&B and C=Crazzolara?

```
        L        L        A        A
            infor      T+B       T+B   C
```

perf. à˝   past à˝   past à˝   past à!˝́   M
(basic`˝)
imperf.à˝   hab à˝   prog? à ˝   pres à´HM
 I pres.prog.á`:˙   prog á`:˙   -   -
        (: V/_r,y; C)
fut. àbínò´˙́`   fut àbínó`:˙   fut àbí`˙`   fut àbí`˙`
(but àbídɔ̀ɔk + àbídɔ̀ɔk
diff. in meaning
II pres.prog. àtyé à´˙`   -   -   -
    àtyé á`:˙` ← (this is prob. C or)
subj.wèk à´!´   subj wèk à´!´   sbj wèk à´!´   hort à´!´   HM
                        (basic `!´)
inifin`:˙         `:˙   `:˙        `:˙
or perf./past 3s   ò`˙`   ò`˙`   ò`˙`
→tonal pattern àbínó`:˙ means 'I've come to ...'
Class II (see class II sheet)
perf
imperf
 I pres.prog. á` (Class II)
fut.   àbínò ˆ
II pres.prog. àtyé á ˆ
subj.
infin.
perf. 1s   à   imperf   à   I pres.prog. á
3s   ò   -   ò
   3p   ò   óó__
   N3s   ò   -   à
fut. 1s   à   subj.   à   II pres.prog. à
   3s   ò
3p
   N3s   -
come to .. 1s   à
3s   -
        3p   óó
        N3s
28/35
hab.   à´´ | à´´
prog.   á``` |
```

past à   ´   ` | à ˝

fut. à bínó ``` | à ˝ , àbí˝ , àbínò˝

hab   dídík   'everyday'
           prog   ámánì   'now'
           past   àwórò   'yesterday'
           fut   díkí~dìkì   'tomorrow'

35/35
Verb patterns – preliminary generalizations
(1st s used for ex.)
perf.   à ´ `àbínò   I came
imperf   à ´ ´àbínó   I was coming / come etc.
fut (asp?) àbínò ´ `   díkí àbínò gɔ́yɔ̀ atí!n
tomorrow I'll beat the boy
àbínò côc dìdìk   I'll write everyday
pres.prog.1) á ` :`   ágɔ̀ɔ̀yɔ̀ àtí!n   I'm beating the child
     {ánènnɔ̀ dyàŋ   I'm watching cows
seem unacceptable   {áwòttò ámán   I'm walking now
  with these, but   {ábìnnò   I'm coming
        didn't reject them or high t
2) àtyé à ´ `   1. àtyé àbínò   I'm coming
(tye only pres-   2. àtyéànénɔ̀ dyàŋ   I'm watching cows
never prog. in fut., past)   ✓3. àtyé àgɔ́yɔ̀ àtí!n   I'm beating the child
(claimed about this ex.   4. *àtyé àŋéò wéró   I know the answerthat was describing
                5. àtyé àwót ámán   I'm walking now
occupation as opposed ↓
to ánènnɔ̀ dyàŋ, which   *àwótò but cf. àwórò àwótò pì cáwà àpól
is true prog., but the   Yes, I walked for several hours
existence of 3 (which   Other V's cannot be so ___?___ed
doesn't have an o__ sense) *àtyé àbín
and the non-exof 4 argue   *àtyé ànén (dyàŋ)
against this interp.)

both tyé and semi-main V agree with subject:
     àtyéàwót ámán   I'm walking now
ìtyé ìwót ámán   you're walking now
32/35[7]

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[7] This sheet is a copy of T & B p. 427, the verbal conjugation in Lango and Acooli. No comment is

29/35

K's examples perf. asp. – the imperf. asp.

does not have this connotation.

John was seen (by Bill) coming the street

prob. not accidental but event may have been perceived accidentally

30/35

á	cèm	I'm eating	-
yàt	à góm	The tree is bending	
á	kwàn	I'm reading	-
á	wót	I'm going	
à	wót	He's going	
à	tíc	I'm working	
ríŋò	òtɔ́p	The meat is rotten	- perf.

27/35

subj. /obj. pronouns   (downdrift conventions used be__?__

26/35

<u>Reflexive construction</u>

Refl's consist of ordinary subj + tense/aspect conjugated verb <u>with the refl. affix taking the place</u> <u>sequentially and tonally i__ the o/ɔ suffix</u> or obj. pro. suffix. The form of the refl. affix is ɛ/ɛrɛ. The distr. of these will be discussed below. The verb is followed by a form <u>ken</u> to which poss. pro's are suffixed agreeing with the subj. <u>Kɛn</u> appears to be optional, albeit preferred, especially in non-3s. One additional feature is the germination of the stem final C in the verb when ɛ/ɛrɛ is suffixed.

→ This may not be true – note: ónɛ́nnɛ́ kɛ́nɛ̀ 'he saw himself'

1 a. dákó ónɛ́nɔ̀ àtí!n   The woman saw the child

   b. dákó ónɛ́nnɛ̀(kɛ̀nɛ̀)   The woman saw herself

2 a.gwók ócámɔ̀ rìŋó   The dog ate the meat

---

given by Noonan.

[8] This sheet is a copy of T & B p. 428. No comment is given by Noonan.

b.gwók ócámmὲ (kὲὲ) The dog ate himself

V's with -ɛ self   V's with -ɛrɛ self
nɛn   see   cam   eat
jwat   hit   lwɔk   wash
ŋɔl   cut   waŋ   burn

kɛn- (the tonal pattern is variable)
kɛna   kɛnwa
kɛni   kɛnwa   (? Not kɛnwu ?)
kɛnɛ   kɛngi

ex. dákó ólwɔkɛ́rὲ kὲnὲ   The woman washed herself
    ónɛ́nnὲ kɛ́nwà   We saw ourselves
    àŋɔ́llὲ kɛ́nà   I cut myself

6/35
Lango complementation
- ní + S   full sentence like comps (indic.)
- ní + S with truncated verb (not o/ɔ) (subj.)
- infinitive   (infin.)
Indic.
    all non-determined TR
    DTR when implied true
Subj.
    Determined TR, non-equi
Infin.   also used for names of action
    Only equi (105-10.6), DTR
    twɛr-   be able   cak-   start
    mɪt-   want   mɛd-   continue
    tɛm-   try   wek-   stop (leave)
    → poy- remember   tyek-   finish
    wíὲ-wɪl forget
    rɔm-   can/may
    mar-   like, enjoy

9/35[9]

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[9] This sheet follows the page 6/35.

10.5 – rwót   ómítò   ní   kàl   gwɛ́nò} cf.

    C. wanted him to steal the chicken   }

10.6 – rwót   ómítò   kwàllò   gwɛ́nò   }

C. wanted to steal the chicken   }

10.7 –rwót   ómítò   ní   án   àkwál   gwɛ́nò   2S ...níìkwál...

        C. wanted me to steal the chicken   3S ...níìcó   kwál...

Comp – non-prep. – with <u>ni</u>

Full comp

I   tamo   think, believenì → these should ___ ___ be ní

    kobo   saynì, ní (9.25)

    (nɛ́!n) cálò   seems (see not sure)nì ?, ní (10.1)

    ŋeo   knowsnì

    ŋeo àténì   sure (know for sure)   nì

    yìé òwáy   sad (stomach is sad)nì

    tèk mé yè   strange, lit. hard to believe nì

    ye   believe   nì

    kóm àténì   be certain   nì   can take subj.+obj. comp.

    nɛnɔsee   nì ?   9.21} pers. diff.with ___

    wenyo   heard   nì ?   9.23} ___.+disc. factitives?

Full comp

òbín òŋéò   found out (came to know)ní   (tonal diff. is not (___)

    mio   make (lit. give) (ní)cond. by ord. tone such -

    dio, dɪɔ ?   force (Ⅲ) (ní)dákó òkóbò nììcó ...

    wɛko   let (ní)dákó ómíò ní ìcó ...

if ní is omitted, may have ___

of accident

ka   I   párà àpárà   doubt (think deep thought) ka (if)

Non-prep. Comps

<u>ni</u> → truncated V (not o/ɔ), high tone ní

Ⅲ   dio   order (Ⅱ)   Su. ní !kwál dy   ↗ could be ordering but

    → dɪɔ   (rwót ódíò ìcó ní !kwál gwɛ́nò)   see next verb

See 8,10   mio   cík   give order   ní ìcɔ́ !kwál

nwɔŋɔ   ámítò   find desirable   rwót ónwɔ́ŋò ámítò ní lócà kwà gwɛ́nò

    mito   want

    myɛro   must, should   9.26,28, 9.17

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infin

IV mito   want   equi (only)

              (infin. opt. cf. rwót ómítò ní kwàl gwɛ́nò}   The chief wanted to steal

                     rwót ómítò kwàllò gwɛ́nò}   the chicken

    tɛmo   try   9.7

    twɛro   be able, might   9.8, 9.29

cf. above ← nwoŋo rɔ́mɔ́   going to but didn't + could   9.10

    rɔmɔ   could   9.11

    cako   start   9.12

    mɛdɛcontinue   9.13   reflex. + ì infin.

    wɛko   stop   9.14

    tyɛko finish   9.15

    maro   like, enjoy 9.18

Prep. comps

I   nwoŋo ryɛk   was wise (lit. find wise)   pì:ˋ

II ɔl   tiredí:ˋ see 5.11

    mɛdɛ   continue (reflex) 9.13   ì infin

2. Syntactic realizations of complements

wɛk-

    ìcó   òwɛ́kò   càmmɔ̀   gwɛ́nò

    dákó òwɛ́kò ìcó   !ní !cám gweno

    dákóòwɛ́kò ìcó òcámò gweno

poy-

    ìcó òpóyò ní ècégò dɔ̀gólá   remembered that ...

    ìcó òpóyò òcégò dɔ̀gólá   remembered to close

    *ìcó òpóyò ní cég dɔ̀gólá

    ìcó òpóyò cèggò dɔ̀gólá   remembered closing/to close

(Hieda: no description of tone is needed with verb stems.)

lɪm   visit   cɔd   be a prostitute

lem   make one feel nauseated   cwal   send

---

[10]Description of lexical tonemes is not necessary for verbs.

lɛm	lick	rac	bad
bil	tame	ner	wilt, wither
bɪl	taste	wo	damp
bɛl	frighten away	wɔ	make noise
jway	shine	yɪt	climb
ryeny	shine	pɪt	plant
nɪn	sleep	bar	split
lɛl	rejoice	but	lie down
lib	smear too much oil on body	cʊd	hunt
lɪl	make dirty	kwiya	not know
rey	burn	myɛl	dance
rɪy	tie around	lɔ	exceed, defeat
tɔn	pour drop by drop	kat	_____, surpass?
cat	trade, sell	ony	drop
tug	disperse	kwak	hug
toŋ	cut	cok	collect
may	seize	bok	rap, narrate
mor	light, confirm	dɔt	suck
lɔr	take care of	mok	get stuck
lor	roll	gɔny	untie, undress
lur	root up, mess up		
lɪy	pour off		
lʊb	follow		
lɔb	soft, tender		
ray	collect		
gʊr	round up		
gor	funnel		
gɔr	weak, lazy		
gur	drive a nail in		
gur	stir up vegetables with oil		
gon	go in a roundabout way		
gɔn	sneak a glance		
cul	full up		
mwɔn	plug up		
cɔl	assist at birth		
pur	dig a field		
cud	fish (Hieda: verb)		
cod	break rope, thread		

I tr.   I intr.

nɛ̀nɔ̀   see   bíó   come (irreg.)
gòmò   bend   gwèò   bark
còròpush   wòtò   walk (irreg.)
ŋèò   know (eg. answer)   rìŋɔ̀   run away
càmɔ̀   eat   ↔   càmɔ̀ eat
dwòggô(?) bring back   ↔   dwògò   come back
kwàllɔ̀steal   tìyò   work
mìtɔ̀   want (+infin)   pòtò   fail/ (fall in ashes 1 class?)
nì(comp) kobo   say   rɛtɛ   fall
lwòŋò   call
gòyɔ̀   beat
kwànnɔ̀   read
kwɔ̀ŋɔ̀   initiate (+infin)   nɛ̀kò   kill (A.)
wìlɔ̀   buy
màrɔ̀   like (+infin)
tùkò   play
III intr
dɔ̀k   go back
gòm   be bent
tɔ̀ɔ̀   die
tɔ̀p   be rotten
yòm   be soft

N's
àtí!n   boy
yàt   tree
gwók   dog
wéró   answer
tóŋ   spear
pàlà   knife
dyàŋ   cow
òlútè   flute
ɔ̀t   house
rìŋó   meat

11/35
dákó   woman, wife
dàktál   doctor
dánò   person
dɛldɔg   lip

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dɔg   mouth
dɔ́gɔ́lá   door
dwè   moon
dyáŋ   cow
έm   thighs
gwénò   chicken
gwέŋ   stone
gwôk   dog
gwóggí   dogs
gwɔk   shoulder
ìcô   man
imány   liver
ìŋátó   lion
jágô   chief's assistant
jɔ̀ɔ́   people
kàmpálà
kítá   ?character
kɔ́m   chair
kɔr   chest

12/35[11]
láô   saliva
láŋo   Lango
lέ   animal
        ax
lócà   man
lùt   stick
màc   fire
mέjá   table
mɔ̀n   women
mót   gift
mɔ̀   oil
mɔ́   foreigner
mɔ́tàkà/ɔ̀tɔ́kà   car
ŋàttí   someone (particular person)
ŋàtóró   someone
ŋut   kneck
nyákó   girl
nyákócìŋ   finger

---

nyákótyèn   toe
nyig yat   fruit (seed of tree)
nyim   forehead
òdìlò   football, ball
ókélló   Okello
òlútè   flute
ómín   brother
ór   brother-in-law (male speech)
ót   house

13/35[12]
otyɛn   elbow
pácò   village
pàlà   knife
pi   water
píèn   skin (M)
pyɛn   skin (K)
pɔ   scar
púc   cat
? ramo   sheep
remɔ   blood
rìŋó   meat
rwót   chief
tìc   work
tik   chin
tóŋ   spear
twól   snake
twòncíŋ   thumb
tyɛn   leg (below knee)
udi   (houses)
waŋ   eye
wèr   song
wéró   answer
wic   head
wìnyó bird
wúm   nose

14/35[13]

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[12] This sheet directly follows the preceding page 12/35.

yát stick, tree

yàmò wind

yɛr hair

y boat

yi stomach

yic belly

yib tail

yɔŋec back

Lexical tones (nouns):

Low: ɔ̀t	high: rwót	high-low: gwôk	low-high: dyǎŋ
ìcô	nyákó		dákô
lócà	dákô		ìcô
pàlà	lócà		

example needed: V̀V́

lyec, lyeci [s] elephant(s)   T + B   check tone

ìcɔ́   man   yàmò ò-gòmò yàt   411

lócà   man   nyàŋ nyàŋ̂ê crocodile(s)

àɛ́l   1   làɔ́ lä-nì   cloth(s)

abicɛl   6   kắl kälê millet (sg+pl)

kuca   there   ← ràc rắcù bad (--)

pácò   home, village   onywäl-í àwénè   when were

nyákóciŋ   finger   you born? (they bore you when?)

twɔ̀ncíŋ   thumb   → án àrác   I

     wán òrắcù we

àbíc   5

ŋwec   run

púc   cat

tíc   work

yic   belly

yɔŋec   back

màc   fire

rac   bad

V's in –u
cudu   fish
guru   drive a nail in
--   stir up veg. with oil
lʊbʊ   follow, pursue
luru   root up, mess up
A.
ìtù   ascend, mount
pítû   be fullgrown (sexually)
bɔ́rû   crack (soil)
A.
butu   lie down

V's in –a, i
kwíyâ   not know
dágî   dislike, refuse

I.1. kɔ́m 'chair', dɔ́g 'mouth', tɔ́ŋ 'spear', rwót 'chief'
　2.　　　　　　　　　　　　　　　⌃dyâŋ
II.1. ɔ̀t 'house', càk 'milk', màc 'fire', dyàŋ 'cow'
　2. pàlà 'knofe', pìì 'water'
III.1a. lócà 'man', nyákò 'girl'
　　b. dákò/dákó 'woman' (listed in T+B as dákô)
　2. gwôk 'dog'?
IV.1. ìcó 'man', wìnyɔ́ 'bird'
　2. jăŋ 'branch'?
V. àtín 'child'

ɔ̀t
rwót　　　　　　note: rwót bínó rɛttɛ → we'll test these on _?_
dyâŋ　　　　　　　　　gwók !bínó rɛttɛ
lócà　　　　　　　　　dákó !bínó rɛttɛ
dákó
ìcɔ́
àtín, gwók
ìŋátò

List of tone rules

1. downstep ← conditioned by lexical tone

2. tone simplification (18)

    Contour   ˆ→   ´, though the low component of the contour may affect downstep

        Lexical: ìcɔ̂ bínó rèttɛ̀ cf wìnyɔ́ bínó rèttɛ̀

        Down.: ìcɔ̂ !bínó rèttɛ̀ cf --

        Simp.: ìcɔ́ !bínó rèttɛ̀ cf --

3. tone spread (18)

    Raises L to H of certain particles when flanked by high or mid tones:

Conditioned by surface tone.   Lexical: ìcɔ̂ à mé   ìcɔ̂ ònɛ́kɔ̀ gwók

Seems to be stylistic, non-oblig.   Down.: ìcɔ̂ à !mé

(contrasted with down. given above.) Tone simp.: ìcɔ́ à !mé ìcɔ́ ònɛ́kɔ̀ gwók

                              Spread: ìcɔ́ á !mé ìcɔ́ ónɛ́kɔ̀ gwók

Items affected by TS:

This rule may need   ò- 3s past (opt.)

to bereevaluated   à   rel. marker (oblig.)

(many affect items not flanked by high tones: cf rwót ákwànnò búk

        lócà àkwànnò búk)

These rules don't work for

        míá àcɛ̂l → míá ácèl (míá might be lex. mîâ

File 6[1]
(Notes on grammar)

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[1]This file consists of the modifications of Noonan's 'A Grammar of Lango'?

<u>Additions to grammar</u>   ref. in Ojuk

- parentheticals 1.3
- kòm   1.1 after i̩
- subj. in 1.4
- conj. bàlà 1.4
- wa-~o- 1.4   1p
- note - mɛ́rɛ̂

    1.5 used to sum up previous discussions in a word

mɛ́   àgíkímɛ́rɛ̂   'for this end'

- pétíéjɔ̀   à pòlàmɛ́   2.2

   There aren't many people

w/o interesting – notice SU follows

- -ɔ́rɔ̂   2.3

   Can be used with ni̩

   Clearly distributional statement must be changed

Ojuk

3.1

   òpwɔ́ɲèòbínòmɛ̀ddɛ̀ ɛ́kkácùkúldáŋtɛ́ nyà

   teachers became numerous, and then school also became abundant

- clearly 3p conjugation may occur with 3pl N's. Many instances in Ojuk some speakers may, and others don't. May be dialectal.

<u>More ex. of paratactic constructions</u>

-rwótòwòtòòkàtòɔt   C. walked past the house   9.73
-ɛ́nòmíádɛ́kòrèmá   114.71

3s-gave-1s   stew   3s-insufficient-1s[2]

   'he did not gave me enough stew'

   *ɛ́nòmíáòrèmá   'he gave me enough'   114.72

req. stated obj. for parataxis

-òdòŋ   i̩   búŋkùnnótyéyèɲɲòginnóró 111.73

   'he remained in the forest there looking for something'

<u>Anaphora</u>

- while fronted 1st or 2nd obj's leave behind resumptive pro's, 3rd p., even those representing humans

---

[2] This sentence consists of 'paratactic' construction.

may not.

Òkélòònwòŋòkèctyèànèkkòtùtwál 106.71

  'Okelo was very hungry'

Cf. ánkècànèkkátútwál[3]

- This applies also also across S-boundaries

kwàŋŋòtòttéré té nèkkòòkkɔ́[4]

  'got his mother and killed her'

4/7

Time reference

General past time reference can be made with the perfective aspect. With hab. or prog. aspect, and when time reference is emphatic or changed, ònwòŋò or òbòdò may be used to indicate past time. Òbèdò is only used with stativepred's esp. predicate nominal.

Òkélòdàktálpres

Òkélòòbèdòdàktál   past

Ònwòŋò is of more general use. With statives it indicates past reference, with perfectives indicates perfect tense:

Kàràònwòŋòdòŋàpwóbínócàmmòdèk   110

  By then T will have eaten the stew

Past time reference can also be made via a set of particles:

nwàŋcwáɲ

còn

yám

rìk

Both __?__ may be used together, but not nec.

Òkélòònwòŋòtíékàn

Yámòkélòònwòŋòtíékàn   long ago

Yámòkélòtíékàn

5/7

<u>Conjunctions</u>

<u>Conjunctions that are basically verbs</u>

tɛ- - 'and then'

- takes as SU the log. SU of 2nd conjunct, which appears as infin. Always in para. constr. and always hab. inflec.

ɲo- -'or'

---

[3] This example is problematic. So-called 'idiomatic' sentence has a particular information structure.
[4] Infinitive forms?

117

- always 3s, perf. Para.constr.?
- otherwise means 'might, perhaps, possibly'

kat- - 'than'
- 'go across, surpass'
- para. constr. fully conj.

lɔy- - 'than'
- 'defeat, exceed; break'
- para. constr., fully conj.

ʔiya

6/7

<u>Middle voice</u>
See 'Valence rules in the Lango Verb 1.2
- infin. with mid. don't gem. (unless alveolar)
See 092

7/7

<u>Aspect agreement in paratactic constr.</u>
- nonec. agreement in immediate perception pred's.
- àwíɲòdákó   {òjwàtò }   lócà   I heard that w. {hit   } the m.   93.
             {àjwàttò}   {hitting}

File 7
(Patterns examples)

H   H + LH + H

Q158 wèlòdɔ́gdyáŋ 'cow's mouth'   dɔ́gmón 'women's mouth'
Q158 kùddìɲíŋwélò (wèlò) 'visitor's name'
Q154 àbòlòcàlkûddì 'picture of an insect'
pígábólò 'plantain juice' .

H + L(H)H + H(L)

kítém → kítém   Q154

   L   L + LL + H

dùlyàtbòtkál

L + L(H)L + H(L)

H(L)   H(L) + LH(L) + H

lɛ́bdyàŋ 'cow's tongue'   lɛ́b !món 'women's tongue'

H(L) + L(H)H(L) + H(L)

L(H)   L(H) + LL(H) + (H)

tyɛ̀ndyâŋŋètbím → ŋètbím
dànɲâŋ

L(H) + L(H)L(H) + H(L)

When the first word is monosyllabic
Q152   H # H
cʊ́ŋkál → cʊ́ŋkál
prefix
Q161   H # L-HLH # H(L)
kítì-dwê → kítí!dê   Q154   kítém → kítém
cálà-tîl → cálá!tîl
cf below
Q161   H # CL-HL
ɲíŋwèlê → ɲíŋwé!lê ~ ɲíŋwêlê
kítmàkâc →kítmá!kâc ~ kítmâkâ
H # L L
Q158, 180kítmùnnì → kítmúnnì ~ kítmûnnì   CVCCV

Q159kít à-tìm → kítátîm } prefix

cálò-lwìt → cálólwît} VCVC

Q158, but:ɲíŋwèlò → ɲíŋwélò }root

wélpàlà → wélpálà } CVCV

Q159 H # L LL

pígàbòlò → pígábólò

D204H L # H (just like H(L)#H) H(L) # L

- gwôkmón → gwók !mónlébdyàŋ → lébdyàŋ

Q152émgwén → ém !gwén

H(L) # L L

Q157 yíbgwènò →yíbgwènò

  H # (C)L H

D204 ɲígmʊ̀nʊ́ → ɲígmʊ́!nʊ́ 'European seed'

Q163dɔ́gwìɲɔ́ → dɔ́gwí!ɲɔ́ root

 -dɔ́gà-gɔ́l → dɔ́gá!gɔ́l H # L H

 -dɔ́gcùggú → dɔ́gcúg!gúT151dɔ́gàlíbí → dɔ́gá!líbí

  Q174 H # L L H

 Q163ɲígòdùkú → ɲígódûkú

cʊ́ŋàpèná → cʊ́ŋápêná

3/11

When the first word is polysyllabic

Only pre-paused syl. can have contour tones (?) or preceding high

root

L H # L

D204 rìŋódòk → rìŋòdôk 'cow meat'

Q168 pàgíɔt → pàgìɔt cf. below L H # H

ò-dûkúràc → òdùkùrâc

root

L H # L L

D204rìŋówèlò → rìŋòwélò 'meat for a visitor'

Q170kèdéàbòlò → kèdɔ̂ bolo ɔ̂=éà → kèdê is most likely correct

rìŋómùnnì → rìŋòmúnnì

prefix root

Q167 L H L # H

ìdwê cúc → ìdwê cúc (no change)

Q171 àtîlkéŋ → àtîlkéŋ 'a falling __ tone on the root

  rootnever simplifies'Q179 but: gwôk

    L H L # H cf below

Q167-8wèlêmón → wèlé !món

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ò-bɔ̀kê món → òbɔ̀ké !món

màkâcmón → màkác !món   (màkâc is a Lugandmàkâ or Swmakasi)

root

      L H # L

Q168ə̀wídòk → ə̀wídôk

ìmáɲdyàŋ → ìmáɲdyâŋ

root

Q169   L H # H   cf. L H # L

rìŋóŋwé → rìŋògwé   The stem V loses high tone

Q171kònòbá → kònòbá   regardless of the tone after #

MSO14rìŋórómmí → rìŋòrómmí

root

      L H L # L

Q179àtîlmwòl → àtîlmwòl   (no change)

root

   Q180   L H L # L

   wèlêpòl → wèlépòl

   L L H L # H   cf. above   L L H L # L

Q179àbìlîcúc → àbìlí !cúcàbìlîràc → àbìlíràc

root

H L # L

Q171   kúlùcìl → kúlúcìl

Q172   ò-bátòmìt →òbátómìt

root

H L # H

Q172ò-bátòtídí → òbátó !tídí

   MSO16bómàjógí → bómá !jógí

root

H H # L

Q173gúlúɲén → gúlúɲên

H !H # L

Q173àdó!ɲìcèk → àdó!ɲìcêk

MSO17àkú!rímùnnì → àkú!rímúnnì   'dove for Europeans'

L # H

Q164   bòtkál → bòtkál   (no change)

L # L

Q164   dùlyàt → dùlyàt   (no change)

Q165   L(H) # L

tyèndyàŋ → tyèndyâŋ

jàŋyàt → jàŋyât

L(H) # L H

Cr. 416   wìtgàyá → wìtgá!yá   'ear of sorghum'

6/11

<u>1</u>

(a)H̲ # L̲→H̲ # H̲L̲

(b)H̲ # L̲L̲→H̲ # H̲ L

(c) H̲ # L L̲→H̲ # H H̲L̲/⁀C₂ not opt. like #

H̲ # L̲C₂L →H̲ # H̲C₂L ~ H # H̲C₂L

                    (d)   (e)

(f)H̲ # L L̲L̲→ H̲ # H H̲ L

it can be _____

Gen: (1) L is preserved: it remains before H or pause

            (2) H spreads to, out not beyond, a stressed syl.

N: both cond. must be met. So in(a) a falling tone isnec., as it is in (c).

            Only (e) is problematic. C₂ can opt. but as a break ← ?

(g)H̲ # L̲ H →H̲ # H̲ !H

(h)H̲ # L H̲→H̲ # H !H̲

(i)H̲ # L L̲ H →H̲ # H H̲L̲ H

(j)H̲ # L L̲L̲ H →H̲ # H H̲ L H   pígàbòlògí → pígábóló__

Gen: (3) HL → H!/#_H (stress is irrelevant)

(k) L H̲ #L̲→ L H̲ # H̲L̲   (same as (a)) L H̲ # H { φ }

                                        {H }
                                        {HL}

(l) L H̲ # L̲→ L H̲ !H # H̲L̲   --   L H̲ # H etc.

(m)H̲H # L →H̲H # H̲L̲   --

(n)L̲ H # L̲→LL # HL

(o)L̲ H # L L→LL # H̲ L

{(p)L̲ H # L L̲ → LL # H H̲L̲? → cor.with (a) – predicted by (4)/⁀cfrìŋòòpât → rìŋɔ̀pât

⤳ guess rìŋóògwày → rìŋógwây

{(q)L̲ H # L L̲ → LL # H H̲L̲H ? guess bɔ̀ŋɔ́ òdùkú → bɔ̀ŋɔ́ùk

(r)L̲ H # H {φ} →   LL # H {φ}

            {H } {H }
            {HL}   {HL}

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(s)<u>L</u> H # <u>L</u> H → <u>LL</u> # <u>H</u> !H   preserves L: fits (3)

(t)<u>L</u> H # L <u>H</u> → <u>LL</u> # H !<u>H</u>rìŋ emir 'hippo meat' T153

(u)<u>L</u> H # L <u>LL</u> → <u>LL</u> # H <u>HL</u>   (1)(2)   wìɲónínò 'The bird slept'

              Gen: (4) H → L/<u>L</u>__#[+seg.]

                 Such high tones remain only in pre-pausal

8/11

2

(a) <u>L</u> # <u>L</u>→<u>L</u> # <u>L</u>

(b) <u>L</u> # <u>H</u>→<u>L</u> # <u>H</u>   #H L# → #H HL# in nouns

(c) <u>H</u> L # <u>L</u>→<u>HH</u> # <u>L</u>↗   requires (5)

(d)<u>H</u> L # <u>H</u>→<u>HH</u> # !<u>H</u>   requires (3')

(d') H <u>L</u> (doesn't exist)   ˥HL <u>L</u> (in V's)

              (d) forces or revisions of (3):

(e)<u>L</u> # <u>L</u> H →<u>L</u> # <u>L</u> H   Gen: (3') HL → H!/ {#__H

              (no change)   {H __#H

(c) forced a new rule

Gen: (5) HL → H/__ (#) L

(c) and (d) force

Gen: (2') H spreads over following L's word-internally

              when the L's are not pre-pausal

(f)<u>L(H)</u> # <u>L</u> → L # <u>HL</u>(1), (2)

(g)<u>L(H)</u> # <u>H</u> → L # <u>H</u>ŋètbím T148

(h)<u>L(H)</u> # <u>L</u> H → L # H!H   (1), (2), (3)   ŋètwíɲó--

(i)<u>L(H)</u> # <u>H</u> L → L # H HL   (1)

(j)<u>L(H)</u> # L <u>H</u> → <u>L</u> # H !<u>H</u>   (1), (2), (3)ŋètá!líbíT151

(k)<u>L(H)</u> # L <u>L</u> → L # L <u>HL</u>ŋètàgwâŋT151, Cl101

(l)<u>L(H)</u> # <u>LL</u> →   ?guess

(m)<u>L(H)</u> # L <u>L</u> H → L H L <u>HL</u> H   ŋètòcâkáT151

(n)<u>L(H)</u> # L <u>LL</u> →   ŋat

(o)<u>LH</u> # <u>L</u> → L # <u>HL</u>   same as L(H)   T148

(p)<u>LH</u> # <u>H</u> → L # H   -- T148

(q)<u>LH</u> # <u>L</u> H → L # H !H   --   T149/T148

(r)<u>LH</u> # L <u>H</u> → L # H !H   --   nèná!líbíT151, 153

(s)<u>LH</u> # <u>H</u> L → L # <u>H</u> HL   --   T148

(t)<u>LH</u> # L <u>HL</u> → L # H !<u>HL</u>   --   T151

(u)<u>LH</u> # L <u>L</u> → L # L <u>HL</u>   --   T152

(v)<u>LH</u> # L <u>L</u> H → L # L <u>HL</u>H   --kwèràkêcáT153

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3

In sandhiH(L) behaves normally – like HL. But when said in isolation, it simplifies to H.

(a) H̲(L̲)̲ # L̲ → H̲ # L̲

(b) H̲(L̲)̲ # H̲→ H̲ # !H̲   HL → H! from (3"), need (6) also

                        (b) req. (3) to include

                        Gen: (3")

                        Gen: (6) only construction can sanction L̲H̲

so: (6) H L #   H

                     | |

lɛb   #mon

                (6) disallows H   L   H

                       | \/
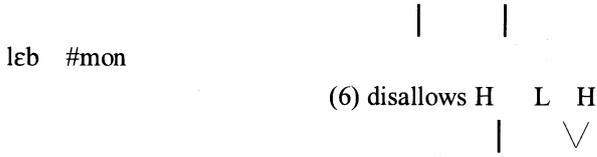
lɛbmon

(c) H̲(L̲)̲ # L̲L̲ → H̲ # L̲L̲   Q   yíbgwènò, ?mánpàlà

(d) H̲(L̲)̲ # H̲H̲ → H̲ # !H̲H̲

(e) H̲(L̲)̲ # L̲ H → H̲ # L̲ H   mánwɨɲó   T148

(f) H̲L̲ # L̲ → H # L̲   T148

(g) H̲L̲ # H̲ → H # !H̲

(h) H̲L̲ # H̲H → H # !H̲H

(i) H̲L̲ # L̲L̲ → H # L̲L̲

(j) H̲L̲ # L̲ HL → H # L̲ HL   T151

(k) H̲L̲ # L L̲ H → H # H L Hmánócàká   T151

(l) L H̲L̲ # L L̲L̲ → L H̲ # H L̲L̲ àtínónìnò   T152

(m) H̲L̲ # L L̲ → H̲ # H L̲ mánógwàŋ   T151

(n) H̲L̲ # L H̲ L → H # L H̲ L   téàpámà   T152

(o) H̲ HL # L̲ → H H # L   nénódyèl   T150

(p) H̲ HL # L̲ H → H̲H # L̲ H   nénówɨɲó   T153

(q) H̲ HL # L L̲ → H̲ (H) # H L̲nénógwàŋ   T154

(r) H̲ HL # L L̲L̲ → H (H) # H L L̲dánónìnò   T154

---

[1] This sheet is a draft on which the page 24 of 'A Grammar of Lango' is based. There is no difference between them.

[2] This sheet is a draft on which the pages 18 and 19 of 'A Grammar of Lango' is based. There is no difference between them.

(36) A. diag

(20) B. give an ex. of (s-types)

C. _____

D. def's of IT's

(10) E. iden_____

Provide from function diagrams for the following data

A.1 Prunella[3] might be very interested in Clive's diary

(36) 2.Ad____'s proposal got pushed aside by the committee

3. Fred's new book was poured over by all the workers' major brain surj___

B. Provide a sentence illustrating each of the following:

(20) 1.Prepositional passive

2.quasi-passive

3.agentful-passive

4. active-passive

C.

---

[3] ?

File 8
(Derivations)

LS cannot apply

(2) LH L H L HS1 L H LHL   RSLHLHLFS1LH!HL

∨ | |∧/∨ |/| |///| | |/

riŋayom   →   riŋayom →   riŋayom   →   riŋayom

works with –o pres

*(1) HLLHLFS1HLHL

    |∧|/| |∨

nɛnayom →   nɛnayomnɛnâyôm← seems unlikely

(3) L H   LHS1LHLRSLHLLSLHL

∨/∧∨ |∨| |∨/∧∨

riŋogwaŋ   →riŋogwaŋ →riŋogwaŋ →riŋogwaŋ

(4) L H LH   HS1L H LH   RS LH LHLFS1LH!H

∨ | | \|∨/| \| |/| | |

   pot olok   →   pot olok→ pot ol ok   →   pot olok

(5)L H   L HS1 L H L RS   LHL LSL HL

∨/ | \\/∧\∧ | | ∨ | |\ | / |

   ked abolo→ ked abolo→   ked abolo→ked abolo

FS1   L H L

 | \ | |

→ ked abolo

(6) LHL HHS1LHLHRSLHLHLS

∨ | |∨|// | |//

riŋ emir   →   riŋ emir →riŋ emir

A 4-2.1

4.2 Downdrift and downstep

Lango exhibits the phenomenon of downdrift, which is to say that high tones separated by a low tone will be said in different pitches. The second lower than the first. See, for example, the sentence ànɛ́nòbím[2]

    1s-see-perf   baboon

'I saw the baboon'

has a tone melody the following:

   [_]

(1), (2), (5), after (6), (8)

---

[1] This sheet is a rough plan of the page 46 of 'A Grammar of Lango'.

[2] The rightmost syllable of a verb in perfect aspect is pronounced with a downstepped high tone in Kumam and Acooli.

Check (5) (2)↓(3)↓

(7) may have to be a rule

(6) should follow rules – be together with discussion of the domain of sandhi – breath group

rules operate word internally   cycle

order: coal(escence)

(1) } general principles   kèdéàbòlò → kèdàbólò

(7) }   see Q55

(8) }

(5) – T 154   Q151

H(L)   réccì   gem(inated)

           But gúlúnî

4.4.3 sínmá ? Q154

Cycle   4.5

Span is breath group   ord. 3 works

Topicalized NP

4.4.2 after rules   Three

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   H   L   L

 | | ∧

dɔgdoktɪno   →   dɔ́gdôktɪno   Q179

Q173 cálwìɲóràc   →   cálwí!ɲórâc

Q172 ìmáɲdòkmìt   →   ìmáɲdôkmìt

Q171 móndɔ̀ŋɔ̀ kònóbá   →   móndɔ́ŋɔ̀ kònòbá

       HS1

[móndɔ̀ŋɔ̀] → [móndɔ́ŋɔ̀]   [móndɔ́ŋɔ̀]

If FS1 is allowed to appl., then we would get HS1

  Rem.: [dɔ́ŋɔ̀kònó] → *[dɔ́ŋɔ́kônó]   móndɔŋɔ

Since this does not happen, we must infer that FS1 is put __

Q174 ɲìgòdùkúràc   →   ɲígódúkùrâc

Again, FS1 must be restrained from app.

      HS1

[ɲígòdùkú] → [ɲígódûkú]

         HS1   LS   FS

[ódûkúràc] → òdûkúrâc → ódûkùrâc → ódúkùrâc

The FS rules must be postcyclic

HS1   LS   FS2

MSB20 rìŋówèlòbáɲá   →   rìŋówêlòbáɲá   →   rìŋòwêlòbáɲá→

      →   rìŋòwélòbáɲá

```
H   L   HS1 H   L
| |     |\|
dɔgdok    →    dɔgdok
H   L                    derived HL monosyllables
|/\\
doktɯno
```

1) cyclicprinc. aren'thelp

2) cond. on rules is (obr.) ad hoc

3) interp. of ant. would mean major ____

Phrase initial HL's simp.Final ones don't – neither do medial monosyll.

                    - of course won't apply to these

HL → H / __ (#) L

. # ___ # (L)

dɔgɲəŋdît

Apply rules in order across the entire span

```
        H     L   H   HS1  H    L H    LS
        |   /|\   |\  |  \/|\|\
(1)  mondɔŋɔkonoba → mondɔŋɔkonoba  →
     HLH  FS2HLH
     |\/|\ \  |         |\/|\|
     mondɔŋɔkonoba   →   mondɔŋɔkonoba
```

```
 HLHL   HS1HLHL  LS
    | |\| |        /|\| |\|
(2)  ɲigodukurac→  ɲigodukurac   →
       H  L  H  L  FS2  H L   HL
/ | \/\\//|\|  |/
     ɲigodukurac→  ɲigodukurac
```

```
    H L H !H    L H HS1 H L H !H  L H  FS1
| | | | /| |        |\| | |\\| |
(3)kicaworookaa   →    kicaworookaa   →          Q98
H !H!HLH
       |\  | |\\| |
kicaworookaa
```

```
 H  LH L   HS1   H LH L   LS      H   L  HL  FS2
   |   | | |          /\| |\|         /\/\\/
(4)  *calwɯɲorac   →calwɯɲorac   →   calwɯɲɔrac   →   Let be
```

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```
HLHL
|\|  |/
    *calwɪɲoraccálwí!ɲórâc
    L H   L    HS1   L H   L    FS2   L H      L
    | |   |   \|  |\|\         | |\
```
(5) *ɪmaɲdokmɪt → ɪmaɲdokmɪt → *ɪmaɲdokmɪt

   Q172 says: monosyll. words with a derived fall don't simp.

```
HL        HS1   HL    FS2   HL
| |\\|  \/|\|\     |\
```
(6)*dɔgdoktɪno → dɔgdoktɪno → dɔgdoktɪno

```
HLHL  HS1   HLHL   FS1   H!HL
| | | |  |\|  |\|  |\|  |
```
(7)*dɔgdokrɛma→dɔgdokrɛma→ *dɔgdokrɛma

(5), (6) and (7) → same cause affects both FS1(b) and FS2: derived HL's don't simplify

6/11   4-7

by the rule:

```
H L
| /\                        have to posit a special rule for these
gwokrac
```
      dog   bad

'The dog is bad'

This should follow the rules

These are two classes of words that appear to be anomalous with regard to HS1. The first of these involves words whose citation forms have high tone but which nonetheless do not trigger HS1. Compare dɔgdyàŋ → dɔgdyâŋ'cow's mouth' given above with wúmdyàŋ 'cow's nose', which cannot undergo HS1 to become *wúmdyâŋ. Moreover, words like wúm differ in other respects from ordinary high tone words like dɔg 'mouth'. When dɔg is followed by a H, there is no change:

```
   H
|   \
dɔgbim
```
      mouth baboon

'baboon's mouth'

But when wúmis followed by a high, the second high becomes downstepped: wúm !bím'baboon's nose'. Citation forms apart. The wúm – class nouns behave exactly like nouns with HL tones, such as gwôk. They appear to have an underlying HL tone that in citation form is simplified to H by a special rule. A list of words belonging to this class is provided below. We will refer to this class in the future as H(L):[3]

---

[3]There are other classes of nouns which bear a floating low toneme in the rightmost position.

ém 'thigh'   wók 'gap in teeth'   wúm 'nose'

dúd 'buttocks'   tók 'nape'   léb 'tongue'

tík 'chin'   yít 'ear'   kór 'breast, chest, middle'

ɲím 'forehead' yíb 'tail'   mán 'this is'

7/11

Derivations   (4) becomes (2) – other #'s moved up!

```
     L H  L        (4) L H  L      (5)  L H      L
     | |/|\\        | |  /|\       | |  \   |\
(3l) atɪnonɪno   →    atɪnonɪno   → atɪnonɪno
       H  L        (4)  H   L      (5)     H L   coal.
     |\/|\              |\|  \/|\  |
(3q) nɛnoogwaŋ    →nɛnoogwaŋ    →   nɛnoogwaŋ   →
     H   L
         |  \   |
nɛnogwaŋ
          H   L H L  (1)  H  L H  L    H  H  L    â could be
     |  |  |\|  |\|   |\|  |\ |\ |    derived by (1)
(1h')peapama→peapama→pea!pama
```

The ____ is the ____: H – needed be.ŋètis never *ŋĕt, unlike kŏ

```
     L H L        (1)   L H L   (2)    L    H L
     |  |/\              |  |\|         |\    |/
(2k)ŋetogwaŋ     →ŋetogwaŋ     →     ŋetogwaŋ
LHL   (1)  LHL       (2)LHL
     | | |          | |\|             |\    |/
(1n)riŋodok     →riŋodok     → riŋodok
     L H L H  (1)  L H L H (3) L H !H  (4)
     |/|/| |  |/\//|  |/\/|
(2r)nɛnalibi   →nɛnalibi     →  nɛnalibi    →
     L    H !H
     |   |/|
nɛn    alibi
       H   L      FS2   HL       HS2   H    L   coal.
     |\/|\\            |\/|\/| \   /\
(3r)danoonɪno    →   danoonɪno    →   danoonɪno   →
     H    L
     |  \|\
danonɪno
```

àtínónìnò

LHLL (1)   Present high spread tone apply from H̲L̲

| |∨∕∕|∖

atṇnonṃo→

- given that the simp. rules apply whenever their structural descr. is met, then we have irreg. only words.

L → H / HL # _ L
↓

If simp. rules apply when SD is met, then this will be it

- the derivation of

Q174 ɲígòdùkúràc → ɲígódúkùrâc

Reg. FS2 after LS

HLH   (1)   HLH   then

| |∖|∕ |∨|

ɲigoduku → ɲigoduku

HLHL   (1)   HLHL   if FS1 applies,

|∖| | | ∕|∕| ∖| wrong result

odukurac → odukurac

(2) HLHL (4)   HLHL

|∨|∨∕||∨

→odukurac → odukurac

Tone in V's

This should follow HS1
↑

Perf.   LH L HS1 L H L FS2 L H L RS LH L

∨∕∧∨∧∨| | | | |

  acamo →acamo →   acamo →   acamo

Hab.   L H L HS1 L H L RS   L H L

∨ | |∨|∖| | |∖|

acamo→acamo→acamo

Prog.   H L   FS2 H L

        |∕|∖ | |∖

acammo   → acammoácàmmò

―――――

2p perf. LH L H HS1 LH L   H RS L H L

∨∕ |∖|∨∨|∖| | |∕| |∖

icamowunu→icamowunu→icamowunu

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FS2   LH   L   H

| | |\\|

→ icamowunu

2p hab. L H   L H HS1 L H LH RS   L HLH

\\/ |/ | | |// | \\/ | | / | \\/ |

icamowunu→icamowunu→icamowunu

2p prog. H L   H FS2 H   L   H

| //\\\\| | |/\\ \\ |

icammowunu→icammowunu

so: perf. prog. LH

    hab. prog. LH (or L, but simplicity seems to suggest LH)

progprog. HL (These have a ____ in LH + HL hab.

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'Natural' approaches

1. Concreteness in lexical representations

2. modularization of phono./morpho.

There was evident quite early on → Both Stamp + Venn. united the __?__

3. an interest in functional explanations   phonemics and morphophonemics that has

i.e. an interest in 'explaining' linguistic phenomena by_____?_____

reference to data not i__?__ __?___ The synchronic distributional corpus

4. a willingness to use synchronic, distributional data in formulations. ___?__ The structure of linguistic systems.

5. Theoretical constructs and analyses developed them in order to provide not only account of the synchronic distribution __?__, but also intended to provide a framework. __?__ which hypothesis about language change and language acquisition can most naturally be stated.

2. In its early stages, NGP could be distinguished from NP in the following way

NP	vs	NGP
1. favors rules over alternations		1. Allows alternations along with rules
2. permit absolute neutralization (but very costly)		2. Forbid absolute neutralization
3. noarchisegment		3. Archisegment _?_
4. extrinsic ordering		4. No extrinsic rule ordering
5.appeals to innateness are not excluded as explanatories ___		5. Simple appeals to innateness are excluded

Because of its basis in _____ _____ (esp. in the case of Dressler)

There has been a trendin the development of NGP, evidenced most clearly in the work of Joan Bybee, to abandon various tenets

Kiparsky's landmark paper 'How abstract is phonology?' which spurned a considerable literature prior to its publication in 1973, opened up. The disc. of the issue of abstractness in phonology, a discussion which led to the establishment of the _?_ natural approaches to phon.

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7. The blender was repaired by Noonan
8. The blender blended everything more
9. During an earthquake, the blender rolled off the table
10. Floyd wa not interested in blenders after this
b) Provide form/ function diagrams for the following active – passives:
1. This are pops well
2. Grape juice stains wash out with difficulty