

Reel Grammar Book

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This book is used to teach how certain words correctly fit together in phrases, clauses, and sentences.

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Introduction

In the Reel language there are several different types of words: nouns, verbs, pronouns, adjectives, modifiers, adverbs, connectors, and others. We will learn about these in this book. We will also learn about how the words go together into groups of words called phrases, clauses, and sentences. The words and how they go together are called grammar.

Learning about the words and groups of words in Reel can help you become a better reader and writer. It is especially important for those writing books and translating Scripture to understand the lessons of this book.

The lessons of the *Reel Consonant and Vowel Book* should be learned before learning from this book. Most examples sentences in this book come from the stories at the back of this book.

Some words such as ‘consonant’ and ‘vowel’ are used in this book without being explained. These words are explained in the *Reel Consonant and Vowel Book*. If you forget their meaning, you can look them up in the glossary at the back of this book. There are many new words in this book which are used to explain the grammar of Reel. Each new word is underlined and explained when it is first used. If you later see the word and forget what it means, you can also find it explained in the glossary at the back of this book.

This book can be taught to participants in a workshop. A person can also use this book to teach himself/herself without a workshop or instructor. You should read each lesson and then immediately do the exercise following the lesson. The exercise will help you test your understanding of the lesson. The answers to the exercises are in the back of the book (In this draft version of the grammar book, the answers are in the exercises following each lesson). After completing an exercise, immediately check your answers to see how well you have understood. For each of your incorrect answers, try to understand the correct answer. Ask other Reel if you need help.

The following book was helpful in learning Reel grammar:

Reid, Tatiana. 2010. *Aspects of Phonetics, Phonology and Morphophonology of Thok Reel*. Masters Thesis for University of Edinburgh. Edinburgh, United Kingdom.

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Spelling rules

In the *Reel Consonant and Vowel Book* (RCVB) there are three spelling rules that help reading and writing. These are listed below along with the page number in RCVB where they are further explained.

Spelling Rule 1a (RCVB page 13): At the end of words, write **p, th, t, c, k** instead of **b, dh, d, j, g**.

	Correct	Wrong	
p	lip	lib	<i>tongue</i>
th	wëth	wëdh	<i>buttock</i>
t	teet	teed	<i>hand</i>
c	baac	baaj	<i>calf (of leg)</i>
k	rook	roog	<i>molar tooth</i>

Spelling Rule 1b (RCVB page 14): When the suffix –ë is added to the end of words, write **p, th, t, c, k** instead of **b, dh, d, j, g**.

	Correct		Correct	Wrong	
p	dap	<i>lazy person</i>	dapë	dabë	<i>lazy persons</i>
th	mëëth	<i>friend</i>	mëëthë	mëëdhë	<i>friends</i>
t	rëët	<i>razor</i>	rëëtë	rëëdë	<i>razors</i>
c	rïc	<i>rafter</i>	rïcë	rïjë	<i>rafters</i>
k	dhöök	<i>leopard skin</i>	dhöökë	dhöögë	<i>leopard skins</i>

	Correct		Correct	Wrong	
--	---------	--	---------	-------	--

p	täp	<i>pot hole</i>	wään tēpē	wään tēbē	<i>place of pot hole</i>
th	puōth	<i>marriage</i>	wään puthē	wään pudhē	<i>place of marriage</i>
t	yiet	<i>finger</i>	wään yitē	wään yidē	<i>place of finger</i>
c	thieec	<i>request</i>	wään thiēēcē	wään thiēējē	<i>place of request</i>
k	kaak	<i>field</i>	wään kaakē	wään kaagē	<i>place of field</i>

Spelling Rule 1c (RCVB page 15): **p, th, t, c, k** and **b, dh, d, j, g** can all be at the beginning of words and between vowels in other positions of words.

	Correct		Correct	
p, b	pan	<i>swamp area</i>	ban	<i>bedbug</i>
th, dh	thöl	<i>wall</i>	dhöök	<i>leopard skin</i>
t, d	tap	<i>tobacco</i>	dap	<i>lazy person</i>
c, j	cou	<i>husband</i>	jou	<i>chest</i>
k, g	kaak	<i>field, garden</i>	gaak	<i>jaw</i>

	Correct		Correct	
p, b	apaal	<i>knife</i>	abaar	<i>orphan</i>
th, dh	athak	<i>pot</i>	adhaar	<i>pot</i>
t, d	atak	<i>something twisted</i>	adaŋ	<i>gun, bow</i>
c, j	acaar	<i>fish</i>	ajaar	<i>basin</i>
k, g	akäl	<i>calf</i>	agäk	<i>game</i>

Spelling rule 2 (RCVB page 37): All vowels in the same syllable (beat) are breathy, or all vowels in the same syllable are non-breathy. Breathly and non-breathy vowels are never mixed in the same syllable. However, **u** is never breathly, and can be in the same syllable with breathly vowels or in the same syllable with non-breathy vowels.

Non-breathy		Breathy	
pai	<i>month, moon</i>	piär	<i>scar, cloud</i>
nhieer	<i>love</i>	riēēi	<i>rats (pl)</i>
nhieem	<i>charcoal</i>	thiēēŋ	<i>antelope, gazelle</i>
riop	<i>claw, fingernail</i>	riöp	<i>claws, fingernails (pl)</i>
thiöl	<i>fat</i>	tiiö	<i>those (near hearer)</i>
dual	<i>veil</i>	kuäth	<i>bone marrow</i>
ruei	<i>saliva</i>	cuēr	<i>thief</i>
kuel	<i>star</i>	tuëk	<i>harvest season</i>
cuii	<i>soup</i>	yuüir	<i>venom, posion of snake</i>
luok	<i>mouse</i>	böu	<i>herd (of cows)</i>
ruök	<i>kidney</i>	puöny	<i>body</i>

Spelling Rule 3a (RCVB page 29): At the end of words, write **u** and **i, i** instead of **y** and **w**.

Correct	Wrong	
kau	kaw	<i>bride</i>
bei	bey	<i>pain</i>

dēi | dēy | *hammer*

Spelling Rule 3b (RCVB page 40): In-between vowels in two different syllables (beats), write **y** and **w** instead of **i** and **u**.

Correct	Wrong		Correct	Wrong	
cōu	cōw	<i>termite</i>	thuōu	thuōw	<i>end (of something)</i>
cōwē	cōuē	<i>termites</i>	wään thuwē	wään thuuē	<i>place of end</i>
yai	yay	<i>joy</i>	tei	tey	<i>stick</i>
yayē	yaiē	<i>joys</i>	wään teyē	wään teiē	<i>place of stick</i>
juēi	juēy	<i>fever</i>	kāi	kāy	<i>first born child</i>
juääyē	juääiē	<i>fevers</i>	wään keyē	wään kēiē	<i>place of first born child</i>

Spelling Rule 4a (page 92): Connect possessor pronouns to body parts, family words and other nouns with a close relationship.

Singular body part		Plural body part	
teetdē	<i>my hand</i>	tēetkē	<i>my hands</i>
teetdu	<i>your (sg) hand</i>	tēetku	<i>your (sg) hands</i>
teetde	<i>his, her hand</i>	tēetke	<i>his, her hands</i>
		tēetkōn	<i>our (and your) hands</i>
		tēetkō	<i>our (not your) hands</i>
		tēetkuc	<i>your (pl) hands</i>
		tēetken	<i>their hands</i>

Singular family noun		Plural family noun	
nēerdē	<i>my uncle</i>	nēērēkē	<i>my uncles</i>
nēerdu	<i>your (sg) uncle</i>	nēērēku	<i>your (sg) uncles</i>
nēerde	<i>his, her uncle</i>	nēērēke	<i>his, her uncles</i>
nēerdan	<i>our (and your) uncle</i>	nēērēkōn	<i>our (and your) uncles</i>
nēerda	<i>our (not your) uncle</i>	nēērēkō	<i>our (not your) uncles</i>
nēerduc	<i>your (pl) uncle</i>	nēērēkuc	<i>your (pl) uncles</i>
nēerden	<i>their uncle</i>	nēērēken	<i>their uncles</i>

Spelling rule 4b (page 93): Write the connector **ē** ‘of’ before possessor pronouns if the noun has a distant relationship with the pronoun.

Singular noun		Plural noun	
tīc ē dē	<i>my feast</i>	tīēc ē kē	<i>my feasts</i>
tīc ē du	<i>your (sg) feast</i>	tīēc ē ku	<i>your (sg) feasts</i>
tīc ē de	<i>his, her feast</i>	tīēc ē ke	<i>his, her feasts</i>
tīc ē dan	<i>our (and your) feast</i>	tīēc ē kōn	<i>our (and your) feasts</i>
tīc ē da	<i>our (not your) feast</i>	tīēc ē kō	<i>our (not your) feasts</i>
tīc ē duc	<i>your (pl) feast</i>	tīēc ē kuc	<i>your (pl) feasts</i>
tīc ē den	<i>their feast</i>	tīēc ē ken	<i>their feasts</i>

If the plural noun already has the plural suffix –**ë**, do not add the connector **ë** ‘of’.

Singular noun		Plural noun	
këny ë dë	<i>my debt</i>	käänyë kë	<i>my debts</i>
këny ë du	<i>your (sg) debt</i>	käänyë ku	<i>your (sg) debts</i>
këny ë de	<i>his, her debt</i>	käänyë ke	<i>his, her debts</i>
këny ë dan	<i>our (and your) debt</i>	käänyë kön	<i>our (and your) debts</i>
këny ë da	<i>our (not your) debt</i>	käänyë kö	<i>our (not your) debts</i>
këny ë duc	<i>your (pl) debt</i>	käänyë kuc	<i>your (pl) debts</i>
këny ë den	<i>their debt</i>	käänyë ken	<i>their debts</i>

Spelling Rule 4c (page 99): Connect possessor pronouns to nouns, but separate possessor pronouns after position prepositions [check for agreement].

Connected to nouns	Separate from prepositions
Ee juii yuic dë . (<i>S)he is seeing my head.</i>	Ee wëi yuüi dë . (<i>S)he goes above me.</i>
Ee juii thard dë . (<i>S)he is seeing my waist.</i>	Ee wëi thaar dë . (<i>S)he goes under me.</i>
Ee juii jic dë . (<i>S)he is seeing my stomach.</i>	Ee wëi jii dë . (<i>S)he goes inside me.</i>
Ee juii jök dë . (<i>S)he is seeing my back.</i>	Ee wëi jöu dë . (<i>S)he goes behind me.</i>
Ee juii nhiam dë . (<i>S)he is seeing my front.</i>	Ee wëi nhiaam dë . (<i>S)he goes before me.</i>
Ee juii thää ndë . (<i>S)he is seeing my side.</i>	Ee wëi thë en dë . (<i>S)he goes beside me.</i>
Ee juii kam dë . (<i>S)he is seeing my middle. ?</i>	Ee wëi kaam dë ku lëi. (<i>S)he goes between me and animal.</i>

Spelling Rule 5 (page 73, 85): Write subject and object pronouns separate from the verbs they follow.

Subject pronouns

Correct	Wrong	
Ayak yï peen kaath	Ayak yï peen kaath	<i>Lion fell in well</i>
ku peen yë kaath.	ku peen ë kaath.	<i>and I fell in well.</i>
... ku peen yï kaath.	... ku peen ï kaath.	<i>... and you (sg) fell in well.</i>
... ku peen e kaath.	... ku peen e kaath.	<i>... and he fell in well.</i>
... ku peen kön kaath.	... ku peen kön kaath.	<i>... and we (and you) fell in well.</i>
... ku peen kö kaath.	... ku peen kö kaath.	<i>... and we (not you) fell in well.</i>
... ku peen ye kaath.	... ku peen e kaath.	<i>... and you (pl) fell in well.</i>
... ku peen ke kaath.	... ku peen ke kaath.	<i>... and they fell in well.</i>

Object pronouns

Correct	Wrong	
Ayak juii nu ëer .		<i>Lion is seeing person.</i>
Ayak juii ë .	Ayak juiiy ë .	<i>Lion is seeing me.</i>
Ayak juii ï .	Ayak juiiy ï .	<i>Lion is seeing you (sg).</i>
Ayak juii e .	Ayak juiiy e .	<i>Lion is seeing him.</i>
Ayak juii kön .	Ayak juii kön .	<i>Lion is seeing us (and you).</i>
Ayak juii kö .	Ayak juii kö .	<i>Lion is seeing us (not you).</i>

Ayak juii ye .	Ayak juii ye .	<i>Lion is seeing you (pl).</i>
Ayak juii ke .	Ayak juii ke .	<i>Lion is seeing them.</i>

Spelling Rule 6 (page 104): Write demonstrative words separate from the nouns they follow.

Correct	Wrong	
Kath ε , yen la kath mē lēlēŋ.	Kath ε , yen la kath mē lēlēŋ.	<i>This well, it is a good well.</i>
Kath ɔ , yen la kath mē lēlēŋ.	Kath ɔ , yen la kath mē lēlēŋ.	<i>That well, it is a good well.</i>
Kath i , yen la kath mē lēlēŋ.	Kath i , yen la kath mē lēlēŋ.	<i>That (far) well, it is a good well.</i>
Kēth ti , ke la kēth tē lēlään.	Kēth ti , ke la kēth tē lēlään.	<i>These wells, they are good wells.</i>
Kēth ti̯ö , ke la kēth tē lēlään.	Kēth ti̯ö , ke la kēth tē lēlään.	<i>Those wells, they are good wells.</i>
Kēth ti , ke la kēth tē lēlään.	Kēth ti , ke la kēth tē lēlään.	<i>Those (far) wells, they are good wells.</i>

Spelling Rule 7 (page 151): Write habitual words as **kan**, **ke**, or **ka** and not as **ke**. Write the pronoun ‘they’ as **ke**.

Correct	Wrong	
Ee kan wē yiëër.		<i>I (regularly) go to river.</i>
Ee ke yi wē yiëër.	Ee ke yi wē yiëër.	<i>You (sg) (regularly) go to river.</i>
Ee ke wē yiëër.	Ee ke wē yiëër.	<i>(S)he (regularly) go to river.</i>
Ee ke kon wē yiëër.	Ee ke kon wē yiëër.	<i>We (and you) (regularly) go to river.</i>
Ee ke kɔ wē yiëër.	Ee ke kɔ wē yiëër.	<i>We (not you) (regularly) go to river.</i>
Ee ka ye wē yiëër.		<i>You (pl) (regularly) go to river.</i>
Ke ke wē yiëër.	Ke ke wē yiëër.	<i>They (regularly) go to river.</i>

Spelling Rule 8 (page 138): After intransitive verbs (that don’t have an object receiving the action), write **ye** instead of **ei** for ‘you (pl)’.

Correct	Wrong	
Ee pen ë .		<i>I am falling.</i>
Ee pen yi .		<i>You (sg) are falling.</i>
Ee pen.		<i>(S)he is falling.</i>
Ee pen kon .		<i>We (and you) are falling.</i>
Ee pen kɔ .		<i>We (not you) are falling.</i>
Ee pen ye .	Ee pen ei .	<i>You (pl) are falling.</i>
Ke pen.		<i>They are falling.</i>

Spelling Rule 9 (page 138): Write the verbs ‘go’ and ‘come’ as follows:

Ee wä ë.	<i>I am going.</i>	Ee bä ë.	<i>I am coming.</i>
Ee wëi yi.	<i>You (sg) are going.</i>	Ee bën yi.	<i>You (sg) are coming.</i>
Ee wëi .	<i>(S)he is going.</i>	Ee bën .	<i>(S)he is coming.</i>
Ee wa kon.	<i>We (and you) are going.</i>	Ee bën kon.	<i>We (and you) are coming.</i>
Ee wa kɔ.	<i>We (not you) are going.</i>	Ee ba kɔ.	<i>We (not you) are coming.</i>
		Ee bën kɔ.	<i>We (not you) are coming.</i>
Ee wai ye.	<i>You (pl) are going.</i>	Ee bai ye.	<i>You (pl) are coming.</i>

Kε wëi.	<i>They are going.</i>	Kε bën.	<i>They are coming.</i>
Wër!	<i>(You sg) go!.</i>	Bër!	<i>(You sg) come!</i>
Wai ye!	<i>You (pl) go!</i>	Bai ye!	<i>You (pl) come!</i>
Wa kən!	<i>Let us go!</i>	Ba kən!	<i>Let us come!</i>

Spelling Rule 10a (page 188): Write words connected if either does not have meaning by itself.

agurböök *onion*
agur *(no meaning)*
book *(no meaning)*

Spelling Rule 10b (page 188): Write words connected if there is a difference in meaning from when separate.

dërceŋ *village*
dër ceŋ *centre of houses*

Exercise 1

Carefully read and say each test word below. The **bold** letter in each test word may or may not be written correctly. Write the word correctly in the space given. The first one is done as an example.

Test Word	Write correctly	Test Word	Write correctly
dög <i>river</i>	dök	cuëny <i>liver</i>	_____
gaak <i>field, garden</i>	_____	keedh <i>cow urine</i>	_____
baaw <i>cracks (pl)</i>	_____	yooi <i>run</i>	_____
did <i>bird (general)</i>	_____	wään tóbë <i>place of tobacco</i>	_____
rījē <i>rafters</i>	_____	wään bööië <i>place of fear</i>	_____
taayē <i>open places</i>	_____	riëy <i>canoe, boat</i>	_____
kāi <i>first born</i>	_____	aduany <i>crippled person</i>	_____
agäg <i>game</i>	_____	ŋüöl <i>crowd</i>	_____
yöw <i>monies (pl)</i>	_____	wään thuuë <i>place of end</i>	_____
lëi <i>animal</i>	_____	dapë <i>lazy persons</i>	_____
nīëü <i>co-wife</i>	_____	wään thiëëcë <i>place of request</i>	_____
bei <i>pain</i>	_____	acëcucëyë <i>whips</i>	_____

Exercise 2

Carefully read and say each test word below. Write the word correctly in the space given.

Test Word	Write correctly	Test Word	Write correctly
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jic dē	<i>my ear</i>		jith ë kon	<i>our stomachs</i>	
tap ë kuc	<i>your tobaccos</i>		nëërëken	<i>their uncles</i>	
wac dē	<i>his aunt</i>		kääny ë kə	<i>our debts</i>	
jək dē	<i>his back</i>		jək dē	<i>behind him</i>	
jii dē	<i>inside me</i>		yuicden	<i>above them</i>	
Jək juiiyē	<i>God sees me</i>		peene kaath	<i>He fell in well</i>	
loli	<i>that valley</i>		Ayak juii ei	<i>Lion sees you</i>	
dīēer ε	<i>this pig</i>		rowə	<i>that hippo</i>	
Ee bā ē	<i>I am coming.</i>		Ee wai ye	<i>You are going</i>	
cəkjau	<i>widow</i>		adēer jīōōu	<i>prostitute</i>	
tīēt waal	<i>healer</i>		guänjäär	<i>bush dweller</i>	
tuttērē	<i>cocks</i>		dei amēēl	<i>sheep (pl)</i>	

Types of words

In this book, we learn about many types of Reel words. These words are in **bold** in the sentences below. The names of the words are underlined on the left.

Types of Reel words

<u>Noun</u>	Nuëer juii yök.	<i>Person is seeing cows.</i>
<u>Verb</u>	Nuëer juii yök.	<i>Person is seeing cows.</i>
<u>Preposition</u>	Nuëer wēi kē yök.	<i>Person is going to cows.</i>
<u>Pronoun</u>	Ee juii ye yök. ?	<i>He is seeing cows.</i>
<u>Demonstrative</u>	Nuëer juii yök ti.	<i>Person is seeing these cows.</i>
<u>Number</u>	Nuëer juii yök nā rou.	<i>Person is seeing two cows.</i>
<u>Quantity</u>	Nuëer juii yök diaal.	<i>Person is seeing all cows.</i>
<u>Indefinite</u>	Nuëer juii yök ti kök ti.	<i>Person is seeing certain cows.</i>
<u>Adjective</u>	Nuëer juii yök tē lälääŋ.	<i>Person is seeing good cows.</i>
<u>Adverb</u>	Nuëer wēi këro.	<i>Person is going alone.</i>
<u>Question word</u>	Ee ŋu luə ye yin ë wënë?	<i>What are you doing here?</i>
<u>Connector</u>	Nä kue nuëer cuop, ku juii ye yök.	<i>When person arrived, he is seeing cows.</i>

We will learn more about each of these words in the following lessons.

Nouns

A noun can be a person, animal, place, thing, or idea. In the sentence below, **ruöön** ‘year’, **piny** ‘area, land’, **peweer** ‘famine’, **Anjau** ‘Cat’, and **Tëë** ‘Hen’ are all nouns.

(2:9-10)

Nä kue wä **ruöön** ε döme, **piny** yī ku tēk ke **peweer**, The following **year land** had a **famine**,
ku **Anau** rō jieec kue wēi kē **Tēer**. and **Cat** himself arose and went to **Hen**.

The following are other examples of nouns:

	Singular	Plural	
Persons	abaar	abar	<i>orphan</i>
	ruä	ruëth	<i>brother-in-law</i>
	jäl	jääl	<i>guest, visitor</i>
Animals	yaŋ	yök	<i>cow</i>
	cil	ciel	<i>rhino</i>
	dit	diit	<i>bird (general)</i>
Places	lol	löölē	<i>valley</i>
	pēm	pëëm	<i>mountain, rock</i>
	akëi	akeeth	<i>neighborhood</i>
Things	nök	noou	<i>feather</i>
	duoŋ	duoŋ	<i>mortar, pounding pot</i>
	bëel	bel	<i>sorghum, dura</i>
Ideas	luk	luöu	<i>court case</i>
	luöör	lur	<i>reception</i>
	cieeŋ	cëŋ	<i>tradition, custom, way of life</i>

How do we know if a word is a noun? Most nouns can have a singular and plural form. A singular noun is one of the noun. A plural noun is more than one of the noun. Singular nouns can take the place of **bëel** ‘dura, sorghum’ in (1). Plural nouns can take the place of **bel** ‘duras, sorghums’ in (2).

<u>Singular</u>	(1) Yën goor bëel më lëlēŋ. I want a dura that is good.
<u>Plural</u>	(2) Yën goor bel të lëlääŋ. I want duras that are good.

There are several ways that nouns have singular and plural forms. Some add the suffix **-ë** (as in **rum/rumë** ‘club/clubs’). A suffix is letter(s) added to the end of a word. For singular and plural, some nouns change the vowel (as in **bëel/bel** ‘dura/duras’). Some change the final consonant (as in **yak/yau** ‘famine/famines’). Some change the tone (as in **lëi (Low)/lëi (High)** ‘animal/animals’). Some do a combination of these changes (as in **kër/käärë** ‘net/nets’), or are completely changed (as in **waŋ/nyin** ‘cow’). And some do none of these changes (as in **läŋ/läŋ** ‘prayer/prayers’). Also, some nouns (as **nhiaal** ‘sky’) are singular and do not have a plural form. Other nouns (as **cak** ‘milk’) are plural and do not have a singular form.

Ways to make singular and plural nouns

		Singular	Tone	Plural	Tone	
Noun	-ë, -në	rum	L	rumë		<i>club, stick</i>
	vowel change	bëel	L	bel	H	<i>dura, sorghum</i>
	consonant change	yak	L	yau	L	<i>famine, drought</i>

	tone change	lëi	L	lëi	H	<i>animal</i>
	combination, -ë	kër	H	käärë	LH,HL	<i>net for fishing</i>
	complete change	waŋ	H	nyin	dH	<i>eye, face</i>
	no change	läŋ	L	läŋ	L	<i>prayer</i>
Noun singular		nhiaal	L	---		<i>sky</i>
Noun plural		---		cak		<i>milk</i>

We now look more closely at each of these type of changes between singular and plural nouns.

Nouns with suffix -ë, -në

Many nouns make a plural by adding the suffix **-ë, -në** to the singular. Nouns with a final consonant (such as **wac** ‘paternal aunt’) add the suffix **-ë (wacë** ‘paternal aunts’) and nouns with a final vowel (such as **guärthu** ‘father-in-law’) add the suffix **-në (guärthunë** ‘fathers-in-law’).

Nouns with suffix -ë, -në

	Singular	Plural	
-ë	wac	wacë	<i>paternal aunt</i>
	yath	yathë	<i>charm (for magic)</i>
	nyan	nyanë	<i>caterpillar</i>
	ban	banë	<i>bedbug</i>
	dap	dapë	<i>lazy person</i>
	yaar	yaarë	<i>plank of wood</i>
	jär	järë	<i>belch, burp</i>
	gäär	gäärë	<i>intentional scars on forehead</i>
	rëet	rëetë	<i>razor</i>
	gëëm	gëëmë	<i>midwife</i>
	mëëth	mëëthë	<i>friend, friendship</i>
	nëër	nëërë	<i>maternal uncle</i>
	këët	këëtë	<i>falcon, hawk</i>
	tüt	tütë	<i>mahogany tree</i>
	doth	dothë	<i>virgin</i>
	door	doorë	<i>peace</i>
	dhöök	dhöökë	<i>leopard skin</i>
	rum	rumë	<i>club, stick</i>
	tuut	tuutë	<i>bull, male cow not castrated</i>
	lioŋ	lioŋë	<i>pot hole, sloping ground</i>
	liök	liökë	<i>earthworm</i>
	dual	dualë	<i>veil</i>
	guan	guanë	<i>swelling, pain</i>
	rual	rualë	<i>herd, group (rats, buffalos)</i>
	yuaal	yuaalë	<i>wisker (of cat, dog)</i>
	thuoom	thuoomë	<i>harp instrument</i>
	buol	buolë	<i>hare, rabbit</i>
	tuor	tuorë	<i>flower</i>
	awaŋ	awaŋë	<i>tobaaco</i>

	pälñəc	pälñəcë	<i>initiation (for boy)</i>
	yäkyäk	yäkyäkë	<i>lung</i>
	blathuur	balthruurë	<i>monitor lizard</i>
	agurböök	agurböökë	<i>onion</i>
	dhiamdhiam	dhiamdhiamë	<i>spring</i>
-në	guärthu	guärthunë	<i>father-in-law</i>
	kara	karanë	<i>ladder</i>
	kuᅅgu	kuᅅgunë	<i>parrot, bird type</i>
	marthu	marthunë	<i>mother-in-law</i>
	muorkaba	muorkabanë	<i>bag</i>
	nyemiri	nyemirinë	<i>bean</i>
	palata	palatanë	<i>fish hook, line</i>
	tukutuku	tukutukunë	<i>type of parasite disease</i>
	akaja	akajanë	<i>donkey</i>

When **-ë** is added to a noun with vowel **i**, **ï** or **u** following another vowel, **i** and **ï** become **y** (as in **yai/yayë** ‘joy/joys’ and **u** becomes **w** (as in **böu/böwë** ‘herd/herds’). In **yayë** ‘joys’ the vowels **a** and **ë** are in two separate syllables (beats). We need the consonant **y** to separate these two vowels in the separate syllables. So in **yayë**, we write **y** instead of **i**. In **böwë** ‘herds’ the vowels **ö** and **ë** are in two separate syllables. We need the consonant **w** to separate these two vowels, so we write **w** instead of **u**.

Nouns with suffix **-ë** following **u, i, ï**

	Singular	Plural	
i – yë	yai	yayë	<i>joy, rejoicing</i>
	taai	taayë	<i>open place, clearing</i>
u – wë	böu	böwë	<i>herd</i>
	cöu	cöwë	<i>termite, white ant</i>
	puöüu	puöüwë	<i>bellow, air pump for fire</i>
	raaljioou	raaljioowë	<i>rainbow</i>
	agau	agawë	<i>grass type</i>

We have the following spelling rule for the vowel **u, i, ï** when the suffix **-ë** is added.

Spelling Rule 1b: In-between vowels in two different syllables (beats), write **y** and **w** instead of **i** and **u**.

Correct	Wrong	
cöu	cöw	<i>termite</i>
cöwë	cöuë	<i>termites</i>
yai	yay	<i>joy</i>
yayë	yaië	<i>joys</i>
juëï	juëy	<i>fever</i>
juääyë	juääïë	<i>fevers</i>

Nouns with vowel changes

Many nouns have a vowel change between singular and plural. The vowel can be short in the singular and long in the plural (**kaŋ/kaaŋ** ‘alcohol/alcohols’) or the opposite (**kaar/kar** ‘information/informations’). The vowel can be non-breathy in the singular and breathy in the plural (**dep/dëp** ‘strap/straps’) or the opposite (**jëp/jep** ‘axe/axes’). There can be a different vowel in the singular from the vowel in the plural (**pen/pen** ‘town/towns’, **këth/keth** ‘bile/biles’). There can also be any combination of these differences from the singular to the plural (**jök/jööök** ‘back/back’).

Vowel changes	Singular		Plural		
short – long	kaŋ	L	kaaŋ	L	<i>alcohol</i>
long – short	kaar	L	kar	L	<i>background information</i>
non-breathy – breathy	dep	L	dëp		<i>strap, handle</i>
breathy – non-breathy	jëp	L	jep		<i>axe</i>
one vowel – another vowel	pen	L	pen		<i>town</i>
one vowel – another vowel	këth	L	keth	H	<i>bile, gall, rusting</i>
combination	jök	H	jööök	L	<i>back (of something)</i>

The following nouns have vowel changes between the singular and plural. The change is shown in **bold**.

Vowel changes between singular and plural

	Singular	Plural	
a – aa	bar	baar	<i>open water with no grass or trees, lake</i>
	gat	gaat	<i>child, son, baby</i>
	kaŋ	kaaŋ	<i>alcohol</i>
	many	maany	<i>song of praising cow</i>
	tap	taap	<i>tobacco</i>
	wai	waath	<i>vulture</i>
	kau	kaath	<i>bride</i>
	yak	yau	<i>famine, drought, dry period</i>
	jak	jaau	<i>pelican, bird type</i>
	bak	baau	<i>crack</i>
	ŋak	ŋaau	<i>pus</i>
	gak	gaau	<i>hard layer on old food</i>
	alath	alaath	<i>cloth, thread</i>
	awai	awaai	<i>fruit type</i>
	acak	acaau	<i>flea, tick</i>
	atak	ataau	<i>twisted thing (fish, leaves into mat)</i>
ayak	ayaau	<i>lion</i>	
a - ë	kath	këth	<i>waterhole, well</i>
	dap	dëp	<i>birth</i>
	pan	pën	<i>swamp area</i>
	mac	mëi	<i>fire, family</i>
a - ëë	pai	pëëth	<i>moon, month</i>
	adaŋ	adëëŋ	<i>weapon</i>
	amaŋ	amëëŋ	<i>wild yam</i>

	athak	athëëu	<i>pot, back of head</i>
	nyan	nyïëëŋ	<i>crocodile</i>
a – iëë	anyan	anyïëëŋ	<i>chisel tool</i>
a - ɔ	gal	gɔl	<i>newly cultivated ground</i>
	thal	thɔl	<i>early or late sun</i>
	gak	gɔu	<i>peel, skin (of fruit)</i>
a - ɔɔ	dan	dɔɔŋ	<i>elder, older person</i>
aa - a	baac	bac	<i>calf (of leg)</i>
	maar	mar	<i>relative by blood</i>
	kaar	kar	<i>background information before marriage</i>
	kaak	kau	<i>field, garden</i>
aa - ä	apaal	apäl	<i>knife</i>
aa - ë	ayään	ayëŋ	<i>wrestling</i>
aa - ëë	adhaar	adhëër	<i>pot</i>
	abaaŋ	abëëŋ	<i>space, spot</i>
aa - ɔ	araany	arɔny	<i>sorghum cane (sweet)</i>
ä – ää	Jän	Jään	<i>Dinka person</i>
	jäl	jääl	<i>guest, visitor</i>
	ŋär	ŋäär	<i>bean</i>
	läk	lääu	<i>dream, prophecy</i>
ä - ë	Aräl	Arääl	<i>Dinka Ajaar person</i>
	ŋät	ŋët	<i>oil</i>
	täp	tëp	<i>pot hole, ground sloping down</i>
	mät	mët	<i>agreement, meeting</i>
	mäth	mëth	<i>drink</i>
	yäc	yëc	<i>load, burden</i>
	käi	këi	<i>first born child</i>
	awän	awën	<i>clan, subdivision of tribe</i>
	aŋät	aŋët	<i>clotting milk</i>
ä - ɔ	atäc	atɔc	<i>spice (general), bird type</i>
	agäk	agɔk	<i>game</i>
	acäu	acɔu	<i>bone</i>
ää - ä	wään	wän	<i>place, way, method</i>
	thään	thän	<i>side of body, other side</i>
	gääi	gäi	<i>surprise</i>
ää - ë	kääu	käu	<i>pit, hole, cave</i>
	rääl	rël	<i>muscle, blood vessel</i>
	ŋääth	ŋëth	<i>hope</i>
	määl	mël	<i>wealth</i>
	jääl	jël	<i>trip, journey, movement</i>
	kääŋ	këŋ	<i>proverb</i>
	acää	acër	<i>porcupine</i>
e - ë	rel	rët	<i>termite mound</i>
	ceŋ	cëŋ	<i>strap</i>
	dep	dëp	<i>trap</i>
	nyet	nyët	<i>rib</i>

	teu	täk	<i>life</i>
	theu	thäk	<i>menstrual period</i>
e – ëë	mer	mëër	<i>tear (of eye)</i>
e - ε	pen	pen	<i>town</i>
e - εε	ater	atεer	<i>conflict, hatred</i>
e – ïï	jeth	jïith	<i>scorpion</i>
ee - ë	neer	nër	<i>wrapping</i>
	weer	wër	<i>blessing</i>
	teer	tër	<i>playing</i>
	teen	tën	<i>music, beating of drum</i>
ee – ëë	teet	tëët	<i>hand</i>
ee - ε	keeth	keth	<i>cow urine</i>
ee - ö	yeeth	yöu	<i>money</i>
ë – ëë	gëm	gëëm	<i>cheek</i>
	gër	gëër	<i>back (of body or something)</i>
ë - e	mël	mel	<i>oath, promise</i>
	jëp	jep	<i>axe</i>
	cër	cer	<i>bright star, morning star</i>
	lël	lel	<i>net for carrying container</i>
	lëk	leu	<i>word, speaking</i>
	lëi	lec	<i>tooth</i>
ë - ee	dëi	deeth	<i>hammer</i>
	akëi	akeeth	<i>neighborhood</i>
ë - iee	yër	yieer	<i>river, lake</i>
ë – iëë	cël	cïëël	<i>elbow</i>
ëë - ë	lëëth	lëth	<i>begging</i>
ëë - e	bëël	bel	<i>grain, sorghum, dura</i>
ε - e	bëi	bec	<i>pain</i>
	keth	keth	<i>bile, gall, rusting</i>
	tëi	tei	<i>stick</i>
ε - ee	aŋeth	aŋeeth	<i>broth</i>
ε - ë	kei	këc	<i>vision</i>
εε - e	theem	them	<i>trying, testing</i>
	gεer	ger	<i>fence</i>
ë - ëë	pëm	pëëm	<i>rock, mountain</i>
	thëk	thëëu	<i>bull with twisted horns</i>
ë - e	cëth	ceth	<i>excrement, feces</i>
ë - ä	thëc	thäc	<i>dew</i>
	cël	cäl	<i>fish type</i>
	wët	wät	<i>belief</i>
	atël	atäl	<i>bowl from calabash</i>
ë - ää	cën	cääŋ	<i>sun, day</i>
	lëc	läac	<i>semen</i>
	yëm	yääm	<i>thigh</i>
ë - i	cët	cït	<i>colour (general)</i>
ë - u	wëi	wuc	<i>cattle camp, clan name</i>

ëë - ë	wëër amëël	wër amël	<i>dung</i> <i>sheep</i>
ëë - a	wëël	wal	<i>herb, medicine, drug</i>
i - ii	dit	diit	<i>bird (general), song</i>
i - ie	cil cir dir tik rit	ciel cier dier tiek riet	<i>rhino</i> <i>sea, wide river</i> <i>cricket insect</i> <i>bead</i> <i>ebony tree</i>
i - iëë	lip	liëëp	<i>tongue</i>
ï - ië	pï tïc tïk	pïë tïëc tïëu	<i>water</i> <i>feast</i> <i>cloudy day</i>
ï - iëë	dïr	dïëër	<i>bump (in ground)</i>
ïï - i	thïïn rïïŋ	thin rïŋ	<i>breast</i> <i>meat</i>
ïï - iëë	lïïm	liëëm	<i>messenger</i>
o - ö	thot yoŋ kom	thöt yötŋ köm	<i>wooden peg</i> <i>opening, hole</i> <i>bark (of tree), shell (of groundnut)</i>
o - oo	nop jou	noop jooth	<i>message</i> <i>chest</i>
o - öö	kok	kööu	<i>bribe, payment</i>
oo - ö	noonŋ goonŋ	nönŋ gönŋ	<i>wedding</i> <i>hospitality for guests</i>
oo - öö	rook	röök	<i>molar tooth</i>
ö - o	yöt thöl böl dör böm köt löi lök mök kök	yot thol bol dor bom kot loi lou mou kou	<i>hut, room</i> <i>wall</i> <i>flame</i> <i>tribe</i> <i>hump (of cow)</i> <i>shield</i> <i>umbilical cord</i> <i>belly button, navel</i> <i>buffalo</i> <i>hole in log, migration</i>
ö - öö	röl kör	rööl köör	<i>voice</i> <i>fighting, arguing</i>
ö - iö	jök	jiöu	<i>dog</i>
öö - o	bööi	boi	<i>fear</i>
öö - oo	yööi	yooth	<i>hip</i>
ɔ - ɔɔ	jɔk	jɔɔu	<i>god, magic</i>
ɔ - a	dhɔl gɔl ɣɔr	dhal gal ɣar	<i>boy</i> <i>brye, corral, pen</i> <i>swamp area</i>

ɔ - o	dɔt	dot	<i>vagina</i>
ɔ - oo	lɔu	looth	<i>bamboo</i>
	nɔk	noou	<i>feather</i>
	acɔp	acoop	<i>marriage ceremony</i>
ɔ - öö	lɔc	lööc	<i>heart</i>
	kɔm	kööm	<i>stool, chair</i>
	rɔu	rööth	<i>hippo</i>
ɔ - iöö	jɔk	jiöök	<i>back (of something)</i>
ö - öö	thɔl	thööl	<i>snake</i>
ö - ä	rɔth	räth	<i>armpit</i>
	jɔr	jär	<i>forest</i>
	ɲɔp	ɲäp	<i>fig</i>
	dɔk	däu	<i>river</i>
ö - ää	ɣɔl	ɣääl	<i>arm</i>
u - uu	cul	cuul	<i>penis</i>
	pul	puul	<i>pool</i>
	luth	luuth	<i>mud fish</i>
	wum	wuum	<i>nose</i>
u - uö	wut	wuöt	<i>ostrich</i>
	mut	muöt	<i>spear type</i>
	mun	muön	<i>dirt, soil</i>
	dul	duöl	<i>bundle</i>
	dut	duöt	<i>grass</i>
	bul	buöl	<i>drum, dance</i>
	bur	buör	<i>camp</i>
	tur	tuör	<i>dust</i>
	tuj	tuöŋ	<i>branch (of tree), horn (of animal)</i>
	luk	luöu	<i>court case</i>
kuluk	kuluöu	<i>upper arm</i>	
uu - u	adhuur	adhur	<i>hammer for pounding stakes</i>
uu - uö	muuth	muöth	<i>darkness</i>
uu - uöö	guu	guööth	<i>bee</i>
ia - iaa	nhian	nhiaan	<i>testicle</i>
	tiaar	tiaar	<i>flour, asida dough</i>
ia - ie	dhiaac	dhiei	<i>bruise</i>
ia - iëë	nhiam	nhieëm	<i>front (of something)</i>
iee - e	cieth	ceth	<i>winnowing</i>
iee - ë	ciéen	cën	<i>last word of dying person</i>
iee - ië	thieec	thieëc	<i>request</i>
	nhieer	nhieër	<i>love</i>
	thieei	thieëc	<i>stick, club of ebony</i>
iee - ë	yieei	yëi	<i>breath, spirit</i>
iɛ - i	liet	lit	<i>sand</i>
	yiet	yit	<i>finger, toe</i>
	arier	arir	<i>noise</i>
iɛ - ii	tiel	tiil	<i>iron, ring</i>

iɛ - i	nhiem pieth	nhiim pĩth	<i>charcoal</i> <i>growth, growing</i>
iɛɛ - iɛ	ciɛɛl	ciɛl	<i>earwax</i>
iɛɛ - ɛ̃	ciɛɛŋ	cɛ̃ŋ	<i>tradition, custom, way of life</i>
iɛɛ - i	riɛɛm	rim	<i>blood</i>
	jiɛɛr	jir	<i>shoulder blade</i>
iɛɛ - ii	miɛɛth	miith	<i>root</i>
iɛɛ - iɛ̃	tiɛɛr	t̃iɛr	<i>clitoris</i>
io - iö	riop	r̃iöp	<i>claw, fingernail</i>
io - iöö	thiɔl	th̃iööl	<i>fat</i>
iä - iää	piäl	piääl	<i>insult</i>
	thiäk	thiääu	<i>neighbour</i>
iä - ii	liä	liith	<i>death</i>
iää - iɛ̃	diääth	dĩɛth	<i>rag, old cloth</i>
iɛ̃ - iee	nhĩɛr	nhĩeɛr	<i>turtle</i>
iɛ̃ - iɛ̃ɛ̃	rĩɛc	rĩɛ̃ɛ̃i	<i>rat</i>
iɛ̃ - ä	ỹiɛl	yäl	<i>forest</i>
iɛ̃ - iää	rĩɛi	riääth	<i>canoe, boat</i>
iɛ̃ - i	tĩɛt	t̃it	<i>magician, traditional religion</i>
	ỹiɛu	yik	<i>spell, curse</i>
iɛ̃ - ii	mĩɛth	miith	<i>food (general), crop, resource</i>
iɛ̃ - iɛ̃ɛ̃	thĩɛŋ	th̃iɛ̃ɛ̃ŋ	<i>gazelle, antelope</i>
	nhĩɛm	nhĩɛ̃m	<i>fur, hair</i>
iɛ̃ɛ̃ - ä	nỹiɛ̃ɛ̃l	nyäl	<i>python</i>
iɛ̃ɛ̃ - i	ỹiɛ̃ɛ̃r	yir	<i>paint</i>
	cĩɛ̃ɛ̃n	c̃in	<i>intestine</i>
	ĩtĩɛ̃ɛ̃p	ĩtip	<i>shade, shadow</i>
iɛ̃ɛ̃ - ii	ñĩɛ̃ɛ̃n	ñiin	<i>day</i>
	dĩɛ̃ɛ̃t	dĩit	<i>elder, something big, important</i>
iɛ̃ɛ̃ - iɛ̃	cĩɛ̃ɛ̃ŋ	c̃iɛ̃ŋ	<i>home, land</i>
iöö - o	cĩööu	cok	<i>footprint, track, sole, bottom of foot, leg</i>
ua - ua	ruai	ruac	<i>speech, discourse</i>
ua - ue	kuac	kũei	<i>leopard</i>
ua - uɛ̃ɛ̃	ruath	rũɛ̃ɛ̃th	<i>steer, young male cow</i>
uaa - ua	tuaany	tuany	<i>sickness</i>
ue - ue	ruei	rũei	<i>saliva</i>
uee - uɛ̃	rueet	rũɛ̃t	<i>pregnancy</i>
ue - ue	tueŋ	tueŋ	<i>knot, dark spot in wood</i>
	kũel	kũel	<i>star</i>
ue - ui	cũec	cũic	<i>hoof</i>
uo - uo	tuol	tũol	<i>smoke</i>
	duoŋ	duoŋ	<i>mortar, pounding pot</i>
uo - uu	thuok	thuuk	<i>mouth, language, message</i>
	kuoth	kuuth	<i>rain</i>
uo - uo	bũoc	buoc	<i>abdomen, outer stomach</i>

	guoŋ	guoŋ	<i>guinea fowl</i>
	tuoŋ	tuoŋ	<i>egg</i>
	ruoŋk	ruou	<i>kidney</i>
uo - o	buoŋc	boi	<i>coward</i>
uoo - u	duool	dul	<i>folding (cloth)</i>
uä - uë	ruä	ruëth	<i>in-law, brother-in-law</i>
	kuäth	kuëth	<i>bone marrow</i>
uë - ue	guëc	guei	<i>giraffe</i>
uë - uee	kuëu	kueeth	<i>cockroach</i>
	kuël	kueel	<i>amulet, charm, fetish</i>
uë - uëë	cuër	cuëër	<i>thief</i>
uëë - uë	kuëër	kuër	<i>paddle, oar</i>
uë - ua	kuën	kuan	<i>food</i>
uë - uä	tuëk	tuäk	<i>harvest season</i>
	ruëth	ruäth	<i>chief, lord</i>
	ŋuëk	ŋuäk	<i>neck</i>
	cuëny	cuäny	<i>liver</i>
	juëk	juäk	<i>cow udder, hernia</i>
	juël	juäl	<i>tail</i>
uüi - uë	yuüir	yuër	<i>venom, poison of snake</i>
uö - uöö	buöt	buööt	<i>wound, sore</i>
	nyuöŋm	nyuööŋm	<i>sesme paste</i>
uö - u	ŋuöl	ŋul	<i>crowd</i>
	cuöt	cut	<i>splinter, sliver</i>
	puöth	puth	<i>marriage, dowry</i>
	guöp	gup	<i>skin</i>
	thuöu	thuk	<i>end (of something)</i>
	ruöi	rui	<i>maggot, worm in rotting meat</i>
	acuök	acuu	<i>ant</i>
uö - uu	luöth	luuth	<i>fetus, blood clot</i>
uö - iä	muök	müäu	<i>mole, small animal</i>
uö - iää	muöl	müääl	<i>knee</i>
uö - ië	puöny	piëny	<i>body</i>
uöö - u	buööm	bum	<i>strength, force</i>
	cuööt	cut	<i>stump, remainder after tree is cut</i>
	luöör	lur	<i>reception</i>
	luööu	luk	<i>abscess, infection on skin</i>
	nyuööth	nyuth	<i>point (of something)</i>
	ŋuöör	ŋur	<i>ankle</i>
	luööi	lui	<i>work</i>
	tuööl	tul	<i>initiation (of girl)</i>
	tuööu	tuk	<i>playing (of child)</i>
	thuööm	thum	<i>ghost, spirit</i>
	thuööny	thuny	<i>wood, tree trunk</i>
uöö - uu	ruööŋ	ruun	<i>year</i>

uöö - uë	guöör	guër	<i>elephant</i>
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Nouns with consonant changes

Some nouns have a final consonant change between singular and plural. The final consonant of the singular can change to a vowel in the plural (**yak/yau** ‘famine/famines’) or the opposite (**teu/tëk** ‘life/lives’). Other changes in the final consonant are shown below.

Consonant-vowel changes	Singular	Plural	
k - u	yak	yau	<i>famine, drought, dry period</i>
u - k	teu	tëk	<i>life</i>
c - i/i	dhiac	dhiei	<i>bruise</i>
i/i - c	bei	bec	<i>pain</i>
i/i - th	wai	waath	<i>vulture</i>
nothing - th	liä	liüth	<i>death</i>
u - th	kau	kaath	<i>bride</i>
th - u	yeeth	yöu	<i>money</i>
c - th	jic	jith	<i>stomach</i>

The following nouns have consonant changes between the singular and plural. The change is shown in **bold**.

Consonant change between singular and plural

	Singular	Plural	
k - u	yak	yau	<i>famine, drought, dry period</i>
	jak	jaau	<i>pelican, bird type</i>
	bak	baau	<i>crack</i>
	ŋak	ŋaau	<i>pus</i>
	gak	gaau	<i>hard layer on old food</i>
	acak	acaau	<i>flea, tick</i>
	atak	ataau	<i>twisted thing (fish, leaves into mat)</i>
	ayak	ayaau	<i>lion</i>
	athak	athëü	<i>pot, back of head</i>
	gak	gou	<i>peel, skin (of fruit)</i>
	kaak	kau	<i>field, garden</i>
	läk	lääu	<i>dream, prophecy</i>
	rek	reu	<i>pen (of cows)</i>
	lëk	leu	<i>word, speaking</i>
	thëk	thëü	<i>bull with twisted horns</i>
	tik	tüü	<i>cloudy day</i>
	gok	gou	<i>quiver, bag of arrows</i>
	kok	köü	<i>bribe, payment</i>
	lök	lou	<i>belly button, navel</i>
	mök	mou	<i>buffalo</i>
	kök	kou	<i>hole in log, migration</i>
	jök	jüü	<i>dog</i>

	jək nək dək luk kuluk thiäk ruək acuök muök	jou noou däu luöu kuluöu thiääu ruou acuu mäü	<i>god, magic</i> <i>feather</i> <i>river</i> <i>court case</i> <i>upper arm</i> <i>neighbour</i> <i>kidney</i> <i>ant</i> <i>mole, small animal</i>
u - k	teu theu yiëu ciöüu thuöu luöüu tuöüu	tëk thëk yik cok thuk luk tuk	<i>life</i> <i>menstrual period</i> <i>spell, curse</i> <i>footprint, track, sole, bottom of foot, leg</i> <i>end (of something)</i> <i>abscess, infection on skin</i> <i>playing (of child)</i>
c - i	dhiac kuac buoc guëc mac riëc	dhiei kuei boi guei mëi riëi	<i>bruise</i> <i>leopard</i> <i>coward</i> <i>giraffe</i> <i>fire, family</i> <i>rat</i>
c - i			
i - c	bëi këi thiëi ruai	bec këc thiëc ruac	<i>pain</i> <i>vision</i> <i>stick, club of ebony</i> <i>speech, discourse</i>
i - c	wëi lëi	wuc lec	<i>cattle camp, clan name</i> <i>tooth</i>
i - th	wai pai dëi akëi yööi riëi liä ruä	waath pëëth deeth akeeth yooth riäath liith ruëth	<i>vulture</i> <i>moon, month</i> <i>hammer</i> <i>neighborhood</i> <i>hip</i> <i>canoe, boat</i> <i>death</i> <i>in-law, brother-in-law</i>
i - th			
nothing - th			
u - th	kau jou lou rou kuëu	kaath jooth looth rööth kueeth	<i>bride</i> <i>chest</i> <i>bamboo</i> <i>hippo</i> <i>cockroach</i>
th - u	yeeth	yöu	<i>money</i>
c - th	jic jic	jith jith	<i>stomach</i> <i>ear, leaf</i>

Nouns with tone changes

At least the four nouns below have a tone change between singular and plural. The singular and plural forms of these nouns are the same except for tone. The tone can be Low in the singular (**wëth** L ‘buttock’) and High in the plural (**wëth** H ‘buttocks’) or the opposite (**cou** H/**cou** L ‘husband/husbands’).

Tone change between singular and plural

Singular		Plural		
wëth	L	wëth	H	<i>buttock</i>
lëi	L	lëi	H	<i>animal</i>
kuai	L	kuai	H	<i>seed, descendant</i>
cou	H	cou	L	<i>husband, bridegroom</i>

Nouns with combinations of changes

Some nouns have a combination of changes. The following nouns the suffix **-ë**, **-në** and a change in vowel, consonant or tone.

Nouns with suffixes **-ë**, **-në** and other changes

	Singular	Plural	
short – long -ë	cäny	cäänyë	<i>heel (of foot)</i>
	rïc	rïicë	<i>rafter, beam</i>
	akäl	akäälä	<i>calf</i>
	pïär	pïäärë	<i>cloud, scar</i>
	lual	luaalë	<i>weaver bird</i>
long – short -ë	tëër	tërë	<i>chicken</i>
	löön	lönë	<i>tool of witchdoctor made from gourd</i>
	löön	lönë	<i>rule</i>
	jïëët	jïtë	<i>decoration</i>
	daan	danë	<i>palate, top of mouth</i>
	keet	ketë	<i>walking stick</i>
	joom	jömë	<i>wind</i>
	luum	lumë	<i>gossiper, traitor</i>
	dïëër	dïërë	<i>hog, pig</i>
	nhiaal	nhialë	<i>god</i>
	ruaal	rualë	<i>incest</i>
muoון	muoñë	<i>conversation</i>	
other change -ë	böör	boorë	<i>full moon, 15 nights of bright moon</i>
	tik	tïëwë	<i>chin</i>
	këny	käänyë	<i>debt</i>
	kër	käärë	<i>fishing net</i>
	thuny	thuöönyë	<i>nasal mucus, snot</i>
	aduany	aduëenyë	<i>crippled person</i>
	pör	poorë	<i>road, path</i>
	mëi	mäyë	<i>dry season, winter</i>
	rel	rëelë	<i>fox</i>

piny	pienyë	ground, land
nyith	nyiethë	brain
juëi	juääyë	fever
tuaŋ	tueeŋë	wailing, ululating
luok	luowë	mouse
lol	lööle	valley
wëër	wäärë	night
dëŋeer	dëŋeerë	monkey
dëkër	dëkerë	hot season
dëbël	dëbeelë	eagle, bird type
acëcuüi	acëcuëyë	whip
tök	töwë	laugh
käk	käwë	phlegm, throat mucus
nyïëu	nyïëkë	co-wife

Nouns with complete change

The following nouns have a complete change between singular and plural.

Complete change between singular and plural

Singular	Plural	
waŋ	nyin	eye, face, stream
yaŋ	yök	cow
yuïc	yoth	head
cëk	mën	wife
dö	kök	thing
del	dët	goat
nyal	nyër	girl, daughter
jath	jen	tree, firewood
nuëër	nei	person, body, corpse
ruu	ruöu	knot, tying
dau	deei	heifer, young female cow

Nouns with no change

The following nouns have no change between singular and plural. These nouns can be followed by either the singular connector **më** ‘that’ plural connector **të** ‘that’. They can take the place of either **bëël** ‘dura’ in (3) or **bel** ‘duras’ in (4).

<u>Singular</u>	(3) Yën goor bëël më lëläŋ. I want a dura that is good.
<u>Plural</u>	(4) Yën goor bel të lëlään. I want duras that are good.

No change between singular and plural

Singular	Plural	
kam	L kam	middle of something, distance between things

wat	L	wat	L	<i>blood relative</i>
läŋ	L	läŋ	L	<i>prayer</i>
gääk	L	gääk	L	<i>wing</i>
duëëny	L	duëëny	L	<i>paralyzed person</i>
kä rä äth	L	kä rä äth	L	<i>maize</i>
löu	L	löu	L	<i>rejected, refused person</i>
tut	L	tut	L	<i>male</i>

Singular nouns

The following nouns are singular and do not have a plural form. They can take the place of **bëel** ‘dura’ in (5) but cannot take the place of **bel** ‘duras’ in (6).

<u>Singular</u>	(5) Yën goor bëel më lëläŋ. <i>I want a <u>dura</u> that is good.</i>
<u>Plural</u>	(6) Yën goor bel të lëlään. <i>I want <u>duras</u> that are good.</i>

Singular nouns

daap	<i>laziness</i>
yäu	<i>plunder, spoils</i>
guu	<i>honey</i>
kual	<i>theft, stealing</i>
kuëër	<i>current of river</i>
luul	<i>cry with sadness</i>
nhiaal	<i>sky, top (of something)</i>
ŋuëëny	<i>smell, odour</i>
rou	<i>thirst</i>
waan	<i>burn</i>

Plural nouns

The following nouns are plural and do not have a singular form. They can take the place of **bel** ‘duras’ in (8) but cannot take the place of **bëel** ‘dura’ in (7).

<u>Singular</u>	(7) Yën goor bëel më lëläŋ. <i>I want a <u>dura</u> that is good.</i>
<u>Plural</u>	(8) Yën goor bel të lëlään. <i>I want <u>duras</u> that are good.</i>

Plural nouns

cak	<i>milk</i>
cuii	<i>soup</i>
cuou	<i>urine</i>
gaak	<i>jaw</i>
kär	<i>branches</i>
köör	<i>forearm</i>
mëi	<i>labor pains</i>
ŋaam	<i>cooked sorghum</i>

rin	<i>name</i>
yīēi	<i>soul, spirit, life</i>
nāu	<i>sour milk</i>
akām	<i>reed, water grass type</i>
yuəyuəwē	<i>Orion constalation</i>

A proper noun is a special kind of noun, such as the name of a certain place, person, day of the week, or tribe. These always have a capital (big) first letter. The following are a few proper nouns.

Proper nouns

Akōitōtō	<i>May</i>	Jāŋ	<i>Dinka person</i>
Aräl	<i>Dinka Ajaar person</i>	Reel	<i>Reel person</i>
Cēŋ bekēlē	<i>Saturday</i>	Kuacreng	<i>(man's name)</i>

Exercise 3

In the following sentences, underline once all singular nouns. Underline twice all plural nouns. Do not underline any words that are not nouns. The first sentence is done as an example. [In the final version of this book, the answers will only be given in the back of the book].

(01:1)

Wal lēi nā ŋuaan tēi cēŋ keel.

Long ago, four animals lived in home together.

(01:3)

Kε tēk lōŋē tē cieŋ ε nē ciēēŋ ē ken.

They have rules to guide them in their house.

(01:23-24)

Ku Kuac ke wē jaal kērō,
ku jēl Anyinyī kērō,
ku jēl Ayak kērō, ku jēl Thōl kērō.

*And Leopard went on his own,
and Hyena went alone
and Lion went alone, and Snake went alone.*

(02:15-16)

Nā kue wā gāāŋ nē cē kuoth ku juēēth,
kuā Anau rō jieec be ku wē cēŋ Ter.

*When evening came and rain had stopped,
Cat arose and went to house of Hen.*

(03:29)

Nā ku ke rēth thaar jaath,
kua agāk wēi jēk.

*When they arrived,
they found a mancala game.*

(03:37)

Yen cē liet ku luooi be cōl yīēr.

He assumed the sand was called a lake.

(05:31)

Yen nuēēr ε nā caa lōcde yār
ka luony agēgōk be mūth cam.

*This person if annoyed will
allowed insects to eat the crops.*

(05:32)

A nuēēr mē ke diit yeen.

This person controls birds.

Possessed nouns

Some nouns are always possessed or owned by someone. These are called possessed nouns.

Below are a few possessed nouns.

Singular		Plural	
guäär	<i>my father</i>	guäärë	<i>my fathers</i>
guur	<i>your (sg) father</i>	guurë	<i>your (sg) fathers</i>
guän	<i>his/her father</i>	guänë	<i>his/her fathers</i>
guändan	<i>our (and your) father</i>	guänëkɔn	<i>our (and your) fathers</i>
guända, guäärda	<i>our (not your) father</i>	guänëkɔ, guäärëkɔ	<i>our (not your) fathers</i>
guänduc, guurduc	<i>your (pl) father</i>	guänëkuc, guurëkuc	<i>your (pl) fathers</i>
guänden	<i>their father</i>	guänëken	<i>their fathers</i>

Singular		Plural	
dëmaar	<i>my brother</i>	dëmaarë	<i>my brothers</i>
dëmuɔɔr	<i>your (sg) brother</i>	dëmuɔɔrë	<i>your (sg) brothers</i>
dëmaan	<i>his/her brother</i>	dëmaanë	<i>his/her brothers</i>
dëmandan	<i>our (and your) brother</i>	dëmanëkɔn	<i>our (and your) brothers</i>
dëmanda, dëmaarda	<i>our (not your) brother</i>	dëmanëkɔ, dëmaarëkɔ	<i>our (not your) brothers</i>
dëmanduc, dëmuɔɔrduc	<i>your (pl) brother</i>	dëmanëkuc, dëmuɔɔrëkuc	<i>your (pl) brothers</i>
dëmanden	<i>their brother</i>	dëmanëken	<i>their brothers</i>

Singular		Plural	
maar	<i>my mother</i>	maarë	<i>my mothers</i>
muɔɔr	<i>your (sg) mother</i>	muɔɔrë	<i>your (sg) mothers</i>
man	<i>his/her mother</i>	manë	<i>his/her mothers</i>
mandan	<i>our (and your) mother</i>	manëkɔn	<i>our (and your) mothers</i>
manda, maarda	<i>our (not your) mother</i>	manëkɔ, maarëkɔ	<i>our (not your) mothers</i>
manduc, muɔɔrduc	<i>your (pl) mother</i>	manëkuc, muɔɔrëkuc	<i>your (pl) mothers</i>
manden	<i>their mother</i>	manëken	<i>their mothers</i>

Singular		Plural	
ïmaar	<i>my sister</i>	ïmaarë	<i>my sisters</i>
ïmuɔɔr	<i>your (sg) sister</i>	ïmuɔɔrë	<i>your (sg) sisters</i>
ïmaan	<i>his/her sister</i>	ïmaanë	<i>his/her sisters</i>
ïmandan	<i>our (and your) sister</i>	ïmanëkɔn	<i>our (and your) sisters</i>
ïmanda, ïmaarda	<i>our (not your) sister</i>	ïmanëkɔ, ïmaarëkɔ	<i>our (not your) sisters</i>
ïmanduc, ïmuɔɔrduc	<i>your (pl) sister</i>	ïmanëkuc, ïmuɔɔrëkuc	<i>your (pl) sisters</i>
ïmanden	<i>their sister</i>	ïmanëken	<i>their sisters</i>

Singular	[check]	Plural	
guädɔɔŋ	<i>my grandfather</i>	guädɔɔŋë	<i>my grandfathers</i>
guudɔɔŋ	<i>your (sg) grandfather</i>	guudɔɔŋë	<i>your (sg) grandfathers</i>
guändɔɔŋ	<i>his/her grandfather</i>	guändɔɔŋë	<i>his/her grandfathers</i>
guändɔɔŋdan	<i>our (and your) grandfather</i>	guändɔɔŋëkɔn	<i>our (and your) grandfathers</i>
guändɔɔŋda,	<i>our (not your) grandfather</i>	guändɔɔŋëkɔ,	<i>our (not your) grandfathers</i>
guädɔɔŋda		guädɔɔŋëkɔ	
guändɔɔŋduc,	<i>your (pl) grandfather</i>	guändɔɔŋëkuc,	<i>your (pl) grandfathers</i>

guudɔɔŋduc guändɔɔŋden	<i>their grandfather</i>	guudɔɔŋəkuc guändɔɔŋəken	<i>their grandfathers</i>
Singular	[check]	Plural	
guälëën	<i>my uncle (father's brother)</i>	guälëënë	<i>my uncles</i>
gulëën	<i>your (sg) uncle</i>	gulëënë	<i>your (sg) uncles</i>
guänlëën	<i>his/her uncle</i>	guänlëënë	<i>his/her uncles</i>
guänlëëndan	<i>our (and your) uncle</i>	guänlëënëkɔn	<i>our (and your) uncles</i>
guänlëända, guälëända	<i>our (not your) uncle</i>	guänlëënëkɔ, guälëënëkɔ	<i>our (not your) uncles</i>
guänlëënduc, gulëënduc	<i>your (pl) uncle</i>	guänlëënëkuc, gulëënëkuc	<i>your (pl) uncles</i>
guänlëëndən	<i>their uncle</i>	guänlëënëken	<i>their uncles</i>

The nouns below may also be possessed nouns

Singular	Plural
manlëën <i>his/her aunt (mother's sister)</i>	manlëënë <i>his/her aunts</i>
marthu <i>his/her mother-in-law</i>	marthunë <i>his/her mothers-in-law</i>
guärthu <i>his/her father-in-law</i>	gärthunë <i>his/her fathers-in-law</i>
imarthu <i>his/her sister-in-law</i>	imarthunë <i>his/her sisters-in-law</i>

Exercise 4

In the following sentences, underline all possessed nouns. Do not underline any words that are not possessed nouns.

(02:29-31)

Nä ku gaat wëi, kua
Tëer wë jëk jël ke cokkë diääh reeu,
ku gaat Aŋath luɔɔc kua be lät manden, . . .

*When then the children went,
they found hen walking with her two legs, and the
children of Cat returned and they told their mother,*

(05:6-7)

Ku nä lam ke, ke ka alam keeth
ke Dëcëu ku guändɔɔŋəken,
ku jɔɔu ten ë mei ba ke muɔɔc ke yïëi.

*And when they worship, they begin worshipping
(the big) God, and their ancestors,
and the gods who they give them life.*

Verbs

A verb describes an action, motion, state, change, or can be used as an equal sign between words. In the 03:13, loom ‘give, take’ and tïëëc ‘pull’ are verbs.

(03:13)

Kuä Agɔɔk teetde loom *And Monkey gave his hand*
be Ayak ku tïëëc raar. *to pull Lion out.*

The following are other examples of verbs:

Reel Verbs		
Actions	puur	<i>cultivate, hoe</i>
	jep	<i>cut</i>
	yär	<i>destroy</i>
Motions	yoth	<i>migrate</i>
	riᅇ	<i>run</i>
	ket	<i>swim</i>
Changes	döny	<i>grow</i>
	leer	<i>melt</i>
	teeth	<i>die</i>
States	tääp	<i>be hollow</i>
	ᅇeeny	<i>be angry</i>
	ᅇöᅇ	<i>be poor</i>
Equal sign	la	<i>is, be</i>
	ke	<i>(s)he be</i>

There are three types of verbs—transitive, intransitive, and ditransitive. A transitive verb has an object that receives the action. An intransitive verb does not have an object that receives the action. A ditransitive verb has both an object and a receiver of the action. An object can be either a thing or person, but a receiver is only a person.

The transitive verb **ᅇaany** ‘destroying’ can have the thing object **dö** ‘thing’ as in (1) or person object **gat** ‘child’ as in (2). The intransitive verb **pen** ‘falling’ in (3) has no object. The ditransitive verb **lööm** ‘giving’ in (4) has the object **teetde** ‘his hand’ and the receiver **gat** ‘child’.

Three types of verbs

Transitive	has thing object	(1) Nuëër dö ᅇaany .	<i>Person <u>is destroying</u> it.</i>
	has person object	(2) Nuëër gat ᅇaany .	<i>Person <u>is destroying</u> child.</i>
Intransitive	has no object	(3) Nuëër pen .	<i>Person <u>is falling</u> .</i>
Ditransitive	has object, receiver	(4) Nuëër lööm teetde gat.	<i>Person <u>is giving</u> his hand to child.</i>

Exercise 5

Underline once all transitive verbs in the sentences below. Underline twice all intrastive verbs. Do not underline any words that are not verbs.

(01:27)

Kuac ke täme ke **jeth** yuüi jaath,
nä **juui** ε Thöl **të** yuüi jaath,

*Now when Leopard climbs a tree,
if he sees Snake staying up in the tree,*

(02:1-2)

Ken ke ca mēēth ku **döm**,
ku ke ke **jääl** kēel, ku **nyuëu** ke.

*They developed a friendship
and they walked and they shared (food) together.*

(02:8)

Kuä Aᅇau ε **lin**, kē thil **nhak** ε yen.

Cat heard him, he did not accept it (suggestion).

(02:26)

Ku Aṅau riŋ cēṅde kue gaatkε cool
kua yēm mē kel ṅuōōt raar ba ku thaal.

And Cat ran to his house and he called his children
then they cut off one leg and cooked (it.)

(03:29)

Nä ku ke rēth thaar jaath, kua agäk wēi jēk,
(03:34)

When they arrived, they found a mancala game,

Nä kue ruum tiitē,
kue pēēr tuuŋ jaath be jeth.

When he (Monkey) finished the understanding,
he jumped to a branch of a tree to climb up.

How Nouns are Used

Nouns can be subjects, objects, possessors, or can be introduced by prepositions.

Subjects do the action. In (1), the subject ciēēŋ ‘home’ does the action peen ‘fallen’.

- (1) Ciēēŋ cē peen. *A home has fallen.*
(2) Nä kue pen ciēēŋ, . . . (?) *When home fell, . . .*

In most sentences, noun subjects come before the verb. In (1) the subject ciēēŋ comes before the verb peen ‘fell’. However, in (2) the subject ciēēŋ follows the verb pen [check this verb] ‘fell’. We learn more about subject nouns in the next lesson.

Objects receive the action. The action is done to an object. In (3), the action juii ‘seeing’ is done to the object ciēēŋ ‘home’.

- (3) Nuēēr juii ciēēŋ. *Person is seeing a home.*
(4) Kue ciēēŋ juic. *Then he saw a home.*

In some sentences, noun objects come after the verb. In (3) the object ciēēŋ comes after the verb juii ‘seeing’. However, in (4) the object ciēēŋ comes before the verb juic ‘saw’. We learn more about object nouns in the lesson *Object nouns before and after verbs*.

Nouns can also possess other nouns. These are called possessor nouns. In (5), ceŋ ‘home’ owns or possesses wään ‘place’ and in (6) ē ciēēŋ ‘of home’ possesses wään ‘place’.

- (5) Nuēēr juii wään ceŋ. *He saw the place of the home.*
(6) Nuēēr juii wään ē ciēēŋ. *He saw the place of the home.*

We learn more about possessor nouns in the lesson *Possessor and possessed nouns*.

Nouns can also be introduced by prepositions. In (7), the preposition kē ‘at, to’ introduces the noun ciēēŋ ‘house’.

- (7) Nuēēr wēi kē ciēēŋ. *Person is going to home.*

Prepositions and the nouns they introduce tell about the action. In (6), **kě cǐēēŋ** ‘to house’ tells the direction or goal of the action **wěi** ‘going’. We learn more about prepositions in a following lesson.

Nouns can also be used to show the location (place) of an action. In (8), the location noun **cēŋ** ‘home’ shows the location of the action **wěi** ‘going’.

(8) Nuēēr wěi **cēŋ**. *Person is going home.*

Noun forms

Nouns have different forms for the different ways they are used. The singular noun **cǐēēŋ** ‘home’ has the same form when it is by itself, when it is used as a subject or when used as an object. However, it has the possessor form **cēŋ** when it possesses or has a close relationship with another noun, as in **wään cēŋ** ‘place of home’. It has the location form **cēŋ** when it shows the location of an action, as in **nuēēr wěi cēŋ** ‘person is going home’.

	Written	
Singular noun	cǐēēŋ	<i>home</i>
Subject singular	Cǐēēŋ cē pēen.	<i>Home has fallen.</i>
Object singular	Nuēēr juii cǐēēŋ .	<i>Person is seeing home.</i>
Possessor singular	Nuēēr juii wään cēŋ .	<i>Person is seeing place of home.</i>
Location singular	Nuēēr wěi cēŋ .	<i>Person is going home.</i>
Plural noun	ciēŋ	<i>homes</i>
Subject plural	Ciēŋ cē pēen.	<i>Homes have fallen.</i>
Object plural	Nuēēr juii ciēŋ .	<i>Person is seeing homes.</i>
Possessor plural	Nuēēr juii wään ciēŋĕ .	<i>Person sees place of homes.</i>
Location plural	Nuēēr wěi ciēŋĕ .	<i>Person is going to homes.</i>

The plural noun **ciēŋ** ‘homes’ has the same form when it is by itself, used as a subject or used as an object. However, it has the possessor form **ciēŋĕ** in **wään ciēŋĕ** ‘place of homes’. It has the location form **ciēŋĕ** in **nuēēr wěi ciēŋĕ** ‘person is going to homes’.

Exercise 6

In the following sentences, underline each subject noun, circle each object noun, draw a box around each possessor noun, make a triangle around each noun introduced by a preposition, and underline twice each location noun.

(01:15)

Cēn cē wēē ne ke **cēŋ**,

*Didn't I say on that **day**.*

(02:16)

Kuä **Aŋau** rō jieec be ku wē **cēŋ** **Ter.**

Cat** went to go to house of **Hen.

(02:30)

Ku **gaat** **Arjath** luɔɔ

(03:22)

Wënë **Rel** cë rɔ ku dhool

ku juui ε **Ayak** këëp **teet** **Agɔɔkë**.

(05:24)

Jok ke ruai **thööl**, kë ka guur ke **löön**.

And the **children of Cat** returned, . . .

At this point, **Fox** passed by

and saw **Lion** holding **Monkey's hand**.

God talks **in wall**, can be asked to talk with **instrument**

Subject nouns before and after verbs

Subjects do the action. Subject nouns often come before verbs, but can also come after verbs. Intransitive verbs (without objects receiving the action) have a different form when the subject is before and after the verb. Transitive verbs (with objects receiving the action) have a different form when the object is before and after the verb. Subjects often come before the verb in sentences that move the story one step forward. Subjects often come after the verb in sentences that show a big or important step forward, where there is an important result. They can also mention something important in a speech. [check this]

In *01:20*, the intransitive verb **room** ‘collided’ shows the noun **kör** ‘fighting’ before the verb does this action.

(01:20) (Subject before verb)

Ku **kör room** kaam Anyinyi kë ken Kuac. *Then **fighting collided** between Hyena and Leopard.*

In *01:18*, the intrastive verb **rööm** ‘collided’ shows the noun **wande** ‘his face (eyes)’ after the verb does this action.

(01:18) (Subject after verb)

Nä lië ye, ku **rööm wande** ka Anyinyi. *When he looked, **his face collided (met)** with Hyena.*

01:18 is an important action that begins a fight between the animals.

In *01:23*, the intransitive verb **jaal** ‘went’ shows the noun **Kuac** ‘Leopard’ before the verb does this action.

(01:23) (Subject before verb)

Ku **Kuac** ke wë **jaal** këɔ,

And **Leopard went** on his own,

In *01:24*, there are three intransitive verbs **jël** ‘went’ that show the nouns **Anyinyi** ‘Hyena’, **Ayak** ‘Lion’ and **Thöl** ‘Snake’ after these verbs do this action¹.

(01:24) (Subject after verbs)

ku **jël Anyinyi** këɔ,

and **Hyena went** alone

¹ However, there is one example of the verb **jël** ‘went’ with the subject noun **Tëer** ‘Hen’ before the verb: 02:31 **Tëer jël** ke cokke diään reu. ‘*Hen was walking with his two legs.*’. [Need to find a reason for this exception. In 02:31, **jël** could be a possessor verbal noun ‘Hen of walking’].

ku jël Ayak kërɔ, ku jël Thöl kërɔ. *and Lion went alone, and Snake went alone.*

01:24 shows important actions that result from the animals fighting.

In 04:14, the intransitive verb wëi ‘they go’ shows the noun nei ‘people’ before the verb does this action.

(04:14) (Subject before verb)

Ɛ ba nei ku wëi ke lëi tē ka muol yīc, *People go and commonly chase animals,*

In 03:26 the intransitive verb wa ‘they go’ shows the noun nei ‘people’ after the verb does this action.

(03:26) (Subject after verb)

Yene puol jii de mē bane luooi, *This is a simple thing that we do,*
wa nei thaar jaath bane ye wē puoc thīn. *people go under a tree so he can solve it there.*

03:26 is a speech of Fox that mentions an important idea. The people going under the tree results in playing a game and the animals escaping from Lion.

In 01:12, the intransitive verb wë ‘he go’ shows the noun Anyinyi ‘Hyena’ before the verb does this action.

(01:12) (Subject before verb)

Anyinyi cē rɔ ku jieec be wë raar. *Hyena himself opened to go out.*

In 03:20, the intransitive verb wä ‘go’ shows the noun Ayak ‘Lion’ after the verb does this action.

(03:20) (Subject after verb)

Ku wä Ayak ne, *And Lion went (said)*

This sentence introduces the important speech of Lion that he is weak and can't release Monkey.

Other noun subjects before verbs are listed below.

Noun subjects before verbs

01:1	<u>lëi nã</u> <u>gaaan</u> tēi cēŋ	<i><u>four animals</u> lived in home</i>
01:5	<u>Ayak</u> yī wëë ne	<i><u>Lion</u> said</i>
01:6	<u>Anyinyi</u> yī wëë ne	<i><u>Hyena</u> said</i>
01:9	<u>Kuac</u> yī wëë ne	<i><u>Leopard</u> said</i>
01:9	<u>Thöl</u> yī wëë ne	<i><u>Snake</u> said</i>
01:12	<u>Anyinyi</u> cē rɔ ku <u>jieec</u>	<i><u>Hyena</u> himself opened</i>
01:14	kuä <u>Ayak</u> pëer yīëël	<i>then <u>Lion</u> woke up</i>
01:16	kuä <u>Anyinyi</u> ye luoc thīn,	<i>and <u>Hyena</u> replied, . .</i>
01:17	wään ɛ <u>Kuac</u> ırɔ	<i>then <u>Leopard</u> stood</i>
01:18	ku <u>locde</u> cuo jīëëu,	<i>and <u>his heart</u> became angry</i>
01:19	<u>nuëer</u> juui waŋdë	<i><u>person</u> see my eyes</i>

01:20	ku kör room	<i>then fighting broke out</i>
01:22	ku Thöl löcde jïëü	<i>and heart of Snake became angry,</i>
01:22	ku kör mat nhiaal ë nyiny,	<i>and the fighting became great, . . .</i>
01:23	Ku Kuac ke wë jaal këro,	<i>And Leopard went on his own,</i>
01:25	Yen ater ε yï ku duoth	<i>That hatred has remained</i>
01:27	Kuac ke täme ke jeth	<i>now Leopard climbs</i>
02:6	ku Tëer wëë ne	<i>then Hen said</i>
02:7	nei ke mith	<i>People eat</i>
02:8	kuä Aṅau ε liṅ	<i>Cat heard him</i>
02:10	ku Aṅau rō jieec	<i>and Cat got up</i>
02:11	gaatkë teth	<i>my children are starving</i>
02:14	kue dëruöön më diëët kue ciëm	<i>big rain fell down</i>
02:15	në cë kuoth ku juëëth	<i>when rain had stopped</i>
02:16	kuä Aṅau rō jieec	<i>Cat arose</i>
02:17	ku Tëer Aṅau lëëṅ	<i>and Hen saw Cat</i>
02:18	nä kuä Aṅau cuop	<i>when Cat arrived</i>
02:18	ku Tëer wëë ne	<i>then Hen said</i>
02:20	gaatkë yï pëëk yöt	<i>my children are dying in house</i>
02:23	kuä Aṅau ε liṅ	<i>when Cat heard him</i>
02:26	ku Aṅau riṅ cëṅde	<i>and Cat ran to his house</i>
02:27	ku buöt bei	<i>and wound gave pain</i>
02:28	kuä Aṅau gaatke cöol	<i>and Cat called his children</i>
02:29	nä ku gaat wëi	<i>and when children went</i>
02:30	ku gaat Aṅath luöc	<i>and children of Cat returned</i>
02:31	Tëer jël	<i>Hen was walking</i>
02:32	nä ku Tëer wë bën	<i>when Hen came</i>
03:1	Ayak yen cë peen kaath	<i>Lion had fallen into well</i>
03:3	dëruöön kap	<i>rain began</i>
03:4	kë kuä Agook le bën	<i>then Monkey came</i>
03:12	bë nuëër rō luöc nuëër	<i>person himself diverts to person</i>
03:13	Kuä Agook teetde loom	<i>and Monkey gave his hand</i>
03:13	nä kuä Ayak rëënh	<i>when Lion reached</i>
03:14	kuä Agook thieec	<i>and Monkey asked</i>
03:16	kuä Ayak ε luöc thiin,	<i>and Lion replied to him,</i>
03:22	Rel cë rō ku dhool	<i>Fox passed by</i>
03:24	bë nëërdë kuoth ε du luëṅ	<i>my uncle can endure this rain</i>
03:28	kuä Ayak teet Agookë pël,	<i>And Lion released Monkey's hand</i>
03:33	kuä Agook ε tiit yen	<i>and Monkey he understood him</i>
03:35	Yen Rel cë rō ku taṅ	<i>Fox himself jumped</i>
03:36	Rel mande ṅëc ket	<i>Fox himself knows swimming</i>
03:36	kë nëërdë kuï ket	<i>my uncle you swim</i>
03:38	kuä Ayak böi	<i>Lion feared</i>
03:39	kuä Ayak wään jïëü	<i>and Lion find</i>

Other noun subjects after verbs are listed below.

Noun subjects after verbs

01:18	ku rööm wanḁe ka Anyinyi	and his eyes met with Hyena
01:21	kua Thöl juelde daany Kuac ,	and Leopard stepped on the tail of Snake
01:23	ku jël Anyinyi këro,	and Hyena went alone
01:24	ku jël Ayak këro,	and Lion went alone,
01:24	ku jël Thöl këro.	and Snake went alone.
02:9	nä kue wä ruöön e döme	then when following year came
02:12	ba wë cam gaatkë	my children can go eat
02:15	nä kue wä gään	when evening came
02:37	ee bë ku wä ater ë da	there is going to be our conflict
03:3	nä ku wä nuaanden	when fourth day came
03:20	ku wä Ayak ne	and Lion said
03:26	wa nei thaar jaath	people go under a tree

Exercise 7

In the sentences below, underline once all subject nouns. Underline twice all verbs of the subject nouns. The first one is done as an example.

(01:1)

Wal lëi nä nuaan tëi cëḁ keel.

Long ago, four animals lived in home together.

(01:12)

Anyinyi cë rö ku jieec be wë raar.

Hyena himself opened to go out.

(01:17)

Wään e Kuac iro ku jieec.

Then Leopard stood and opened (the door).

(01:18)

Nä lië ye, ku rööm wanḁe ka Anyinyi,
ku locde cuo jieëu.

When he looked, his eyes met with Hyena
and his heart became angry

(01:19)

Cën cë wëë ne ke cëḁ o,
thil nuëer juii wanḁë

Didn't I say on that day
no person should see my eyes?

(01:20-22)

Ku kör room kaam Anyinyi kë ken Kuac.
Wënë cuiir ë ke me
kua Thöl juelde daany Kuac,
ku Thöl locde jieëu
ku kör mat nhiaal ë nyiny,

Then fighting broke out between Hyena
and Leopard. At this point, they wrestled
and Leopard stepped on the tail of Snake
and heart of Snake became angry,
and the fighting became great. . . .

(01:23-24)

Ku Kuac ke wë jaal këro,
ku jël Anyinyi këro,
ku jël Ayak këro, ku jël Thöl këro.

And Leopard went on his own,
and Hyena went alone
and Lion went alone, and Snake went alone.

(01:25)

Yen ater e yi ku duoth
kaam den acuop cië täme.

That hatred has remained
between them until now.

(01:27)

Kuac ke täme ke jeth yuüi jaath,

Now when Leopard climbs a tree, . . .

(02:6)

Nä cëŋ kel ku Tëer wëë ne,

(02:7)

Nei thil ke mith ku cïëëth thiäi.

(02:8)

Kuä Aŋau ε liŋ,

(02:9)

Nä kue wä ruöön ε döme,
piny yï ku tēk ke peweer.

(02:10)

Ku Aŋau rō jieec kue wëi kē Tëer.

(02:11)

Tëer ë maar, gaatkë teth.

(02:12)

Nä tek ye icuiit më tē thīn,
kēn ε yē ba wë cam gaatkë.

(02:14)

Kue dëruöön më diëët mal kue cïëm piny.

(02:15-16)

Nä kue wä gään në cē kuoth ku juëëth,
kuä Aŋau rō jieec be ku wë cëŋ Ter.

(02:17)

Ku Tëer Aŋau lëën në bēn ε,

(02:18)

Nä kuä Aŋau cuop, ku Tëer wëë ne,

(02:20-21)

Gaatkë yï pëëk yöt.

(02:23)

Kuä Aŋau ε liŋ, kue wëë ne,

(02:26)

Ku Aŋau riŋ cëŋde.

(02:27)

ku buöt bei mal.

(02:28)

Kuä Aŋau gaatke cool,

(02:29-30)

Nä ku gaat wëi, kua
Tëer wë jēk jēl ke cokke diäāŋ reeu,
ku gaat Aŋath luoc

(02:31)

Tëer jēl ke cokke diäāŋ reeu.

(02:32)

Nä ku Tëer wë bēn bā Aŋau bē juic,

(02:37)

Ee bē ku wä ater ë da ke Tëer.

(03:1)

One day Hen said , . .

People do not eat and immediately go.

Cat heard him.

*Then when the following year came,
there was a famine.*

And Cat got up and went to Hen's house.

Hen my friend, my children are starving.

*If you have a little (food),
I give it so that my children can go eat.*

Big rain fell down.

*When evening came and rain had stopped,
Cat arose and went to house of Hen.*

And Hen saw Cat coming,

When Cat arrived then Hen said,

My children are dying in the house.

When cat heard him, he said,

And Cat ran to his house.

And wound gave much pain.

And Cat called his children

*And when the children went,
they found hen walking with her two legs,
and the children of Cat returned, . . .*

Hen was walking with his two legs.

When Hen came to see Cat,

There is going to be our conflict with Hen.

Wal Ayak yen cë peen kaath më cuar.
(03:3-4)

Nä ku wä nuaanden kue dëruöön kap,
kë kuä Agook le bën be bë math.

(03:7)

Agook ë maar,
niinkë cë wä diääk jii kaath ë wënë.

(03:11-12)

ε thil luëñ bë nuëër rö
luöcc nuëër më cë ye luöci lëlëñ

(03:13)

Kuä Agook teetde loom be Ayak
ku tiëec raar. Nä kuä Ayak rëënh raar,

(03:14)

ku Agook thieec,

(03:16)

Kuä Ayak ε luöcc thïn,

(03:20)

Ku wä Ayak ne,

(03:22)

Wënë Rel cë rö ku dhool

(03:24-25)

Nä yin bë nëërdë kuoth ε du luëñ di?

(03:26)

Yene puol jii de më bane luooi,
wa nei thaar jaath bane ye wë puoc thïn.

(03:28)

Kuä Ayak teet Agookë pël,

(03:33)

Kue nyok jii de më ke reeu kë
kuä Agook ε tiit yen më cie lat.

(03:35)

Yen Rel cë rö ku tan jii litë

(03:36)

Rel mandë ñec ket,

kë nëërdë kui ket?

(03:38)

Kuä Ayak böi be ye yïic.

(03:39)

Kuä Ayak thil wään jiëëu ε nä Agook.

Long ago Lion had fallen into a deep well.

*When fourth day came, rain began,
and Monkey came to drink.*

*Monkey my brother,
my days came to three inside this well here*

*a person himself cannot divert (to eat) a person
who has done good.*

And Monkey gave his hand to pull Lion out.

When Lion reached,

and Monkey asked, . . .

And Lion replied,

And Lion said,

At this point, Fox passed by

How you think my uncle can endure this rain?

*This is a simple thing that we do,
people go under a tree so he can solve it there.*

And Lion released Monkey's hand

*He repeated it twice
and Monkey he understood him in what he said.*

Fox himself jumped into the sand

*Fox knows how to swim,
my uncle do you swim?*

Lion feared to follow him.

And Lion could not find way of Monkey.

Object nouns before and after verbs

Objects receive the action. Object nouns can come before or after the verb. The verb form changes according to whether a noun before or after the verb receives the action. Objects usually come

before the verb following the connector **ku** ‘and, then’ or after a helping verb, including **cë** ‘had’ (perfect), **yī** ‘did’ (complete), **ke** ‘is’ (habitual), **be** ‘to’ (purpose), **be** ‘will’ (future). These type of sentences often move the story forward. Objects usually come *after* the verb in sentences without **ku** ‘and, then’ and without a helping verb. These type of sentences often show background information in a story. They are also used in speaking.

In 03:5, the verb **juic** ‘he sees’ shows the noun **Ayak** ‘Lion’ before the verb receives this action.

(03:5) (Object before verb)

Nä min kue rō luuŋ ε, kue **Ayak juic** kaath. *When he bent down, then he saw Lion in well.*

In 03:5, the connector **kue** ‘then he’ comes before the object and verb. **Kue ayak juic kaath** ‘then he saw Lion in well’ is a new step forward in the story.

In 01:27-28, there are two verbs **juii** ‘he sees’. These show the nouns **Thöl** ‘Snake’ and **Kuac** ‘Leopard’ after these verbs receive this action.

(01:27-28) (Object after verb)

Kuac ke täme ke jeth yuüi jaath, *Now when Leopard climbs a tree*
 nä **juii ε Thöl** të yuüi jaath, *and if he sees Snake staying up in the tree,*
 ka thil le wë thīn, kē Thöl nä **juii ε Kuac** *he will not climb up, and if Snake he sees Leopard*
 yuüi jaath, ka thil le wë thīn. *up in a tree, he will not go up.*

In 01:27-28, there is no connector **ku** ‘then he’ or helping verb before the verbs and objects. **Nä juii ε Thöl të yuüi jaath** ‘if he sees Snake staying up in tree’ and **nä juii ε Kuac yuüi jaath** ‘if he sees Leopard up in a tree’ are both statements at the end of the story that tell the result or outcome of what happened before. They give background information and do not move the story forward.

In the list below, some noun objects come before the verb and some come after.

Nouns objects of verbs

Before		After			
01:4	gërde dhööl	<i>it cross his back</i>	01:3	ke tëk löŋë	<i>they have rules</i>
01:8	dethuok thiook ε	<i>he close door</i>	01:4	të mëde	<i>he has own</i>
01:8	yöt ejëk	<i>I find house</i>	01:7	goor nuëër	<i>I want person</i>
01:13	dethuok jëk	<i>he found door</i>	01:10	dōny juëldë	<i>he step on my tail</i>
01:13	dethuok teen	<i>he knock on door</i>	01:15	riir yuücdë	<i>he bang my head</i>
01:21	Thöl juëldë daany	<i>he step Snake's tail</i>	01:19	juii waŋdë	<i>he see my eyes</i>
01:22	yöt wë ŋaany	<i>they destroyed house</i>	01:23	thië cīëŋ tödö	<i>they left their house</i>
01:26	nuëër kel juoc	<i>one person is chased</i>	01:27	juii ε Thöl	<i>he sees Snake</i>
02:1	mëëth dōm	<i>they made friendship</i>	01:28	juii ε Kuac	<i>he sees Leopard</i>
02:3	muōŋ göör	<i>he want conversation</i>	02:11	tek ye icuiit	<i>you have little</i>
02:5	Tëer jīrōk	<i>he tell Hen</i>	02:14	kën gaatkë	<i>you give my children</i>
02:6	muōŋ le mat	<i>we make conversation</i>	02:24	muōc yëm	<i>you give leg</i>
02:7	lōöckōn ŋäc	<i>we know our hearts</i>	02:25	tën rou	<i>you have two</i>
02:17	Aŋau lëëŋ	<i>she saw Cat</i>	02:25	tä yāam	<i>I have thighs</i>

02:17	kel tiëéc	she hid <i>one</i>	02:30	lä́t manden	they told <i>their mother</i>
02:24	gaatku muócc	you give <i>your children</i>	03:12	luócc nuëér	he divert (to) <i>person</i>
02:26	gaathkë cööl	he called <i>his children</i>	03:14	dóom teet Agóokë	he caught <i>Mo. hand</i>
02:26	yëm më kel ñuóót	they cut <i>one leg</i>	03:22	juii é Ayak	he saw <i>Lion</i>
02:27	yëm ruum	<i>leg</i> was finished	03:22	këép teet Agóokë	he hold <i>Mo. hand</i>
02:28	gaatke cööl	he called <i>his children</i>	03:29	tuóóu agákdë	they play <i>my game</i>
02:28	Tëér juic	you see <i>Hen</i>	03:32	ñëc jeth	he knows <i>climbing</i>
02:29	Tëér wë jëk	they found <i>Hen</i>	03:36	ñëc ket	he knows <i>swimming</i>
02:32	Añau juic	she see <i>Cat</i>	03:37	cól yïér	he call <i>lake</i>
02:32	Añau jëk	she found <i>Cat</i>			
02:33	yuicdë tuóór	you cheated <i>my head</i>			
02:38	gaat Tëér jëk	you find <i>Hen's children</i>			
03:5	Ayak juic	he saw <i>Lion</i>			
03:13	teetde loom	he gave <i>his hand</i>			
03:13	Ayak tiëéc	he pull <i>Lion</i>			
03:15	teetdë dóm	you grab <i>my hand</i>			
03:19	lëi dö le wë jëk	you find <i>other animal</i>			
03:23	teet Agóokë le këép	you hold <i>Mo. hand</i>			
03:27	teetde pël	you release <i>his hand</i>			
03:29	agäk wëi jëk	they found <i>game</i>			
05:31	müith cam	they eat <i>crops</i>			
05:32	diit yeen	he controls <i>birds</i>			

Object nouns of applicative verbs

Some verbs show that someone benefits from the action or receives the action. These verbs are called applicative verbs. A receiver or the one that benefits from an applicative verb has the same form as when it is said by itself.

In 02:22-23, the receiver noun **gaatkë yene** ‘those my children’ benefits from the applicative verb **piäär** ‘boil for’.

(02:22-23) (Benefit applicative)

Añau, cën ee yëm më kel yen cë ñuóót raar Cat, just (look at) my one leg that I cut off
bä **piäär gaatkë yene** të maai é. to **boil for those my children** in this fire.

In 02:24-25, the receiver noun **gaatku** ‘your children’ receives the object **yëm më kel** ‘one leg’ and the action of the applicative verb **muócc** ‘give’.

(02:24-25) (Receiver applicative)

Cë ku lëëñ, yen yä yin kuí **gaatku muócc** *Ok, if you can give your children*
yëm më kel, . . . *one leg*. . .

Applicative verbs can also show the location or direction of an action. Nouns after an applicative verb that show location or direction have a different form called location nouns.

In 03:5, the noun **kaath** ‘in well’ shows the location of the applicative verb **juic** ‘saw’. The noun **kath** ‘well’ has a different form when it occurs by itself.

(03:5) (Location applicative)

Nä min kue rə luuŋ ε, kue Ayak **juic kaath**. *When he bent down, then he saw Lion in well.*

Location nouns are further discussed in the lesson *Location nouns*.

Exercise 8

In the sentences below, underline once all object nouns. Underline twice all verbs of the object nouns. The first one is done as an example.

(01:3)

Ke **tək löŋə** të ciεŋ ε nē ciēēŋ ë ken.

They have rules to guide them in their house.

(01:4)

Ra dö ke **tə mēde**
mē thil goor ε yen ba **gərde dhööl**.

*Each one has his own (rules)
that he doesn't want it to cross his back.*

(01:6-7)

Nä bēn ē ke wēer,
thil **goor nuēr** mē ke yē thiēēc,

*If I (return home) at night,
I don't want person to ask me,*

(01:8)

Ku **dethuok** thil **thiook** ε,
nä bēn ē bē **yöt ejək** yooŋ.

*And he should not close the door, so that
when I come, I will find the house open.*

(01:10)

thil **goor nuēr** mē **doony juēldē**.

and (I) don't want person to step on my tail.

(01:13)

Nä kue wē luoc, ku be **dethuok** bē **jək**
caa thiöök. Nä kue **dethuok teen**,

*When he returned, he found the door closed.
When he knocked on door, . . .*

(01:15)

Cēn cē wēē ne ke cēŋ ə,
thil nuēr mē **riir yuicdē**?!

*Didn't I say on that day that
no one should make noise my head?!*

(01:19)

Cēn cē wēē ne ke cēŋ ə,
thil nuēr **juu wandē**?

*Didn't I say on that day
no person should see my eyes?*

(01:21)

Kua **Thöl juēlde daany** Kuac.

And Leopard stepped on the tail of Snake.

(01:22)

a kua **yöt wē ŋaany** piny.

(they) completely demolished the house.

(01:23)

Yen äwään kua **thiē** yē **ciēēŋ tödö**.

That was how they abandoned their house.

(01:26)

Ke kē ke kuuth aba **nuēr kel juoc**.

They fight until one person is defeated.

(02:1)

Ken ke ca **mēēth** ku **dom**.

They developed a friendship.

(02:3)

Aŋau a yen thil ke **muocŋ göör**.

Cat was the one who didn't want conversation.

(02:4-5)

Nä cīēñj ë de cë nei wë mith thīn, kē
ye muol **Tëer jīōōk** be rō puk kē be tōōny.

(02:6-7)

Yīn Aṇau ka kōn **muōōñ** kōñ le **mat**,
bane **lōōckōn ṇāc**.

(02:11)

Nä **tek** ye **īcuiit** mē tē thīn

(02:12-14)

Cīn tē nē lōcdē ke yī dōk tēk ke īcuiit
mē tēk ke yī bēdu bē **kēn gaatkē**.

(02:17)

Ku Tëer **Aṇau lēēñ** nē bēn ε,
kue cīōōu mē **kel tīēēc** jith gāākēkē.

(02:24-25)

Cē ku lēēñ, yen yā yīn kuī **gaatku muōōc**
yēm mē kel, kunē **tēn** nē yī ke **rou** cuc,
nā ku wā yēn, **tā yāām nā ṇuaan**.

(02:26)

Ku Aṇau riñ cēñde kue **gaatke cōol**
kua **yēm mē kel ṇuōōt** raar.

(02:27)

Min caa **yēm** ku **ruum** kuēñjē me

(02:28)

Kuā Aṇau **gaatke cōol**,

(02:28-29)

Wai **Tëer juic** dōk bec buōtde
cēk ee yene diāāme.

(02:29-30)

Kua **Tëer wē jēk** jēl ke cokke diāāñ reeu,
ku gaat Aṇath luōōc kua be **lāt manden**.

(02:32)

Nä ku Tëer wē bēn bā **Aṇau** bē **juic**,
kue **Aṇau** be **jēk** nē ku rath.

(02:33)

Tëer, ee ṇu kuī **yūicdē** le ke **tuōōr** yīēēl?

(02:38)

Nä ka ye **gaat Tëer jēk**, duā ye ke ke pēl.

(03:11-12)

Thiēel Agōōk ë maar, ε thil luēñ bē nuēēr
rō **luōōc nuēēr** mē cē ye luōōi lēlēñ.

(03:13)

Kuā Agōōk **teetde loom**
be **Ayak** ku **tīēēc** raar.

(03:14)

ku **dōōm** ε **teet Agōōkē** ke buōōm.

*If they were eating in his house,
he would **tell Hen** to go to his house to sleep.*

*Cat (my friend), let us **make conversation**
so that we **know our hearts**.*

*If you **have a little (food)**,*

*(I) was even thinking of going to you
for something to **give my children**.*

*And Hen **saw Cat** coming, . . .
and **hid one leg** in his feathers.*

*Ok, if you can **give your children one leg**
while you **have** only **two**, then it is for me
(to give) since I **have four thighs**.*

*And Cat ran to his house and
called his children so that they **cut off one leg**.*

*While the **leg** was **finished** of boiling,*

*And Cat **called his children**, . . .*

*Go **see Hen** if the pain of his wound
is like mine.*

*They **found hen** walking with two legs, and
children of Cat returned and **told** their mother.*

*When Hen came to **see Cat**,
she **found Cat** getting unconscious.*

*Hen, why have you **cheated my head**?*

*If you **find Hen's children**, don't leave them.*

*No, my Monkey brother, person cannot **divert**
(to eating) a **person** who has done good.*

*And Monkey **gave his hand**
to **pull Lion** out.*

*he **caught Monkey's hand** with strong force.*

(03:15)

Ee ɲu kui teetdë le dɔm mal ne?

Why are you grabbing my hand so hard?

(03:19)

Pël yë, ee bi lëi dɔ le wë jëk.

Leave me, you will find another animal.

(03:22)

Wënë Rel cë rɔ ku dhool
ku juii ε Ayak këep teet Agoökë.

At this point, Fox passed by
and saw Lion holding Monkey's hand.

(03:23)

Nëërdë, ee di kui teet Agoökë
le këep ë mal?

My uncle, why are you
holding Monkey's hand so hard?

(03:27)

Kë yin nëërdë, kɔɲ teetde pël.

And you my uncle, just release his hand.

(03:29)

Nä ku ke rëth thaar jaath,
kua agäk wëi jëk.

When they arrived,
they found a mancala game.

(03:30)

Kua nei kɔɲ tuöü agäkdë

The people should first play my game.

(03:32)

A kel ku tiet, tēi ka agök,
kuui jeth kuä agök më ɲëc jeth?

Who doesn't know how to climb?
Who does know climbing?

(03:36)

Rel mandë ɲëc ket, kë nëërdë kui ket.

Fox knows swimming, but uncle doesn't swim.

(03:37)

Yen cë liet ku luoi be cɔl yïër.

He assumed the sand was called a lake.

(03:39)

Kuä ayak thil wään jïëü ε nä Agoök.

And Lion could not find Monkey.

(05:6-7)

Ku nä lam ke, ke ka alam keeth
ke Dëcëü ku guändɔɲëken,
ku jɔü ten ë mei ba ke muɔɔc ke yïëi.

And when they worship, they begin
worshiping God, and their ancestors,
and the gods who they give them life.

(05:31)

Yen nuëër ε nä caa löcde yär
ka luony agëgök be müth cam.

This person if annoyed will
allowed insects to eat the crops.

(05:32)

A nuëër më ke diit yeen.

This person controls birds.

Possessor and possessed nouns

When two nouns are said together, the second noun may own or possess the first noun. Owning nouns are called possessor nouns. Nouns that are owned are called possessed nouns. Sometimes the first noun has a close relationship with the second noun (inalienable) and sometimes it has a distant relationship (alienable). If the first (possessed) noun has a distant relationship with the second (possessor) noun, a possessor connector ë 'of' comes between them. If it has a close relationship with the possessor noun, there is no word between them, and the possessor noun has a different form than when said by itself.

In *03:28*, the nouns **teet** ‘hand’ and **Agookë** ‘Monkey’ are said together without any words between them.

(03:28) (Close relationship)

Kuä Ayak **teet Agookë** pël.

And Lion released hand of Monkey.

The second noun **Agookë** is a possessor noun. The **teet** is owned by **Agookë**, so this first noun **teet** is a possessed noun. Since hands are nearly always found as part of an animal or person, the word **teet** ‘hand’ is not easily separated from **Agookë** ‘Monkey’. **Teet** has a close relationship with **Agookë**. We write them together without any word between them. The possessor noun **Agookë** ‘Monkey’s’ has a different form than when said by itself **Agook** ‘Monkey’. We learn more about this possessor form of nouns in the next lesson.

In *01:title*, the nouns **ciëëŋ** ‘home’ and **lëi** ‘animals’ have the possessor connector **ë** ‘of’ between them.

(01:title) (Distant relationship)

Wään më Dääu ε në **Ciëëŋ ë Lëi**

Way in which home of animals was abandoned

The possessor noun **lëi** ‘animals’ owns the possessed noun **ciëëŋ** ‘home’. A home can be separated from animals, such as if the animals move away (This is what happens at the end of the story.). So, the relationship between these words is not as close—it is distant. We write the word **ë** ‘of’ between them to show they can be separated and have a distant relationship.

Distant possessors often possess verbal nouns. These are verbs used as nouns. Often a verbal noun possessed by a distant possessor follows a passive verb, where the subject doing the action is not mentioned.

In *04:47*, the nouns **köt** ‘shields’ and **duronë** ‘Dhuro decoration’ both possess the verbal noun **luooi** ‘making’ with the possessor connector **ë** ‘of’ between them.

(04:47)

Aköölde ka **luooi ë köt**

It’s skin is used for making of shields

ku juëlde ka **luooi ë dhuronë**

and it’s tail is used for making of Dhuro decoration.

The passive helping verb **ka** ‘is’ comes before these distant possessors and possessed verbal nouns. In these sentences, it has the meaning ‘is used for’.

The possessor connector **ë** ‘of’ can also join adverbs such as **mal** ‘much’ after a verb as in *03:23*.

(3:23) këep **ë mal** *holding of much*

Close possessor nouns

Body parts, family members, and some other nouns are not easily separated from the words owning them. So, they are written together without any word between them. These include the words below with a close relationship. Possessor nouns with a close relationship have a different form than when said by themselves as a common noun. We learn more about possessor noun forms in the next lesson.

Possessed nouns with close relationship (inalienable) to possessor noun

	Possessor nouns		Common nouns	
(2:tit)	ater Aṇath	<i>hatred of Cat</i>	aṇau	<i>cat</i>
(2:16)	cēṅ Ter	<i>house of hen</i>	tēer	<i>hen</i>
(2:30)	gaat Aṇath	<i>children of Cat</i>	aṇau	<i>cat</i>
(3:9)	tēkōn jējäär	<i>ours of bush dwellers</i>	jējär	<i>bushdwellers</i>
(3:14,22,23,28)	teet Agookë	<i>hand of monkey</i>	Agook	<i>monkey</i>
(3:34)	tuuṅ jaath	<i>branches of tree</i>	jath	<i>tree</i>
(4:7)	böu mowë	<i>herd of buffalos</i>	mou	<i>buffalos</i>
(4:21,21)	tuṅ guär	<i>horn of elephants</i>	guër	<i>elephants</i>
(4:24)	rīṅ guär	<i>meat of elephants</i>	guër	<i>elephants</i>
(4:32)	wään yīeyë	<i>place of souls</i>	yīeyë	<i>souls</i>
(4:39,39,42)	tuṅ ciel	<i>horn of rhino</i>	cil	<i>rhino</i>
(4:44)	yīëc mou	<i>chasing of buffalo</i>	mök	<i>buffalo</i>
(4:44)	yīëc guär	<i>chasing of elephant</i>	guöör	<i>elephant</i>
(4:46)	rīṅ mou	<i>meat of buffalo</i>	mök	<i>buffalo</i>
(4:48)	tuuṅ thääu	<i>horn of ox</i>	thëk	<i>ox</i>
(4:48)	cēṅ yöth	<i>day of migration</i>	?	
(4:49)	cēṅ puthë	<i>day of marriage</i>	puöth	<i>marriage</i>
(5:tit,14)	tīët ceṅ Rëel	<i>religion of land of Reel</i>	cīëṅ, Reel	<i>land, Reel people</i>
(5:1)	cīëṅ Rëel	<i>land of Reel</i>	Reel	<i>Reel people</i>
(5:8)	pīëny neenë	<i>bodies of people</i>	nei	<i>people</i>
(5:47)	tīët Rëel	<i>religion of Reel</i>	Reel	<i>Reel people</i>

Distant possessor nouns

Many other nouns can easily be separated from the words owning them. They are written with a possessor connector **ë** 'of' between them. These include the words below with a distant relationship. Possessor nouns with a distant relationship do not have a different form.

Possessed nouns with distant relationship (alienable) to possessor noun

	Possessor noun		Common noun	
(1:tit)	cīëṅ ë lëi	<i>home of animals</i>	lëi	<i>animals</i>
(2:11)	Tëer ë maar	<i>Hen of relative</i>	maar	<i>relative</i>
(3:7,11)	Agook ë maar	<i>Monkey of relative</i>	maar	<i>relative</i>
(3:20)	luëṅ ë yīëc	<i>able of chasing</i>	yīëc	<i>chasing</i>
(3:21)	dōm ë lëi	<i>catching of animal</i>	lëi	<i>animal</i>
(4:22)	yöl ë nuëer	<i>arm of person</i>	nuëer	<i>person</i>
(4:25)	kōoc ë bul	<i>mending of drum</i>	bul	<i>drum</i>
(4:43)	yüic ë guöör	<i>chasing of elephant</i>	guöör	<i>elephant</i>

(4:46)	yüic ë mök	<i>chasing of buffalo</i>	mök	<i>buffalo</i>
(4:47)	luooi ë köt	<i>making of shield</i>	köt	<i>shield</i>
(4:47)	luooi ë dhuronë	<i>making of decorations</i>	dhuronë	<i>decorations</i>
(5:15)	juic ë nei	<i>seeing of people</i>	nei	<i>people</i>
(5:16)	döm ë tuaany	<i>catching of sickness</i>	tuaany	<i>sickness</i>
(5:21)	luooi ë tiët	<i>working of magician</i>	tiët	<i>magician</i>
(5:43)	luooi ë nei	<i>working of people</i>	nei	<i>people</i>

Some words such as **gat** ‘child’ can be possessed with or without a possessor connector, depending on the meaning in the sentence. [check]

<u>Close relationship</u>		gat nuäär	<i>child of person</i>
<u>Distant relationship</u>		gat ë nuëër	<i>child of person</i>

Exercise 9

Underline all possessed and possessor nouns in the lines below. Circle the possessor connector **ë** ‘of’ that shows the noun has a distant relationship to the owner. The first sentence is done as an example.

(02:11)

Tëer **ë** maar, gaatkë teth.

Hen of relative, my children are starving.

(02:15-16)

Nä kue wä gään në cë kuoth ku juëeth, kuä Aṅau rə jieec be ku wë cëṅ Ter.

When evening came and rain had stopped, Cat arose and went to house of Hen.

(02:29-30)

Nä ku gaat wëi, kua Tëer wë jëk jël ke cokke diään reeu, ku gaat Aṅath luoc

And when the children went, they found hen walking with her two legs, and the children of Cat returned, . . .

(03:7)

Agook **ë** maar, nünkë cë wä diääk jii kaath **ë** wënë.

Monkey of relative, my days came to three inside this well here.

(03:20-21)

Thieel, yën cë kää **ë** mal, thil wään mē wä luëen **ë** yüëc ku thil wään wë riṅ ke yë, kë thil wään wë kai ye bē doom **ë** lëi.

No, I am so weak, I will not be able to chase and not be able of chasing and not be able to jump to I catching of animal.

(03:34)

Nä kue ruum tiitë, kue pëer tuṅ jaath be jeth.

When he (Monkey) understood, he jumped to a branch of a tree to climb up.

(04:7-8)

Nä caa böu mowë kə yä ke guër jëk, lëi ke kəṅ puöt,

After a herd of buffalos or elephants are found, they first scatter,

(04:21-22)

Tuṅ guär ka ṅuot kua düt ken ti ka ceṅ ke yöl **ë** nuëër mē göör bē puth.

Elephant horns are cut and the bigger one is worn on the arm of a person who wants to marry.

(04:24-25)

Riinj guär ka cam,
jiic guär ka kooç(ë)bul bënë.
 (04:32)

Nä wään yiëyë yen caa tiinj,
 (04:39)

Tuñ ciel më caa guaṅ nä thieci,
 (05:8)

Kε ka pi tiëth piny,
 ku wër nei ë ken bë piëny neenë puool.
 (05:15)

Joo thil ka juic(ë)nei diaal,
 ka ken tit këröth ken ka kε juic.
 (05:42-43)

Kε nei luṅny coth be nei dot be thil wään
 kε luoçi(ë)nei, nä cë loçde jïëëu.

The elephant meat is eaten.

The elephant's ear is used for mending of drums.

If it is hit in a living place (heart, etc),

The rhino horn is shaped as a stick and is given skin

They spray the ground with water (for blessing)
 and bless bodies of people (in order) to stay healthy.

Gods cannot with seeing of all people,
 only magicians can see them.

Person allows guinea worm to swell people so that
working of people are not able, if he is annoyed.

Location nouns

Location nouns show the location of an action. The location noun can be the goal or direction of the action, or the action can be at or inside the location noun. Location nouns have a different form than when the noun is said by itself.

In 04:35, the location noun **wën** ‘to place’ shows the goal or direction of the action **riṅ** ‘run’. The location noun **wën** ‘to place’ is different than when **wään** ‘place’ is said by itself.

(04:35) (Location noun is goal, direction)

Nä göör ε be wër laac,
 ka riṅ **wën** ε tēi wër thin ε.

When it is about to defecate,
 it runs to place (where) the dung remains.

In 03:5, the action **Ayak juic** ‘saw Lion’ is in the location noun **kaath** ‘in well’ The location noun **kaath** ‘in well’ is different than when **kath** ‘well’ is said by itself.

(03:5) (At, inside of location noun)

Nä min kue rō luuṅ ε, kue Ayak juic **kaath**. When he bent down, then he saw Lion in well.

The nouns below in **bold** can also be used as location nouns. Location nouns have a different form than when said by themselves as a common noun. We learn more about location noun forms in the next lesson.

Location nouns

	Location noun	Common noun
01:1	tēi cëṅ they live in house	cïëṅ house
02:16	wë cëṅ he went to house	cïëṅ house
02:20	yï peek yöt (H) they die in house	yöt (dH) house

02:26	riŋ cēŋde	he ran <i>to his house</i>	ciēēŋde	his house
03:1	cē peen kaath	he fell <i>into well</i>	kath	well
03:3	cē peen kaath	he fell <i>into well</i>	kath	well
03:5	Ayak juic kaath	he saw <i>Lion in well</i>	kath	well
04:30	nin ε jaath	he sleeping <i>at tree</i>	jath	tree
04:32	cuo liu wēn	it dies <i>in place</i>	wään	place
04:34	wēr ke laac wēn	they defecate <i>dung in place</i>	wään	place
04:35	riŋ wēn	it runs <i>to place</i>	wään	place
04:48	ka ruoɔp tuuŋ	are hung <i>on horn</i>	tuŋ	horn
05:12	cup ε cēŋ	he arrives <i>to house</i>	ciēēŋ	house
05:13	yī bēn cēŋ	he comes <i>to house</i>	ciēēŋ	house
05:24	ke ruai thööl	he talks <i>in wall</i>	thöl	wall
05:36	kēep lēi ken rööth	he keeps animals <i>in bush</i>	?	
05:44	ken dial cēŋ	all them are <i>in land</i>	ciēēŋ	land

Exercise 10

Underline all location nouns in the sentences below.

(01:1)

Wal lēi nā ŋuaan tēi **cēŋ** keel.

Long ago, four animals lived in house together.

(02:16)

Kuā Aŋau rō jieec be ku wē **cēŋ** Ter.

Cat went to go to house of Hen.

(02:20)

Gaatkē yī pēek **yöt**.

My children are dying in house.

(02:26)

Ku Aŋau riŋ **cēŋde**.

And Cat ran to his house.

(03:1)

Wal Ayak yen cē peen **kaath** mē cuar.

Long ago Lion had fallen into a deep well.

(03:3)

Yen cē ku peen **kaath** kue tēi niin nā diäak.

He had fallen in well and remained three days.

(04:29-30)

Nā caa cokke ku jēk ke kua luopkē,
a kua wē jēk nē cē tōny nē nin ε **jaath**
thaar mē tē ke itīēp mē gaau,

*When hoofprints are found, they are followed,
and when (people) find (a rhino) sleeping at tree
under the good shade, . . .*

(04:48-49)

Ken dhuronē ka ruoɔp **tuuŋ** thāāu mē
cēt ke cēŋ yōth nei kō yā
cēŋ puthē nē caa thēk ε cēt mē puōth.

*These dhuro decoration materials are hung on horns
of a colored ox when people are migrating or during
marriage day when colored ox (is offered as) dowry.*

(05:12-13)

Nā cup ε **cēŋ** ē de, kō yā nuēer
yen yī bēn **cēŋ** ē de kē be ku math jōu.

*When he arrives to their house, or when person comes
to their house, (they bless him) before (he) drinks.*

(05:24)

Jōk ke ruai **thööl**, kē ka guur ke lööŋ.

God talks in wall, can be asked to talk with instrument

(05:36)

Guān lēyē a nuēer

Animal master is a person

më kääp lëi ken diaal **rööth**.
(05:44)

*who controls all animals **in bush**.*

Ken nei ti nɛ, ken diaal **cɛŋ** Rëel
kɛ ka theek ke bum ë ken.

*All these people **in Reel land**
are respected and strong.*

Possessor and location forms of nouns

In the lesson *Possessor and possessed nouns*, we learned about possessor nouns following possessed nouns. When the first noun has a close relationship with the second noun, there is no word between them. Possessor nouns with a close relationship to the possessed noun have a different form than common nouns (the nouns by themselves).

<u>Common singular</u>	kath	<u>Possessor singular</u>	Nuëer juii wään kaath (H).	<i>Person sees place of waterhole.</i>
<u>Common plural</u>	këth	<u>Possessor plural</u>	Nuëer juii wään këthë .	<i>Person sees place of waterholes.</i>

In the previous lesson, we learned that location nouns show the location of an action. They usually have a different form than the common noun.

<u>Common singular</u>	kath	<u>Location singular</u>	Nuëer wëi kaath (L).	<i>Person is going to waterhole.</i>
<u>Common plural</u>	këth	<u>Location plural</u>	Nuëer wëi këthë .	<i>Person is going to waterholes.</i>

Location singular nouns often have the same form as possessor singular nouns, but sometimes these are also different. Location plural nouns always have the same form as possessor plural nouns. The singular and plural forms of ‘waterhole’ are compared below.

	Written	Tone	
Singular noun	kath	L	waterhole
Possessor singular	(1) Nuëer juii wään kaath .	H	<i>Person is seeing place of waterhole.</i>
Location singular	(2) Nuëer wëi kaath .	L	<i>Person is going to waterhole.</i>
Plural noun	këth	L	waterholes
Possessor plural	(3) Nuëer juii wään këthë .	dH	<i>Person sees place of waterholes.</i>
Location plural	(4) Nuëer wëi këthë .	dH	<i>Person is going to waterholes.</i>

The changes in possessor forms are not easy to predict. So, all possessor forms of nouns are listed in the dictionary when they differ from the common forms. Singular location forms of nouns are listed in the dictionary when they differ from possessor singular forms.

The nouns below compare the forms of nouns. They are listed in about the same order as in the lesson *Singular and plural nouns*. They are organized according to the changes between singular and plural forms of the common noun. The location singular form is only listed when it is different than the possessor singular form. [a blank _ indicates a tone that should be found out, since it may help to distinguish the noun form from another form with the same spelling].

The singular possessor nouns below can take the place of **kaath** (H) ‘waterhole’ in (1) above, the plural possessor nouns can take the place of **këthë** ‘waterholes’ in (3) above, and the singular location nouns can take the place of **kaath** (L) ‘waterhole’ in (2) above.

Nouns with plural suffix -ë, -në

Common noun		Possessor noun			Location	
Singular	Plural	Singular (1)	Plural (3)	Singular (2)		
yath	yathë L,H	yathë –	yaath		gaam	<i>charm</i>
ban	banë L,H	banë –	baan L,H			<i>bedbug</i>
nyan	nyanë –	nyaan	nyanë –			<i>caterpillar</i>
dap	dapë L,H	dapë L,H	dapë –			<i>lazy person</i>
jär	järë	jär	jërë			<i>belch, burp</i>
gäär	gäärë LH,HL	gär	gäärë –			<i>intentional scars</i>
rëët	rëëtë L,H	reet	rëëtë –			<i>razor</i>
gëëm	gëëmë	gäm	gëmë			<i>midwife</i>
mëëth	mëëthë –	mëëthë dH,H	mëëthë L,H			<i>friend</i>
nëër	nëërë –	nërë	nëërë			<i>maternal uncle</i>
këët	këëtë –	käät	këëtë –	keet	<i>falcon, hawk</i>	
tiit	tiitë L,H	tiëët	tiitë –		<i>mahogany tree</i>	
doth	dothë L	doth –	dothë –		<i>virgin</i>	
door	doorë	döörë	dörë		<i>peace</i>	
dhöök	dhöökë	dhook	dhookë		<i>leopard skin</i>	
rum	rumë	ruööm	ruömë		<i>club, stick</i>	
tuut	tuutë –	tuööt	tuutë –		<i>bull, ox</i>	
liöök	liöökë L,H	liöökë L,H	liöökë L,H		<i>earthworm</i>	
dual	dualë	duaal	dualë		<i>veil</i>	
rual	rualë –	ruaal	rualë –		<i>herd, group</i>	
guaŋ	guaŋë L	guaŋ –	guaaŋë	<i>swelling, pain</i>		
yuaal	yuaalë –	yuaalë –	yuaalë –	<i>wisker (of cat)</i>		
thuum	thuumë –	thuumë –	thuumë	<i>harp instrument</i>		
buol	buolë –	bial	buolë –	<i>hare, rabbit</i>		
tuor	tuorë	tuorë	tuoor	<i>flower</i>		
yai	yayë –	yayë –	yaayë		<i>joy, rejoicing</i>	
taai	taayë –	tayë	taayë		<i>open place</i>	
böu	böwë	bok	bowë		<i>herd</i>	
cöu	cöwë	caau	cöwë		<i>termite</i>	
puööu	puööwë LH,HL	puööwë –	puööu –		<i>bellow, pump</i>	

Nouns with vowel change

Common noun		Possessor noun		Location noun	
Singular	Plural	Singular	Plural	Singular	
bar	baar L	baar –	bërë		<i>open water</i>
gat	gaat	gatë	gaan		<i>child, son, baby</i>
kaŋ	kaaŋ	kəŋë	kaaŋë		<i>alcohol</i>
tap	taap	təpë	taapë		<i>tobacco</i>

many	maany	many	—	manyë			<i>cow song</i>
wai	waath	wath		waathë			<i>vulture</i>
kau	kaath	kath		kaathë			<i>bride</i>
yak	yau	yau		yewë			<i>famine, drought</i>
jak	jaau	jau		jawë			<i>pelican, bird</i>
bak	baau	bääke		bëëu			<i>crack</i>
ɲak	ɲaau	ɲaawë		ɲɔɔu			<i>pus</i>
gak	gaau	gɔk		gɔɔu			<i>hard layer</i>
kath	këth	kaath	H	kethë	kaath	L	<i>waterhole, well</i>
dap	dëp	dap	—	dëpë			<i>birth</i>
pan	pën	paan		pënë			<i>swamp area</i>
mac	mëi	maai		mëyë			<i>fire, family</i>
pai	pëëth	path		pëëthë			<i>moon, month</i>
nyan	nyïëñ	nyaan		nyïëñë			<i>crocodile</i>
gal	gɔl	gɔlë		gal	—		<i>cultivated ground</i>
thal	thɔl	thɔlë		thɔɔl			<i>early or late sun</i>
gak	gɔu	gɔkë		gɔɔu			<i>peel, skin</i>
daɲ	doɲ	doɲë		doɲë			<i>elder</i>
baac	bac	baac	L	bacë			<i>calf (of leg)</i>
maar	mar	maarë		marë			<i>relative by blood</i>
kaar	kar	kaarë		karë			<i>background info.</i>
kaak	kau	kaakë		kaawë			<i>field, garden</i>
Jän	Jään	Jëñë		Jäänë			<i>Dinka person</i>
jäl	jääl	jëlë		jäälë			<i>guest, visitor</i>
ɲär	ɲäär	ɲorë		ɲäärë			<i>bean</i>
läk	lääu	läk	—	läawë			<i>dream, prophecy</i>
ɲät	ɲët	ɲëtë		ɲëët			<i>oil</i>
täp	tëp	tëpë		tëëp			<i>pot hole</i>
täth	tëth	täth	—	thëthë			<i>forge, mould</i>
mät	mët	mät	—	mëët			<i>agreement, meeting</i>
mäth	mëth	math		mëëth			<i>drink</i>
yäc	yëc	yäcë		yëëc			<i>load, burden</i>
käi	këi	këyë		këëi			<i>first born child</i>
thään	thän	thään		thänë	thëëñ		<i>side of body</i>
gääi	gäi	gëëyë		gëëi			<i>surprise</i>
kääu	käu	kääk		käwë	köök		<i>pit, hole</i>
rääl	rël	rëlë		rëël			<i>muscle, vessel</i>
jääl	jël	jäl		jëlë			<i>trip, journey</i>
ɲääth	ɲëth	ɲëëthë		ɲëëth			<i>hope</i>
kään	këñ	käänë		këëñ			<i>proverb</i>
ɲääth	ɲöth	ɲääth	—	ɲöthë			<i>illness</i>
rek	reu	reu		rewë			<i>pen (of cows)</i>
rel	rët	reel		rëtë	reel		<i>termite mound</i>
ceɲ	cëñ	ceɲë		cëñë	cëëñ		<i>strap</i>
dep	dëp	dep	—	dëëp			<i>trap</i>
nyet	nyët	nyieet		nyëtë			<i>rib</i>

teu	täk	tek	thëek			<i>life</i>
theu	thëk	thek	thëü			<i>menstrual period</i>
mer	mëer	mer	mëerë			<i>tear (of eye)</i>
pen	pen	peen	penë	peen		<i>town</i>
jeth	jüth	jieth	jüthë			<i>scorpion</i>
neer	nër	ner	nërë			<i>wrapping</i>
weer	wër	wer	wërë			<i>blessing</i>
teer	tër	ter	tëerë			<i>playing</i>
teenj	tënj	tëenjë	tënjë			<i>beating drum</i>
teet	tëet	tëetë	tëet	L	L	<i>hand</i>
keeth	keth	keethë	keethë	—	—	<i>cow urine</i>
yeeth	yöu	yeethë	yöwë			<i>money</i>
gëm	gëem	gem	gëemë	gëem	—	<i>cheek</i>
gër	gëer	geer	gëerë	gëer		<i>back (of s.m.)</i>
mël	mel	meel	melë	mëel		<i>oath, promise</i>
jëp	jep	jeep	jepë			<i>axe</i>
cër	cer	ceer	cerë			<i>bright star</i>
lël	lel	leel	lele	lëel		<i>carrying net</i>
lëk	leu	leu	lewë		L	<i>word, speaking</i>
lëi	lec	lei	leei			<i>tooth</i>
dëi	deeth	deth	deethë			<i>hammer</i>
akëi	akeeth	aketh	akeethë			<i>neighborhood</i>
yër	yieer	yieer	yieerë	yïëer		<i>river, lake</i>
cël	cïëel	cieel	celë	cïëel	—	<i>elbow</i>
lëeth	H lëth	lëethë	lëeth	—		<i>begging</i>
bëel	bel	bel	beel		H	<i>grain, dura</i>
bei	bec	bec	becë			<i>pain</i>
keth	L keth	keth	këeth			<i>bile, rusting</i>
tëi	tei	teyë	teei			<i>stick</i>
kei	këc	kec	kecë			<i>vision</i>
thëem	them	them	thëmë			<i>trying, testing</i>
gëer	ger	ger	gerë			<i>fence</i>
pëm	pëem	pääm	pëemë			<i>rock, mountain</i>
thëk	thëü	thäü	thëwë			<i>bull</i>
cëth	ceth	cäth	cieeth			<i>excrement, feces</i>
thëc	thäc	thäi	thëi			<i>dew</i>
cël	cäl	cääl	cälë			<i>fish type</i>
wët	wät	wät	wätë			<i>belief</i>
cënj	cäänj	cänj	cäänjë			<i>sun, day</i>
lëc	läac	lëcë	lëi			<i>semen</i>
yëm	yääm	yäm	yäämë			<i>thigh</i>
cët	cit	cät	ciit			<i>colour (general)</i>
wëi	wuc	wuöc	wucë	wuc	—	<i>cattle camp, clan</i>
wëer	L wër	wär	wëer	—		<i>dung</i>
wëel	wal	wäl	waal			<i>herb, medicine</i>
jic	jith	jieth	jithë	jii		<i>stomach</i>

dit	diit		diæt		diin		<i>bird (general)</i>	
cil	ciel	—	ciel	—	cielë		<i>rhino</i>	
cir	cier		ciær		cierë	ciir	<i>sea, wide river</i>	
dir	dier		dier		dierë		<i>cricket insect</i>	
tik	tiek		tieeu		tiekë		<i>bead</i>	
rit	riet	—	riet	—	rietë		<i>ebony tree</i>	
lip	liëep		lieep		liëëpë		<i>tongue</i>	
jïc	jïth		jïëi		jïthë		<i>ear, leaf</i>	
pï	pïë		pinë		pïnë		<i>water</i>	
tïc	tïëc		tïëi		tïëcë		<i>feast</i>	
tïk	tïëu	—	tïëu	—	tïëkë		<i>cloudy day</i>	
dïr	dïëër	—	dïëër	—	dïërë	dïër	<i>bump</i>	
thiïn	thin		thiën		thiin		<i>breast</i>	
rïiŋ	rïŋ	L	rïŋ		rïëŋ	rïiŋ	—	<i>meat</i>
liim	liëëm		liëm		liinë		<i>messenger</i>	
gok	gou		gokë		gowë		<i>quiver</i>	
thot	thöt		thotë		thötë		<i>wooden peg</i>	
yoŋ	yöŋ		yöŋë		yööŋ		<i>opening, hole</i>	
kom	köm		kömë		kööm		<i>bark, shell</i>	
nop	noop	H	nop	—	noopë		<i>message</i>	
jou	jooth		joth		joothë		<i>chest</i>	
kok	köou		kok		kööwë		<i>bribe, payment</i>	
nooŋ	nöŋ		noŋ		nööŋ		<i>wedding</i>	
gooŋ	göŋ		gööŋë		göŋë		<i>hospitality</i>	
rook	röök	L	rookë		röök	L	<i>molar tooth</i>	
yöt	yot	L	yot	—	yotë		<i>hut, room</i>	
thöl	thol		thool		tholë	thööl		<i>wall</i>
böl	bol		bool		bolë	bööl		<i>flame</i>
dör	dor		door		dorë	döör		<i>tribe</i>
böm	bom		boom		bomë	bööm		<i>hump (of cow)</i>
köt	kot		köt		kotë		<i>shield</i>	
löi	loi		loth		looi		<i>umbilical cord</i>	
lök	lou		loou		lowë		<i>belly button</i>	
mök	mou	—	mou	—	mojë		<i>buffalo</i>	
kök	kou		kok		kökë		<i>hole in log</i>	
röl	rööl	—	rool		röölë	rööl	—	<i>voice</i>
kör	köör	—	koor		kööre	köör	—	<i>fighting, arguing</i>
jök	jïou		jïöou		jïööwë		<i>dog</i>	
böoi	boi		böoyë		boyë		<i>fear</i>	
yöoi	yooth		yoth		yoothë		<i>hip</i>	
jök	jöou		jau		jöowë		<i>god, magic</i>	
dhöl	dhal		dhaal		dhalë		<i>boy</i>	
göl	gal		gaal		galë	gööl		<i>brye, corral, pen</i>
yör	yar		yaar		yarë	yöör		<i>swamp area</i>
döt	dot		daat		dotë		<i>vagina</i>	
lou	looth		lath		loothë		<i>bamboo</i>	

nək	noou	naau	noowë		<i>feather</i>
ləc	lööc	lääi	lööcë		<i>heart</i>
kəm	kööm	kaam	köömë	kəəm	<i>stool, chair</i>
rəu	rööth	rath	rööthë		<i>hippo</i>
jək	jöök	jak	jöökë	jəu	<i>back (of something)</i>
thəl	thööl	thääl	thöölë		<i>snake</i>
röth	räth	räth	räthë		<i>armpit</i>
jör	jär	jäär	järë	jöör	<i>forest</i>
ŋöp	ŋäp	ŋääp	ŋäpë		<i>fig</i>
dək	däu	däu	däwë		<i>river</i>
γəl	yääl	yäl	yäälë	γööl	<i>arm</i>
cul	cuul	cuöl	cuulë		<i>penis</i>
pul	puul	puööl	puulë	puul	<i>pool</i>
luth	luuth	luööth	luuthë		<i>mud fish</i>
wum	wuum	wuöm	wuumë		<i>nose</i>
wut	wuöt	wuöt	wuötë		<i>ostrich</i>
mut	muöt	muot	muötë		<i>spear type</i>
mun	muön	muöön	muönë	muun	<i>dirt, soil</i>
dul	duöl	duöl	duölë	duul	<i>bundle</i>
dut	duöt	duööt	duötë		<i>grass</i>
bul	buöl	buööl	buölë	buul	<i>drum, dance</i>
bur	buör	buöör	buörë	buur	<i>camp</i>
tur	tuör	tuöör	tuörë	tuur	<i>dust</i>
tuŋ	tuöŋ	tuööŋ	tuöŋë	tuuŋ	<i>branch, horn</i>
luk	luöu	luöök	luööwë		<i>court case</i>
muuth	muöth	muööth	muuth		<i>darkness</i>
guu	guööth	guöth	guuthë		<i>bee</i>
nhian	nhiaan	nhianë	nhiaanë		<i>testicle</i>
tiar	tiaar	tiaar	tiaarë		<i>flour, dough</i>
dhiac	dhiei	dhiec	dhieyë		<i>bruise</i>
nhiam	H nhieem	nhiam	nhieemë	nhiaam	<i>front (of s.m.)</i>
cieeth	ceth	cieethë	cëthë		<i>winning</i>
cieen	cën	cieënë	cënë		<i>last word</i>
thieec	H thięc	thieęcë	thieec		<i>request</i>
nhieer	nhieer	nhieer	nhieer		<i>love</i>
thieei	L thięc	thieec	thieęc	thieei	<i>stick of ebony</i>
yieei	yëi	yieeyë	yëei		<i>breath, spirit</i>
liet	lit	litë	liit		<i>sand</i>
yiet	yit	yitë	yiit		<i>finger, toe</i>
arier	arir	arierë	ariir		<i>noise</i>
tiel	tiil	tilë	tiil		<i>iron, ring</i>
nhiem	nhiim	nhimë	nhiimë		<i>charcoal</i>
pieth	pith	pithë	pith		<i>growth, growing</i>
ciel	ciel	ciel	ciil		<i>earwax</i>
cieeŋ	cëŋ	cieeŋë	cëŋë		<i>tradition, custom</i>
rieem	rim	riem	riim		<i>blood</i>

jieer	jir	jier	jiir		<i>shoulder blade</i>
mieeth	miith	mieethë	miith		<i>root</i>
tieer	tïēr	tier	tïērë		<i>clitoris</i>
riop	rïöp	rïöpë	rïööp		<i>claw, fingernail</i>
thiol	thiööl	thiaal	thiöölä		<i>fat</i>
pïäl	pïääl	puölä	pïäälë		<i>insult</i>
biäth	biääth	buöthë	biääthë		<i>pumpkin</i>
thiäk	thiääu	thiökë	thiäawë		<i>neighbour</i>
liä	liith	liëth	liithë		<i>death</i>
dïääth	dïëth	dïäth	dïääthë		<i>rag, old cloth</i>
nhieer	nhieer	nhieer	nhieërë		<i>turtle</i>
rïéc	rïëci	rïëi	rïëeyë		<i>rat</i>
yïël	yäl	yääl	yälë	yïëël	<i>forest</i>
rïëi	rïääth	rïäth	rïääthë		<i>canoe, boat</i>
tïët	tït	tïët	tïit		<i>magician, religion</i>
yïëu	yïk	yïäk	yieeu		<i>spell, curse</i>
mïëth	mïith	mïëth	mïithë		<i>food, resource</i>
thiëŋ	thiëëŋ	thiäänŋ	thiëëŋë		<i>gazelle, antelope</i>
nhieëm	nhieëm	nhimë	nhieëmë		<i>fur, hair</i>
nyïëël	nyäl	nyäl	nyälë		<i>python</i>
yïëer	yïr	yïër	yïrë		<i>paint</i>
cïëën	cïn	cïëënë	cïi		<i>intestine</i>
nïëën	nïin	nïën	nïinë		<i>day</i>
dïëët	dïit	dïtë	dïitë		<i>elder, something big</i>
cïëëŋ	cienŋ	ceŋ	cienë	cëŋ	<i>home, land</i>
cïöüu	cok	ciok	cokë		<i>footprint, sole</i>
ruai	ruac	ruac	ruacë		<i>speech, discourse</i>
kuac	kuai	kuai	kueyë		<i>leopard</i>
ruath	ruëëth	ruaath	ruëëthë		<i>steer, male cow</i>
tuaany	tuany	tuaanyë	tuanyë		<i>sickness</i>
ruai	ruai	rueth	ruyë		<i>saliva</i>
ruet	ruët	ruëëtë	ruëtë		<i>pregnancy</i>
tuëŋ	tuëŋ	tuëŋë	tueëŋ		<i>knot in wood</i>
kuel	kuel	kuelë	kuelë		<i>star</i>
cuec	cuic	cuei	cuiic		<i>hoof</i>
tuol	tuol	tuool	tuolë		<i>smoke</i>
duoŋ	duoŋ	duooŋ	duoŋë		<i>mortar</i>
thuok	thuuk	thuok	thuukë		<i>mouth, language</i>
kuoth	kuuth	kuoθh	kuuthë		<i>rain</i>
buoc	buoc	buocë	buoi		<i>abdomen</i>
guoŋ	guoŋ	guoŋë	guooŋ		<i>guinea fowl</i>
tuoŋ	tuoŋ	tuoŋë	tuooŋ		<i>egg</i>
ruok	ruou	ruokë	ruowë		<i>kidney</i>
buoc	boi	biai	boyë		<i>coward</i>
duool	dul	duol	dulë		<i>folding (cloth)</i>
ruä	ruëth	ruëkë	ruëthë		<i>brother-in-law</i>

kuäth	kuëth		kuääth		kuëthë		<i>bone marrow</i>
guëc	guei	–	guei	–	guyë		<i>giraffe</i>
kuëu	kueth		kueth		kuethë		<i>cockroach</i>
kuël	kueel	–	kueel	–	kuëëlä		<i>amulet, charm</i>
cuër	cuëër		cuëer		cuëëre		<i>thief</i>
kuëër	kuër		kuër		kuëre		<i>paddle, oar</i>
kuën	kuan		kuään		kuaan		<i>food</i>
tuëk	tuäk		tuääu		tuäkë	tuëëu	<i>harvest season</i>
ruëth	ruäth	L	ruäth	L	ruäthë		<i>chief, lord</i>
ɲuëk	ɲuäk		ɲuääu		ɲuäkë	ɲuëëu	<i>neck</i>
cuëny	cuäny		cuääny		cuänyë	cuëëny	<i>liver</i>
juëk	juäk		juääu		juäkë	juëëu	<i>udder, hernia</i>
juël	juäl	–	juäl	–	juälë	juëël	<i>tail</i>
yuür	yuër	–	yuër	–	yuëre		<i>venom, poison</i>
buöt	buöt		butë		buötë		<i>wound, sore</i>
nyuöm	nyuööm		nyumë		nyuum		<i>sesame paste</i>
ɲuöl	ɲul		ɲulë		ɲuul		<i>crowd</i>
cuöt	cut		cuöt	–	cutë		<i>splinter, sliver</i>
puöth	puth		puthë		puuth		<i>marriage, dowry</i>
guöp	gup		gupë		guup		<i>skin</i>
thuöu	thuk		thuwë		thuukë		<i>end (of s.m.)</i>
ruöi	ruu		ruyë		ruui		<i>maggot, worm</i>
luöth	luuth		luthë		luuth		<i>fetus, blood clot</i>
muök	müäu	–	müäu	–	müäwë		<i>mole animal</i>
muöl	müääl		müäl		müäälë	muööl	<i>knee</i>
puöny	püëny	L	püëny	dH	püënyë	puööny	<i>body</i>
buööm	bum		buöm		bumë		<i>strength, force</i>
cuöt	cut		cuöt		cuut		<i>stump (of tree)</i>
luöör	lur		lure		luur		<i>reception</i>
luöü	luk		luök		luöwë		<i>abscess, infection</i>
nyuöth	nyuth		nyuthë		nyuuth		<i>point (of s.m.)</i>
ɲuöör	ɲur		ɲur		ɲuöörë		<i>ankle</i>
luöü	lui		luuyë		luui		<i>work</i>
tuööl	tul		tuöl		tulë		<i>initiation (girl)</i>
tuöü	tuk		tuök		tukë		<i>playing (child)</i>
thuööm	thum		thuumë		thuum		<i>ghost, spirit</i>
thuööny	thuny		thuunyë		thuuny		<i>wood, tree trunk</i>
ruöön	ruun	L	runë		ruun	–	<i>year</i>
guöör	guër		guär		guëre		<i>elephant</i>

Nouns with tone change

Common noun		Possessor noun		Location noun	
Singular	Plural	Singular	Plural	Singular	
wëth	L wëth H	wäth	wëëth		<i>buttock</i>
lëi	L lëi H	lä	lëyë		<i>animal</i>
kuai	L kuai H		kuayë		<i>seed, descendant</i>

cou H | cou L | ca | cowë | husband

Nouns with combinations of changes

Common noun		Possessor noun			Location noun
Singular	Plural	Singular	Plural	Singular	
cäny	cäänyë LH,HL	cääny	cäänyë –		<i>heel (of foot)</i>
ric	riicë	riëi	ricë –		<i>rafter, beam</i>
pïär	pïäärë –	puörë	pïäärë –		<i>cloud, scar</i>
lual	luaalë LH,HL	luaal	luaalë –		<i>weaver bird</i>
tëer	tërë	ter	tërë –		<i>chicken</i>
löön	löñë –	loñ	löñë –		<i>tool, rule</i>
jïëët	jitë	jïitë	jitë –		<i>decoration</i>
daan	danë	daanë	danë –		<i>palate</i>
keet	ketë	keetë	keet –		<i>walking stick</i>
joom	jomë	jam	jomë –		<i>wind</i>
luum	lumë –	luöm	lumë –		<i>traitor</i>
dïëër	dïerë –	dïär	dïerë –		<i>hog, pig</i>
nhiaal	nhialë –	nhial	nhialë –		<i>god</i>
ruaal	rualë –	rual	rualë –		<i>incest</i>
muoון	muoñë –	muoוןë	muoñë –		<i>conversation</i>
böör	boorë LH,HL	böörë –	böörë –		<i>bright moon</i>
tik	tiewë LH,HL	tïëu	tiewë –		<i>chin</i>
këny	käänyë LH,HL	kääny	käänyë dH,H		<i>debt</i>
kër	käärë LH,HL	käär	käärë –		<i>fishing net</i>
thuny	thuoonnyë	thuoonny	thuoonnyë		<i>nasal mucus</i>
pör	poorë LH,HL	poor	poorë dH,H		<i>road, path</i>
mëi	mäyë	mä	mäyë –		<i>dry season</i>
rel	reelë –	reel	reelë –		<i>fox</i>
piny H	pienyë LH,HL	pieny	pienyë –	piny –	<i>ground, land</i>
nyith	nyiethë L	nyieth	nyiethë L		<i>brain</i>
juëi	juäyë LH,HL	juäai	juäyë –		<i>fever</i>
tuañ	tueeñë –	tuaañ	tueeñë –		<i>ululating</i>
luok	luowë –	luou	luowë –		<i>mouse</i>
lol	lööle –	lool	lööle –		<i>valley</i>
wëër	wäärë L,HL	wäär	wäärë –		<i>night</i>
tök	towë LH,HL	tou	towë –		<i>laugh</i>
käk	käwë LH,HL	käkë	käwë –	kääk	<i>throat mucus</i>
nyïëu	nyïëkë	nyäk	nyïëkë		<i>co-wife</i>

Nouns with complete change

Common noun		Possessor noun		Location noun	
Singular	Plural	Singular	Plural	Singular	
wañ H	nyin	wañ dH	nyiin		<i>eye, face, stream</i>
yañ	yök	yaañ	yöou		<i>cow</i>
yuic	yoth	yuëc	yothë	yuii	<i>head</i>
cëk	mën	cieeu	mëën		<i>wife</i>

del	dēt	deel	dēēt			<i>goat</i>
nyal	nyēr	nyaal	nyīēer			<i>girl, daughter</i>
jath	jen	jaath	jeen	H	jaath	<i>tree, firewood</i>
nuēer	nei	nuäär	neenē			<i>person, body, corpse</i>
ruu	ruōu	ruōu	ruōwē	L		<i>knot, tying</i>
dau	deei	daau	deyē			<i>heifer, young female cow</i>

Nouns with no change

Common noun		Possessor noun		Location noun	
Singular	Plural	Singular	Plural	Singular	
kam	L kam	kaam	kamē		<i>middle of s.m.</i>
bia	L bia	bia	H biayē		<i>light</i>
wat	L wat	wätē	watē		<i>blood relative</i>
läŋ	L läŋ	läŋ	— läŋē		<i>prayer</i>
gääk	L gääk	gääkē	— gääkē		<i>wing</i>
duur	L duur	duör	duur	—	<i>eloping</i>
duēeny	L duēeny	duääny	duäänyē		<i>paralyzed person</i>
löu	L löu	lok	löou		<i>rejected person</i>

Singular nouns

Common	Possessor	
Singular	Singular	
daap	dapē	<i>laziness</i>
guu	guōth	<i>honey</i>
kuēer	kuēerē	<i>current of river</i>
luul	luōl	<i>cry with sadness</i>
nhiaal	nhial	<i>sky, top (of something)</i>
ŋuēeny	ŋuēenyē	<i>smell, odour</i>
rou	reth	<i>thirst</i>
waanŋ	waanŋē	<i>burn</i>

Plural nouns

Common	Possessor	
Plural	Plural	
cak	caau	<i>milk</i>
cuii	cuiyē	<i>soup</i>
cuou	cuowē	<i>urine</i>
gaak	gaakē	<i>jaw</i>
wal	waal	<i>grazing area</i>
kär	kärē	<i>branches</i>
kōor	L kōor	— <i>forearm</i>
mēi	mēyē	<i>labor pains</i>
ŋaam	ŋaamē	<i>cooked dura, sorghum</i>
rin	riin	<i>name</i>
yīēi	yīēyē	<i>soul, spirit, life</i>
näu	näwē	<i>sour milk</i>

Exercise 11

In the blanks below, write the correct possessor form of each common noun after the noun **wään** ‘place’. Write the correct location form of each common noun after the words **Nuëër wëi** ‘Person is going’. The first one is done as an example.

Common noun	Possessor noun form	Location noun form
kääu <i>pit, hole</i>	wään kääk <i>place of pit</i>	Nuëër wëi köök . <i>Person going to pit.</i>
rel <i>termite mound</i>	wään _____ <i>pla. of mound</i>	Nuëër wëi _____ <i>Person go to mound.</i>
pen <i>town</i>	wään _____ <i>place of town</i>	Nuëër wëi _____ <i>Person go to town.</i>
mël <i>oath, promise</i>	wään _____ <i>place of oath</i>	Nuëër wëi _____ <i>Person go to oath.</i>
yër <i>river</i>	wään _____ <i>place of river</i>	Nuëër wëi _____ <i>Person go to river.</i>
wëi <i>cattle camp</i>	wään _____ <i>place of camp</i>	Nuëër wëi _____ <i>Person go to camp.</i>
rïiŋ <i>meat</i>	wään _____ <i>place of meat</i>	Nuëër wëi _____ <i>Person go to meat.</i>
thöl <i>wall</i>	wään _____ <i>place of wall</i>	Nuëër wëi _____ <i>Person go to wall.</i>
ȳor <i>swamp area</i>	wään _____ <i>pla. of swamp</i>	Nuëër wëi _____ <i>Person go to swamp.</i>
jör <i>forest</i>	wään _____ <i>place of forest</i>	Nuëër wëi _____ <i>Person go to forest.</i>
mun <i>dirt, soil</i>	wään _____ <i>place of dirt</i>	Nuëër wëi _____ <i>Person go to dirt.</i>
yïël <i>forest</i>	wään _____ <i>place of forest</i>	Nuëër wëi _____ <i>Person go to forest.</i>
cïëëŋ <i>home, land</i>	wään _____ <i>place of home</i>	Nuëër wëi _____ <i>Person go to home.</i>
puöny <i>body</i>	wään _____ <i>place of body</i>	Nuëër wëi _____ <i>Person go to body.</i>

Common noun	Possessor noun form	Location noun form
kääu <i>pit, hole</i>	wään kääk <i>place of pit</i>	Nuëër wëi köök . <i>Person going to pit.</i>
rel <i>termite mound</i>	wään reel <i>pla. of mound</i>	Nuëër wëi reel . <i>Person go to mound.</i>
pen <i>town</i>	wään peen <i>place of town</i>	Nuëër wëi peen . <i>Person go to town.</i>
mël <i>oath, promise</i>	wään meel <i>place of oath</i>	Nuëër wëi mëel . <i>Person go to oath.</i>
yër <i>river</i>	wään yiëer <i>place of river</i>	Nuëër wëi yïëer . <i>Person go to river.</i>
wëi <i>cattle camp</i>	wään wuöc <i>place of camp</i>	Nuëër wëi wuc . <i>Person go to camp.</i>
rïiŋ <i>meat</i>	wään rïiŋ <i>place of meat</i>	Nuëër wëi rïiŋ . <i>Person go to meat.</i>
thöl <i>wall</i>	wään thool <i>place of wall</i>	Nuëër wëi thööl . <i>Person go to wall.</i>
ȳor <i>swamp area</i>	wään ȳaar <i>pla. of swamp</i>	Nuëër wëi ȳoor . <i>Person go to swamp.</i>
jör <i>forest</i>	wään jäär <i>place of forest</i>	Nuëër wëi jöör . <i>Person go to forest.</i>
mun <i>dirt, soil</i>	wään muöön <i>place of dirt</i>	Nuëër wëi muun . <i>Person go to dirt.</i>
yïël <i>forest</i>	wään yääl <i>place of forest</i>	Nuëër wëi yïëel . <i>Person go to forest.</i>
cïëëŋ <i>home, land</i>	wään cen <i>place of home</i>	Nuëër wëi cëŋ . <i>Person go to home.</i>

puõny *body* | wään piëny *place of body* | Nuëër wëi puõõny. *Person go to body.*

Prepositions

Prepositions introduce nouns along with other words, and tell about an action. The preposition and the words introduced by the preposition are called a prepositional phrase. The common prepositions **ke** ‘with’ and **kë** ‘to’ introduce nouns in common form. Position prepositions tell the place or position of the action in relation to the following noun. Position prepositions introduce nouns in possessor form.

In (1), **ke** ‘with’ and **kë** ‘to’ are both prepositions.

(Accompaniment, goal)

(1) Nuëër wëi **ke ruëth kë** cïëëñ. *Person goes with chief to house.*

The preposition **ke** introduces the noun **ruëth** ‘chief’. The prepositional phrase **ke ruëth** ‘with chief’ tells the accompaniment of the verb—who does the action along with the subject. That is, **ruëth** goes along with **nuëër** ‘person’. The preposition **kë** ‘to’ tells the goal or direction of the verb. That is, the verb **wëi** ‘goes’ happens towards **cïëëñ** ‘house’.

In (1), both prepositional phrases have one word besides the preposition. But prepositional phrases can also have several words. In *02:18*, **ke cïööu më kel** ‘with one leg’ is all part of the prepositional phrase.

(02:18) (Tool)

Kue cuõõñ **ke cïööu më kel.** *And he stood with one leg.*

In *02:18*, the preposition **ke** ‘with’ introduces the noun **cïööu** ‘leg’ and tells the tool or thing used to do the verb **cuõõñ** ‘stand’.

Other prepositions are listed below. The preposition **ke** ‘with’ is used for accompaniment, involvement, time, tool/instrument, and goal/direction of the action. The preposition **kë** ‘to’ is used for goal/direction of the action. These prepositions introduce nouns in the common form and are called common prepositions. The other prepositions are used to show positions of the action and are called position prepositions. These have different forms for introducing singular and plural nouns. The nouns following these prepositions are always in the possessor form of the noun.

Prepositions

	Singular	Plural	Meaning	Used for	Following noun has
<u>Common</u>	ke, ka	ke, ka	<i>with, for with</i>	accompaniment involvement	Common form Common form
			<i>at, on, with by, with</i>	time tool, instrument	Common form Common form
	kë, kä	kë, kä	<i>to</i>	goal, direction	Common form

Position	yuüi thaar jii jou nhiaam thëëŋ kaam thërë ?	yothë jith jööökë ? nhieëmë ? thängë ? kam ?	<i>over, up in, above</i> <i>below, under</i> <i>in, inside</i> <i>in back of, behind</i> <i>in front of, before</i> <i>next to, beside</i> <i>among, between</i> <i>following, after</i>	above position under position inside position behind position before position beside position between position after position	Possessor form Possessor form Possessor form Possessor form Possessor form Possessor form Possessor form Possessor form
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All prepositions can introduce person or thing nouns [check all].

Ee wëi ke nuëër.	<i>(S)he goes with person.</i>	Ee wëi ke riiŋ.	<i>(S)he goes with meat.</i>
Ee wëi kë nuëër.	<i>(S)he goes to person.</i>	Ee wëi kë riiŋ.	<i>(S)he goes to meat.</i>
Ee wëi yuüi nuäär.	<i>(S)he goes above person.</i>	Ee wëi yuüi riŋ.	<i>(S)he goes above meat.</i>
Ee wëi thaar nuäär.	<i>(S)he goes under person.</i>	Ee wëi thaar riŋ.	<i>(S)he goes under meat.</i>
Ee wëi jii nuäär.	<i>(S)he goes inside person.</i>	Ee wëi jii riŋ.	<i>(S)he goes inside meat.</i>
Ee wëi jou nuäär.	<i>(S)he goes behind per.</i>	Ee wëi jou riŋ.	<i>(S)he goes behind meat.</i>
Ee wëi nhiaam nuäär.	<i>(S)he goes before person.</i>	Ee wëi nhiaam riŋ.	<i>(S)he goes before meat.</i>
Ee wëi thëëŋ nuäär.	<i>(S)he goes beside person.</i>	Ee wëi thëëŋ riŋ.	<i>(S)he goes beside meat.</i>
Ee wëi kaam nuäär ku lëi.	<i>(S)he goes between person and animal.</i>	Ee wëi kaam riŋ ku lëi.	<i>(S)he goes between meat and animal.</i>

Common prepositions

In 02:37, the preposition **ke** ‘with’ introduces the noun **Tëër** ‘Hen’ and tells a noun that involves or is included with the verb **wä** ‘goes’.

(02:37) (Included, involved)

Ee bë ku wä ater ë da **ke** **Tëër**. *There is going to be our conflict **with** Hen.*

In 01:6, the preposition **ke** ‘at’ introduces the noun **wëër** ‘night’ and tells the time of the verb **bën** ‘come’.

(01:6) (Time)

Nä bën ë **ke** **wëër**, *If I come **at** night,*

In 02:10, the preposition **kë** ‘to’ introduces the noun **Tëër** ‘hen’ and tells goal or direction of the verb **wëi** ‘went’.

(02:10) (Goal, direction)

Ku Aŋau rō jieec kue wëi **kë** **Tëër**. *And Cat got up and went **to** Hen.*

When the preposition **ke** ‘with’ comes before a noun beginning with **a**, it changes to **ka** ‘with’. When the preposition **kë** ‘to’ comes before a noun beginning with **a**, it changes to **kä** ‘to’. In (2), the preposition **ka** ‘with’ is used in place of **ke** ‘with’ before **agook** ‘monkey’, and the preposition and **kä** ‘to’ is used in place of **kë** ‘to’ before **akëi** ‘neighbourhood’.

(Accompaniment, goal)

- (1) Nuëër wëi **ke** ruëth **kë** cīëēñ. *Person goes **with** chief **to** house.*
 (2) Nuëër wëi **ka** agöök **kä** akëi. *Person goes **with** monkey **to** neighbourhood.*

Other nouns following common prepositions are shown below. The prepositions **ke** ‘with’ and **kë** ‘to’ come before nouns with beginning consonant. The prepositions **ka** ‘with’ and **kä** ‘to’ come before nouns with beginning vowel **a**.

Common prepositions

		Common nouns following common prepositions		Common noun	
ke ‘with’ and nouns with beginning consonant	01:6	ke wëër	<i>at night</i>	wëër	<i>night</i>
	01:15	ke cëñ	<i>on day</i>	cëñ	<i>day</i>
	01:27	ke täme	<i>with moment</i>	täme	<i>moment</i>
	02:9	ke peweer	<i>with famine</i>	peweer	<i>famine</i>
	02:18	ke cīööu	<i>with leg</i>	cīööu	<i>leg</i>
	02:25	ke rou	<i>with two</i>	rou	<i>two</i>
	02:30	ke cokke	<i>with her legs</i>	cokke	<i>her legs</i>
	02:36	ke liä	<i>with death</i>	liä	<i>death</i>
	02:38	ke Tëër	<i>with Hen</i>	tëër	<i>hen</i>
	03:14	ke buööm	<i>with force</i>	buööm	<i>force</i>
	03:17	ke ŋu	<i>with what</i>	ŋu	<i>what</i>
	03:17	ke niin	<i>with days</i>	niin	<i>days</i>
	03:33	ke reeu	<i>with twos (two times?)</i>	reeu	<i>twos</i>
	03:40	ke luk	<i>with case</i>	luk	<i>case</i>
	04:31	ke mut	<i>with spear type</i>	mut	<i>spear type</i>
	05:2	ke tuany	<i>with sicknesses</i>	tuany	<i>sicknesses</i>
	05:6	ke Dëcëu	<i>with God</i>	Dëcëu	<i>God</i>
	05:9	ke door	<i>with peace</i>	door	<i>peace</i>
05:11	ke miëth	<i>with food</i>	miëth	<i>food</i>	
05:22	ke yöu	<i>with moneys</i>	yöu	<i>moneys</i>	
05:23	ke thiañ	<i>in evening</i>	thiañ	<i>evening</i>	
05:24	ke löönj	<i>with tool</i>	löönj	<i>gourd tool</i>	
05:27	ke nyemirinë	<i>with beans</i>	nyemirinë	<i>beans</i>	
05:44	ke bum	<i>with strengths</i>	bum	<i>strengths</i>	
05:45	ke nei	<i>with people</i>	nei	<i>people</i>	
ka ‘with’ and nouns with beginning vowel a	01:18	ka Anyinyi	<i>with Hyena</i>	anyinyi	<i>hyena</i>
	03:32	ka agök	<i>with games</i>	agök	<i>games</i>
	04:15	ka añal	<i>for reasons</i>	añal	<i>reason</i>
	04:41	ka ayët	<i>with leather</i>	ayët	<i>leather</i>
04:45	ka abarde	<i>with his speed</i>	abarde	<i>his speed</i>	
kë ‘to’	02:10	kë Tëër	<i>to Hen</i>	tëër	<i>hen</i>

Position prepositions

Position prepositions tell the place or position of the action in relation to the following noun.

In 01:28, the preposition **yuüi** ‘up in’ introduces the noun **jaath** ‘tree’ and tells the position of the verb **juii e Kuac** ‘he sees Leopard’ in relation to **jaath**.

(01:28) (Above position)

ka thil le wë thïn, kë Thöl nä juii e Kuac *he will not climb up, and if Snake he sees Leopard*
yuüi jaath, ka thil le wë thïn. *up in tree, he will not go up.*

In 03:29, the preposition **thaar** ‘under’ introduces the noun **jaath** ‘tree’ and tells the position of the verb **rëth** ‘arrived’ in relation to **jaath**.

(03:29) (Under position)

Nä ku ke rëth **thaar jaath**, kua agäk wëi jëk, *When they arrived under tree, they found game,*

In 03:7-8, the preposition **jii** ‘inside’ introduces the noun **kaath** ‘well’ and tells the position of the verb **wä** ‘be’ in relation to **kaath**.

(03:7-8) (Inside position)

Agök ë maar, niinkë cë wä dïäk *Monkey my brother, I have been three days*
jii kaath ë wënë. *inside this well here.*

In 02:39, the preposition **kaam** ‘between’ introduces the noun **Ter** ‘Hen’ and **Añau** ‘Cat’ and tells the position of the verb **duoth** ‘remains’ in relation to **Ter** and **Añau**.

(02:39) (Between position)

Yen ater më cë ku duoth *This is the conflict that remains*
kaam Ter kuä Añau, rëenh cë täme. *between Hen and Cat until now.*

Position prepositions come from body parts. In (3), the common form of the body part **yuic** ‘head’ follows the common preposition **kë** ‘to’. In (4), the location form **yuüi** ‘to head’ follows the verb **wëi** ‘goes’ when there is no preposition. In (5) the preposition **yuüi** ‘above’ has the same sound (including tone) as the location form that it comes from [check this].

<u>Common</u>	(3) Ee wëi kë yuic nuäär. <i>He is going to head of person.</i>
<u>Location</u>	(4) Ee wëi yuüi nuäär. <i>He is going to head of person.</i>
<u>Preposition</u>	(5) Ee wëi yuüi nuäär. <i>He is going above person.</i>

Most position prepositions are the same as the location form of the body part noun they come from.

Singular body parts and position prepositions

<u>Body part</u>	<u>Common noun body part</u>	<u>Location noun/Preposition</u>
yuic <i>head</i>	(3) Ee wëi kë yuic nuäär. <i>head of person.</i>	(4-5) Ee wëi yuüi nuäär <i>to head of/above person.</i>

thar <i>waist</i>	thar nuäär. <i>waist of person.</i>	thaar nuäär <i>to waist of/under person.</i>
jic <i>stomach</i>	jic nuäär. <i>stomach of person.</i>	jii nuäär <i>to stomach of/in person.</i>
jok <i>back</i>	jok nuäär. <i>back of person.</i>	jou nuäär <i>to back of/behind person.</i>
nhiam <i>front</i>	nhiam nuäär. <i>front of person.</i>	nhiaam nuäär <i>to front of/before person.</i>
thääŋ <i>side</i>	thääŋ nuäär. <i>side of person.</i>	thëëŋ nuäär <i>to side of/beside person.</i>
kam <i>middle</i>	kam nuäär. ? <i>middle of person.</i>	kaam nuäär <i>to middle of/between</i> ku lëi <i>person and animal.</i>

Because body parts can be singular or plural, the prepositions that come from body parts can also be singular or plural. [check this]

Plural body parts and position prepositions

<u>Body part</u>	<u>Common noun body part</u> (3) Ee wëi kë <i>He is going to . .</i>	<u>Location noun/Preposition [check all]</u> (4-5) Ee wëi <i>He is going . . .</i>
yoŋh <i>heads</i>	yoŋh neenë <i>heads of people</i>	yoŋhë neenë <i>to heads of/above people.</i>
? <i>waists</i>	neenë ? <i>waists of people</i>	neenë ? <i>to waists of/under peo.</i>
jith <i>stomachs</i>	jith neenë <i>stomachs of peo</i>	jith neenë <i>to stomachs of/in peo.</i>
jööök <i>backs</i>	jööök neenë <i>backs of people</i>	jööökë neenë <i>to backs of/behind peo..</i>
nhieëm <i>fronts</i>	nhieëm neenë <i>fronts of people</i>	nhieëëmë neenë <i>to fronts of/before peo.</i>
thänŋ <i>sides</i>	thänŋ neenë <i>sides of people</i>	thänjë neenë <i>to sides of/beside peo.</i>
kam <i>middles</i>	kam neenë ? <i>middles of peo</i>	kam neenë <i>to middles of/between</i> <i>people.</i>

The possessor form of a noun follows a position preposition. In (6-8), there are common, location and possessor forms of the noun ‘wall’. In (9), the possessor form **thool** ‘wall’ follows the position preposition **yuüi** ‘above’. It is as if **thool** ‘wall’ possesses the body part **yuüi** ‘head’ which is used as the preposition ‘above’.

<u>Common</u>	(6) Nuëër wëi kë thöl. <i>Person goes to wall.</i>
<u>Location</u>	(7) Nuëër wëi thööl. <i>Person goes to wall.</i>
<u>Possessor</u>	(8) Nuëër juii wään thool. <i>Person sees place of wall.</i>
<u>Possessor after position preposition</u>	(9) Nuëër wëi yuüi thool. <i>Person goes above (to head of) wall.</i>

Other possessor nouns following position prepositions are shown below.

Position prepositions

	<u>Possessor nouns following position prepositions</u>	<u>Common noun</u>
01:27	yuüi jaath <i>up in tree</i>	jath <i>tree</i>
05:5	yoŋhë joowë <i>above gods</i>	joou <i>gods</i>
03:26	thaar jaath <i>under tree</i>	jath <i>tree</i>
03:8	jii kaath <i>in well</i>	kath <i>well</i>
03:35	jii litë <i>in sand</i>	liet <i>sand</i>
05:26	jii maai <i>in fire</i>	mac <i>fire</i>
02:17	jith gääkëke <i>in his feathers</i>	gääkke <i>his feathers</i>
01:20	kaam Anyinyi kë ken Kuac <i>between Hyena and Leopard</i>	anyinyi <i>hyena</i>

Exercise 12

In the sentences below, underline all prepositional phrases. The first sentence is done as an example.

(01:15)

Cën cë wëë ne ke cën ɔ,
thil nuëër më riir yuicdë?!

*Didn't I say on that day,
that no one should make noise my head?!*

(01:18)

Nä lië ye, ku rööm waṅde ka Anyinyi.

When he looked, his eyes met with Hyena.

(01:20)

Ku kör room kaam Anyinyi kë ken Kuac.

Then fighting began between Hyena to Leopard.

(01:27-28)

Kuac ke täme ke jeth yuüi jaath,
nä juüi ε Thöl të yuüi jaath,
ka thil le wë thïn, kë Thöl nä juüi ε Kuac
yuüi jaath, ka thil le wë thïn.

*With now when Leopard climbs up in tree
and if he sees Snake staying up in tree,
he will not climb up, and if Snake he sees Leopard
up in tree, he will not go up.*

(02:9-10)

Nä kue wä ruṣön ε döme,
piny yi ku tëk ke peweer, . . .

*When then in following year
there remained with famine,*

(02:10)

Ku Aṅau rɔ jieec kue wëi kë Tëer.

And Cat got up and went to Hen.

(02:17-18)

Ku Tëer Aṅau lëëṅ në bën ε,
kue ciöou më kel tiëëc jith gääkëke,
be ku cuṣöṅ ke ciöou më kel.

*And Hen saw Cat coming, . . .
and hid one leg in his feathers,
so that he stood with one leg.*

(02:36)

Nä min caa Aṅau ku thïäk ke liä ε,
kue gaatke cööl be ku cën ë ke.

*When Cat was close with this death,
then he called his children for his last words.*

(02:39)

Yen ater më cë ku duoth
kaam Ter kuä Aṅau, rëënh cë täme.

*This is the conflict that remains
between Hen and Cat until now.*

(03:7-8)

Agɔk ë maar, niinkë cë wä dïääk
jii kaath ë wënë.

*Monkey my brother, I have been three days
inside this well here.*

(03:14)

ku dööm ε teet Agɔkë ke buṣööm.

he caught Monkey's hand with strong force.

(03:16-17)

Nä yïn kuä kuoth ε dïëët
më guum ke ṅu ku yën cë tēi
ke niin nä ṅuaan jii kaath?

*For what do you (think)
I can spend that big rain
and four days in well?*

(03:26)

Yene puöl jii de më bane luooi,
wa nei thaar jaath bane ye wë puoc thïn.

*This is a simple thing that we do,
people go under tree so he can solve it there.*

(03:28)

Kuä Ayak teet Agöökë pël,
ku ke wëi thaar jaath më dīēēt.

(03:32)

A kel ku tiēet, tēi ka agök,
kuui jeth kuä agök më ñēc jeth.

(03:33)

Kue nyök jii de më ke reeu kë
kuä Agöök e tiit yen më cie lat.

(03:35)

Yen Rel cē rō ku tañ jii litē.

(03:40)

Yen a wään cē ku ruööm ke luk.

(04:15)

Guöör ka yūic ka aṅal nā rou:

(04:31)

Yene ka ku bir ke mut
më dīēēt mal më ka cōol taanreel.

(04:41)

Ee ka lat yī ka cam liet,
nā thil miaac ye ka ayēt ba ke poth thīn.

(04:45)

Mök ṅeny ē mal, kë puol e ka abarde.

(04:48-49)

Ken dhuronē ka ruōop tuuñ thāäu më
cēt ke cēñ yōth nei.

(05:1-2)

Nā thil duōor ke,
ka dōm nei ke tuany.

(05:4-5)

Nei tē këkēei, ken nei tē këkēei, ka ken
nā nei tē dīit tē tēi yōthē jōowē ku thum.

(05:11)

Nā tē ke miēth, ka kēn e ke yūii.

(05:23)

Jök nā ca ku ruum tetē,
ye ba ku guur ke thian be ku ruai.

(05:24)

Jök ke ruai thōöl, kë ka guur ke löön.

(05:26)

Kē ke wëi jii maai ku thil wañ,

(05:44)

Ken nei ti ne, ken diaal cēñ Rēel
ke ka theek ke bum ē ken.

*And Lion released Monkey's hand,
and they went under big tree.*

*There remains with game. Who doesn't know
how to climb? Who does know climbing?*

*He repeated it with two times
and Monkey he understood him in what he said.*

Fox himself jumped into sand.

That was how it was finished with the case.

Elephant is being chased for two reasons:

*Those (people) spear it with spear
which is called tangrel.*

*It is said that it will be eaten by sand
if it (horn) is not given with leather as a covering.*

A buffalo is fierce, and is great with his speed.

*These decoration materials are hung on horns
of a colored ox on day of migration of people.*

*If they are not worshiped,
people are caught with sicknesses.*

*Spiritual leaders are people who lead, they are
people who remain above gods and ghosts.*

If remains with food, they give it (to them) first.

*After the god has been worshiped,
it will be asked in evening (by magician) to talk.*

God talks in wall, and can be followed with tool.

They go into fire without being burned.

*All these people in Reel land
are respected with their strength.*

Pronouns

A pronoun is used in place of a noun.

In 03:28, **ke** ‘they’ is a pronoun. **Ke** takes the place of the nouns **Ayak** ‘Lion’ and **Agook** ‘Monkey’ earlier in the sentence.

(03:28)

Kuä Ayak teet Agookë pël,
ku **ke** wëi thaar jaath më diëët.

*And Lion released Monkey’s hand,
and **they** went under a big tree.*

Rather than saying **Ayak** ‘Lion’ and **Agook** ‘Monkey’ every time we talk about **Ayak** and **Agook**, we can instead say the pronoun **ke** in place of these nouns.

There are four different types of pronouns in Reel: subject, object, possessor, and reflexive.

Subject pronouns take the place of a noun that does the action. They can come before or after verbs. As you read each of the sentences below, look for differences in the pronouns in **bold** that can take the place of the underlined noun.

Subject pronouns

Before verb

<u>Nuëër</u> cōl gat.	<i><u>Person</u> calling child.</i>
Yën caal gat.	<i>I am calling child.</i>
Yin cōl yī gat.	<i>You (sg) are calling child.</i>
Yen cōl gat.	<i>(S)he is calling child.</i>
Kōn caal ë gat.	<i>We (and you) are calling child.</i>
Kō caal ë gat.	<i>We (not you) are calling child.</i>
Yen caal ë gat.	<i>You (pl) are calling child.</i>
Ke caal ë gat.	<i>They are calling child.</i>

After verb

<u>Nuëër</u> cōl gat.	<i><u>Person</u> calling child.</i>
Ee cōl yī gat.	<i>You (sg) are calling child.</i>
Ee cōl ye gat.	<i>(S)he is calling child.</i>
Ee caal kōn gat.	<i>We (and you) are calling child.</i>
Ee caal kō gat.	<i>We (not you) are calling child.</i>
Ee caal ye gat.	<i>You (pl) are calling child.</i>

Subject pronouns can also be attached to or said along with the connector **ku** ‘and, then’.

Subject pronouns with the connector **ku** ‘and, then’

Nä min cë peen kaath ε, ku <u>nuëër</u> coot.	<i>When he had fallen in this well, then <u>person</u> called. (?)</i>
Nä min cë peen kaath ε, kuä coot.	<i>When I had fallen in this well, then I called.</i>
Nä min cī peen kaath ε, kuī coot.	<i>When you (sg) had fallen in this well, then you called.</i>
Nä min cë peen kaath ε, kue coot.	<i>When (s)he had fallen in this well, then (s)he called.</i>
Nä min cë kōn peen kaath ε, kua ne coot.	<i>When we (and you) had fallen in this well, then we called.</i>
Nä min ca kō peen kaath ε, kua kō coot.	<i>When we (not you) had fallen in this well, then we called.</i>
Nä min ca ye peen kaath ε, kua ye coot.	<i>When you (pl) had fallen in this well, then you called.</i>
Nä min cë ke peen kaath ε, ku ke coot.	<i>When they had fallen in this well, then they called.</i>

Subject pronouns can also be attached to or said along with a helping verb. A helping verb is a short word that introduces a verb and shows a certain way that the verb is used. These include **cë** ‘had’ (perfect), **ke** ‘is’ (habitual), **be** ‘to’ (purpose), **be** ‘will’ (future). We learn more about these in the lesson called *Subject pronouns with helping verbs*.

Subject pronouns with <u>perfect</u> helping verb cë		Subject pronouns with <u>habitual</u> helping verb ke	
Nuëër cë gat cɔl.	<i>Person called child.</i>	Cëk ke wë yïëër.	<i>Woman (regularly) goes to river.</i>
Ee cë gat cɔl.	<i>I called child.</i>	Ee kan wë yïëër.	<i>I (regularly) go to river.</i>
Ee cï gat cɔl.	<i>You (sg) called child.</i>	Ee ke yï wë yïëër.	<i>You (sg) (regularly) go to river.</i>
Ee cë gat cɔl.	<i>(S)he called child.</i>	Ee ke wë yïëër.	<i>(S)he (regularly) go to river.</i>
Ee ca gat kɔn cɔl.	<i>We (and you) called . . .</i>	Ee ke kɔn wë yïëër.	<i>We (and you) (regularly) go to . . .</i>
Ee ca gat kɔ cɔl.	<i>We (not you) called . . .</i>	Ee ke kɔ wë yïëër.	<i>We (not you) (regularly) go to</i>
Ee ca gat ye cɔl.	<i>You (pl) called child.</i>	Ee ka ye wë yïëër.	<i>You (pl) (regularly) go to . . .</i>
Ke ca gat cɔl.	<i>They called child.</i>	Ke ke wë yïëër.	<i>They (regularly) go to river.</i>

Subject pronouns with <u>purpose</u> helping verb be		Subject pronouns with <u>future</u> helping verb be	
Nuëër göör	<i>Person want to</i>	Nuëër be wë	<i>Person will</i>
be peen kaath.	<i>fall in well.</i>	peen kaath.	<i>fall in well.</i>
Ee goor bë peen kaath.	<i>I want to fall in well.</i>	Ee bë wë peen kaath.	<i>I will fall in well.</i>
Ee göör bï peen kaath.	<i>You (sg) want to fall</i>	Ee bï wë peen kaath.	<i>You (sg) will fall</i>
Ee göör be peen kaath.	<i>(S)he wants to fall in</i>	Ee bë wë peen kaath.	<i>(S)he will fall in</i>
Ee göör ba kɔn peen kaath.	<i>We (and you) want</i>	Ee bë kɔn wë peen kaath.	<i>We (and you) will</i>
Ee göör ba kɔ peen kaath.	<i>We (not you) want</i>	Ee ba kɔ wë peen kaath.	<i>We (not you) will</i>
Ee göör ba ye peen kaath.	<i>You (pl) want to fall</i>	Ee ba ye wë peen kaath.	<i>You (pl) will fall</i>
Ee göör bë ke peen kaath.	<i>They want to fall in</i>	Ke bë wë peen kaath.	<i>They will fall in</i>

We learn more about these subject pronouns in the following lessons.

Object pronouns receive the action. They can also come before or after verbs. In the sentences on the *left* below, the pronouns in **bold** receive the action **liŋ** ‘hear’. In the sentences on the right below, the pronouns in bold receive the action **juii** ‘seeing’. Object pronouns are often the same as subject pronouns². They are talked about more in the lesson *Object Pronouns*.

Object pronouns

Before verb	After verb
Nuëër göör be gat liŋ. ? <i>Person wants to hear child.</i>	Ayak juii nuëër. <i>Lion is seeing person.</i>
Nuëër göör be yë liŋ. <i>to hear me.</i>	Ayak juii ë . <i>Lion is seeing me.</i>
Nuëër göör be yï liŋ. <i>to hear you (sg).</i>	Ayak juii ï . <i>Lion is seeing you (sg).</i>
Nuëër göör be ye liŋ. <i>to hear him/her.</i>	Ayak juii ɛ . <i>Lion is seeing him.</i>
Nuëër göör be kɔn liŋ. <i>to hear us (and you).</i>	Ayak juii kɔn . <i>Lion is seeing us (and you).</i>
Nuëër göör be kɔ liŋ. <i>to hear us (not you).</i>	Ayak juii kɔ . <i>Lion is seeing us (not you).</i>
Nuëër göör be ye liŋ. <i>to hear you (pl).</i>	Ayak juii ye . <i>Lion is seeing you (pl).</i>

² However, subjects and object can usually be distinguished by the verb form. The verb form changes according to whether the preceding noun or pronoun is a subject or object.

Nuëër göör be **ke** liŋ. *to hear **them**.* | Ayak juii **ke**. *Lion is seeing **them**.*

Pronouns introduced by prepositions are often the same as object pronouns. We learn more about these in the lesson *Prepositions Introducing Pronouns*.

Pronouns after prepositions

Ku rööm waŋde ke nuëër .	<i>Then his eyes met with <u>person</u>.</i>
Ku rööm waŋde ke yë .	<i>with me.</i>
Ku rööm waŋde ke yï .	<i>with you (sg).</i>
Ku rööm waŋde ke ye .	<i>with him/her.</i>
Ku rööm waŋde ke kön .	<i>with us (and you).</i>
Ku rööm waŋde ke kə .	<i>with us (not you).</i>
Ku rööm waŋde ke ye .	<i>with you (pl).</i>
Ku rööm waŋde ke ke .	<i>with them.</i>

Possessor pronouns own something or someone. The thing or person owned has a close or distant relationship with the possessor pronoun. In the sentences on the *left* below, there are pronoun owners of **waŋ** ‘face’. **Waŋ** has a close relationship to its owners because it is not easily taken off the body.

Possessor Pronouns with close relationship (inalienable)	Possessor Pronouns with distant relationship (alienable)
Ayak juii waŋ nuäär . <i>Lion saw face of <u>person</u>.</i>	Ayak wë cëŋ nuäär . <i>Lion going to home of <u>person</u>.</i>
Ayak juii waŋ dë . <i>my face.</i>	Ayak wë cëŋ ë dë . <i>my home.</i>
Ayak juii waŋ du . <i>your (sg) face.</i>	Ayak wë cëŋ ë du . <i>your (sg) home.</i>
Ayak juii waŋ de . <i>his/her face.</i>	Ayak wë cëŋ ë de . <i>his/her home.</i>
Ayak juii nyink kön . <i>our (and your) faces.</i>	Ayak wë cëŋ ë dan . <i>our (and yr) home.</i>
Ayak juii nyink kə . <i>our (not your) faces.</i>	Ayak wë cëŋ ë da . <i>our (not yr) home.</i>
Ayak juii nyink kuc . <i>your (pl) faces.</i>	Ayak wë cëŋ ë duc . <i>your (pl) home.</i>
Ayak juii nyink en . <i>their faces.</i>	Ayak wë cëŋ ë den . <i>their home.</i>

On the *right* above, there are pronoun owners of **cëŋ** ‘to house’ which is more easily separated from people. We learn more about possessor pronouns in the lesson *Possessor Pronouns*.

Emphasis pronouns shows a subject does an important action. In the sentences below, the pronouns in **bold** are emphasis pronouns.

Emphasis Pronouns

Nä min kuä rə luuŋ ε, . .	<i>When I myself bent down, . . .</i>
Nä min kuï rə luuŋ ε, . .	<i>When you (sg) yourself bent down, . . .</i>
Nä min kue rə luuŋ ε, . .	<i>When (s)he bent herself/himself bent down, . . .</i>
Nä min ku kön rö luuŋ ε, . .	<i>When we (and you) ourselves (and yourselves) bent down, . . .</i>
Nä min ku kə rö luuŋ ε, . .	<i>When we (not you) ourselves (not yourselves) bent down, . . .</i>
Nä min ku ye rö luuŋ ε, . .	<i>When you (pl) yourselves bent down, . . .</i>
Nä min ku ke rö luuŋ ε, . .	<i>When they themselves bent down, . . .</i>

In summary, the pronouns are listed below by themselves.

Subject pronouns

Before verb	After verb	Connector	Perfect	Habitual	Purpose	Future	
yën	ë, yë, yën	kuä	cë	kan	bë	bë	<i>I</i>
yïn	ï, yï, yïn	kuï	cï	ke yï	bï	bï	<i>you (sg)</i>
yen	ε, ye, yen	kue	cë	ke	be	bë	<i>(s)he</i>
køn	køn	kua ne	ca køn	ke køn	ba køn	bë køn	<i>we (and you)</i>
kø	kø	kua kø	ca kø	ke kø	ba kø	ba kø	<i>we (not you)</i>
yen	ye	kua ye	ca ye	ka ye	ba ye	ba ye	<i>you (pl)</i>
ke	ke, ken, yë	ku ke	ke ca	ke ke	bë ke	ke bë	<i>they</i>

Other pronouns

Object	After preposition	Possessor		Emphasis	
		close relation	distant relation		
yë, ë	yë	-dë, -kë	ë dë, ë kë	rø	<i>me, my</i>
yï, ï	yï	-du, -ku	ë du, ë ku	rø	<i>you (sg), your</i>
ye, ε	ye	-dε, -kε	ë dε, ë kε	rø	<i>him, her, his</i>
køn	køn	-dan, -køn	ë dan, ë køn	rø	<i>us (and you), our</i>
kø	kø	-da, -kø	ë da, ë kø	rø	<i>us (not you), our</i>
ye	ye	-duc, -kuc	ë duc, ë kuc	rø	<i>you (pl), your</i>
ke	ke	-den, -ken	ë den, ë ken	rø	<i>them, their</i>

Exercise 13

Underline all pronouns in the sentences below. There is one blank on the left for each pronoun. In these blanks, write **subject**, **object**, **after prep**, **possessor** or **reflexive** for which type of pronoun you find. The first sentence is done as an example.

<u>object</u>	(01:3) Wään ε maat ε	<i>In sharing <u>it</u></i>
<u>possessor</u>	në cïëëj ë <u>ken</u> ε,	<i>this <u>their</u> house,</i>
<u>subject</u>	<u>ke</u> tøk lønjë të ciëej ε	<i><u>they</u> have rules of these traditions</i>
<u>possessor</u>	në cïëëj ë <u>ken</u> .	<i>in <u>their</u> house.</i>
<u>subject</u>	(01:9) <u>Yën</u> thil goor nuëër	<i><u>I</u> don't want any person</i>
<u>possessor</u>	më juii wan <u>dë</u> .	<i>to see <u>my</u> face.</i>
<u>after prep</u>	(02:20-21) Nä tøk ke <u>yï</u> icuiit	<i>If there is something small with <u>you</u></i>
<u>after prep</u>	më tøk ke <u>yï</u> ,	<i>that you have with <u>you</u>,</i>
<u>possessor</u>	bëdu wë kën gaatk <u>ë</u> .	<i>(give it) so I go give to <u>my</u> children.</i>
<u>subject</u>	(03:3) <u>Yen</u>	<i><u>He</u></i>

<u>subject</u>	cë ku peen kaath	<i>he had fallen in the well</i>
<u>subject</u>	kue tēi nīn nā dīāāk. (03:5)	<i>and he remained three days.</i>
<u>subject</u>	Nā min kue	<i>When he</i>
<u>reflexive</u>	rɔ luuŋ	<i>bent himself</i>
<u>subject</u>	ɛ ,	<i>he,</i>
<u>subject</u>	kue Ayak juic kaath. (03:13-14)	<i>he saw Lion in well.</i>
<u>subject</u>	Nā kuā Ayak rēēnh raar, ku dɔɔm ɛ teet Agɔɔkē ke buōöm (03:19)	<i>When Lion reached out, he caught Monkey's hand with strong force</i>
<u>object</u>	Pēl yë ,	<i>Leave me,</i>
<u>subject</u>	ee bī lēi dō le wē jēk.	<i>you will find another animal.</i>

Subject pronouns before and after verbs

In the last lesson, we learned subject pronouns take the place of noun subjects doing the action, and can come before or after verbs. In this lesson we learn how these are used.

Subject pronouns before a verb are not common unless attached to or used along with a connector or helping verb. When they occur alone, they are used to emphasize or show importance to the one doing the action, or to show importance to the action [check this].

In 03:26, **yīn** 'you (sg)' is the subject and does the action **muɔɔc** 'give'. This pronoun before the verb shows the action of cutting off and giving a leg is an important action in this story.

(02:24-25)

Cë ku lēēŋ, yen yā **yīn** kuī gaatku **muɔɔc**
yēm mē kel, kunē tēn nē yī ke rou cuc,
nā ku wā yēn, tā yāām nā ŋuaan.

*Ok, if **you** can **give** your children one leg
while you have only two,
then it is that I go since (I) have four.*

Subject pronouns after a verb are common. They also take the place of a noun subject. They are often in dependent clauses, in speaking, and in main clauses of stories with the same subject as the previous clause.

In 01:18, the subject pronoun **yɛ** 'he' follows the verb **lië** 'looked' in the dependent clause beginning with **nā** 'when'.

(01:18) (Dependent clause)

Nā **lië yɛ**, ku rōöm wānde ka Anyīnyī,

*When **he looked**, his eyes meet with Hyena, . . .*

In 02:34-35, the subject pronoun **yīn** 'you' follows the verb **nhak** 'accepted' in the speech of Hen to Cat.

(02:34-35) (Speaking)

Cën cä lät yī kēei, ka muoŋ mat bane
lööckøn ñac, kē thil **nhak** ε **yīn**.

*Didn't I tell you that we should converse
to know each other, (but) **you** did not **accept** it.*

In 01:14, the subject pronoun ε ‘he’ follows the verb **thiëc** ‘asked’. It is the same subject (**Ayak** ‘Lion’) as in the previous clause.

(01:14) (Same subject as previous clause)

Kuä Ayak pëer yïëël,
ku **thiëc** ε nē cē löcde jïëëu,

*Then Lion woke up,
and **he** angrily **asked**, . . .*

The same verb form can be used for subject pronouns as for subject nouns. In 01:18, the verb **rööm** ‘collided’ shows the *noun* subject **wandë** ‘his face (eyes)’ after the verb does this action.

(01:18) (Noun subject after verb)

Nä lië ye, ku **rööm wandë** ka Anyinyi. *When he looked, **his face collided (met)** with Hyena.*

In 01:26, the verb **rööm** ‘collide’ shows the *pronoun* subject **ke** ‘they’ after the verb does this action.

(01:26) (Pronoun subject after verb)

Nä **rööm ke**, *Whenever they **collide (meet)**,*
kē ke kuuth aba nuëer kel juoc. *they fight until one person is defeated.*

Below is a list of subject pronouns before and after the verb.

Subject pronouns

Before verb	After verb
Nuëer cöol gat. <i>Person calling child.</i>	Nä ku nuëer cöol gat, (?) <i>When person calls child, . . .</i>
Yën caal gat. <i>I am calling child.</i>	Nä caal yë gat, . . (?) <i>When I call child,</i>
Yīn cöol yī gat. <i>You (sg) are calling child.</i>	Nä cöol yī gat, . . (?) <i>When you (sg) call child,</i>
Yen cöol gat. <i>(S)he is calling child.</i>	Nä cöol ye gat, . . (?) <i>When (s)he calls child,</i>
Køn caal ë gat. <i>We (and you) are calling</i>	Nä caal køn gat, . . (?) <i>When we (and you) call</i>
Ko caal ë gat. <i>We (not you) are calling</i>	Nä caal ko gat, . . (?) <i>When we (not you) call</i>
Yen caal ë gat. <i>You (pl) are calling child.</i>	Nä caal ye gat, . . (?) <i>When you (pl) call child,</i>
Ke caal ë gat. <i>They are calling child.</i>	Nä caal ke gat, . . (?) <i>When they call child,</i>

Subject pronouns before verbs without helping verbs in the stories are listed below.

Subject pronouns before verbs

yën	(01:9)	yën goor	<i>I want</i>
yīn	(02:24)	yīn muooc	<i>you give</i>
ke	(01:3)	ke tēk	<i>they have</i>
	(01:26)	ke kuuth	<i>they fight</i>
	(03:28)	ke wēi	<i>they went</i>

| (03:29) | **ke** rēth | *they arrived*

The subject pronouns after the verb are different from one sentence to the next. The possible subject pronouns after the verb are shown below.

Subject pronouns after the verb

ë	(01:6)	bën ë	<i>I come</i>
yë	(02:12)	kën ε yë	<i>I give it</i>
	(03:21)	wë kai yë	<i>I go jump</i>
yën	(02:25)	wä yën	<i>I go</i>
ī	(01:7)	bën ī	<i>you (sg) come</i>
yī	(02:25)	tën nē yī	<i>you (sg) have</i>
yīn	(02:35)	nhak ε yīn	<i>you (sg) accepted it</i>
	(03:6)	luo ye yīn	<i>you (sg) do it</i>
	(03:30)	bī kōŋ lään yīn	<i>just you (sg) rest</i>
ε	(01:8)	dethuok thiook ε	<i>he close door</i>
	(01:14)	thiëc ε	<i>he asked</i>
	(01:27)	juii ε Thöl	<i>he sees Snake</i>
	(01:28)	juii ε Kuac	<i>he sees Leopard</i>
	(02:17)	bën ε	<i>he coming</i>
	(03:5)	rō luuŋ ε	<i>he bent himself</i>
	(03:14)	dōom ε teet	<i>he caught hand</i>
	(03:22)	juii ε Ayak	<i>he saw Lion</i>
	(03:39)	jiëü ε	<i>he find</i>
ye	(01:18)	lië ye	<i>he stared</i>
yen	(01:4)	goor ε yen	<i>he wants him</i>
	(02:8)	nhak ε yen	<i>he accepted it</i>
	(03:31)	kueen yen Rel	<i>Fox he counted</i>
	(03:33)	Agōok ε tiit yen	<i>Monkey he understood him</i>
ye	(02:11)	tek ye icuiit	<i>you (pl) have small thing</i>
yen	(03:23)	ŋu latde yen	<i>you (pl) his speaking what</i>
ke	(02:2)	nyuëu ke	<i>they shared</i>
ken	(03:2)	ke lëi math thin ken	<i>animals they drink</i>
yë	(01:23)	thië yë cīëŋ	<i>they abandon house</i>
todö	(03:31)	nhök todö diään	<i>both accepted</i>

We have the following spelling rule for subject pronouns after verbs.

Spelling Rule 5: Write subject and object pronouns separate from the verbs they follow.

Subject pronouns

Correct	Wrong	
Ayak yī peen kaath ku peen yë kaath.	Ayak yī peen kaath ku peenë kaath.	<i>Lion fell in well and I fell in well.</i>
. . . ku peen yī kaath.	. . . ku peenī kaath.	<i>. . . and you (sg) fell in well.</i>
. . . ku peen ε kaath.	. . . ku peenε kaath.	<i>. . . and he fell in well.</i>

... ku peen kɔn kaath.	... ku peen kɔn kaath.	... <i>and we (and you) fell in well.</i>
... ku peen kɔ kaath.	... ku peen kɔ kaath.	... <i>and we (not you) fell in well.</i>
... ku peen ye kaath.	... ku peene kaath.	... <i>and you (pl) fell in well.</i>
... ku peen ke kaath.	... ku peen ke kaath.	... <i>and they fell in well.</i>

Subject pronouns used as demonstratives for topic

A demonstrative points to or shows which particular noun the speaker has in mind. Subject pronouns can be used as demonstratives before subject nouns. In this way, pronouns show the noun is the topic—something already known that the rest of the clause gives information about.

In 04:11-12, the pronoun **yɛ** ‘he’ is used as the demonstrative ‘this’ to show which **acɔɔtɛ** ‘youth’ the speaker has in mind.

(04:11-12)

Lɛi wɛnɛ ke acɔɔtɛ kɔk juɔɔc jɔɔr, wɛnɛ biɛr ɛ *This animal will be chased by certain youth, and*
yɛ acɔɔtɛ tɛ kɔkɛ ti, a ku lɛi teeth nɛ cɛ liu. *this (lit. he) youth will spear it until it is felt dead.*

It is the **acɔɔtɛ** just mentioned and not another **acɔɔtɛ**. The rest of the clause **tɛ kɔkɛ ti, a ku lɛi teeth nɛ cɛ liu** ‘will spear it until it is felt to be dead’ tells information about **acɔɔtɛ**.

In 03:31, the pronoun **yɛn** ‘he’ is used as the demonstrative ‘this’ to show which **Rel** ‘Fox’ the speaker has in mind—the one mentioned in the previous sentence.

(03:31)

Kua nhɔk todɔ diään reeu kɛ *And both accepted the suggestion*
kue agäk keeth kuen **yɛn Rel.** *and this (lit. he) Fox began counting the game.*

In 05:41, the pronoun **ke** ‘they’ is used as the demonstrative ‘these’ to show which **nei** ‘people’ the speaker has in mind—those mentioned in the previous sentence.

(05:41)

Ke nei luöny amieeny nä cɛ lɔcde jɛiɛu. *These (lit. they) people allow mosquitoes when annoyed.*

In summary, the subject pronouns before and after verbs are listed below.

<u>Subject pronouns</u>		
Before verb	After verb	
yɛn	ɛ, yɛ, yɛn	<i>I</i>
yin	i, yi, yin	<i>you (sg)</i>
yɛn	ɛ, yɛ, yɛn	<i>(s)he</i>
kɔn	kɔn	<i>we (and you)</i>
kɔ	kɔ	<i>we (not you)</i>
yɛn	ye	<i>you (pl)</i>
ke	ke, ken, yɛ	<i>they</i>

Exercise 14

In the sentences below, underline once all subject pronouns before verbs. Underline twice all verbs after subject pronouns. The first one is done as an example.

(01:3)

Wään ε maat ε nē cīēēŋ ē ken ε,
ke tēk lōŋē tē cīēēŋ ε nē cīēēŋ ē ken.

*In sharing the house,
they have rules to guide them in their house.*

(01:9)

Yēn thil goor nuēēr mē juii waŋdē.

I don't want any person to see my eyes.

(01:26)

Nā rōöm, ke kē ke kuuth aba nuēēr kel juooc.

When they meet, they fight until one is defeated.

(02:24-25)

Cē ku lēēŋ, yen yā yīn kuī gaatku muoc
yēm mē kel, kunē tēn nē yī ke rou cuc,
nā ku wā yēn, tā yāām nā ŋuaan.

*Ok, if you can give your children one leg
while you have only two,
then it is that I go since (I) have four.*

(03:28)

Kuā Ayak teet Agōokē pēl,
ku ke wēi thaar jaath mē dīēēt.

*And Lion released Monkeys hand,
and they went under a big tree.*

(03:29)

Nā ku ke rēth thaar jaath, kua agāk wēi jēk,

When they arrived, they found a mancala game,

Exercise 15

In the sentences below, underline once all subject pronouns after verbs. Underline twice all verbs before subject pronouns. The first one is done as an example.

(01:4)

Ra dō ke tē mēde mē thil goor ε yen
ba gērde dhōöl.

*Each one has his own (rules) that he doesn't want
him to violate.*

(01:6-8)

Nā bēn ē ke wēēr,
thil goor nuēēr mē ke yē thīēēc,
'Cī wē nigde, ku bēn ī raar ni? Ku dethuok
thil thiook ε, nā bēn ē, bē yōt ejēk yoon.

*If I come (home) at night, I don't want anyone
to ask me, 'where have you gone, or where are
you coming from?' And he should not close door,
so that when I come, I will find house open.*

(01:23)

Yen āwāan kua thiē yē cīēēŋ tōdō.

That was how they abandoned their house.

(01:27)

Kuac ke tāme ke jeth yuīi jaath,
nā juii ε Thōl tē yuīi jaath,

*Now when Leopard climbs a tree,
if he sees Snake staying up in the tree,*

(02:1-2)

Ken ke ca mēēth ku dōm,
ku ke ke jāäl kēel, ku nyuēu ke.

*They developed a friendship
and they walked and they shared food.*

(02:8)

Kuā Aŋau ε liŋ, kē thil nhak ε yen.

Cat heard him, he did not accept it (suggestion).

(02:11-12)

Tëer ë maar, gaatkë teth.
Nä **tek ye** icuiit më të thîn,
kën ε **yë** ba wë cam gaatkë.

(02:17)

Ku Tëer Aṅau lëeṅ nē **bën** ε,

(02:24-25)

Cë ku lëeṅ, yen yä yin kuï gaatku muɔɔ
yëm më kel, kunë **tën** nē **yï** ke rou cuc,
nä ku **wä yën**, tä yääm nä nuaan.

(03:2)

Kath ε yen a kath
më ke **lëi maath** thîn **ken** diaal.

(03:5)

Nä min kue **ro luuṅ** ε, kue Ayak juic kaath,

(03:6)

Ayak, ee ṅu **luo** ye **yin** ë wënë?

(03:13-14)

Nä kuä Ayak rëenh raar,
ku **doom** ε teet Agɔɔkë ke buööm.

(03:20-21)

Thieel, yën cë käi ë mal, thil wään më wä
luëeṅ ë yiëc ku thil wään wë riṅ ke yë,
kë thil wään **wë kai ye** bë doom ë lëi.

(03:22)

Wënë Rel cë ro ku dhool
ku **juji** ε Ayak këep teet Agɔɔkë.

(03:23)

Nëërdë, ee di kuï teet Agɔɔkë le këep ë mal?
Ee ṅu **latde yen**?

(03:29-30)

Kua nei kṅ tuöou agäkdë bane ye puoc jṅu
kë bi kṅ **lään yin** nëërdë.

(03:31)

Kua **nhok todö** diään reeu kë
kue agäk **keeth kueen yen Rel**.

(03:33)

Kue nyok jii de më ke reeu kë
kuä Agɔɔk ε **tiit yen** më cie lat.

(03:39)

Kuä ayak thil wään **jüëu** ε nä Agɔɔk
kue ro puk.

(04:38)

Nä kue bën be wëër bë laac,
kë kuï bir nē **laac** ε wëër.

*Hen my friend, my children are starving.
If **you have** a little (food), . . .
I give it so that my children can go eat.*

*And Hen saw (from distance) Cat **he coming**, . . .*

*Ok, if you can give your children one leg
while **you have** only two,
then it is that **I go** since (I) have four.*

*That well was the well
that all the **animals they drink** from.*

*When **he bent himself** down, he saw Lion in well,*

*Lion, what are **you doing** here?*

*When Lion reached out,
he caught Monkey's hand with strong force.*

*No, I am so weak, I will not be able to chase
and not be able to run and
I not be able to jump to catch a prey.*

*At this point, Fox passed by
and **he saw** Lion holding Monkey's hand.*

*My uncle, why are you holding Monkey so hard?
What are **you discussing**?*

*Let us first play this counting game so that we
solve the matter so that **you can rest**, my uncle.*

*And **both accepted** the suggestion
and **he Fox began counting** the game.*

*He repeated it twice and
Monkey **he understood** him in what he said.*

*And Lion **he** could not **find** Monkey
and left.*

*When it comes to the dung to defecate,
you spear when **it** is **defecating**.*

Subject pronouns and the forward connector ku ‘and, then’

In the lesson called *Pronouns*, we learned that subject pronouns can be connected to or come along with the connector **ku** ‘and, then’. In this lesson we how these are used.

The forward connector **ku, kuä** ‘and, then’ shows a new action or speech that moves a story forward or gives new information in a speech. The connector **kuä** ‘and, then’ comes before a noun beginning with **a**. The connector **ku** ‘and, then’ comes before all other words. When the forward connector attaches a subject pronoun, it changes to **kë, kuä** ‘then I’, **kui** ‘then you (sg)’, or **kue** ‘then (s)he’, **kua** ‘then we, you (pl), they’. The forward connector also shows actions or information are important when it comes between the helping verb and the verb.

The connector **ku** ‘and, then’ can connect two nouns or two clauses (a group of words with a verb). In *02:1*, **ku** ‘and’ connects the nouns **Aṅau** ‘Cat’ and **Tëër** ‘Hen’.

(02:) (Connecting nouns)

Wal Aṅau **ku** Tëër ke la jë aketh. *Long ago, Cat and Hen were neighbours.*

In *01:18*, the connector **ku** ‘and, then’ connects the clause **nä lië ye** ‘when he looked’ with the clause **rööm waṅde ka Anyinyi** ‘his eyes meet with Hyena’.

(01:18) (Connecting clauses)

Nä lië ye, **ku** rööm waṅde ka Anyinyi. *When he looked, then his eyes meet with Hyena.*

Both are clauses because both have a verb. The first clause of *01:18*, has the verb **lië** ‘looked’ and the second clause has the verb **room** ‘met’.

The connector **kuä** ‘and, then’ connects a noun or clause beginning with the letter **a**. The connector **ku** ‘and, then’ connects nouns and clauses beginning with all other letters.

In *02:23*, **kuä** ‘and, then’ joins the clause **Aṅau ε liṅ** ‘Cat heard this’ which begins with the letter **a** in the first word **Aṅau**.

(02:23) (Kuä ‘and, then’ before a)

Kuä Aṅau ε liṅ, **kue** wëë ne, . . . *Then Cat heard this, then he said, . . .*

In *02:17-18*, **ku** ‘and, then’ joins the clause **Tëër Aṅau lëëṅ në bën ε** ‘Hen saw Cat coming’ which begins with the letter **t**.

(02:17-18) (Ku ‘and, then’ before other letters)

Ku Tëër Aṅau lëëṅ në bën ε, *And Hen saw Cat coming,*
kue ciöou më kel tiëëc jith gääkëke. *and he hid one leg in his feathers.*

In 02:23 above, **kue** ‘then he’ joins the clause **wëë ne** ‘he said’. **Kue** has the pronoun ‘he’ and takes the place of **Anjau** ‘Cat’. In 02:17-18 above, **kue** has the pronoun ‘he’ and takes the place of **Tëer** ‘Hen’.

Other pronouns used with the forward connector **ku** ‘and, then’ are shown below.

Connector **ku** with pronouns

Nä min cë peen kaath ε, ku nuëër coot.	<i>When he had fallen in this well, then person called. (?)</i>
Nä min cë peen kaath ε, kuä coot.	<i>When I had fallen in this well, then I called.</i>
Nä min cī peen kaath ε, kuī coot.	<i>When you (sg) had fallen in this well, then you called.</i>
Nä min cë peen kaath ε, kue coot.	<i>When (s)he had fallen in this well, then (s)he called.</i>
Nä min cë kōn peen kaath ε, kua ne coot.	<i>When we (and you) had fallen in this well, then we called.</i>
Nä min ca kō peen kaath ε, kua kō coot.	<i>When we (not you) had fallen in this well, then we called.</i>
Nä min ca ye peen kaath ε, kua ye coot.	<i>When you (pl) had fallen in this well, then you called.</i>
Nä min cë ke peen kaath ε, ku ke coot.	<i>When they had fallen in this well, then they called.</i>

The forward connector can also be used to show actions or information are important when it comes between the helping verb and the verb [check this]. A helping verb is a short word that introduces a verb and shows a certain way that it is used. These are **cë** ‘had’ (perfect), **yī** ‘was, did’ (complete), **ke** ‘is’ (habitual), **be** ‘to’ (Purpose), **be** ‘will’ (future). We learn more about these in the next lesson.

In 03:3, **ku** ‘and, then’ comes between the perfect helping verb **cë** ‘had’ and the verb **peen** ‘fall’. The Lion falling in the well is important because it causes him to want to eat Monkey.

(03:3) (Perfect)

Yen **cë ku peen** kaath kue tēi nīin nä dīāāk. *He **had fallen** in the well and remained three days.*

In 02:9-10, **ku** ‘and, then’ comes between the complete helping verb **yī** ‘was, did’ and the verb **tëk** ‘remain’. The famine is important in the story because it makes food difficult to find and causes Cat to ask Hen for food.

(02:9-10) (Complete)

Nä kue wä ruōōn ε dōmε, *When then in following year*
 piny **yī ku tëk** ke pewεεr, . . . *there **remained** a famine,*

In 04:31, **ku** ‘and, then’ comes between the habitual helping verb **ka** ‘repeatedly’ and the verb **bir** ‘spear’. Spearling the rhino is important in this explanation about hunting.

(04:31) (Habitual)

Yene **ka ku bir** ke mut *Those (people) **repeatedly spear** it with a big spear*
 mē dīēēt mal mē ka cōōl taaŋreel. *which is called tangrel.*

In 02:17-18, **ku** ‘and, then’ comes between the purpose helping verb **be** ‘to’ and the verb **cuōōŋ** ‘stand’. Standing on one leg is an important action in the story because it fools Cat.

(02:17-18) (Purpose)

Ku Tëer Aṅau lëeṅ nē bēn ε, kue ciöou më kel tiëec jith gääkëke be ku cuöñ ke ciöou më kel.	<i>And Hen saw (from distance) Cat coming, and he hid one leg in his feathers to stand on one leg.</i>
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In 02:37, **ku** ‘and, then’ comes between the future helping verb **bë** ‘to’ and the verb **wä** ‘go, be’. The conflict between Cat and Hen is the important result of the story and why it is told.

(02:37) (Future)

Ee **bë ku wä** ater ë da ke Tëer. *There **will be** our conflict with Hen.*

In summary, the pronouns with the forward connector are given below.

Pronouns with the forward connector

kuä	<i>I</i>
kuï	<i>you (sg)</i>
kue	<i>(s)he</i>
kua ne	<i>we (and you)</i>
kua kɔ	<i>we (not you)</i>
kua ye	<i>you (pl)</i>
kua,	<i>they</i>
ku ke	

Exercise 16

In the sentences below, underline all connectors **ku, kuä, kuï, kue, kua**.

(01:13-14)

Nä **kue** wë luɔɔc, **ku** be dethuok bë jëk caa
thiöök. Nä **kue** dethuok teen, **kuä** Ayak
pëer yiëel, **ku** thiëec ε nē cë löcde jïëü,

*When **then he** returned, **then** found the door
closed. When **then he** knocked, **and** Lion
woke up **and** angrily asked, . . .*

(01:16)

Kuä Anyinyi ye luɔɔc thiin

***And** Hyena replied in anger,*

(01:18)

Nä lië ye, **ku** rööm waṅde ka Anyinyi,
ku löcde cuo jïëü, **kue** wëë ne,

*When he looked, **then** his eyes meet with Hyena
and he became angry **and he** said, . . .*

(01:20-22)

Ku kör room kaam Anyinyi kë ken Kuac.
Wënë cuiir ë ke me **kua** Thöl juelde daany
Kuac, **ku** Thöl löcde jïëü **ku** kör mat
nhiaal ë nyiny, a **kua** yöt wë ṅaany piny.

***Then** fighting broke out between Hyena and Leopard.
At this point, they wrestled **then** Leopard stepped on
tail of Snake, **and** Snake became angry, **and** joined
fighting, **then they** completely demolished house.*

(01:23-24)

Yen äwään **kua** thië ye ciëeṅ tödö.
Ku Kuac ke wë jaal këro, **ku** jël Anyinyi
këro, **ku** jël Ayak këro, **ku** jël Thöl këro.

*In this manner **then they** abandoned their house.
And Leopard went on his own, **and** Hyena went
alone, **and** Lion went alone, **and** Snake went alone.*

(02:8)

Kuä Aṅau ε liṅ, kē thil nhak ε yen.

(02:9-10)

Nä **kue** wä ruṣön ε döme,
piny yī **ku** tēk ke peweer, **ku** Aṅau ro
jieec **kue** wēi kē Tēer, **kue** wēē ne,

(02:14-15)

Nä cēṅ ε döme,
kue dēruṣön mē dīēēt mal **kue** cīēm piny.

Nä **kue** wä gāāṅ nē cē kuoth **ku** juēēth,

(02:17-18)

Ku Tēer Aṅau lēēṅ nē bēn ε,
kue cīōōu mē kel tiēēc jith gāākēke
be **ku** cuṣōṅ ke cīōōu mē kel. Nä **kuä** Aṅau
cuop, **ku** Tēer wēē ne, “Aṅau **kuī** jāäl di?”

(02:23)

Kuä Aṅau ε liṅ, **kue** wēē ne,

(02:24-25)

Cē **ku** lēēṅ, yen yā yīn **kuī** gaatku muṣṣ
yēm mē kel, kunē tēn nē yī ke rou cuc,
nä **ku** wä yēn, tā yāām nä ṅuaan.

(02:26)

Ku Aṅau riṅ cēṅde **kue** gaatke cōol
kua yēm mē kel ṅuṣōt raar ba **ku** thaal.

(02:29-31)

Nä **ku** gaat wēi, kua
Tēer wē jēk jēl ke cokke diāāṅ reeu,
ku gaat Aṅath luṣṣ **kua** be lāt manden, . .

(02:36)

Nä min caa Aṅau **ku** thīāk ke liä ε,
kue gaatke cōol be **ku** cēn ē ke.

(03:14)

Ee ṅu **kuī** teetdē le dōm mal ne?

(03:16-17)

Nä yīn **kuä** kuoth ε dīēēt
mē guum ke ṅu **ku** yēn cē tēi
ke niin nä ṅuaan jii kaath?

(03:23)

Ee di **kuī** teet Agōokē le kēēp ē mal?

(03:29-30)

Kua nei kōṅ tuṣōu agākdē bane
ye puoc jōu kē bī kōṅ lāāṅ yīn nēērdē.

Kua nhok todō diāāṅ reeu kē

kue agāk keeth kuen yen Rel.

(04:29-30)

Nä caa cokke **ku** jēk ke, **kua** luopkē,

And Cat heard him, but did not accept his suggestion.

When **then it** following year
there remained a famine, **and** Cat himself
got up **and he** went to Hen’s house **and he** said, . . .

Another day,
then it that big rain **then it** began raining.
When **then it** was evening **and** rain had stopped, . . .

And Hen saw (from distance) Cat coming,
and he hid one leg in his feathers
so that he stood on one leg. When Cat
arrived then Hen said, “Cat, what **then** do **you** want?”

Then Cat heard this, **then he** said,

Then be good, if you can **then you** give your children
one leg, while you have only two,
then it is for me (to give) since I have four.

And Cat ran to his house **and he** called his children
then they cut off one leg **and** cooked it.

When **then** the children went,
they found hen walking with her two legs, **and** the
children of Cat returned **and they** told their mother,

When Cat was close to death,
then he called his children for his last words.

Why are **you then** grabbing so hard?

For what do you think
I then can spend that big rain
and four days in the well?

Why **then are you** holding Monkey so hard?

Then they people first play this counting game
so that we solve matter and you can rest, my uncle.

Then they both accepted (the suggestion)
and he Fox began counting the game.

When hoofprints are found by them, **then they** follow,

a **kua** wë jëk në cë tööny në nin ε jaath thaar ***and they** find (a rhino) lying asleep*
më të ke itiiëp më gaau, *under a tree with good shade,*
(04:36-37)

Nä cì wër **ku** jëk ke göör bī yī nēk yen cil, *If you find dung and you want to kill the rhino,*
kë **kui** tääny wën ε tēi wër thīn ε. ***then you** just wait hiding near the dung.*

Subject pronouns and helping verbs

In the lesson called *Pronouns*, we learned that subject pronouns can be attached to or said along with a helping verb. A helping verb is a short word that introduces a verb and shows a certain way that it is used. These include **cë** ‘had’ (perfect), **ke** ‘is’ (habitual), **be** ‘to’ (purpose), **be** ‘will’ (future). In this lesson we learn how these are used.

Perfect verbs are used for actions that have a lasting result.

In *03:9*, the perfect verb **yën cë kuec** ‘I refuse’ happens at the time of speaking. **Agook** ‘Monkey’ said these words to **Ayak** ‘Lion’ because he does not trust **Ayak**. This distrust remains the rest of the story.

(03:9) (Perfect)

Yën cë kuec. Tëkon jējäär ke jiiëk. ***I refuse.** Our relationship in the forest is bad.*

Habitual verbs are used for repeated actions that happen regularly like a habit.

In *05:8*, the habitual verb **ke ka tieeth** ‘they spray’ happens regularly in traditional worship.

(05:8) (Habitual)

Ke ka pi tieeth piny, ***They spray** water on ground (for blessing)*
ku wëer nei ë ken bë piëny neenë puool. *and bless their people (in order) to stay healthy.*

Purpose verbs show the purpose or goal of the previous action.

In *01:12*, the Purpose verb **be wë** ‘to go’ is the purpose or goal of **Anyinyi cë ro ku jieec** ‘Hyena himself opened (the door)’.

(01:12) (Purpose)

Anyinyi cë ro ku jieec **be wë** raar. *Hyena himself opened **to go** out.*

Future verbs show the action happens after the time of speaking.

In *02:37*, the future verb **bë liu** ‘I will die’ shows this action happens later, after the time of speaking.

(02:37) (Future)

Yen gaatkë, yën ε bë liu ε.

You my children, I will die.

Below is a list of subject pronouns used with helping verbs.

Subject pronouns with <u>perfect</u> helping verb cë		subject pronouns with <u>habitual</u> helping verb ke	
Nuëër cë gat cɔl.	<i>Person called child.</i>	Cëk ke wë yïëër.	<i>Woman (regularly) goes to river.</i>
Ee cë gat cɔl.	<i>I called child.</i>	Ee kan wë yïëër.	<i>I (regularly) go to river.</i>
Ee cī gat cɔl.	<i>You (sg) called child.</i>	Ee ke yī wë yïëër.	<i>You (sg) (regularly) go to river.</i>
Ee cë gat cɔl.	<i>(S)he called child.</i>	Ee ke wë yïëër.	<i>(S)he (regularly) go to river.</i>
Ee ca gat kɔn cɔl.	<i>We (and you) called . . .</i>	Ee ke kɔn wë yïëër.	<i>We (and you) (regularly) go to . . .</i>
Ee ca gat kɔ cɔl.	<i>We (not you) called . . .</i>	Ee ke kɔ wë yïëër.	<i>We (not you) (regularly) go to</i>
Ee ca gat ye cɔl.	<i>You (pl) called child.</i>	Ee ka ye wë yïëër.	<i>You (pl) (regularly) go to . . .</i>
Ke ca gat cɔl.	<i>They called child.</i>	Ke ke wë yïëër.	<i>They (regularly) go to river.</i>

Subject pronouns with <u>Purpose</u> helping verb be		Subject pronouns with <u>future</u> helping verb be	
Nuëër göör	<i>Person want to</i>	Nuëër be wë	<i>Person will</i>
be peen kaath.	<i>fall in well.</i>	peen kaath.	<i>fall in well.</i>
Ee goor bë peen kaath.	<i>I want to fall in well.</i>	Ee bë wë peen kaath.	<i>I will fall in well.</i>
Ee göör bī peen kaath.	<i>You (sg) want to fall</i>	Ee bī wë peen kaath.	<i>You (sg) will fall</i>
Ee göör be peen kaath.	<i>(S)he wants to fall in</i>	Ee bë wë peen kaath.	<i>(S)he will fall in</i>
Ee göör ba kɔn peen kaath.	<i>We (and you) want</i>	Ee bë kɔn wë peen kaath.	<i>We (and you) will</i>
Ee göör ba kɔ peen kaath.	<i>We (not you) want</i>	Ee ba kɔ wë peen kaath.	<i>We (not you) will</i>
Ee göör ba ye peen kaath.	<i>You (pl) want to fall</i>	Ee ba ye wë peen kaath.	<i>You (pl) will fall</i>
Ee göör bë ke peen kaath.	<i>They want to fall in</i>	Ke bë wë peen kaath.	<i>They will fall in</i>

In summary, the subject pronouns with helping verbs are listed below.

Subject pronouns with helping verbs

Perfect	Habitual	Purpose	Future	
cë	kan	bë, bë	bë	<i>I</i>
cī	ke yī	bī, bë	bī	<i>you (sg)</i>
cë, cie, yī	ke, kee	be, bë	bë, be	<i>(s)he</i>
ca kɔn, ca në	ke kɔn	ba kɔn, ba ne	bë kɔn	<i>we (and you)</i>
ca kɔ	ka kɔ	ba kɔ	ba kɔ	<i>we (not you)</i>
ca ye	ka ye, ye ke	ba ye	ba ye	<i>you (pl)</i>
ke ca, ke cë, ken ca, ke yī, cë ke	ke ke, ke ke, ken ke, ka ke (?)	bë ke, ba, be	ke bë	<i>they</i>

Exercise 17

In the sentences below, underline once all subject pronouns with helping verbs. Underline twice all

verbs after subject pronouns and helping verbs. The first one is done as an example.

(01:6-7)

Yën **kan jǎäl** ke wëër.

*I usually **walk** at night.*

(01:7)

Cǐ **wë** nigde, ku bën ĩ raar nǐ?

*Where have **you gone**, or where you coming from?*

(01:8)

Ku dethuok thil thiook ε,
nä bën ĩ, **bë** yöt **ejëk** yooŋ.

*And the door should not be closed,
so that when I come, **I will find** the house open.*

(01:11-12)

Wënë, cëŋ më kel, nē **cë ke tööny**,
ku piny la wëër,
Anyĩnyĩ **cë** rō ku **jieec be wë** raar.

*One day when **they were sleeping**
and it was night,
hyena **he opened to go** out.*

(02:1-2)

Ken ke ca mëëth ku **dom**,
ku **ke ke jǎäl** këël, ku nyüëu ke.

***They developed** a friendship
and **they walked** and shared food together.*

(02:6)

Yin Aŋau, **ka kon** muōŋ kōŋ **le mat**

*Cat (my friend), **let us make** conversation*

(02:26-27)

Ku Aŋau riŋ cëŋde kue gaatke cōl
kua yëm më kel ŋuōt raar **ba** ku **thaal**.

*And Cat ran to his house and called his children
and they cut off one leg **in order to cook** it.*

(03:19)

Pël yë, ee **bī** lēi dö le **wë jëk**.

*Leave me, **you will find** another animal.*

(03:20)

Thieël, **yën cë kǎi** ĩ mal,
thil wään më wā luëëŋ ĩ yīëc.

*No, **I am** so **weak**,
I will not be able to chase.*

(03:29-30)

Kua nei kōŋ tuōōu agäkdë bane ye puoc jōu
kë **bī** kōŋ **lään** yin nēërdë.

*Let us first play this counting game so that you
solve the matter **so that you can rest**, my uncle.*

(05:19)

Nä **cë** jōk ku **juic**,
yën ee **be** ku **lat** ee jōk më ŋu.

*When **he** has **seen** the god,
he will tell what kind of god it is.*

Object pronouns

In the lesson on *Pronouns*, we learned that object pronouns receive the action. Object pronouns can come before or after the verb. The verb form changes according to whether an object pronoun before or after the verb receives the action. Objects usually come *before* the verb following the connector **ku** ‘and, then’ and sometimes following a helping verb, including **cë** ‘had’ (perfect), **yĩ** ‘did’ (complete), **ke** ‘is’ (habitual), **be** ‘to’ (purpose), **be** ‘will’ (future). Objects often come *after* the verb in sentences without **ku** ‘and, then’ and without a helping verb. [check all this].

In *04:28*, the verb **nëk** ‘he kills’ shows the pronoun **ε** ‘it (rhino)’ before the verb receives this action. The purpose helping verb **ba** ‘to’ also comes before the verb.

(04:28) (Object before verb)

Nä goor **ε** yε ba **nĕk** yen cil,
la cokke ken ka kōŋ göör.

If he (person) wants to **kill it**, him the rhino,
it is the footprints they will first find.

In *04:13*, the verb **nĕu** ‘he kills’ shows the pronoun **ε** ‘he (person)’ after the verb receives this action.

(04:13) (Object after verb)

Nä kuc acōöt kel rō juic nĕ gaau,
ke lĕi mĕ cĕ kε mōk **nĕu ε**.

If a person is not careful enough,
a buffalo can **kill him**.

Below, the object pronouns after the verb **juii** ‘sees’ can take the place of **nuĕēr** ‘person’.

Object pronouns after verb

- Ayak juii **nuĕēr**. *Lion is seeing person.*
- Ayak juii **ĕ**. *Lion is seeing me.*
- Ayak juii **ĭ**. *Lion is seeing you (sg).*
- Ayak juii **ε**. *Lion is seeing him.*
- Ayak juii **kōn**. *Lion is seeing us (and you).*
- Ayak juii **kō**. *Lion is seeing us (not you).*
- Ayak juii **ye**. *Lion is seeing you (pl).*
- Ayak juii **ke**. *Lion is seeing them.*

The object pronouns before the verb **liŋ** ‘hear’ can take the place of **ruĕth** ‘chief’.

Object pronouns before verb

- Nuĕēr göör be **ruĕth** liŋ. *Person wants to hear chief.*
- Nuĕēr göör be **yĕ** liŋ. *Person wants to hear me.*
- Nuĕēr göör be **yĭ** liŋ. *Person wants to hear you (sg).*
- Nuĕēr göör be **ye** liŋ. *Person wants to hear him/her.*
- Nuĕēr göör be **kōn** liŋ. *Person wants to hear us (and you).*
- Nuĕēr göör be **kō** liŋ. *Person wants to hear us (not you).*
- Nuĕēr göör be **ye** liŋ. *Person wants to hear you (pl).*
- Nuĕēr göör be **ke** liŋ. *Person wants to hear them.*

As shown below, some of the same object pronouns can come before or after verbs.

	Before		After			
yĕ	01:6-7	yĕ thiĕĕc	<i>he ask me</i>	03:10	luöc yĕ	<i>you turn (to) me</i>
	03:8	yĕ tiĕĕc	<i>you pull me</i>	03:19	pĕl yĕ	<i>you leave me</i>
yĭ				02:34	lät yĭ	<i>I tell you (sg)</i>
				03:10	tiĕĕi yĭ	<i>I pull you (sg)</i>
				04:45	nĕu yĭ	<i>they kill you (sg)</i>
ε	02:8	ε liŋ	<i>he heard him</i>	02:8	nhak ε	<i>he accepted it (suggestion)</i>
	03:16	ε luoc	<i>he replied him</i>	02:11	kĕn ε	<i>I give it (food)</i>

	03:24	ε luɔɔc	he replied him	02:34	nhak ε	you accepted it (suggestion)
	03:33	ε tiit	he understood him	02:37	liu ε	I die it (life ?)
	04:28	ε ye ba nək	he kill it (rhino)	04:11	bïër ε	they spear it (buffalo)
				04:13	nëu ε	it kill him (person)
				04:28	goor ε ye	he wants it
				05:11	kën ε ke	they give it (food)
ye	03:38	ye yïic	he follow him	05:19	goor ε yen	he wants it
	05:23	ye guur	it (god) be asked	04:41	miaac ye	it (horn) is given
yen	04:32	yen caa tiin	it (rhino) is hit	03:31	kueen yen	he counting it (game)
ke	05:7	ke muɔɔc	they give them	05:1	duɔɔr ke	they (gods) are worshiped
	05:15	ke juic	they see them			
	05:45	ke deer	they abuse them			

Spelling Rule 5: Write subject and object pronouns separate from the verbs they follow.

Object pronouns

Correct	Wrong	
Ayak juii ë .	Ayak juiiy ë .	<i>Lion is seeing me.</i>
Ayak juii ï .	Ayak juiiy ï .	<i>Lion is seeing you (sg).</i>
Ayak juii ε .	Ayak juiiy ε .	<i>Lion is seeing him.</i>
Ayak juii kɔn .	Ayak juiik ɔn .	<i>Lion is seeing us (and you).</i>
Ayak juii kɔ .	Ayak juiik ɔ .	<i>Lion is seeing us (not you).</i>
Ayak juii ye .	Ayak juiiy e .	<i>Lion is seeing you (pl).</i>
Ayak juii ke .	Ayak juiik e .	<i>Lion is seeing them.</i>

The object pronouns are listed below.

Object pronouns

yë, ë	me
yï, ï	you (sg)
ye, ε	him/her
kɔn	us (and you)
kɔ	us not you)
ye	you (pl)
ke	them

Exercise 18

In the sentences below, underline once all object pronouns. Underline twice all verbs with object pronouns. The first one is done as an example.

(01:6-7) Object pronouns

Nä bën ë ke wëër,
thil goor nuëër më ke yë thüëëc,

(02:8)

*If I come at night,
I don't want anyone to ask me.*

Kuä Anau **ε lin**, kē thil **nhak ε** yen.
 (02:11-12)
 Nā tek ye icuiit mē tē thīn,
kēn ε yē ba wē cam gaatkē.
 (02:34)
 Cēn cā **lāt yī** kēi, ka muōŋ mat bane
 lööckōn n̄ac, kē thil **nhak ε** yīn
 (02:37)
 Yen gaatkē, yēn ε bē **liu ε**.
 (03:7-8)
 Agōok ē maar, nīnkē cē wā dīāak jii
 kaath ē wēnē kē thil wāan
 mē bēn ke yē raar, bī **yē tiēēc** raar.
 (03:10)
 Ee le ī rō le bē **luōōc yē** nā **tiēēi yī** raar.
 (03:16)
 Kuä Ayak **ε luōōc** thīn,
 (03:19)
Pēl yē, ee bī lēi dō le wē jēk
 (03:24)
 Ku Rel **ε luōōc** thīn,
 (03:31)
 Kua nhok todō dīāan reeu kē
 kue agāk keeth **kueen yen** Rel.
 (03:33)
 Kue nyok jii dē mē ke reeu kē
 kuä Agōok **ε tiit** yen mē cie lat.
 (03:38)
 Kuä Ayak böi be **yē yīic** a kue rō wē riēer piny.
 (04:11-12)
 Lēi wēnē ke acōōtē kōk juōōc jōōr, wēnē **bīēr ε**
 ye acōōtē tē kōkē ti, a ku lēi teeth nē cē liu.
 (04:32)
 Nā wāan yīeyē **yen caa tiin**,
 (04:41)
 Ee ka lat yī ka cam liet,
 nā thil **mīaac ye** ka ayēt ba ke poth thīn.
 (04:45)
 Nā kuc yī rō juic, kē **nēu yī**.
 (05:1-2)
 Nā thil **duōōr ke**, ka dōm nei ke tuany.
 (05:6-7)
 Ku nā lam ke, ke ka alam keeth
 ke Dēcēu ku guāndōōŋēken,
 ku jōōu ten ē mei ba **ke muōōc** ke yīēi.
 (05:11)

*Cat **heard him**, he did not **accept it** (suggestion).
 If you have a little (food),
 I **give it** so that my children can go eat.*

*Didn't I **tell you** before that we should converse
 to know each other, (but) you did not **accept it**.*

*You my children, I myself am going to **die it**.*

*Monkey my brother, I have been three days
 inside this well here with no way
 to get out, so you **pull me** out.*

*You may **turn** to (eat) **me** if I **pull you** out.*

*And Lion **replied to him***

***Leave me**, you will find another animal.*

*Then Fox **replied to him**, . . .*

*And both accepted the suggestion
 and the game began with Fox **counting it**.*

*He repeated it twice and
 Monkey he **understood him** in what he said.*

*Lion feared to **follow him** until he disappeared.*

*This animal will be chased by certain youth and
 other youth will **spear it** until it is felt to be dead.*

*If **it is hit** in a living place (heart, etc),*

*It is said that it will be eaten by sand
 if **it** (horn) is not **given** the leather as a covering.*

*If you are not careful, they can **kill you**.*

*If **they** are not **worshipped**, people become sick.*

*And when they worship, they begin worshiping
 (the big) God, and their ancestors,
 and the gods who they **give them** life.*

Nä tē ke miēth, ka **kēn** **ε** ke yuūi.
(05:15)

*If there is food, they **give it** (to them) first.*

Jōu thil ka juic ē nei diaal,
ka ken tīt kērōth ken ka **kē** **juic**.
(05:18-19)

*Gods cannot be seen by all people,
only magicians can **see them**.*

Nä cē jōk ku juic,
yēn ee be ku lat ee jōk mē ŋu,
ku bēn ε raar nikē de, ka ŋu **goor** **ε** yēn.
(05:23)

*When he has seen the god, he will
tell (family of patient) what kind of god it is,
where it comes from, and what he **wants it**.*

Jōk nā ca ku ruum tetē,
yē ba ku **guur** ke thianj be ku ruai.
(05:45)

*After the god has been worshiped,
it will be asked (by magician) to talk.*

Kε ka kōk, ke ke bääny,
ku kē thil **kē** **dēer**.

*They can be bribed, they are wealthy,
but they don't **abuse them** (others).*

Word orders for subjects and objects in the same clause

We have learned that subject nouns and pronouns can come before or after the verb. We have also learned that object nouns and pronouns can come before or after the verb. In this lesson we learn five different word orders of subjects and objects in the same clause. The most common word orders are subject-object-verb and subject-verb-object. Transitive verbs change according to the position of the object (before or after the verb), rather than the position of the subject.

Subject-object-verb (SOV)

The most common word order is subject-object-verb. In this word order, the subject and object can be either a noun or a pronoun. The forward connector **ku** ‘and, then’ or a helping verb **cē** ‘had’ (perfect), **yī** ‘did’ (complete), **kē** ‘is’ (habitual), **be** ‘to’ (purpose), **be** ‘will’ (future) are common with this word order.

		Subject	Object	Verb	
Noun-Noun	02:17	ku Tēer	Aŋau	lēēŋ	<i>Hen saw Cat</i>
	02:28	kuä Aŋau	gaatke	cōol	<i>Cat called his children</i>
	03:13	kuä Agōok	teetde	loom	<i>Monkey gave his hand</i>
	03:28	kuä Ayak	teet Agōokē	pēl	<i>Lion relased Monkey's hand</i>
Noun-Pron	02:8	kuä Aŋau	ε	liŋ	<i>Cat heard him</i>
	02:23	kuä Aŋau	ε	liŋ	<i>Cat heard it</i>
	03:16	kuä Ayak	ε	luōōc	<i>Lion replied to him</i>
	03:24	ku Rel	ε	luōōc	<i>Fox replied to him</i>
Pron-Noun	02:17	kue	cīōōu	tīēēc	<i>he hid leg</i>
	02:26	kue	gaathke	cōol	<i>he called his children</i>
	02:36	kue	gaathke	cōol	<i>he called his children</i>
	03:23	kuī	teet	le kēēp	<i>you holding hand</i>

	01:22		kua	γöt	wë ɲaany	<i>they demonished house</i>
	01:8		bë	γöt	ejëk	<i>I will find house</i>
	02:1		kən ke ca	mëëth	ku dəm	<i>they developed friendship</i>
	02:6		ka kən	muɔɔŋ	le mat	<i>we make conversation</i>
	03:19		bī	lēi	le wë jëk	<i>you will find animal</i>
	05:19		cë	jək	ku juic	<i>he has seen god</i>
Pron-Pron	03:8		bī	γë	tīëéc	<i>you pull me</i>
	03:38		be	yë	yüic	<i>to he follow him</i>
	01:7	më	ke	γë	thīëéc	<i>he ask me</i>
	05:45	ku	ke	ke	dëer	<i>they abuse them</i>
	05:15		kən ka	ke	juic	<i>they see them</i>

Subject-verb-object (SVO)

Another common word order is subject-verb-object. In this word order, the subject and object can also be either a noun or a pronoun. This word order is often without the forward connector or a helping verb.

			Subject	Verb	Object	
Noun-Noun	01:19	thil	nuëër	juii	waɲdë	<i>person does not see my eyes</i>
	05:41		ke nei	luöny	amiëeny	<i>these people allow mosquitoes</i>
Noun-Pron	03:33	kuä	Agɔɔk ε	tiit	yen	<i>Monkey he understood him</i>
Pron-Noun	02:31		kua	be lät	manden	<i>they told their mother</i>
	05:19		yen	ee be ku lat ee	jək	<i>he will tell god</i>
Pron-Pron	02:34		cä	lät	yī	<i>I tell you</i>
	03:10	ee le	ī	le bë luöc	γë	<i>you will turn on me</i>
	04:45		ke	nëu	yī	<i>they kill you</i>

Verb-object-subject (VOS)

A less common word order is verb-object-subject. In this word order, the object is always a pronoun [check this].

			Verb	Object	Subject	
Pron-Noun	04:11	wënë	bīër	ε	yë acöötë	<i>this youth spears it</i>
Pron-Pron	01:4	më thil	goor	ε	yen	<i>he not wants him</i>
	02:8	kë thil	nhak	ε	yen	<i>he not accepts it</i>
	02:12		kën	ε	γë	<i>I give it</i>
	02:35	kë thil	nhak	ε	yīn	<i>you not accepted it</i>
	05:11		ka	kën	ke	<i>they give it</i>
	05:19		ka ɲu	goor	yen	<i>he wants it</i>

Verb-subject-object (VSO)

Another uncommon word order is verb-subject-object. In this word order, the subject is always a pronoun and the object is always a noun [check this].

		Verb	Subject	Object		
Pron-Noun	01:27	nä	juii	ε	Thöl	<i>he sees Snake</i>
	02:12	nä	tek	ye	ïcuiit	<i>you have little</i>
	03:13	ku	dɔɔm	ε	teet	<i>he caught hand</i>
	03:22	ku	juii	ε	Ayak kĕĕp teet	<i>he saw Lion holding hand</i>
	01:23	kua	thië	yë	cĕĕĕŋ	<i>they abandoned house</i>

Object-verb-subject (OVS)

A rare word order is object-verb-subject. In this word order, the subject and object are always both nouns [check this].

		Object	Verb	Subject	
Noun-Noun	01:21	kua Thöl juēlde	daany	Kuac	<i>Leopard stepped on Snake's tail</i>
	03:31	kue agäk	keeth kuen	yen Rel	<i>this Fox began counting game</i>

Transitive verbs change according to the position of the *object* (before or after the verb), rather than according to the position of the *subject*. Below, three different word orders use the verb 'see'. When the *object* is before the verb as in *05:19* the verb is **juic** 'see', but when the *object* is after the verb as in *01:19* the verb changes to **juii** 'see'. However, when the *subject* is before or after the verb as in *01:19* and *01:27* it remains **juii** 'see'.

Three word orders with the same verb

SOV	05:19	cë	jök	ku	juic	<i>he has seen god</i>
SVO	01:19	thil	nuëër	juii	waŋdë	<i>person does not see my eyes</i>
VSO	01:27	nä	juii	ε	Thöl	<i>he sees Snake</i>

There are two different word orders for applicative verbs with subject, receiver and object.

Subject-receiver-verb-object (SRVO)

As in *02:24*, the word order for the applicative verb **muɔɔc** 'give' can be subject-receiver-verb-object.

		Subject	Receiver	Verb	Object	
Pron-Noun-Noun	02:24	kui	gaathku	muɔɔc	yëm	<i>you give your children a leg</i>

Subject-verb-receiver-object (SVRO)

And as in *05:7*, the word order for the applicative verb **muɔɔc** 'give' can be subject-verb-receiver-object.

		Subject	Verb	Receiver	Object		
Pron-Pron-Noun	05:7	ba	ke	muɔɔc	ke	yïïï	<i>they give them life</i>

Exercise 19

In the sentences below, there are blanks on the left side of some lines. Underline once all objects and subjects in lines next to a blank. Underline twice all verbs in lines next to a blank. Then write the word order of the clause in the blank on the left. Use S for subject, O for object, V for verb. The first one is done as an example.

	(01:6-8)		
	Nä bën ë ke wëër, thil goor nuëër		<i>If I (return home) at night, I don't want anyone</i>
<u>SOV</u>	më <u>ke yë thïëëc</u> ,		to <u>he ask me</u> ,
	(01:19)		
	Cën cë wëë nē ke cëŋ ə,		<i>Didn't I say on that day</i>
<u>SVO</u>	thil <u>nuëër juui wandë?</u>		no <u>person</u> should <u>see my eyes?</u>
	(01:21)		
<u>OVS</u>	Kua <u>Thöl juëlde daany Kuac</u> .		<i>And <u>Leopard stepped on the tail of Snake</u>.</i>
	(02:12)		
	Nä tek ye icuiit më të thün,		<i>If you have a little (food),</i>
<u>VOS</u>	<u>kën e yë</u>		<u>I give it</u>
	ba wë cam gaatkë.		<i>so that my children can go eat.</i>
	(02:17)		
<u>SOV</u>	Ku <u>Tëër Anau lëën</u>		<i>And <u>Hen saw Cat</u></i>
	në bën ε,		<i>coming</i>
	(02:34-35)		
	Cën cä lät yī kēi, ka muəŋ mat bane		<i>Didn't I tell you that we should converse</i>
	lööckən ŋäc,		<i>to know each other,</i>
<u>VOS</u>	kë thil <u>nhak e yin</u> .		<i>(but) <u>you</u> did not <u>accept it</u>.</i>
	(03:13)		
<u>SOV</u>	Kuä <u>Agook teetde loom</u>		<i>And <u>Monkey gave his hand</u></i>
	be Ayak ku tiëëc raar.		<i>to pull Lion out.</i>

Possessor Pronouns

Possessor pronouns take the place of possessor nouns. They own something or someone. There are two sets of possessor pronouns: those for nouns with a close relationship to the pronoun (inalienable), and those for nouns with a distant relationship to the pronoun (alienable).

In 01:15, the possessor pronoun –**dë** ‘my’ is attached to the possessed noun **yuic** ‘head’.

(01:15) (Possessor pronoun with close relationship)

Cën cë wëë nē ke cëŋ ə,	<i>Didn't I say on that day that</i>
thil nuëër më riir <u>yuicdë?</u> !	<i>no one should make noise <u>my head?</u>!</i>

A head will nearly always stay attached to a person or animal. So we say the relationship of **yuic** ‘head’ and the possessor pronoun –**dë** ‘my’ is close.

In 01:3, the possessor pronoun **ë ken** ‘their’ follows the possessed noun **ciëen** ‘house’.

(01:3) (Possessor pronoun with distant relationship)

Ke tëk löñë të ciëen ε në ciëen **ë ken**. *They have rules to guide them in **their** house.*

A house can have a new owner or be destroyed and may not always belong to the same person. So, we say the relationship of **ciëen** ‘house’ and the possessor pronoun **ë ken** ‘their’ is distant.

Close possessor pronouns

Body parts and family members are not easily separated from their owners. These nouns with a close relationship have the attached possessor pronouns below. Each can take the place of **nuäär** ‘of person’

Singular body part		Plural body part	
lëi nuäär	<i>tooth of person</i>	lec nuäär	<i>teeth of person</i>
lëidë	<i>my tooth</i>	leckë	<i>my teeth</i>
lëidu	<i>your (sg) tooth</i>	lecku	<i>your (sg) teeth</i>
lëide	<i>his, her tooth</i>	lecke	<i>his, her teeth</i>
		leckon	<i>our (and your) teeth</i>
		lecko	<i>our (not your) teeth</i>
		leckuc	<i>your (pl) teeth</i>
		lecken	<i>their teeth</i>

Singular family noun		Plural family noun	
gat nuäär	<i>son of person</i>	gaat nuäär	<i>sons of person</i>
gatdë	<i>my son</i>	gaatkë	<i>my sons</i>
gatdu	<i>your (sg) son</i>	gaatku	<i>your (sg) sons</i>
gatde	<i>his, her son</i>	gaatke	<i>his, her sons</i>
gatdan	<i>our (and your) son</i>	gaatkon	<i>our (and your) sons</i>
gatda	<i>our (not your) son</i>	gaatko	<i>our (not your) sons</i>
gatduc	<i>your (pl) son</i>	gaatkuc	<i>your (pl) sons</i>
gatden	<i>their son</i>	gaatken	<i>their sons</i>

Below are possessor pronouns on other possessed nouns with a close relationship to the pronoun. They are body parts, family nouns and a few other nouns.

Possessor pronouns attached to nouns with a close relationship

Body parts				
	-dë	01:9,19	wandë	<i>my eye</i>
		01:10	juëldë	<i>my tail</i>
		01:15; 2:33	yuücdë	<i>my head</i>
		02:13	lôcdë	<i>my heart</i>
		03:15	teetdë	<i>my hand</i>
		03:23	nëërdë	<i>my uncle</i>
		-de	01:4	gërdë
01:14,18	lôcde		<i>his heart</i>	

		01:18	wan de	<i>his eye</i>
		03:13	teet de	<i>his hand</i>
		04:16,42	rüü de	<i>his meat</i>
		04:45	abar de	<i>his speed</i>
		04:46	aköö de	<i>his skin</i>
		04:46	ju de	<i>his tail</i>
	-ke	02:30	cok ke	<i>his feet</i>
		02:17	gää keke	<i>in his feathers</i>
	-kon	02:7,35	löö kon	<i>our hearts</i>
<u>Family nouns</u>	-den	02:31	mand en	<i>their mother</i>
	-ken	05:7	guändö ken	<i>their ancestors</i>
<u>Other nouns</u>	-kë	02:11,12	gaat kë	<i>my children</i>
		03:7	niink ë	<i>my days</i>
	-ku	02:24	gaat ku	<i>your children</i>
	-de	03:23	lat de	<i>his speaking</i>
		02:26	c ende	<i>his house</i>
		02:29	bu öde	<i>his wound</i>
	-ke	02:26	gaat ke	<i>his children</i>
		04:27	cok ke	<i>his footprints</i>
	-den	03:4	ḡua anden	<i>their fourth</i>

We have the following spelling rule for close possessor pronouns.

Spelling Rule 4a: Connect possessor pronouns to body parts, family words and other nouns with a close relationship.

Singular body part		Plural body part	
teet dë	<i>my hand</i>	t ëetkë	<i>my hands</i>
teet du	<i>your (sg) hand</i>	t ëetku	<i>your (sg) hands</i>
teet de	<i>his, her hand</i>	t ëetke	<i>his, her hands</i>
		t ëetkon	<i>our (and your) hands</i>
		t ëetko	<i>our (not your) hands</i>
		t ëetkuc	<i>your (pl) hands</i>
		t ëetken	<i>their hands</i>

Singular family noun		Plural family noun	
n ëerdë	<i>my uncle</i>	n ëerëkë	<i>my uncles</i>
n ëerdu	<i>your (sg) uncle</i>	n ëerëku	<i>your (sg) uncles</i>
n ëerde	<i>his, her uncle</i>	n ëerëke	<i>his, her uncles</i>
n ëerdan	<i>our (and your) uncle</i>	n ëerëkon	<i>our (and your) uncles</i>
n ëerda	<i>our (not your) uncle</i>	n ëerëko	<i>our (not your) uncles</i>
n ëerduc	<i>your (pl) uncle</i>	n ëerëkuc	<i>your (pl) uncles</i>
n ëerden	<i>their uncle</i>	n ëerëken	<i>their uncles</i>

Distant possessor pronouns

Nouns other than body parts and family nouns are often more easily separated from their owners. These nouns with a distant relationship have the separate possessor pronouns below that are introduced with the connector **ë** ‘of’. Each can take the place of **ë nuëër** ‘of person’.

Possessor Pronouns with distant relationship (inalienable)

lëk ë nuëër	<i>word of person</i>	leu ë nuëër	<i>place of person</i>
lëk ë dë	<i>my word</i>	leu ë kë	<i>my words</i>
lëk ë du	<i>your (sg) word</i>	leu ë ku	<i>your (sg) words</i>
lëk ë de	<i>his, her word</i>	leu ë ke	<i>his, her words</i>
lëk ë dan	<i>our (and your) word</i>	leu ë kən	<i>our (and your) words</i>
lëk ë da	<i>our (not your) word</i>	leu ë kə	<i>our (not your) words</i>
lëk ë duc	<i>your (pl) word</i>	leu ë kuc	<i>your (pl) words</i>
lëk ë den	<i>their word</i>	leu ë ken	<i>their words</i>

Below are possessor pronouns on other possessed nouns with a distant relationship to the pronoun.

Possessor pronouns after possessed nouns with a distant relationship

dë	02:4	cīëñ ë de	<i>his house</i>
	04:24	awuut ë de	<i>her decoration</i>
	05:12,12	cëñ ë de	<i>to his house</i>
ke	02:36	cën ë ke	<i>his last words</i>
	05:5	nëk ë ke	<i>his sacrifices</i>
	05:10	theek ë ke	<i>his obediences</i>
	05:13	yääm ë ke	<i>his thighs</i>
da	02:37	ater ë da	<i>our conflict</i>
ken	01:3	cīëñ ë ken	<i>their house</i>
	02:3	mat ë ken	<i>their sharing</i>
	05:8	nei ë ken	<i>their people</i>
	05:44	bum ë ken	<i>their strengths</i>

We have the following spelling rule for distant possessor pronouns.

Spelling rule 4b: Write the connector **ë** ‘of’ before possessor pronouns if the noun has a distant relationship with the pronoun.

Singular noun		Plural noun	
tīc ë dë	<i>my feast</i>	tīēc ë kë	<i>my feasts</i>
tīc ë du	<i>your (sg) feast</i>	tīēc ë ku	<i>your (sg) feasts</i>
tīc ë de	<i>his, her feast</i>	tīēc ë ke	<i>his, her feasts</i>
tīc ë dan	<i>our (and your) feast</i>	tīēc ë kən	<i>our (and your) feasts</i>
tīc ë da	<i>our (not your) feast</i>	tīēc ë kə	<i>our (not your) feasts</i>
tīc ë duc	<i>your (pl) feast</i>	tīēc ë kuc	<i>your (pl) feasts</i>
tīc ë den	<i>their feast</i>	tīēc ë ken	<i>their feasts</i>

If the plural noun already has the plural suffix **-ë**, do not add the connector **ë** ‘of’.

Singular noun		Plural noun	
këny ë dë	<i>my debt</i>	käänyë kë	<i>my debts</i>
këny ë du	<i>your (sg) debt</i>	käänyë ku	<i>your (sg) debts</i>
këny ë dë	<i>his, her debt</i>	käänyë ke	<i>his, her debts</i>
këny ë dan	<i>our (and your) debt</i>	käänyë kön	<i>our (and your) debts</i>
këny ë da	<i>our (not your) debt</i>	käänyë kö	<i>our (not your) debts</i>
këny ë duc	<i>your (pl) debt</i>	käänyë kuc	<i>your (pl) debts</i>
këny ë den	<i>their debt</i>	käänyë ken	<i>their debts</i>

Some words such as **cëŋ** ‘to house’ can be possessed with or without a possessor connector, depending on the meaning in the sentence. In *02:26*, there is a close relationship with **cëŋ** ‘to house’ and the possessor pronoun **-dë** ‘his (Cat)’. Cat is a specific animal that owns the house and the house does not change in ownership to anyone else.

(02:26) (Close)

Ku Aŋau riŋ cëŋdë.

And Cat ran to his house.

In *05:12-13*, there is a distant relationship with **cëŋ** ‘to house’ and the possessor pronoun **-dë** ‘his’. The owner is any person who invites **nei të këkëei** ‘Spiritual leaders’ and is not a specific person.

(05:12-13) (Distant)

Nä cup ε cëŋ ë dë, kö yä nuëër
yen yî bën cëŋ ë dë kë be ku math jöu.

*When he arrives to his house, or when person
come to his house, (they bless) before drinks.*

There are other possessor pronouns, which may show temporary ownership [check this].

Temporary possessor pronouns (?)

Singular noun		Plural noun	
Yaŋ ε diäåme cë peen.	<i>This my cow fell.</i>	Yök ti kääti cë peen.	<i>These my cows fell.</i>
Yaŋ ε duume cë peen.	<i>This your (sg) cow . .</i>	Yök ti kuuti cë peen.	<i>These your (sg) cows fell.</i>
Yaŋ ε deeme cë peen.	<i>This his, her cow fell.</i>	Yök ti keeti cë peen.	<i>These his, her cows fell.</i>
Yaŋ ε danëme cë peen.	<i>This our (and your) . .</i>	Yök ti könti cë peen.	<i>These our (and your) . .</i>
Yaŋ ε daame cë peen.	<i>This our (not your) . .</i>	Yök ti köoti cë peen.	<i>These our (not your) . .</i>
Yaŋ ε ducëme cë peen.	<i>this your (pl) cow fell.</i>	Yök ti kucti cë peen.	<i>These your (pl) cows fell.</i>
Yaŋ ε dënëme cë peen.	<i>This their cow fell.</i>	Yök ti kenti cë peen.	<i>These their cows fell.</i>

In summary, the possessor pronouns are listed below.

Possessor pronouns

Close		Distant		Temporary ?		
Singular noun	Plural noun	Singular noun	Plural noun	Singular noun	Plural noun	
-dë	-kë	ë dë	ë kë	diäåme	kääti	<i>my</i>
-du	-ku	ë du	ë ku	duume	kuuti	<i>your (sg)</i>
-dë	-ke	ë dë	ë ke	deeme	keeti	<i>his/her</i>

-dan	-kɔn	ë dan	ë kɔn	danëme	kɔnti	our (and your)
-da	-ko	ë da	ë ko	daame	kɔoti	our (not your)
-duc	-kuc	ë duc	ë kuc	ducëme	kucti	your (pl)
-den	-ken	ë den	ë ken	dënëme	kenti	their

Possessives

Possessives take the place of possessed nouns. The possessive **mëdë** ‘mine’ in (2) can take the place of the possessed noun **yaŋ ë dë** ‘my cow’ in (1).

(1) Mɛ la yaŋ ë dë. *This is my cow.*

(2) Mɛ la **mëdë**. *This is mine.*

In 01:4, the possessive **mëdë** ‘his’ takes the place of the possessed noun **lönjë ke** ‘his rules’

(01:4) (Possessive)

Ra dō ke të **mëdë**
më thil goor ε yen ba gërde dhööl.

*Each one has his (own rules)
that he doesn't want it to cross his back.*

Other possessives are shown below.

Possessives

Singular noun	Plural noun
Yaŋ la mëdë . <i>Cow is <u>mine</u>.</i>	Yɔk la mëdë . <i>Cows are <u>mine</u>.</i>
Yaŋ la mëdu . <i>Cow is <u>yours</u>.</i>	Yɔk la mëdu . <i>Cows are <u>yours</u>.</i>
Yaŋ la mëde . <i>Cow is <u>his/hers</u>.</i>	Yɔk la mëde . <i>Cows are <u>his/hers</u>.</i>
Yaŋ la mëdan . <i>Cow is <u>ours (and yours)</u>.</i>	Yɔk la mëdan . <i>Cows are <u>ours (and yours)</u>.</i>
Yaŋ la mëda . <i>Cow is <u>ours (not yours)</u>.</i>	Yɔk la mëda . <i>Cows are <u>ours (not yours)</u>.</i>
Yaŋ la mëduc . <i>Cow is <u>yours (pl)</u>.</i>	Yɔk la mëduc . <i>Cows are <u>yours (pl)</u>.</i>
Yaŋ la mëden . <i>Cow is <u>theirs</u>.</i>	Yɔk la mëden . <i>Cows are <u>theirs</u>.</i>

Exercise 20

In the sentences below, underline all possessor pronouns, possessives and the nouns they possess. The first sentence is done as an example.

(01:4)

Ra dō ke të **mëdë**
më thil goor ε yen ba gërde dhööl.

*Each one has his (own rules)
that he doesn't want it to cross his back.*

(01:10)

thil goor nuëer më doony juëldë.

and (I) don't want person to step on my tail.

(01:18)

Nä lië ye, ku rööm wande ka Anyinyi,
ku locde cuo jïëü,

*When he looked, his eyes met with Hyena
and his heart became angry*

(01:19)

Cën cë wëë ne ke cëŋ ɔ,

Didn't I say on that day

thil nuëër juui wanḍë?

(01:20-22)

Wënë cuür ë ke me kua Thöl juëlde daany

(02:6-7)

Yin Aṅau ka kōn muōṅ kōṅ le mat,
bane lööckōn ṅäc.

(02:11)

Tëer ë maar, gaatkë teth.

(02:28-29)

Wai Tëer juic dök bec buötde
cëk ee yene diäame.

(02:30-31)

Ku gaat Aṅath luōc kua be lät manden.

(02:31)

Tëer jël ke cokke diäān reeu.

(02:36)

Nä min caa Aṅau ku thiäk ke liä e,
kue gaatkë cōl be ku cën ë ke.

(02:37)

Ee bë ku wä ater ë da ke Tëer.

(03:7)

Agōk ë maar, nüinkë cë wä diääk jii
kaath ë wënë.

(03:13)

Kuä Agōk teetde loom be Ayak.

(03:15)

Ee ṅu kuü teetde le dōm mal ne?

(03:23)

Nëerdë, ee di kuü teet Agōkë
le këëp ë mal?

(03:30)

Kua nei kōṅ tuōṅ agäkdë.

(05:5-6)

Kë ken ka jōu ku thum nëk ë ke
ka ken ka yök lam.

(05:6-7)

Ku nä lam ke, ke ka alam keeth
ke Dëcëu ku guändōṅëken.

(05:8)

Ke ka pi tieth piny,
ku wëer nei ë ken bë piëny neenë puōl.

(05:10)

Ka ken ka luōth, ku theek ë ke mal.

(05:44)

Ken nei ti ne, ken diaal cëṅ Rëel
ke ka theek ke bum ë ken.

no person should see my eyes?

Then this wrestling of him and Leopard step on

*Cat (my friend), let us make conversation
so that we know our hearts.*

Hen my friend, my children are starving.

*Go see Hen if the pain of his wound
is like mine.*

Children of cat returned and told their mother.

Hen was walking with his two legs.

*When Cat was close with this death,
then he called his children for his last words.*

There is going to be our conflict with Hen.

*Monkey my brother, my days were three
inside this well here .*

And Monkey gave his hand to pull Lion out.

Why are you grabbing my hand so hard?

*My uncle, why are you
holding Monkey's hand so hard?*

The people should first play my game.

*His sacrifices to gods and ghosts
are with sacrifices of cows.*

*And when they worship, they begin worshipping
the big God and their ancestors.*

*They spray the ground with water (for blessing)
and bless their people (in order) to stay healthy.*

They are respected and his reference is great.

*All these people in Reel land
are respected with their strengths.*

Prepositions Introducing Pronouns

In the lesson *Prepositions*, we learned about prepositions that introduce a noun or noun phrase. In this lesson, these prepositions introduce pronouns. Object pronouns follow the common prepositions **ke** ‘with’, **kë** ‘to’, and possessor pronouns with a close relationship follow position prepositions.

Prepositions

	Singular	Plural	Meaning	Used for	Following pronoun has
<u>Common</u>	ke, ka	ke, ka	<i>with, for</i> <i>with</i>	accompaniment involvement	Object form Object form
	kë, kä	kë, kä	<i>at, on, with</i> <i>by, with</i> <i>to</i>	time tool, instrument goal, direction	Object form Object form
<u>Position</u>	yuüi	yothë	<i>over, up in, above</i>	above position	Possessor close form
	thaar		<i>below, under</i>	under position	Possessor close form
	jii	jith	<i>in, inside</i>	inside position	Possessor close form
	jou	jööökë ?	<i>in back of, behind</i>	behind position	Possessor close form
	nhiaam	nhieëmë ?	<i>in front of, before</i>	before position	Possessor close form
	thëëŋ	thäŋë ?	<i>next to, beside</i>	beside position	Possessor close form
	kaam	kam ?	<i>among, between</i>	between position	Possessor close form
	thëre ?		<i>following, after</i>	after position	Possessor close form

In the sentences below, both a noun and a pronoun follow each preposition [check all].

Noun after preposition	Pronoun after preposition
Ee wëi ke nuëër. <i>(S)he goes with person.</i>	Ee wëi ke yë. <i>(S)he goes with me.</i>
Ee wëi kë nuëër. <i>(S)he goes to person.</i>	Ee wëi kë yë. <i>(S)he goes to me.</i>
Ee wëi yuüi nuäär. <i>(S)he goes above person.</i>	Ee wëi yuüi dë. <i>(S)he goes above me.</i>
Ee wëi thaar nuäär. <i>(S)he goes under person.</i>	Ee wëi thaar dë. <i>(S)he goes under me.</i>
Ee wëi jii nuäär. <i>(S)he goes inside person.</i>	Ee wëi jii dë. <i>(S)he goes inside me.</i>
Ee wëi jou nuäär. <i>(S)he goes behind person.</i>	Ee wëi jou dë. <i>(S)he goes behind me.</i>
Ee wëi nhiaam nuäär. <i>(S)he goes before person.</i>	Ee wëi nhiaam dë. <i>(S)he goes before me.</i>
Ee wëi thëëŋ nuäär. <i>(S)he goes beside person.</i>	Ee wëi thëëŋ dë. <i>(S)he goes beside me.</i>
Ee wëi kaam nuäär ku lëi. <i>(S)he goes between person and animal.</i>	Ee wëi kaam dë ku lëi. <i>(S)he goes between me and animal.</i>

In the lesson called *Object Pronouns*, we had the following object pronouns:

Object pronouns

Nuëër göör be ruëth liŋ. <i>Person wants to hear chief.</i>
Nuëër göör be yë liŋ. <i>Person wants to hear me.</i>
Nuëër göör be yü liŋ. <i>Person wants to hear you (sg).</i>

Nuëer göör be **ye** liṅ. *Person wants to hear **him/her**.*
 Nuëer göör be **kɔn** liṅ. *Person wants to hear **us (and you)**.*
 Nuëer göör be **kɔ** liṅ. *Person wants to hear **us (not you)**.*
 Nuëer göör be **ye** liṅ. *Person wants to hear **you (pl)**.*
 Nuëer göör be **ke** liṅ. *Person wants to hear **them**.*

These object pronouns follow the common prepositions **ke** ‘with’ and **kë** ‘to’, as shown below.

Common preposition with object pronouns: *(S)he goes*

ke with	kë to	[check all]
Ee wëi ke nuëër.	Ee wëi kë nuëër.	<i>person</i>
Ee wëi ke yë.	Ee wëi kë yë.	<i>me</i>
Ee wëi ke yì.	Ee wëi kë yì.	<i>you (sg)</i>
Ee wëi ke ye.	Ee wëi kë ye.	<i>him</i>
Ee wëi ke kɔn.	Ee wëi kë kɔn.	<i>us (and you)</i>
Ee wëi ke kɔ.	Ee wëi kë kɔ.	<i>us (not you)</i>
Ee wëi ke ye.	Ee wëi kë ye.	<i>you (pl)</i>
Ee wëi ke ke.	Ee wëi kë ke.	<i>them</i>

In the lesson called *Possessor Pronouns*, we had the following close possessor pronouns for body part nouns:

Singular body part		Plural body part	
lëi nuäär	<i>tooth of person</i>	lec nuäär	<i>teeth of person</i>
lëidë	<i>my tooth</i>	leckë	<i>my teeth</i>
lëidu	<i>your (sg) tooth</i>	lecku	<i>your (sg) teeth</i>
lëide	<i>his, her tooth</i>	lecke	<i>his, her teeth</i>
		leckɔn	<i>our (and your) teeth</i>
		leckɔ	<i>our (not your) teeth</i>
		leckuc	<i>your (pl) teeth</i>
		lecken	<i>their teeth</i>

These close possessor pronouns follow position prepositions as shown below. However, the possessor pronouns are not attached to the prepositions as they are to body part nouns. Singular possessor pronouns follow singular prepositions, and plural pronouns follow plural prepositions.

Position preposition with close possessor pronouns: *(S)he goes . . .*

yüüi, yothë above	thaar under	jii, jith inside	jou, jööökë behind	[check all]
Ee wëi yüüi nuäär.	Ee wëi thaar nuäär.	Ee wëi jii nuäär.	Ee wëi jou nuäär.	<i>person</i>
Ee wëi yüüi dë.	Ee wëi thaar dë.	Ee wëi jii dë.	Ee wëi jou dë.	<i>me</i>
Ee wëi yüüi du.	Ee wëi thaar du.	Ee wëi jii du.	Ee wëi jou du.	<i>you (sg)</i>
Ee wëi yüüi de.	Ee wëi thaar de.	Ee wëi jii de.	Ee wëi jou de.	<i>him</i>
Ee wëi yothë kɔn.	Ee wëi (?) kɔn.	Ee wëi jith kɔn.	Ee wëi jööökë kɔn.	<i>us (and you)</i>
Ee wëi yothë kɔ.	Ee wëi (?) kɔ.	Ee wëi jith kɔ.	Ee wëi jööökë kɔ.	<i>us (not you)</i>
Ee wëi yothë kuc.	Ee wëi (?) kuc.	Ee wëi jith kuc.	Ee wëi jööökë kuc.	<i>you (pl)</i>
Ee wëi yothë ken.	Ee wëi (?) ken.	Ee wëi jith ken.	Ee wëi jööökë ken.	<i>them</i>

Position preposition with close possessor pronouns: (S)he goes . . .

nhiaam, nhiëëmë before	thëëŋ, thänjë beside	kaam, kam between	[check all]
Ee wëi nhiaam nuäär.	Ee wëi thëëŋ nuäär.	Ee wëi kaam nuäär ku lëi.	<u>person</u>
Ee wëi nhiaam dë.	Ee wëi thëëŋ dë.	Ee wëi kaam dë ku lëi.	<i>me</i>
Ee wëi nhiaam du.	Ee wëi thëëŋ du.	Ee wëi kaam du ku lëi.	<i>you (sg)</i>
Ee wëi nhiaam dë.	Ee wëi thëëŋ dë.	Ee wëi kaam dë ku lëi.	<i>him</i>
Ee wëi nhiëëmë kɔn.	Ee wëi thänjë kɔn.	Ee wëi kam kɔn.	<i>us (and you)</i>
Ee wëi nhiëëmë kɔ.	Ee wëi thänjë kɔ.	Ee wëi kam kɔ.	<i>us (not you)</i>
Ee wëi nhiëëmë kuc.	Ee wëi thänjë kuc.	Ee wëi kam kuc.	<i>you (pl)</i>
Ee wëi nhiëëmë ken.	Ee wëi thänjë ken.	Ee wëi kam ken.	<i>them</i>

The following spelling rule tells us how to write close possessor pronouns after prepositions.

Spelling Rule 4c: Connect possessor pronouns to nouns, but separate possessor pronouns after position prepositions [check for agreement].

Close possessor pronouns

Connected to nouns	Separate from prepositions
Ee juii yuicdë. (S)he is seeing my head.	Ee wëi yuüi dë. (S)he goes above me.
Ee juii thardë. (S)he is seeing my waist.	Ee wëi thaar dë. (S)he goes under me.
Ee juii jicdë. (S)he is seeing my stomach.	Ee wëi jii dë. (S)he goes inside me.
Ee juii jɔkdë. (S)he is seeing my back.	Ee wëi jɔu dë. (S)he goes behind me.
Ee juii nhiamdë. (S)he is seeing my front.	Ee wëi nhiaam dë. (S)he goes before me.
Ee juii thäänjdë. (S)he is seeing my side.	Ee wëi thëëŋ dë. (S)he goes beside me.
Ee juii kamdë. (S)he is seeing my middle. ?	Ee wëi kaam dë (S)he goes between ku lëi. me and animal.

Exercise 21

In the lines below, underline all prepositions and following pronouns. The first sentence is done as an example.

(01:20)

Ku kör room kaam Anyinyi kë ken Kuac. *Fighting began between Hyena to them Leopard.*

(01:25)

Yen ater e yi ku duɔth *That hatred has remained*
kaam den acuop cië täme. *between them until now.*

(02:12-14)

Cin të në löcdë ke yi dök tëk ke icuiit *My heart was remaining with you if there is*
më tëk ke yi bëdu bë kën gaatkë. *something small with you to give my children.*

(02:20-21)

Nä tëk ke yi icuiit *If there is something small with you*
më tëk ke yi, *that you have with you,*
bëdu wë kën gaatkë. *(give it) so I go give to my children.*

(03:7-8)

Agɔɔk ẽ maar, nĩnkẽ cẽ wã dĩaak
jii kaath ẽ wẽnẽ kẽ thil wään
mẽ bẽn **ke yẽ** raar, bi yẽ tiẽec raar.

*Monkey my brother, I have been three days
inside this well here and there is no way
with me to get out, so you pull me out.*

(03:20-21)

Thieel, yẽn cẽ kãĩ ẽ mal, thil wään mẽ wã
luẽẽj ẽ yiẽec ku thil wään wẽ riŋ **ke yẽ**,
kẽ thil wään wẽ kai yẽ bẽ doom ẽ lãĩ.

*No, I am so weak, I will not be able to chase
and no way **with me** to be able to run and
I not be able to jump to catch a prey.*

(03:26)

Yene puol **jii de** mẽ bane luooi,
wa nei thaar jaath bane yẽ wẽ puoc thĩn.

*This is a simple thing **in it** that we do,
people go under tree so he can solve it there.*

(03:33)

Kue nyok **jii de** mẽ ke reeu kẽ
kuã Agɔɔk ẽ tiit yen mẽ cie lat.

*He repeated **in it** with two and
this Monkey understood him in what he said.*

(04:7-8)

Nã caa bõu mowẽ kɔ yã ke guër jẽk,
lãĩ ke kɔŋ puõt, kuã acõõtẽ
ken awuutẽ tẽ dẽdeel riŋ **thẽrẽ ken**.

*After a herd of buffalos or elephants are found,
they first scatter, and the youth
and big men run **after them**.*

(05:25)

Ka ken tĩt, tẽi **jith ken** ke binyja.

*The magicians remain **in them** called Binyja.*

Emphasis and certainty pronouns

The emphasis pronoun **ro, ro** ‘self, selves’ shows a subject does an important action. This pronoun can follow a noun or pronoun. In addition, subject or object pronouns can precede or follow nouns or other pronouns to show they are important in the sentence.

In 03:4-5, **kue ro** ‘then he himself’ is the subject (doer) of the verb **luuŋ** ‘bent down’. The emphasis pronoun **ro** ‘self’ follows the pronoun **kue** ‘then he’ and shows importance to **Agɔɔk** ‘Monkey’ doing the action **luuŋ** ‘bend down’. This action results in Monkey seeing Lion and their interaction throughout the rest of the story.

(03:4-5) (**ro** follows pronoun subject)

kuã Agɔɔk le bẽn be bẽ maath.

Monkey came to drink.

Nã min **kue ro** luuŋ ẽ kue Ayak juic kaath,

*When **he himself** bent down, he saw Lion in well,*

In 01:12, **Anyĩnyĩ cẽ ro** ‘Hyena himself’ is the subject of the verb **jieec** ‘opened’. The emphasis pronoun **ro** ‘self’ shows importance to **Anyĩnyĩ** ‘Hyena’ doing the action **jieec**. This action results in Hyena getting into a fight with the other animals.

(01:12) (**ro** follows noun subject)

Anyĩnyĩ cẽ **ro** ku jieec be wẽ raar. ***Hyena himself** opened to go out.*

In the sentences below, the reflexive pronouns in **bold** are both the ones who bend down and the

ones bent down. The reflexive pronoun **rɔ** ‘self’ follows singular pronouns and the reflexive pronoun **rö** ‘self’ follows plural pronouns.

Emphasis Pronouns

Nä min kuä rɔ luuŋ ɛ, . .	<i>When I myself bent down, . . .</i>
Nä min kuï rɔ luuŋ ɛ, . .	<i>When you (sg) yourself bent down, . . .</i>
Nä min kue rɔ luuŋ ɛ, . .	<i>When (s)he bent herself/himself bent down, . . .</i>
Nä min ku kɔn rö luuŋ ɛ, . .	<i>When we (and you) ourselves (and yourselves) bent down, . . .</i>
Nä min ku kɔ rö luuŋ ɛ, . .	<i>When we (not you) ourselves (not yourselves) bent down, . . .</i>
Nä min ku ye rö luuŋ ɛ, . .	<i>When you (pl) yourselves bent down, . . .</i>
Nä min ku ke rö luuŋ ɛ, . .	<i>When they themselves bent down, . . .</i>

Subject and object pronouns can follow or precede noun subject or object to show their importance in the sentence. In this way, they are used as emphasis pronouns.

In *01:16*, **Anyinyi ye** ‘Hyena himself’ is the subject of the verb **luɔɔc** ‘replied’. The subject pronoun **ye** ‘he’ follows and shows importance to **Anyinyi** ‘Hyena’ where he is angry and replies that the door was shut on him, and then fights with the other animals.

(01:16) (Pronoun follows noun subject)

Kuä **Anyinyi ye** luɔɔc thɪn, *And **Hyena he** replied,*

In *04:27*, **ɛ nuëër** ‘person himself’ and **ke nei** ‘people themselves’ are objects of the verb **jïëü** ‘sees’. The object pronouns **ye** ‘he’ precedes and shows importance to the objects **nuëër** ‘person’ and **nei** ‘people’.

(04:27) (Pronouns precede noun objects)

Nä jïëü **ɛ nuëër** kɔ yä **ke nei**, kə yöi. *If it sees **person himself** or **people themselves**, it runs away.*

When a pronoun precedes a noun subject, it can show the noun is the topic—something already known that the rest of the clause gives information about.

In *04:11-12*, the pronoun **ye** ‘he’ is used as the demonstrative ‘this’ to show which **acöötë** ‘youth’ the speaker has in mind. It is the **acöötë** just mentioned and not another **acöötë**. The rest of the clause **të kökë ti, a ku lëi teeth në cë liü** ‘will spear it until it is felt to be dead’ tells information about **acöötë**.

(04:11-12) (Pronoun precedes noun subject)

Lëi wënë ke acöötë kök juɔɔc jöör, wënë biër ɛ **ye acöötë** të kökë ti, a ku lëi teeth në cë liü. ***This animal** will be chased by certain youth, and **this (lit. he) youth** will spear it until it is felt dead.*

Certainty pronouns

In the sentences below, the certainty pronouns in **bold** show for sure that the subject does the action. It is **Rel** ‘Fox’ and not another animal that knows how to swim. The certainty pronoun **mandë** ‘self’ follows singular pronouns and the certainty pronoun **mankeenë** ‘self’ follows plural

pronouns.

Certainty Pronouns

Rel mande njec ket.	Fox himself knows swimming.
Yen mande njac ket.	I myself know swimming.
Yin mande njec yi ket.	You (sg) yourself know swimming.
Yen mande njec ket.	He himself knows swimming.
Kon mankeenë njac kon ket.	We (and you) ourselves know swimming.
Ko mankeenë njac ko ket.	We (not you) ourselves know swimming.
Yen mankeenë njac ye ket.	You (pl) yourselves know swimming.
Ke mankeenë njac ë ket.	They themselves know swimming.

Exercise 22

In the sentences below, underline all emphasis pronouns, subject or object pronouns used as emphasis pronouns, and the nouns or pronouns they show are important. The first sentence is done as an example.

(01:6)

Yen kan jaal ke weer.

I usually walk at night.

(01:10)

Yen kan tooony ne ce jueldë ric,
thil goor nuëer me doony jueldë.

I usually lay with my tail stretched out,
and don't want anyone to step on my tail.

(01:29)

Ken lei ti, ke thil ke le ceñ keel ke taame.

These animals they cannot stay together any longer.

(02:2)

Wene ke nyueu ke, ke ke thiai
ne thil ka muonj mat ë ken.

They (normally) they shared (food),
but they dispersed without making conversation.

(02:3)

Anau a yen thil ke muonj goor.

Cat was he who didn't want conversation.

(02:10)

Ku Anau ro jieec kue wei ke Teer.

And Cat himself went to Hen's house.

(03:1)

Wal Ayak yen ce peen kaath me cuar.

Long ago Lion he had fallen into a deep well.

(03:2)

Kath e yen a kath
me ke lei maath thin ken diaal.

This well it was the well
that all the animals they drink from.

(03:10)

Ee le i ro le be luöoc ye na tieëi yi raar.

You yourself may turn to (eat) me if I pull you out.

(03:35)

Yen Rel ce ro ku tanj jii litë ke weë ne,

Fox himself jumped into the sand and said,

(03:38)

Kua Ayak böi be ye yiic
a kue ro we rier piny.

Lion feared to follow him
until he himself disappeared.

(04:28)

Na goor e ye ba nek yen cil,

If he (person) wants to kill it he rhino,

la cokke ken ka kəŋ gōör.

(04:29-30)

Nä caa cokke ku jək ke kua luopkë,
a kua wë jək në cë tööny në nin ε jaath thaar
më të ke itüëëp më gaau,

(05:33)

Nä luuony ε diit kë ke cam miith ken diaal.

it is the footprints they will first find.

When hoofprints are found, they are followed,
and when (people) find (a rhino)
lying asleep under he tree with good shade, . . .

He can allow birds to eat all they crops.

Demonstratives

Demonstratives point to or show a noun the listeners can see or already know about. A demonstrative follows the noun it points to.

In 03:1-2, ε ‘this’ is a demonstrative. It points to the noun **kath** ‘well’.

(03:1-2)

Wal Ayak yen cë peen kaath më cuar.
Kath ε yen a kath
më ke lëi maath thïn ken diaal.

*Long ago Lion he had fallen into a deep well.
This well it was the well
that all the animals they drink from.*

The demonstrative ε shows which **kath** ‘well’ is talked about. It is the same **kaath** ‘well’ mentioned in the line before that the listeners already know about.

The demonstrative ε ‘this’ points to a singular noun **yaŋ** ‘cow’ as in (1) and the demonstrative **ti** ‘these’ points to more than one of that noun **yök** ‘cows’ as in (2).

(1) Nuëër juui **yaŋ ε**. *Person is seeing this cow.*

(2) Nuëër juui **yök ti**. *Person is seeing these cows.*

In (3), the demonstrative ε ‘this’ shows **kath** ‘well’ is near the speaker.

Near speaker

(3) Kath ε, yen la kath më lëlëŋ. *This well, it is a good well.*

Away from speaker

(4) Kath ɔ, yen la kath më lëlëŋ. *That well, it is a good well.*

Away from both

(5) Kath i, yen la kath më lëlëŋ. *That well, it is a good well.*

In (4), the demonstrative ɔ ‘that’ shows **kath** is away from the speaker. In (5), the demonstrative **i** ‘that’ shows **kath** is away from both the speaker and listeners.

Similarly, in (6), the plural demonstrative **ti** ‘these’ shows **këth** ‘wells’ are near the speaker.

Near speaker

(6) Këth ti, ke la këth të lëlään. *These wells, they are good wells.*

Away from speaker

(7) Këth tiö, ke la këth të lëlään. *Those wells, they are good wells.*

Away from both

(8) Këth ti, ke la këth të lëlään. *Those wells, they are good wells.*

In (7), the demonstrative **tïö** ‘those’ shows **këth** is away from the speaker. In (8), the demonstrative **tï** ‘those’ shows **këth** is away from both the speaker and listeners.

Often, demonstratives follow a noun topic—a noun already known that the rest of the clause gives information about. A noun topic has a pronoun before the noun.

In 01:29, the demonstrative **ti** ‘these’ points to the topic noun **lëi** ‘animals’. The topic **lëi** ‘animals’ has the pronoun **ken** ‘they’ before it, and the rest of the sentence gives information about it.

(01:29)

Ken **lëi ti**, ke thil ke le ceŋ këel ke tämε. ***These animals**, they cannot stay together any more.*

We have the following spelling rule for demonstratives following nouns.

Spelling Rule 6: Write demonstrative words separate from the nouns they follow.

Correct	Wrong	
Kath ε , yen la kath më lëlëŋ.	Kath ε , yen la kath më lëlëŋ.	<i>This well, it is a good well.</i>
Kath o , yen la kath më lëlëŋ.	Kath o , yen la kath më lëlëŋ.	<i>That well, it is a good well.</i>
Kath i , yen la kath më lëlëŋ.	Kath i , yen la kath më lëlëŋ.	<i>That (far) well, it is a good well.</i>
Këth ti , ke la këth të lëlääŋ.	Këth ti , ke la këth të lëlääŋ.	<i>These wells, they are good wells.</i>
Këth tïö , ke la këth të lëlääŋ.	Këth tïö , ke la këth të lëlääŋ.	<i>Those wells, they are good wells.</i>
Këth tï , ke la këth të lëlääŋ.	Këth tï , ke la këth të lëlääŋ.	<i>Those (far) wells, they are good wells.</i>

Demonstratives that take the place of nouns

The demonstrative **me** ‘this’ in (10) can take the place of a singular noun such as **yaŋ** ‘cow’ in (9).

(9) Yaŋ la mëdë. *Cow is mine.*

(10) **Me** la mëdë. ***This** is mine.*

Other demonstratives that can take the place of nouns are shown below.

Demonstratives that take the place of nouns

	Singular noun	Plural noun
<u>Near speaker</u>	Me la yaŋ. <i>This is a cow.</i>	Ti la yök. <i>These are cows.</i>
<u>Away from speaker</u>	Muo la yaŋ. <i>That is a cow</i>	Tïö la yök. <i>Those are cows.</i>
<u>Away from both</u>	Mi la yaŋ. <i>That is a cow.</i>	Ti la yök. <i>Those are cows.</i>

The demonstratives are summarized below.

	Demonstratives with nouns		Demonstratives in place of nouns	
	Singular noun	Plural noun	Singular	Plural
<u>Near speaker</u>	yaŋ ε <i>this cow</i>	yök ti <i>these cows</i>	me <i>this</i>	ti <i>these</i>
<u>Away from speaker</u>	yaŋ o <i>that cow</i>	yök tïö <i>those cows</i>	muo <i>that</i>	tïö <i>those</i>

Away from both | yaŋ i that cow | yök ti those cows | mi that | ti those

Exercise 23

In the lines below, underline all demonstratives and the nouns they point to. The first two sentences are done as examples.

(01:3)

Wään ε maat ε në cīēēŋ ē ken ε,
ke tēk lōŋē tē cīēēŋ ε në cīēēŋ ē ken.

*This place they shared it this their home,
they have rules of this life in their house.*

(01:15)

Cēn cē wēē ne ke cēŋ ɔ,
thil nuēēr mē riir yuicdē?!

*Didn't I say on that day, that
no one should make noise my head?!*

(01:19)

Cēn cē wēē ne ke cēŋ ɔ,
thil nuēēr juii waŋdē?

*Didn't I say on that day
no person should see my eyes?*

(01:20-21)

Wēnē cuiir ē ke me
kua Thōl juēlde daany Kuac.

*Here this wrestling of them lasted until
Leopard stepped on the tail of Snake.*

(01:25)

Yen ater ε yī ku duoth
kaam den acuop cīē tāme.

*This hatred has remained
between them until now.*

(02:22-23)

Aŋau, cēn ee yēm mē kel yen cē nuōöt raar
bā piäär gaatkē yene tē maai ε.

*Cat, just (look at) my one leg that I cut off
come boil in this fire for my children.*

(02:27)

Min caa yēm ku ruum kuēŋē me,
ku buöt bei mal.

*While this leg was being boiled,
the wound gave a lot of pain.*

(02:36)

Nä min caa Aŋau ku thiäk ke liä ε,
kue gaatke cōl be ku cēn ē ke.

*When Cat was close to this death,
he called his children for his last words.*

(02:37)

Yen gaatkē, yēn ε bē liu ε.

You my children, I this am going to die.

(03:16-17)

Nä yīn kuä kuoth ε diēēt me guum ke ŋu
ku yēn cē tēi ke niin nä ŋuaan jii kaath?"

*For what do you think I can spend all this big rain
this and four days in the well?"*

(03:33)

Kue nyök jii de mē ke reeu kē
kuä Agook ε tiit yen mē cie lat.

*He repeated it twice and
this Monkey understood him in what he said.*

(04:21-24)

Tuŋ guär ka ŋuot kua diit ken ti
ka ceŋ ke yōl ē nuēēr mē göör bē puth.

*Elephant horns are cut and these they bigger ones
are worn on arm of person who wants to marry.*

(04:48-49)

Ken dhuronē ka ruōop tuuŋ thāäu mē
cēt ke cēŋ yōth nei kō yā
cēŋ puthē nē caa thēk ε cēt me puōth.

*Dhuro decoration materials are hung on horns of
a colored ox when people are migrating or during
marriage day when this colored ox this is dowry.*

(05:2)

Ken **jou ti** ken ke ka duoor nei.

***These gods**, they are worshiped by people.*

(05:3)

Ken **nei ti** ken a wän tēi ke.

***These people**, they are responsible (for the gods).*

(05:31)

Yen **nuëër ε** nä caa löcde yär
ka luony agägök be miith cam.

***This person** if annoyed will
allow insects to eat the crops.*

(05:44)

Ken **nei ti** ne, ken diaal cēj Rēel
ke ka theek ke bum ë ken.

***These people**, all of them in Reel land
are respected and strong.*

Numbers

Numbers tell how many of the noun there are and follow the noun.

In (1-2), the number **kel** ‘one’ and the number **rou** ‘two’ tell how many **yök** ‘cows’ there are.

- (1) Nuëër juii yaŋ mä **kel**. *Person is seeing **one** cow.*
- (2) Nuëër juii yök nä **rou**. *Person is seeing **two** cows.*

Numbers are listed below. The connector **më** ‘that’ can introduce the number **kel** ‘one’ after a singular noun. The connector **nä** ‘that’ can introduce other numbers after a plural noun.

Number of nouns

nüëen më kel	<i>one day</i>
nüin nä rou	<i>two days</i>
nüin nä diäak	<i>three days</i>
nüin nä ɲuaan	<i>four days</i>
nüin nä dhiëec	<i>five days</i>
nüin nä bekel	<i>six days</i>
nüin nä borou	<i>seven days</i>
nüin nä bedëk	<i>eight days</i>
nüin nä baɲuan	<i>nine days</i>
nüin nä wëel	<i>ten days</i>
nüin nä wëel kuëny kel	<i>eleven days</i>
nüin nä wëel kuëny rou	<i>twelve days</i>
nüin nä jen rou	<i>twenty days</i>
nüin nä jen diäak	<i>thirty days</i>
nüin nä jen ɲuaan	<i>forty days</i>
nüin nä biat kel	<i>one hundred days</i>
nüin nä buot rou	<i>two hundred days</i>

Numbers in the stories with connectors are shown below.

Numbers with connectors

(1:11)	cēŋ mē kel	<i>day that one</i>
(2:17,18)	cīōōu mē kel	<i>leg of one</i>
(2:22, 24, 26)	ŷēm mē kel	<i>thigh that one</i>
(4:34)	wēn mē kel	<i>place that one</i>
(3:17,25)	nīin nā ŋuaan	<i>days of four</i>
(1:1)	lēi nā ŋuaan	<i>animals of four</i>
(2:25)	ŷāām nā ŋuaan	<i>thighs of four</i>
(3:3)	nīin nā dīāāk	<i>days of three</i>
(4:15)	aŋal nā rou	<i>reasons of two</i>

Sometimes numbers follow directly after the noun without a connector, as in the following.

Numbers without connectors

(1:26)	nuēēr kel	<i>one person</i>
(2:6)	cēŋ kel	<i>one day</i>
(2:30)	cokke dīāāŋ reeu	<i>both his two feet</i>
(3:31)	todō dīāāŋ reeu	<i>both they two</i>
(4:9)	lēi kel	<i>one animal</i>
(4:13)	acōōt kel	<i>one youth</i>

Sometimes numbers can take the place of a noun as in the following.

Numbers used as nouns

(2:25)	ke rou	<i>to two</i>
(3:4)	wā ŋuaanden	<i>go their four</i>
(3:6)	nīinkē cē wā dīāāk	<i>my days had been three</i>
(3:32)	a kel	<i>be one</i>
(3:33)	ke reeu	<i>with two</i>
(4:9)	ke rou	<i>they two</i>

Sometimes **nā** means ‘as’, as in the following.

(4:40)	guaŋ nā thieei	<i>shape as stick</i>
(5:4)	ken nā nei	<i>they as people</i>
(3:39)	wāān jīēēu ε nā agōōk	<i>he find way as monkey</i>
(1:1)	nā Ayak, ku Anyinyi, kuKuac, ku Thöl	<i>as Lion, Hyena, Leopard, Snake</i>

Exercise 24

In the lines below, underline all numbers and the nouns they tell about. The first sentence has been down as an example.

(01:1)

Wal lēi nā ŋuaan tēi cēŋ kēēl.

Long ago, four animals lived in a home together.

(01:11-12)

Wënë, **cən mə kel**, nə cə ke tōny, ku piny
la wëer, Anyinyi cə rə ku jieec be wë raar.
(01:26)

Ke kə ke kuuth aba **nuëer kel** juooc.
(02:6)

Nä **cən kel** ku Tëer wëe nɛ,
(02:17)

Ku Tëer Aṅau lëeṅ nə bën ɛ,
kue **ciöou mə kel** tiëec jith gääkëke.
(02:22-23)

Aṅau, cən ee **yəm mə kel** yen cə ṅuöt raar
bä piäär gaatkë yene tē maai ɛ.
(02:29-31)

Nä ku gaat wëi, kua
Tëer wë jək jël ke **cokke** diääṅ **reeu**,
(03:3-4)

Yen cə ku peen kaath kue tēi **niin nä diäak**.
Nä ku wä **ṅuaanden** kue dëruöön kap kē
kuä Agöök le bën be bē maath.
(03:16-17)

Nä yin kuä kuoth ɛ diëet me guum ke ṅu
ku yen cə tēi ke **niin nä ṅuaan** jii kaath?”
(03:32)

A **kel** ku tiëet, tēi ka agök,
kuui jeth kuä agök mə ṅec jeth?
(03:33)

Kue nyök jii de mə ke **reeu** kē
kuä Agöök ɛ tiit yen mə cie lat.
(04:13)

Nä kuc **acööt kel** rə juic nə gaau,
ke lēi mə cə ke mök nēu ɛ.
(04:15)

Guöör ka yīic ka **aṅal nä rou**:

***One day** when they were sleeping and it was
night, hyena he opened to go out.*

*They fight until **one person** is defeated.*

***One day** Hen said, . . .*

*And Hen saw Cat coming, . . .
and hid **one leg** in his feathers.*

*Cat, just (look at) my **one leg** that I cut off
come boil in this fire for my children.*

*When then the children went, they found
hen walking with both her **two legs**, and the*

*He had fallen in well and remained **three days**.
When on **their fourth** it began to rain,
then Monkey came to drink.*

*For what do you think I can spend all this big rain
this and **four days** in the well?”*

*There is **one** and a stone. Who doesn't know how
to climb and who does know climbing?*

*He repeated it with **two** and
this Monkey understood him in what he said.*

*If **one youth** himself is not careful enough,
a buffalo can kill him.*

*Elephant is being chased for **two reasons**:*

Quantities

Quantities tell the amount or approximate number of a noun or pronoun. A quantity follows the noun it tells about.

In (1), **diaal** ‘all’ is a quantity. It shows approximately how many **yök** ‘cows’ are seen.

(1) Nuëer juii yök **diaal**. *Person is seeing **all** cows.*

Quantities are shown below.

Quantities

nei **diaal** *all people*
cokke **diään** *both his legs*

Quantities can also tell the approximate number of a pronoun. In 05:21, the quantity **diaal** ‘all’ follows and tells about the pronoun **ken** ‘they’ which is the actions of a magician.

(05:21)

Ke **ken** ti **diaal** ka luooi ë tiët më juui jə. *All these **they** are done for magician who sees god.*

Most quantities can be used instead of the underlined words in (2).

(2) Nuëer juui yök **diaal**. *He is seeing **all** cows.*

Exercise 25

In the lines below, underline all quantities and the nouns they tell about. The first sentence has been done as an example.

(02:29-30)

Nä ku gaat wëi, kua
Tëer wë jëk jël ke **cokke diään** reeu,

*When then the children went,
they found hen walking with **both** her two **legs**.*

(02:31)

Tëer jël ke **cokke diään** reeu.

*Hen is walking with **both** her two **legs**.*

(03:2)

Kath ε yen a kath
më ke **lëi** maath thin ken **diaal**.

*This well it was the well
that **all** they **animals** drink from.*

(03:31)

Kua nhək **todö diään** reeu kë
kue agäk keeth kueen yen Rel.

*And **they both** accepted the suggestion
and this Fox began counting the game.*

(05:15)

Jəu thil ka juic ë **nei diaal**,
ka ken tit këröth ken ka ke juic.

*Gods cannot be seen by **all people**,
only magicians can see them.*

(05:33)

Nä luony ε diit kë ke cam **müith** ken **diaal**.

He can allow birds to eat **all** they **crops**.

(05:36)

Guän lëyë a nuëer
më këep **lëi** ken **diaal** rööth.

*Animal master is person
who controls **all** they **animals** in bush.*

(05:44)

Ken nei ti nε, **ken diaal** cëj Rëël
ke ka theek ke bum ë ken.

*These people, **all they** in Reel land
are respected with their strengths.*

Indefinite

Indefinites show that a noun has not yet been mentioned or is different than others of the noun that have already been mentioned.

In 02:9-10, the indefinite **ε döme** ‘other, another, certain’ shows **ruöön** ‘year’ is new or different than the time period in the story up to this point. This **ruöön** has not been mentioned before and is new to the listeners.

(02:9-10)

Nä kue wä **ruöön ε döme**, piny yī ku tēk ke peweer, **Another year** land had a famine,
ku Aṅau rō jieec kue wēi kē Tēer. and Cat himself arose and went to Hen.

The indefinite **ε döme** ‘certain’ of (1) can introduce a singular noun when it is mentioned for the first time. The indefinite **dō** ‘another’ of (2) can point to different one of a single noun such as **yaŋ** ‘cow’ as in (2). The plural indefinite **ti kōk ti** ‘certain, other’ of (3) can introduce a plural noun mentioned for the first time or can point to a different plural noun.

- (1) Nuēer juii **yaŋ ε döme**. *He is seeing a certain cow.*
(2) Nuēer juii **yaŋ dō**. *He is seeing another cow.*
(3) Nuēer juii **yōk ti kōk ti**. *He is seeing certain/other cows.*

In summary, indefinites are listed below.

Indefinites

ε döme	<i>other, another, certain</i>
dō	<i>another</i>
(ti) kōk (ti)	<i>certain, other</i>

Exercise 26

In the lines below, underline all indefinites, and the nouns they tell about. The first sentence has been done as an example.

(01:4)

Ra dō ke tē mēde
mē thil goor ε yen ba gērde dhööl.

A certain one has his own (rules)
that he doesn't want it to cross his back.

(02:9-10)

Nä kue wä **ruöön ε döme**, piny yī ku tēk ke peweer,
ku Aṅau rō jieec kue wēi kē Tēer.

Another year land had a famine,
and Cat himself arose and went to Hen.

(02:14-15)

Nä **cēŋ ε döme**,
kue dēruöön mē diēēt mal kue ciēm piny.

Another day,
then it that big rain then it began raining.

(03:19)

Pēl yē, ee bi **lēi dō** le wē jēk.

Leave me, you will find **another animal**.

(04:11-12)

Lēi wēnē ke **acōōtē kōk** juoc jōor, wēnē biēr e
ye **acōōtē tē kōkē ti**, a ku lēi teeth nē cē liu.

*This animal will be chased by **certain youth**,
these youth will spear it until it is felt dead.*

Adjectives

Some verbs that are states have a different form to describe a noun or tell a characteristic (quality) about the noun. These are called adjectives. A singular adjective follows the relative connector **mē** ‘that’ and a singular noun. A plural adjective follows the relative connector **tē** ‘that’ and a plural noun.

The verb **lēŋ, lāāŋ** ‘be good’ is a state that tells how something remains. It can be used with a noun subject and with each pronoun subject.

<u>Nuēēr</u> ē lēŋ.	Ee laŋ ē./ Ee lēŋ ē.	<i>Person is <u>good</u>.</i>
Yēn lēŋ ē.	Ee lēŋ yī.	<i>I am good.</i>
Yīn lēŋ yī.	Ee lēŋ.	<i>You (sg) are good.</i>
Yēn lēŋ.	Ee lēēŋ kōn ./ Ee lāāŋ kōn .	<i>He is good.</i>
Kōn lēēŋ kōn ./ Kōn lāāŋ kōn .	Ee lēēŋ kō ./ Ee lāāŋ kō .	<i>We (and you) are good.</i>
Kō lēēŋ kō ./ Kō lāāŋ kō .	Ee lāāŋ ye .	<i>We (not you) are good.</i>
Yēn lāāŋ ye.	Kē lēēŋ.	<i>You (pl) are good.</i>
Kē lēēŋ.		<i>They are good.</i>

In (1-2), the verb **lēŋ, lāāŋ** ‘be good’ changes to **lēlēŋ, lēlāāŋ** ‘good’ to describe **yaŋ/γōk** ‘cow/cows’. The singular relative connector **mē** ‘that’ and singular adjective **lēlēŋ** ‘good’ follow the singular noun **yaŋ** ‘cow’ in (1).

- (1) Nuēēr juui **yaŋ** mē **lēlēŋ**. *Person is seeing a cow that is good.*
- (2) Nuēēr juui **γōk** tē **lēlāāŋ**. *Person is seeing cows that are good.*

The plural relative connector **tē** ‘that’ and plural adjective **lēlāāŋ** ‘good’ follow the plural noun **γōk** ‘cows’ in (2). The adjective **lēlēŋ, lēlāāŋ** ‘be good’ tells that the **yaŋ/γōk** ‘cow/cows’ is healthy or has fine quality.

In 03:28, the singular adjective **diēēt** ‘big’ tells about the singular noun **jaath** ‘tree’ and the singular connector **mē** ‘that’ joins them.

(03:28) (Singular adjective)

Kuā Ayak teet Agōōkē pēl,
ku ke wēi thaar **jaath mē diēēt**.

*And Lion released Monkey’s hand,
and they went under big tree.*

In 05:5, the plural adjective **diīt** ‘big’ tells about the plural noun **nei** ‘people’ and the plural connector **tē** ‘that’ joins them.

(05:5) (Plural adjective)

Nei të këkëei ken nei të këkëei, ka ken nä **nei të dñit** të tëi yothë jowë ku thum.

*Spiritual leaders are the **important people** who are responsible for gods and ghosts.*

Other verbs used as adjectives are the following:

Singular adjectives			Plural adjectives		
02:14	dëruöön më dñët	<i>big rain</i>	05:5	nei të dñit	<i>big/important people</i>
03:1	kaath më cuar	<i>deep well</i>	04:8	awuutë të dëdeel	<i>strong men</i>
04:20	nuëër më ber	<i>second person</i>	05:39	tuany të duaal	<i>many sicknesses</i>
04:30	itñëep më gaau	<i>good shade</i>			
04:48	thääu më cët	<i>coloured ox</i>			

Colours are also adjectives and can be singular or plural, as shown below. When the relative connector **më, të** ‘that’ comes before an adjective beginning with **a** (such as **adöl, adoolë** ‘brown’), the relative connectors are **mä, tä** ‘that’.

Colour adjectives

Singular		Plural	
Nuëër juii tuor . . .	<i>Person is seeing flower</i>	Nuëër juii tuorë . . .	<i>Person is seeing flowers</i>
më bör.	<i>that is white.</i>	të boor.	<i>that are white.</i>
më cäär.	<i>that is black</i>	të cäär.	<i>that are black.</i>
më lual.	<i>that is red.</i>	të luaal.	<i>that are red.</i>
më töc.	<i>that is green.</i>	të tööi.	<i>that are green.</i>
më mekec.	<i>that is yellow.</i>	të mekëeyë.	<i>that are yellow.</i>
mä adöl.	<i>that is brown.</i>	tä adoolë.	<i>that are brown.</i>
mä alak.	<i>that is blue.</i>	tä alawë.	<i>that are blue.</i>

Exercise 27

In the lines below, underline all adjectives, connectors for adjectives, verbs used as adjectives, and the nouns they tell about. The first sentence has been done as an example.

(02:14)

Kue **dëruöön më dñët** mal kue cñem piny.

Very **big rain** fell down.

(03:1)

Wal Ayak yen cë peen **kaath më cuar.**

Long ago Lion had fallen into a **deep well.**

(04:7-8)

Nä caa böu mowë kə yä ke guër jëk,
lëi ke kəŋ puöt, kuä acöötë ken
awuutë të dëdeel riŋ thërë ken,

After herd of buffalos or elephants are found,
they first scatter and the youth
and **strong men** run after them

(04:19-20)

Nä cë guöör ku teeth, kë nuëer më keeth
guöör ke tuŋ cuei lööm
ku **nuëer më ber** ε ke tuŋ caam.

After elephant has fallen, person who
speared first (will be given) the right horn
and **person who is second** (is given) the left horn.

(04:26)

Cil la **lëi më dīëēt** guur guöör.

(04:29-30)

a kua wë jëk në cë tōöny në nin ε jaath thaar
më të ke **itiëp më gaau**.

(04:31)

Yene ka ku bir ke **mut më dīëēt** mal
më ka cōol taanreel.

(04:48-49)

Ken dhuronë ka ruōp tuuŋ **thääu më cēt**
ke cëŋ yōth nei kō yä
cëŋ puthë në caa thëk ε cēt me puōth.

(05:2)

Ken jōu ti ken ke ka duoor **nei të duaal**
të tēi yōthë ken.

(05:5)

Nei të këkëei ken nei të këkëei, ka ken nä
nei të dīit të tēi yōthë jōwë ku thum.

(05:38-39)

Nä cë löcde jīëëu,
ka luony abuoor bë yök guëëu,
ku a **tuany të duaal** bën.

(05:44)

Ken nei ti ne, ken diaal cëŋ Rëel
ke ka theek ke bum ë ken, ku tēi ke
ke **nei të duaal**.

*Rhinos are next **biggest animal** after elephant.*

*and they find (a rhino) lying asleep
under a tree with **good shade**.*

*Those (people) spear it with a really **big spear**
which is called tangrel.*

*Dhuro decoration materials are hung on horns of
coloured ox when people are migrating or during
marriage day when ox (is offered as) dowry.*

*These gods, they are worshiped by **many people**,
who remain above them.*

*Spiritual leaders are the **important people** who are
responsible for gods and ghosts.*

*If he is annoyed,
he can cause a flood so that cows die
and **many sicknesses** come.*

*These people, all they in Reel land
are respected with their strengths, and have
many people.*

Relative clauses

A relative clause is a group of words with a verb that is introduced by **më, të** ‘that, who, which, of’. The relative clause tells about a previous noun. It can identify which noun is being talked about or tell more information about the noun. When the subject or object of the relative clause is the noun described by the relative clause, it is often not mentioned in the relative clause. Subjects and objects in relative clauses can occur before or after the verb of the relative clause.

In 03:2, **më** ‘that’ follows the singular noun **kath** ‘well’. It introduces the relative clause **më ke lëi maath thin ken dial** ‘that all the animals drink from’.

(03:2) (Identifies)

Kath ε yen a **kath** *That well was the **well***
më ke lëi maath thin ken dial. ***that all the animals drink from.***

This relative clause tells which **kath** ‘well’ is talked about. It identifies the **kath** as the one that animals drink from, and not any other **kath**.

In 05:14, **të** ‘who’ follows the plural noun **nei** ‘people’ and introduces the relative clause **të ka jɔɔ juic** ‘who can see gods’. This relative clause tells information about the **nei**. It describes the **nei** with new information.

(05:14) (Describes)

Tit ke la **nei të ka jɔɔ juic**. *Magicians are people who can see gods.*

Sometimes the noun before a relative clause is not mentioned. In 04:6, there is no noun before the relative clause **Më ke rɔ kɔŋ luooi yuüi** ‘that is being done first in hunting’. Maybe an unmentioned noun such as **dö** ‘thing’ is described by this relative clause.

(04:6) (No described noun)

Më ke rɔ kɔŋ luooi yuüi,

ee la duar yen ka kɔŋ kap.

*That which is being done first in hunting
is to plan (the hunt).*

Sometimes the relative connector introduces a group of words without a verb. In 01:3, the relative connector **të** ‘that’ introduces the noun phrase **të ciɛŋ ɛ** ‘that this life’ which doesn’t have a verb.

(01:3) (No verb)

Kɛ tɛk **lönë të ciɛŋ ɛ** në ciɛŋ ɛ ken.

They have rules that this life in their house.

Sometimes relative connectors introduce verbs used as nouns. In 04:16, the relative connector **të** ‘of’ introduces the verb used as noun **duar** ‘hunting’.

(04:16) (verbal noun)

Nä ca guör jɛk **nei të duar**,

If people of hunting find an elephant,

When the subject, object or location of the relative clause is the noun described by the relative clause, it is often not mentioned in the relative clause. In 05:21, **tiët** ‘magician’ is described by the relative clause and is the subject of the relative clause. So, it is not mentioned again in the relative clause. In 04:2, **lëi** ‘animal’ is described by the relative clause and is the object of the relative clause, so it is not mentioned again in the relative clause. In 03:2, **kath** ‘well’ is described by the relative clause and is the location of the relative clause, so it is not mentioned again in the relative clause.

Relative clauses with same subjects, objects or locations

Same subject	object before	04:5	ayak më cë yaŋ cam	<i>lion <u>that eats cow</u></i>
	object after	05:21	tiët më juii jɔk	<i>magician <u>who sees god</u></i>
Same object	subject before	04:2	lëi më ke nei nək	<i>animal <u>that people kill</u></i>
	subject after	04:43	lëi më ka yüic acöötë	<i>animal <u>that youth chase</u></i>
Same location		03:2	kath më ke lëi maath thün	<i>well <u>that animals drink in</u></i>

Subjects and objects in relative clauses can occur before or after the verb of the relative clause. In 04:5, the object **yaŋ** ‘cow’ comes before the verb in the relative clause, whereas in 05:21 the object **jɔk** ‘god’ comes after. In 04:2, the subject **nei** ‘people’ comes before the verb in the relative clause,

whereas in 04:43 the subject **acöötë** ‘youth’ comes after.

In the lesson *Derived intransitive (antipassive) verbs*, we will learn that when a verb of a relative clause has the same object as the noun described by the relative clause, the verb form used is the derived intransitive (antipassive) form [check this]. In 4:2, **lëi** ‘animal’ is described by the relative clause and is the object of the relative clause. This object is not mentioned in the relative clause, so the derived intransitive form of the verb is used.

Intransitive (antipassive) in relative clause with same object as described noun

Transitive with object before	04:20	kua yök nëk	they kill cows
Transitive with object after	04:45	nëu yï	they kill you (sg)
Intransitive (antipassive)	05:37	ba lëi nëk	so animals kill
Intransitive (antipassive) in relative clause	04:2	lëi më ke nei nëk	animal that people kill

Exercise 28

In the lines below, underline all relative connectors and the clause they introduce. Also underline the noun they identify or describe. The first sentence has been done as an example.

(01:4)

Ra dö ke të mëde
më thil goor ε yen ba gërde dhööl.

*Each one has his own (rules)
that he doesn't want it to cross his back.*

(01:6-7)

Nä bën ε ke wëër,
thil goor nuëër më ke yë thiëec,

*If I (return home) at night,
I don't want person who asks me,*

(01:9)

Yën thil goor nuëër më juui wandë.

I don't want any person who sees my face.

(01:10)

Yën kan tööny në cë juëldë ric,
thil goor nuëër më doöny juëldë.

*I usually lay with my tail stretched out,
and (I) don't want person who steps on my tail.*

(02:11-12)

Nä tek ye icuiit më të thïn,
kën ε yë ba wë cam gaatkë.

*If you have a little (food) that remains,
give it to me so that my children can go eat.*

(02:12-14)

Cïn të në löcdë ke yï dök tek ke icuiit
më tæk ke yï bëdu bë kën gaathkë.

*(I) was thinking of going to you for a little (food)
that remains with you so as to give my children.*

(02:20-21)

Nä tæk ke yï icuiit
më tæk ke yï,
bëdu wë kën gaatkë.

*If there is a little (food) with you
that you have with you,
(give it) so I go give to my children.*

(02:39)

Yen ater më cë ku duoth kaam
Ter kuä Anau, rëenh cë täme.

*This is the conflict that remains between
Hen and Cat until now.*

(03:7-8)

Agöök ε maar, niinkë cë wä diääk jii kaath
ε wënë kë thil wään më bën ke yë raar,

*Monkey my brother, I have been three days inside
this well here with no way that get out.*

bī yē tiēec raar.

(03:11-12)

ε thil luēñ bē nuēer rō luōc nuēer
mē cē ye luōi lēlēñ.

(03:20-21)

Thieel, yēn cē kāi ē mal,
thil wāan mē wā luēñ ē yīēc

(03:32)

A kel ku tiēt, tēi ka agōk,
kuui jeth kuā agōk mē ñec jeth?

(03:33)

Kue nyok jii de mē ke reeu kē
kuā Agōk ε tiit yen mē cie lat.

(04:1-3)

Mē ba kōñ juiir ka a lat, ee la mē ka cōol
yīēc, kā ke lēi tithi ka yīic?

Yīēc ee la mē ba lēi mē ke nei nēk
juaat ke būrē, a ku lēi teeth nē cie liū.

(04:14-15)

ε ba nei ku wēi ke lēi tē ka muol yīic,
ken nei tē ka cōol Reel.

(04:16)

Guōr ka yīic ke mē tuōñē ku rīñde.

(04:43)

Mōk la lēi mē ka yīic acōötē cē wāan
mē ka yīic ē guōr.

(05:1)

Cīēñ Rēel tēi ke jōou tē ka duoor thīn.

(05:4-5)

Nei tē kēkeei, ken nei tē kēkeei, ka ken
nā nei tē diit tē tēi yothē jōowē ku thum.

(05:21)

Ke ken ti diaal ka luōi ē tīēt mē juii jō.

(05:29)

Guān kuoth a nuēer mē kēep kuoth.

so you pull me out.

*a person himself cannot divert (to eat) a person
who has done good.*

*No, I am so weak,
there is no way that I able to chase*

*There is one and a stone. Who doesn't know how
to climb and who does game that knows climbing?*

*He repeated it with two and
this Monkey understood him who had spoken.*

*What needs to be made clear is what is meant by
chasing, and which animals are being chased.
Chasing is when animals are collectively killed
by people with spears until they are dead.*

*People go and commonly chase animals,
people who are Reel.*

Elephant is chased because of its horns and its meat.

*A buffalo is an animal that is being chased by youth
in place that the elephant is being chased.*

Reel land has gods which are worshiped.

*People who lead are people who lead, they are
people who remain above gods and ghosts.*

All these they are done by magician who sees god.

The rain master is a person who controls the rain.

Noun Phrases

In this lesson, we compare various types of words describing nouns. These words along with a noun are called a noun phrase. We also learn about the order of these words in the noun phrase.

In previous lessons, we learned many words that describe or tell about nouns. The names of these are underlined in the list below.

<u>Noun</u>	Nuëër juii yök.	<i>Person is seeing cows.</i>
<u>Close Pos Noun</u>	Nuëër juii nyin yöü.	<i>Person is seeing eyes of cows.</i>
<u>Dist Pos Noun</u>	Nuëër juii yök ë nuëër.	<i>Person is seeing cows of person.</i>
<u>Close Pos Pronoun</u>	Nuëër juii wande.	<i>Person is seeing her face.</i>
<u>Dist Pos Pronoun</u>	Nuëër juii yök ë de.	<i>Person is seeing her cows.</i>
<u>Demonstrative</u>	Nuëër juii yök ti.	<i>Person is seeing these cows.</i>
<u>Number</u>	Nuëër juii yök nä rou.	<i>Person is seeing two cows.</i>
<u>Quantity</u>	Nuëër juii yök diaal.	<i>Person is seeing all cows.</i>
<u>Emphasis Pronoun</u>	Nuëër juii yök ken. (?)	<i>Person is seeing they cows.</i>
<u>Indefinite</u>	Nuëër juii yök ti kök ti.	<i>Person is seeing certain cows.</i>
<u>Adjective</u>	Nuëër juii yök të lälään.	<i>Person is seeing good cows.</i>
<u>Rel Clause</u>	Nuëër juii yök të cë peen kaath.	<i>Person is seeing cows that had fallen in well.</i>

Sometimes more than one of these words is used to describe nouns. In 01:20-21, there are two of these words that describe the noun **cuür** ‘wrestling’.

(01:20-21)

Wënë **cuür ë ke me**

kua Thöl juëlde daany Kuac.

Here **this their wrestling** lasted until

Leopard stepped on the tail of Snake.

Noun – Dist.Pos.Pronoun-Demonstrative

The words **ë ke** ‘their’ is an distant possessor pronoun (tells the owner of **cuür** ‘wrestling’). The **me** ‘this’ is a demonstrative (points to or shows which **cuür**).

Exercise 29

In the blank below each sentence, write the names of the underlined words in the noun phrase in their order. The first one has been done as an example.

(01:3)

Wään e maat e në cüëñ ë ken e,

ke tëk löñe të cüëñ e në cüëñ ë ken.

This place they shared it **this their home**,

they have rules of this life in their house.

Noun-Dist.Pos.Pronoun-Demonstrative

(02:29-31)

Nä ku gaat wëi, kua

Tëer wë jëk jël ke cokke diaän reeu,

When then the children went, they found

hen walking with **both her two legs**, and the

Noun-Close.Pos.Pronoun-Quantity-Number

(03:16-17)

Nä yin kuä kuoth e diëet me guum ke nu
ku yën cë tëi ke nün nä nuaan jii kaath?”

For what do you think I can spend **all this big rain**
this and four days in the well?”

Noun-Demonstrative-Quantity-Demonstrative

(05:36)

Guän lëyë a nuëër

më këep lëi ken diaal rööth.

Animal master is person

who controls **all they animals** in bush.

Noun-Emph.Pronoun-Quantity

Adverbs

An adverb describes or tells about an action (verb). It can come before or after the verb, or at the beginning of the sentence.

In *01:23-24*, the adverb **këro** ‘alone’ comes after the verb **jaal, jël** ‘went’ and tells how this verb happened.

(01:23-24) (After verb)

Ku Kuac ke wë jaal **këro**, *And Leopard went alone,*
ku jël Anyinyi **këro**, *and Hyena went alone*
ku jël Ayak **këro**, ku jël Thöl **këro**. *and Lion went alone, and Snake went alone.*

In *04:14-15*, the adverb **muol** ‘commonly’ comes before the verb **yüic** ‘chase’ and tells how this verb happened.

(04:14-15) (Before verb)

È ba nei ku wëi ke lëi të ka **muol** yüic, *People go and commonly chase animals,*
ken nei të ka cöol Reel. *people who are Reel.*

Adverbs can also begin sentences. In *03:1*, the adverb **wal** ‘long ago’ begins the sentence and tells the time of the verb **peen** ‘fell’ in this sentence.

(03:1) (Begins sentence)

Wal Ayak yen cë peen kaath më cuar. *Long ago Lion had fallen into a deep well.*

All the following are also adverbs. Manner adverbs tell how the action happens. Place adverbs tell the place of the action. Time adverbs tell the time of the action.

Place Adverbs

caam	<i>left</i>
de	<i>from</i>
reei	<i>inside</i>
wëni	<i>there</i>
wënë	<i>here</i>
thiin	<i>up, in</i>
raar	<i>outside, out, off</i>
piny	<i>down</i>
gëer	<i>backward</i>
cuëi	<i>rightward (direction)</i>
wënë wë	<i>towards (direction)</i>

Manner Adverbs

këro	<i>alone</i>
elëŋ	<i>well</i>
nöŋöŋ	<i>poorly</i>
luoc ε	<i>repeatedly</i>
këel	<i>together</i>

Time Adverbs

Other Adverbs

thiaŋ	<i>evening (after dark)</i>	gude	<i>only</i>
täme	<i>now</i>	nyiny	<i>much</i>
keei	<i>before</i>	cuc	<i>only</i>
wääle	<i>today</i>	iwaŋ	<i>really, truly</i>
nä niin diaal	<i>usually, always</i>	cën	<i>just</i>
muol	<i>immediately, early, usually, quickly</i>	cïn	<i>even</i>
këkeel	<i>once</i>	kəŋ	<i>should, just</i>
cëŋ dö	<i>sometimes</i>	puōŋ	<i>really, truly</i>
jou	<i>before, last, behind, backwards</i>	nyok	<i>again, repeatedly</i>
iruun dö	<i>day after tomorrow</i>	mal	<i>much, enough, really</i>
bapieny	<i>morning</i>	mal ne	<i>so much, intensely</i>
amëmiëër	<i>dusk, twilight</i>	këröth	<i>only</i>
yuii	<i>first</i>	bënë	<i>also</i>
tëi jou	<i>last</i>	duō	<i>not</i>
athëen	<i>yesterday</i>	thieel	<i>no</i>
näädö	<i>perhaps</i>	duä	<i>not</i>
dërcäŋ	<i>noon</i>	thil	<i>no, never, not</i>
mïëër pieny	<i>sun set</i>	kuc	<i>not</i>
athëen dö	<i>day before yesterday</i>	kuui	<i>not</i>
ciëëth	<i>immediately</i>	duŋë	<i>not</i>
mei	<i>long ago</i>		
wal	<i>long ago</i>		
iruun	<i>tomorrow</i>		

Adverbs can follow the possessor connector **ë** ‘of’. In this way they are used like an adjective to describe the preceding noun. In 03:7-8, the adverb **wënë** ‘here’ follows the connector **ë** ‘of’ like a possessor of the noun **kaath** ‘well’. It is used as an adjective to tell information about the noun **kaath**.

(03:7-8)

Agook ë maar, niinkë cë wä diäak jii *Monkey my brother, I have been three days inside*
kaath **ë wënë** kë thil wään më bën ke yë raar. *this near well with no way that get out.*

Other adverbs following the possessor connector **ë** ‘of’ are listed below.

Adverbs following the possessor connector **ë** ‘of’

(5:46)	luōōi ë mal	<i>working of much</i>
(4:44)	ŋeny ë mal	<i>fierce of much</i>
(4:44)	jïëëu ë mal	<i>bad of much</i>
(3:23)	këëp ë mal	<i>holding of much</i>
(3:20)	käi ë mal	<i>weak of much</i>
(1:22)	nhiaal ë nyiny	<i>up of much</i>
(3:7)	kaath ë wënë	<i>well of here</i>
(3:6)	yin ë wënë	<i>you of here</i>
(5:7)	jōou ten ë mei	<i>gods who of long ago</i>

Most adverbs can be used instead of **këro** ‘alone’ in (1), **muol** ‘usually’ in (2), or **wal** ‘long ago’ in (3).

- (1) Nuëer wëi **këro**. *Person is going **alone**.*
(2) Nei lëi **muol** yüic. (?) *People usually chase **animals**.*
(3) **Wal** nuëer cë peen kaath. ***Long ago** a person fell in well.*

Exercise 30

In the sentences below, underline all adverbs. The first sentence has been done as an example.

(01:7)

‘Cï wë nigde, ku bën i **raar** ni?’

*Where you went, where you coming from **outside**?’*

(01:20-22)

Wënë cuiir ë ke me kua Thöl juëlde daany Kuac, ku Thöl löcde jïëü ku kör mat nhiaal **ë nyiny**, a kua yöt wë ñaany **piny**.

***Here**, they wrestled then Leopard stepped on tail of Snake, and Snake became angry, and joined fighting up **much**, then house was demolished **down**.*

(01:25)

Yen ater ε yï ku duoth kaam den acuop cïë **täme**.

*That hatred has remained between them until **now**.*

(01:27)

Kuac ke **täme** ke jeth yuüi jaath, ka **thil** le wë **thïn**, kë Thöl nä juii ε Kuac yuüi jaath, ka **thil** le wë **thïn**.

*With **now** when Leopard climbs a tree, . . . he will **not** climb **up**, and if Snake he sees Leopard up in tree, he will **not** go **up**.*

(01:29)

Ken lëi ti, ke **thil** ke le ceñ **këel** ke **täme**.

*These animals they **cannot** stay **together** with **now**.*

(02:1-2)

Ken ke ca mëëth ku döm, ku ke ke jiaal **këel**, ku nyuëu ke.

*They developed a friendship and they walked **together** and they shared (food).*

(02:4-5)

Nä cïëñ ë de cë nei wë mith **thïn**, kë ye **muol** tëër jïöök be rō puk kë be tööny.

*If they were eating **up** in his house, he would **quickly** tell Hen to go to his house to sleep.*

(02:6-7)

Yin Añau ka kōn muōñ **kon** le mat bane lööckōn ñac, nei **thil** ke mith ku **cïëëth** thiäi.

*Cat (my friend), we **should** make conversation so that we know more about one another, since people do **not** eat and **immediately** go.*

(02:12-14)

Cïn të nē löcdë ke yï dök tēk ke icuiit më tēk ke yï bëdu bë kēn gaatkë.

***Even** my heart was remaining with you if there is something small with you to give my children.*

(02:14)

Kue dëruōñ më diëët mal kue cïëm **piny**.

*Big rain fell **down**.*

(02:19-20)

Ee yï ku jïëü **mal wääle**.

*It is **very** bad **today**.*

Gaatkë yï peek yöt.

My children are dying in the house.

(02:24-25)

Cë ku lëëñ, yen yä yin kuï gaatku muōc

Ok, if you can give your children one leg

yëm më kel, kunë tən nē yī ke rou **cuc**,
nā ku wā yēn, tā yāām nā ŋuaan.

(02:27)

Min caa yëm ku ruum kuējē me,
ku buōt bei **mal**.

(02:34-35)

Cən cā lāt yī **keei**, ka muōŋ mat bane
lööckōn ŋac, kē **thil** nhak ε yīn.

(02:39)

Yen ater më cē ku duōth
kaam Ter kuā Aŋau, rēēnh cē **tāme**.

(03:2)

Kath ε yen a kath
mē ke lēi maath **thīn** ken diaal.

(03:7-8)

Agōok ē maar, nīinkē cē wā diāāk jii kaath
ē wēnē kē **thil** wāan më bēn ke yē **raar**,
bī yē tīēēc **raar**.

(03:16)

Kuā Ayak ε luōc **thīn**,

(03:27)

Kē yīn nēērdē, **kōŋ** teetde pēl.

(03:29-30)

Kua nei **kōŋ** tuōōu agākdē bane ye puoc
jou kē bī **kōŋ** lāāŋ yīn nēērdē.

(04:6)

Mē ke rō **kōŋ** luooi **yuīi**,
ee la duar yen ka **kōŋ** kap.

(04:16-18)

Nā caa guōōr jēk nei tē duar,
ke ke ku riŋ **thīn** ba nuēēr bē guōōr **muol**
keeth ku nuēēr bē guōōr ber ba ŋac.

(04:24-25)

Riīŋ guār ka cam,
jīc guār ka kōc ē bul **bēnē**.

(04:36-37)

Nā cī wēr ku jēk ke gōōr bī yī nēk yen cil,
kē kuī tāāny wēn ε tēi wēr **thīn** ε.

(05:6-7)

Ku nā lam ke, ke ka alam keeth
ke Dēcēu ku guāndōŋjēken,
ku jōou ten **ē mei** ba ke muōc ke yīēi.

(05:11)

Nā tē ke miēth, ka kēn ε ke **yuīi**.

(05:12-13)

Nā cup ε cēŋ ē de, kō yā nuēēr

*while you have **only** two, then it is for me
(to give) since I have four thighs.*

*While the leg was being boiled,
the wound gave **much** pain.*

*Didn't I **just** tell you **before** that we should converse
to know each other, (but) you did **not** accept it.*

*This is the conflict that remains
between Hen and Cat until **now**.*

*This well it was the well
that all the animals they drink **from**.*

*Monkey my brother, I have been three days inside
this well **here** with **no** way that get **out**,
so you pull me **out**.*

*And Lion replied **up**,*

*And you my uncle, **just** release his hand,*

*People **just** first play this counting game so that we
solve **back** matter so that you can **just** rest, my uncle.*

*That which **should** be done **first** in hunting
is to **just** plan (the hunt).*

*If an elephant is found by hunters, they all run **in**
so that one person **quickly** begins (spearing) and
a second person follows (in spearing) to know.*

The elephant meat is eaten.

*The elephant's ear is **also** used for mending drums.*

*If you find dung and you want to kill the rhino,
then you just wait hiding **in** the dung.*

*And when they worship, they begin worshipping
(the big) God, and their ancestors,
and the gods of **long ago** who give them life.*

*If remains with food, they give it (to them) **first**.*

When he arrives to their house, when person comes

yen yī bēn cēŋ ɛ dɛ kē be ku math **juu**.
(05:15)

to their house, (they bless him) **before** (he) drinks.

Juu thil ka juic ɛ nei diaal,
ka ken tīt **kērōth** ken ka kɛ juic.
(05:18-19)

Gods cannot be seen by all people,
only magicians can see them.

Nä cē jək ku juic,
yen ee be ku lat ee jək mē ŋu,
ku bēn ɛ **raar** nikē **dɛ**, ka ŋu goor ɛ yen.
(05:36-37)

When he has seen the god, he will
tell (family of patient) what kind of god it is,
where it comes **out from**, and what he wants it.

Nä käär ɛ lät ɛ ba lēi nək,
kē lēi jieec rɔ be teu **nyok** kē yōi ɛ.

If he tells animals to kill,
the animal will come back to life and run **again**.

Verb Forms

In the lesson *Verbs*, we learned a verb describes an action, motion, state, change, or can be used as an equal sign between words. There are three types of verb: intransitive, transitive, and ditransitive. A transitive verb has an object that receives the action. An intransitive verb does not have an object that receives the action. A ditransitive verb has both an object and a receiver of the action.

Three types of verbs

Transitive	has object	Nuëër dō naany .	Person is destroying it.
Intransitive	has no object	Nuëër pen .	Person is falling .
Ditransitive	has object, receiver	Nuëër lööm teetde gat.	Person is giving his hand to child.

There are also several different ways to use each verb and types of verbs. These are called verb forms. Verb forms change according to the word order (SOV, SVO, etc.), which subject is doing the action (**yēn** ‘I’, **yī** ‘you (sg), etc.’), and whether there is a subject, object, location or receiver. In this lesson we learn about these three ways that verb forms change.

Verb form changes for word order

For transitive verbs (which have an object), the verb form can change according to whether the object comes before or after the verb. In (1), the object **cīēēŋ** ‘home’ comes after the verb **juii** ‘seeing’. In (2), the object **cīēēŋ** comes before the verb **juic** ‘saw’³.

Transitive verb form change with word order

Object after verb	(1) Nuëër juii cīēēŋ.	Person is seeing a home.
Object before verb	(2) Ku nuëër cīēēŋ juic .	Then person saw a home.

³ From the transitive and intransitive examples of different word orders, the verb appears to change not just according to word order, but also according to tense/aspect. In the lessons *Verb form changes with word order*, *Perfect verbs* and *Complete verbs*, there is some evidence that the verb form change has more to do with word order than with tense/aspect, but this issue is not completely clear.

For intransitive verbs (which do not have an object), the verb form can change according to whether the subject comes before or after the verb. In (3), the subject **nuëër** ‘person’ comes before the verb **wëi** ‘going’. In (4), the subject **nuëër** comes after the verb **wä** ‘went’.

Intransitive verb form change with word order

<u>Subject before verb</u>	(3) Nuëër wëi wëni. <i>Person is going there.</i>
<u>Subject after verb</u>	(4) Ku wä nuëër wëni. (?) <i>Then person went there.</i>

Verb form changes for subject

For incomplete verbs (action happens over time), the verb form changes according to which subject is doing the action. There are sometimes three different groups of subjects with their own verb form. Below, the incomplete verb with subject ‘I’ is **juëi** ‘seeing’. The incomplete verb with subjects **yï** ‘you (sg)’, **ye** ‘he’ is **juüi** ‘seeing’. And the incomplete verb with other subjects is **juëc** ‘seeing’.

Verb form change with subject

	Incomplete VSO	Perfect SOV	
Group 1	Yën juëi gat.	Ee cë gat juic .	<i>I . . .</i>
Group 2	Ee juüi yï gat.	Ee cï gat juic .	<i>You (sg)</i>
	Ee juüi gat.	Ee cë gat juic .	<i>(S)he . . .</i>
Group 3	Ee juëc kôn gat.	Ee ca gat kôn juic .	<i>We (and you)</i>
	Ee juëc kô gat.	Ee ca gat kô juic .	<i>We (not you)</i>
	Ee juëc ye gat.	Ee ca gat ye juic .	<i>You (pl) are</i>
	Kε juëc gat.	Kε ca gat juic .	<i>They . . .</i>
	<i>am/are/is seeing child.</i>	<i>saw child.</i>	

For perfect verbs (result of the action continues in the present or future), all subjects have the same form. Above, the perfect verb form for all subjects is **juic** ‘saw’.

Verb form changes for a subject, object, location and receiver

Verb forms can change according to whether there is a subject, object, location or receiver.

Transitive verbs can change in form to derived intransitive (antipassive) verbs when the object is not mentioned. In (5), the object **lëi** ‘animals’ comes before the transitive verb **büürë** ‘spearing’. In (6), the object **lëi** comes after the transitive verb **büür** ‘spearing’. In (7), there is no object of the derived intransitive verb **bir** ‘spearing’ which has a different form than either transitive verb.

Verb form change when object is not mentioned—Derived intransitive (Antipassive)

<u>Transitive (SOV)</u>	(5) Nei ka lëi büürë . (?) <i>People spearing animals.</i>
<u>Transitive (SVO)</u>	(6) Nei ka büür lëi . (?) <i>People spearing animals.</i>
<u>Derived intransitive (SV)</u>	(7) Nei ka bir wëni. (?) <i>People spearing there.</i>

Transitive verbs can change in form to passive verbs when the subject is not mentioned. In (8), the

object **nei** ‘people’ comes before the transitive verb **deer** ‘abusing’. In (9), the object **nei** comes after the transitive verb **deer** ‘abusing’. In (10), there is no subject of the passive verb **der** ‘are abused’ which has a different form than either transitive verb.

Verb form change when subject is not mentioned—Passive

Transitive (SOV)	(8) Tiiit ka nei deer . (?)	<i>Magicians abusing people.</i>
Transitive (SVO)	(9) Tiiit ka deer nei . (?)	<i>Magicians abusing people</i>
Passive (OV)	(10) Nā nei ka der wēnī, (?)	<i>If people are abused there, . . .</i>

Transitive or intransitive verbs can change in form to applicative verbs when a location is added. In (11), the intransitive verb **pen** ‘falling’ has no object. In (12), the applicative verb **peen** ‘falling’ has the location noun **kaath** ‘in well’ and becomes like a transitive verb having an object.

Verb form change when location is added—Applicative location

Incomplete (SV)	(11) Nuëër pen .	H	<i>Person is falling.</i>
Applicative incomplete (SVO)	(12) Nuëër peen kaath.	H	<i>Person is falling in well.</i>

Transitive or intransitive verbs can change in form to applicative verbs when a receiver is added. In (13), the transitive verb **liin** ‘listening to’ has the object **gat** ‘child’ but no receiver. In (14), the applicative verb **lin** ‘listening to’ has the object **gat** and also the receiver **ruëth** ‘chief’, and becomes like a ditransitive verb having an object and receiver.

Verb form change when receiver is added—Applicative benefit

Incomplete (SVO)	(13) Nuëër liin gat.	<i>Person is listening to child.</i>
Applicative incomplete (SVOR)	(14) Nuëër lin gat ruëth.	<i>Person is listening to chid for chief.</i>

Verbs with helping verbs

In addition, each verb and type of verb can have a helping verb. A helping verb is a short word that introduces a verb and shows a certain way that it is used. These include **cë** ‘had’ (perfect), **yī** ‘did’ (complete), **ke** ‘is’ (habitual), **be** ‘to’ (purpose), **be** ‘will’ (future).

Below, the types of verbs and verb forms have various helping verbs.

Intransitive verb forms of **peen** ‘falling’

		Verb tone	
Perfect	Nuëër cë <u>peen</u> .	L	<i>Person has <u>fallen</u>.</i>
Complete	Nuëër yī <u>peen</u> .	L	<i>Person did <u>fall</u>.</i>
Incomplete (Continuous)	Nuëër pen .	H	<i>Person is <u>falling</u>.</i>
Habitual	Nuëër ke <u>peen</u> .	dH	<i>Person <u>falls</u> (everyday).</i>
Purpose (Subjunctive)	Nuëër göör be <u>peen</u> .	dH	<i>Person wants to <u>fall</u>.</i>
Future	Nuëër bë <u>peen</u> .	L	<i>Person will <u>fall</u>.</i>

Applicative intransitive verb forms of **peen** ‘fall in’

		Verb
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		tone	
Perfect	Nuëër cě <u>peen</u> kaath.	L	Person has <u>fallen</u> in well.
Complete	Nuëër yĭ <u>peen</u> kaath.	L	Person did <u>fall</u> in well.
Incomplete (Continuous)	Nuëër <u>peen</u> kaath.	H	Person <i>is</i> <u>falling</u> in well.
Habitual	Nuëër ke <u>peen</u> kaath.	L	Person <u>falls</u> (everyday) in well.
Purpose (Subjunctive)	Nuëër göör be <u>peen</u> kaath. (?)		Person wants to <u>fall</u> in well.
Future	Nuëër bě (wě) <u>peen</u> kaath.	L	Person will <u>fall</u> in well.

Transitive verb forms of **cool** ‘call’

	[check all]	Verb tone	
<u>Perfect</u>	Nuëër cě gat <u>cool</u> .	H	Person has <u>called</u> child.
<u>Complete</u>	Nuëër yĭ gat <u>cool</u> .	H	Person did <u>call</u> child.
<u>Incomplete (Continuous)</u>	Nuëër <u>cool</u> gat.	H	Person <i>is</i> <u>calling</u> child.
<u>Habitual</u>	Nuëër ke gat <u>cool</u> .	H	Person <u>calls</u> child (every day).
<u>Purpose (Subjunctive)</u>	Nuëër göör be gat <u>cool</u> .	H	Person wants to <u>call</u> child.
<u>Future</u>	Nuëër bě gat (wě) <u>cool</u> .	H	Person will <u>call</u> child.
<u>Command</u>			

Intransitive (Anitpassive) verb forms of **coot** ‘call’

	[check all]	Verb tone	
<u>Perfect</u>	Nuëër cě <u>coot</u> .	L	Person has <u>called</u> .
<u>Complete</u>	Nuëër (yĭ) <u>coot</u> .	L	Person did <u>call</u> .
<u>Incomplete (Continuous)</u>	Nuëër <u>cööt</u> .	H	Person <i>is</i> <u>calling</u> .
<u>Habitual</u>	Nuëër ke <u>coot</u> .	L	Person <u>calls</u> (every day)
<u>Purpose (Subjunctive)</u>	Nuëër göör be <u>coot</u> .	L	Person wants to <u>call</u> .
<u>Future</u>	Nuëër bě (wě) <u>coot</u> .	L	Person will <u>call</u> .
<u>Command</u>			

Verbal noun forms of **coot** ‘call’

	[check all]	Verb tone	(literally ‘calling of child’)
<u>Perfect</u>	Nuëër cě <u>coot</u> gatë.	L	Person has <u>called</u> child.
<u>Complete</u>	Nuëër yĭ <u>coot</u> gatë.	L	Person did <u>call</u> child.
<u>Incomplete (Continuous)</u>	Nuëër <u>cööt</u> gatë.	H	Person <i>is</i> <u>calling</u> child.
<u>Habitual</u>	Nuëër ke wě <u>coot</u> gatë.	L	Person <u>calls</u> child (every day).
<u>Purpose (Subjunctive)</u>	Nuëër göör be <u>coot</u> gatë.	L	Person wants to <u>call</u> child.
<u>Future</u>	Nuëër bě (wě) <u>coot</u> gatë.	L	Person will <u>call</u> child.
<u>Command</u>			

Applicative verb forms of **cool** ‘call for’

	[check all]	Verb tone	... for his mother.
<u>Perfect</u>	Nuëër cě gat <u>cool</u> man.	L	Person has <u>called</u> child . . .
<u>Complete</u>	Nuëër yĭ gat <u>cool</u> man.	L	Person did <u>call</u> child . .
<u>Incomplete (Continuous)</u>	Nuëër <u>cööl</u> gat man.	H	Person <i>is</i> <u>calling</u> child . .
<u>Habitual</u>	Nuëër ke gat <u>cool</u> man.	L	Person <u>calls</u> child (daily)
<u>Purpose (Subjunctive)</u>	Nuëër göör be gat <u>cool</u> man.	L	Person wants to <u>call</u> child

<u>Future Command</u>	Nuëër bë (wë) gat <u>cɔɔl</u> man.	L	<i>Person will call child . . .</i>
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Passive verb forms of cɔɔl ‘call’

	[check all]	Verb tone	(Someone called child.)
<u>Perfect Complete</u>	Gat caa <u>cɔɔl</u> .	H	<i>Child was called.</i>
<u>Incomplete (Continuous)</u>	Gat caal ε.	H	<i>Child is being called. (He <u>calls</u> child).</i>
<u>Habitual</u>	Gat ka <u>cɔɔl</u> .	H	<i>Child is called (every day).</i>
<u>Future Command</u>	Gat ba (wë) <u>cɔɔl</u> .	H	<i>Child will be called.</i>

Passive verb forms of cɔɔl ‘call’ with following verbal noun used as subject

	[check all]	Verb tone	
<u>Perfect Complete</u>	Gat caa <u>cɔɔl</u> ë nuëër.	H	<i>Child was called by person.</i>
<u>Incomplete (Continuous)</u>	Gat caal nuëër. (?)	H	<i>Child is being called by person.</i>
<u>Habitual</u>	Gat ka <u>cɔɔl</u> ë nuëër.	H	<i>Child is called (daily) by person.</i>
<u>Future Command</u>	Gat ba (wë) <u>cɔɔl</u> ë nuëër.	H	<i>Child will be called by person.</i>

Ditransitive verb forms of lööm ‘give’

	[check all]	Verb tone	
<u>Perfect Complete</u>	Nuëër cë gat <u>loom</u> teetde. (?)	H	<i>Person has given his hand to child.</i>
<u>Incomplete</u>	Nuëër yɨ gat <u>loom</u> teetde. (?)		<i>Person did give his hand to child.</i>
<u>Habitual</u>	Nuëër lööm teetde gat.		<i>Person is giving his hand to child.</i>
<u>Purpose</u>	Nuëër ke gat <u>loom</u> teetde. (?)		<i>Person gives his hand to child (daily).</i>
<u>Future Command</u>	Nuëër göör be gat <u>loom</u> teetde. ?		<i>Person wants to give his hand to child.</i>
	Nuëër bë gat (wë) <u>loom</u> teetde. ?		<i>Person will give his hand to child.</i>

In addition, verb forms can also change according to direction.

	Direction
Away	Nuëër lööm gat. L <i>Person is giving the child.</i>
Towards	Nuëër lööm gat. H <i>Person is taking the child.</i>

In the following lessons, we will learn about each way verb forms change and about helping verbs for different ways verbs are used.

Verb form changes with word order

In the lesson *Verbs*, we learned that transitive verbs have an object that receives the action.

Intransitive verbs do not have an object.

The transitive verb form changes according to whether the object comes before or after the verb. In (1), the object **cīēēŋ** ‘home’ receives the action of the transitive verb **juui** ‘seeing’ and follows this verb. In (2), the object **cīēēŋ** receives the action of the transitive verb **juic** ‘saw’ and comes before this verb.

<u>Transitive with object after verb</u>	(1) Nuëër juui cīēēŋ .	<i>Person <u>is seeing</u> a home.</i>
<u>Transitive with object before verb</u>	(2) Ku nuëër cīēēŋ juic .	<i>Then person <u>saw</u> a home.</i>

The intransitive verb form changes according to whether the subject comes before or after the verb. In (3), there is no object of the verb **wēi** ‘going’, but only the adverb **wēni** ‘there’ that tells the place of this action. So, **wēi** is an intransitive verb. In (3), the subject **nuëër** ‘person’ comes before this the intransitive verb **wēi** ‘going’. In (4), the subject **nuëër** follows the intransitive verb **wä** ‘went’.

<u>Intransitive with subject before verb</u>	(3) Nuëër wēi wēni.	<i>Person <u>is going</u> there.</i>
<u>Intransitive with subject after verb</u>	(4) Ku wä nuëër wēni. (?)	<i>Then person <u>went</u> there.</i>

Below are different types of verbs with different word orders.

Intransitive verb forms with different word orders

	[check all]	Verb tone	
<u>SV(O)</u>	Nuëër <u>cōöt</u> .	H	<i>Person <u>is calling</u>.</i>
<u>(O)VS</u>	<u>Cōöl</u> nuëër. (???)	H	<i>Person <u>is calling</u>.</i>

Applicative intransitive verb forms with different word orders

		Verb tone	
<u>SVL</u>	Nuëër <u>peen</u> thīn kath . (?)	H	<i>Person <u>is falling in</u> well.</i>
<u>LSV</u>	Ku kath nuëër <u>peen</u> thīn.	L	<i>Then person <u>fell in</u> well.</i>

Transitive verb forms with different word orders

		Verb tone	
<u>SVO</u>	Nuëër <u>cōöl</u> gat .	H	<i>Person <u>is calling</u> child.</i>
<u>VOS</u>	Wēnē, <u>cōöl</u> ε (ye) nuëër. (?)	H	<i>At this point, person <u>calls</u> him.</i>
<u>VSO</u>	Nä <u>cōöl</u> ε gat , . . . (?)	H	<i>When he <u>calls</u> child, . . .</i>
<u>SOV</u>	Ku nuëër gat <u>cōöl</u> .	H	<i>Then person <u>called</u> child.</i>
<u>OVS</u>	Gat <u>caal</u> nuëër. (?)	H	<i>Person <u>is calling</u> child./ Child is being called by person.</i>

Applicative transitive verb forms with different word orders

		Verb tone	
<u>SVOR</u>	Nuëër <u>cōöl</u> gat man.	H	<i>Person <u>is calling</u> child for his mother.</i>
<u>SRVO</u>	Nuëër man <u>cōöl</u> gat . (?)	H	<i>Person <u>is calling</u> child for his mother.</i>

<u>SVOR</u>	Nuëer <u>cööl</u> man gat . (?)	H	<i>Person is calling child for his mother.</i>
<u>VOSR</u>	Wënë, <u>cööl</u> ε (ye) nuëer man. (?)	H	<i>At this point, person calls him for his mother.</i>
<u>VSOR</u>	Nä <u>cööl</u> ε gat man, . . . (?)	H	<i>When he calls child for his mother, . . .</i>
<u>SOVR</u>	Ku nuëer gat <u>cööl</u> man (???)		<i>Then person called child.</i>
<u>OVSr</u>	Gat <u>cääl</u> nuëer man (???)		<i>Person is calling child for his mother./ Child is being called by person for his mother.</i>

Ditransitive verb forms with different word orders

		Verb tone	
<u>SVOR</u>	Nuëer <u>lööm</u> teetde gat.	H	<i>Person is giving his hand to child.</i>
<u>SRVO</u>	Nuëer gat <u>lööm</u> teetde . (?)	H	<i>Person is giving his hand to child.</i>
<u>SVOR</u>	Nuëer <u>lööm</u> gat teetde . (?)	H	<i>Person is giving his hand to child.</i>
<u>VOSR</u>	Wënë, <u>lööm</u> ε (ye) gat. (?)	H	<i>At this point, person gives it to child.</i>
<u>VSOR</u>	Nä <u>cööl</u> ε gat man, . . . (?)	H	<i>When he gives his hand to child, . . .</i>
<u>SOVR</u>	Ku nuëer teetde <u>loom</u> gat.	L	<i>Then person gave his hand to child.</i>
<u>OVSr</u>	Teetde <u>loom</u> nuëer gat (?)	L	<i>Person is giving his hand to child./ His hand is being given by person to child.</i>

Transitive verbs

Other transitive verbs with objects before and after the verb are shown below. Many transitive verbs have a different form according to whether the object is before or after the verb. But some verbs have the same form.

Transitive verbs with object before			Transitive verbs with object after		
01:21	Thöl juælde daany	<i>he step Snake's tail</i>	01:10	döony jueldë	<i>he step on my tail</i>
03:15	teetde le döm	<i>you grab my hand</i>	03:14	döom ε teet	<i>he caught hand</i>
02:1	mëëth döm	<i>they grab friendship</i>			
02:6	muöŋ le mat	<i>we share convers.</i>	01:3	wään ε maat ε	<i>they share it</i>
03:8	yë tīëc	<i>you pull me</i>	03:10	tīëi yī	<i>I pull you (sg)</i>
02:17	kel tīëc	<i>she pulled one</i>			
03:13	Ayak tīëc	<i>he pull Lion</i>			
02:3	muöŋ göör	<i>he want conversation</i>	01:7	goor nuëer	<i>I want person</i>
			01:4	goor ε yen	<i>he wants it</i>
			05:19	goor ε yen	<i>he wants it</i>
			04:28	goor ε ye	<i>he wants it</i>
02:26	kue gaatke cööl	<i>he called his children</i>	03:37	be cöl yīer	<i>he call lake</i>
02:28	gaatke cööl	<i>Cat called children</i>			
05:1	ke ka duoor nei	<i>people worship them</i>	05:1	nä duoor ke	<i>if worship them</i>
02:35	lööckön ŋäc	<i>we know our hearts</i>	03:32	ŋëc jeth	<i>he knows climbing</i>
02:7	lööckön ŋäc	<i>we know our hearts</i>	03:36	ŋëc ket	<i>he knows swimming</i>
03:16	ε luöc	<i>he replied him</i>	03:10	luöc yë	<i>you turn to me</i>
03:24	ε luöc	<i>he replied him</i>	03:12	luöc nuëer	<i>he divert to person</i>
02:33	yuicdë tuöör	<i>you cheated my head</i>	03:29	tuöü agäkdë	<i>they play my game</i>

04:28	ε ye ba nĕk	<i>he kill it (rhino)</i>	04:13	nĕu ε	<i>it kill him</i>
04:20	kua yök nĕk	<i>they kill cows</i>	04:45	nĕu yĭ	<i>they kill you (sg)</i>
02:32	bä Aṅau bĕ juic	<i>so she see Cat</i>	01:19	juii waṅdĕ	<i>he see my eyes</i>
05:18	cĕ jök ku juic	<i>he has seen god</i>	01:27	juii ε Thöl	<i>he sees Snake</i>
03:5	Ayak juic	<i>he saw Lion</i>	01:28	juii ε Kuac	<i>he sees Leopard</i>
05:14	nei tĕ ka jöu juic	<i>peo. who see gods</i>	03:22	juii ε Ayak	<i>he saw Lion</i>
05:15	ken ka ke juic	<i>they see them</i>	05:21	mĕ juii jök	<i>who sees god</i>
01:8	yöt ejĕk	<i>I find house</i>	01:9	mĕ juii waṅdĕ	<i>who sees my eyes</i>
02:38	gaat Tĕēr jĕk	<i>you find children</i>			
03:19	lĕi dö le wĕ jĕk	<i>you find other animal</i>			
01:13	dethuok jĕk	<i>he found door</i>	03:39	Ayak jĭĕu ε	<i>Lion find him</i>
02:32	Aṅau jĕk	<i>she found Cat</i>	04:27	nä jĭĕu ε nuĕēr	<i>if he finds person</i>
04:7	ke guĕr jĕk	<i>they find elephants</i>			
02:30	Tĕēr wĕ jĕk	<i>they found Hen</i>			
03:29	agäk wĕi jĕk	<i>they found game</i>			
04:36	nä cĭ wĕr ku jĕk	<i>if you find dung</i>			
			02:25	tä yäm	<i>I have thighs</i>
			02:11	tek ye icuiit	<i>you have little</i>
			01:4	tĕ mĕde	<i>he has own</i>
05:3	ken a wän tĕi ke	<i>they have places</i>	05:10	nei tĕk ke müith	<i>peo. have things</i>
04:35	wĕn ε tĕi wĕr	<i>dungs have place</i>	01:3	ke tĕk löṅĕ	<i>they have rules</i>
04:3	ke bĭirĕ	<i>they spear them</i>	04:11	bĭēr ε ye acöötĕ	<i>youth spear it</i>
04:10	lĕi ku ke bĭirĕ	<i>they spear animals</i>			
05:45	ke ke deer	<i>they abuse them</i>	05:46	nä deer ke	<i>if they abuse them</i>
03:38	be ye yĭic	<i>to he chase him</i>	04:25	yĭic guöör awuutĕ	<i>men chase elephant</i>
04:5	cĕ yaṅ cam	<i>he ate cow</i>			
04:5	nuĕēr yen cĕ cam	<i>he ate person</i>			
05:31	müith cam	<i>they eat crops</i>	05:33	ke cam müith	<i>they eat crops</i>
03:23	teet Agoökĕ le kĕĕp	<i>you hold Mo. hand</i>	03:22	kĕĕp teet	<i>he hold Mo. hand</i>
03:31	agäk keeth kueen	<i>he start count game</i>	03:31	kueen yen	<i>he counting it</i>
01:4	gĕrde dhööl	<i>it cross his back</i>	02:35	nhak ε	<i>you accepted it</i>
02:23	Aṅau ε liṅ	<i>Cat heard him</i>	02:8	nhak ε	<i>he accepted it</i>
02:8	Aṅau ε liṅ	<i>Cat heard him</i>	03:33	Agoök ε tiit yen	<i>Mo. understood it</i>
01:38	ye ke ke pĕl	<i>you leave them</i>	01:23	thĭĕ cĭĕĕṅ tödö	<i>they left their house</i>
03:28	teet Agoökĕ pĕl	<i>Lion released hand</i>	02:34	läť yĭ	<i>I tell you (sg)</i>
02:5	Tĕēr jĭöök	<i>he tell Hen</i>	05:37	ε läť ε	<i>he tells him</i>
01:22	yöt wĕ ṅaany	<i>they destroyed house</i>	02:30	läť manden	<i>they told mother</i>
01:8	dethuok thiook ε	<i>he close door</i>	01:15	riir yuicdĕ	<i>he bang my head</i>
01:16	yöt ka thiook	<i>be they close house</i>	03:6	luo ye yin	<i>you do it</i>
01:7	yĕ thĭĕc	<i>he ask me</i>	03:12	ye luoi lĕlēṅ	<i>he do good</i>
01:13	dethuok teen	<i>he knock on door</i>	04:24	be luoi awuut	<i>she do decoration</i>
04:32	yen caa tiṅ	<i>they hit it</i>	04:21	Reel ee luoi tuṅ	<i>Reel do horn</i>
02:22	kel yen cĕ ṅuööt	<i>I cut one leg</i>			
02:26	yĕm mĕ kel ṅuööt	<i>they cut one leg</i>			

02:17	Tëer Anau lëeŋ	<i>Hen saw Cat</i>
03:25	nëërdë kuoth ε luëŋ	<i>uncle endure rain</i>
05:32	diit yeen	<i>he controls birds</i>

A ditransitive verb has both an object (the action is done to this) and a receiver (the action is directed towards this). The ditransitive verb **muɔɔc** ‘give’ has the object **yëm** ‘leg’ and the receiver **gaathku** ‘your children’.

	Ditransitive	
02:24	kuï gaathku muɔɔc yëm	<i>you give your children leg</i>

Intransitive verbs

Intransitive verbs with subjects before and after the verb are shown below. Some intransitive verbs have a different form according to whether the subject is before or after the verb. Others intransitive verbs have the same form for both positions.

Intransitive verbs with subject before			Intransitive verbs with subject after		
01:5	nä cë nieen	<i>when I sleep</i>	04:30	në nin ε	<i>when he sleeps</i>
01:20	ku kör room	<i>then fighting broke</i>	01:18	ku rööm waŋde	<i>and his eyes met</i>
01:6	yën kan jääl	<i>I walk</i>	01:23	ku jël Anyinyi	<i>Hyena walked</i>
02:19	kuï jääl di	<i>how do you walk</i>	01:24	ku jël Ayak këro	<i>and Lion walked</i>
01:23	Kuac ke wë jaal	<i>Leopard walk alone</i>	01:24	ku jël Thöl këro	<i>and Snake walk</i>
02:31	Tëer jël	<i>Hen was walking</i>	03:21	wë kai yë	<i>I go jump</i>
02:2	ku ke ke jääl keel	<i>they walked toget</i>	02:25	wä yën	<i>I go</i>
01:7	cï wë nigde	<i>where you go</i>	02:9	kue wä ruöön ε	<i>this year came</i>
01:12	be wë raar	<i>so he go out</i>	02:15	nä kue wä gään	<i>evening came</i>
01:28	ka le wë thïn	<i>he will go up</i>	02:37	bë ku wä ater	<i>conflict will come</i>
02:10	kue wëi kë Tëer	<i>He went to Hen</i>	03:3	wä ŋuaanden	<i>fourth day came</i>
03:27	be wëi thïn	<i>to he go</i>	03:20	ku wä Ayak ne	<i>and Lion said</i>
04:10	acöötë wëi thïn	<i>youth go</i>	03:20	më wä luëŋ	<i>ability comes</i>
03:28	ke wëi	<i>they went</i>	05:22	kök ke wa yaŋ	<i>payment is cow</i>
04:14	nei wëi	<i>people go</i>	02:12	wë cam gaatkë	<i>children go eat</i>
02:29	nä ku gaat wëi	<i>then children went</i>	01:6	bën ë	<i>I come</i>
05:26	ke ke wëi jii maai	<i>they go in fire</i>	01:8	bën ë	<i>I come</i>
02:32	Tëer wë bën	<i>then Hen came</i>	01:7	bën i	<i>you (sg) come</i>
03:4	kuä Agoök bën	<i>then Monkey came</i>	02:17	bën ε	<i>he coming</i>
03:8	wään më bën	<i>way that come</i>	05:19	bën ε raar	<i>he comes out</i>
04:38	kue bën	<i>he comes</i>			

05:17	nä cë tiët bën	<i>if magician comes</i>		
05:39	tuany bën	<i>sickensses come</i>		
02:2	ke nyuëu ke	<i>they share</i>	02:2	nyuëu ke <i>they shared</i>
02:10	ku Aṅau rɔ jieec	<i>and Cat arose</i>	04:33	jieec rɔ <i>it arises</i>
01:5	Ayak yī wëë ne	<i>Lion said</i>		
01:6	Anyinyī yī wëë ne	<i>Hyena said</i>	03:30	bī kɔŋ lään yin <i>just you (sg) rest</i>
01:9	Kuac yī wëë ne	<i>Leopard said</i>	03:5	rɔ luuŋ ε <i>he himself bent</i>
01:9	Thöl yī wëë ne	<i>Snake said</i>	01:18	lië ye <i>he stared</i>
02:6	ku Tëer wëë ne	<i>then Hen said</i>		
02:18	ku Tëer wëë ne	<i>then Hen said</i>		
01:10	yën kan tööny	<i>when I lay</i>		
02:5	kë be tööny	<i>so to he lays</i>		
04:30	në cë tööny	<i>when he lays</i>		
01:11	në cë ke tööny	<i>when they lay</i>		
01:12	Anyinyī cë rɔ jieec	<i>Hyena himself opened</i>		
01:17	Kuac iro ku jieec	<i>Leopard opened</i>		
01:14	Ayak pëër yīëël	<i>Lion woke up</i>		
01:17	wään ε Kuac iro	<i>then Leopard stood</i>		
02:18	be cuöön	<i>he stand</i>		
04:9	ke rou cuöön	<i>they two stand</i>		
01:14	cë löcde jiëëu	<i>heart was angry</i>		
01:18	ku löcde cuo jiëëu ,	<i>his heart became angry</i>		
01:21	ku Thöl löcde jiëëu	<i>heart became angry,</i>		
02:19	ee yī jiëëu	<i>it is bad</i>		
04:44	yīëëc mou ku jiëëu	<i>chasing is bad</i>		
03:9	tëkɔn ke jiëëk	<i>ours they are bad</i>		
01:22	kör mat nhiaal,	<i>fighting became great</i>		
01:25	Yen ater ε yī duoŋh	<i>hatred has remained</i>		
02:39	më cë ku duoŋh	<i>which it remains</i>		
02:4	cë nei wë mīth	<i>people ate</i>		
02:7	nei ke mīth	<i>People eat</i>		
02:16	Aṅau rɔ jieec	<i>Cat arose</i>		
02:11	gaatkë teth	<i>children are starving</i>		
02:14	dëruöön . . ciëm	<i>big rain fell down</i>		
02:15	cë kuoth juëëth	<i>rain had stopped</i>		
02:18	kuä Aṅau cuop	<i>then Cat arrived</i>		
02:26	ba ku thaal	<i>so they cook</i>		
02:27	ku buöt bei	<i>wound gave pain</i>		
01:26	ke kuuth	<i>they fight</i>		
03:2	lëi maath ken	<i>animals they drink</i>		
03:4	bën be bë maath	<i>he come to drink</i>		
05:12	kë be ku määth	<i>he drinks</i>		
03:4	dëruöön kap	<i>rain began</i>		
03:13	Ayak rëënh raar	<i>Lion reached out</i>		
02:39	rëënh cë täme	<i>it reached now</i>		
05:47	rëënh cë ke täme	<i>it reached now</i>		

03:29	ke rēth	<i>they reached</i>
03:20	yēn cē kāi ē mal	<i>I am so weak</i>
03:22	Rel cē rō dhool	<i>Fox passed by</i>
03:36	nēerdē kui ket	<i>uncle you swim</i>
03:38	kuā Ayak böi	<i>Lion feared</i>
02:37	yēn ε bē liū ε	<i>I will die</i>
04:12	nē cē liū	<i>as it died</i>
05:39	bē yök guēū	<i>so cows die</i>

Exercise 31

Write the correct form of the verb in each blank of the sentences below. The first one is done as an example.

wants	(01:4) Ra dö ke tē mēde mē thil <u>goor</u> ε yen ba gērde dhööl.	<i>Each one has his own (rules) that he doesn't <u>want</u> it to cross his back.</i>
sees	(01:19) Cēn cē wēē ne ke cēñ ɔ, thil nuēr <u>juu</u> wañdē?	<i>Didn't I say on that day no person should <u>see</u> my eyes?</i>
walked walked	(01:23-24) Ku Kuac ke wē <u>jaal</u> kērō, ku <u>jël</u> Anyinyi kērō	<i>And Leopard went <u>walked</u> on his own, and Hyena <u>walked</u> alone</i>
go	(02:12) Nā tek ye icuiit mē tē thīn, kēn ε yē ba wē <u>cam</u> gaatkē.	<i>If you have a little (food), I give it so that my children can go <u>eat</u>.</i>
called	(02:26) Ku Añau riñ cēñde kue gaatke <u>cool</u> kua yēm mē kel ñuööt raar.	<i>And Cat ran to his house and <u>called</u> his children so that they cut off one leg.</i>
went	(02:29) Nā ku gaat <u>wēi</u> , kua	<i>And when the children <u>went</u>,</i>
came	(03:4) kuā Agook le <u>bēn</u> be bē maath	<i>Monkey <u>came</u> to drink.</i>
find	(04:7) Nā caa böu mowē kō yā ke guēr <u>jök</u> ,	<i>After they <u>find</u> herd of buffalos or elephants,</i>
kill	(04:20) kua yök <u>nök</u> .	<i>then they <u>kill</u> cows.</i>

Verb form changes with subjects

Verb forms can change according to which subject is doing the action. In incomplete verbs, there can be three different verb forms according to three different groups of subjects. The first group is the verb form for subject **yēn** 'I'. The second group is the verb form for subjects **yī** 'you (sg)' and

ye ‘he’. The third group is the verb form for subjects **kən** ‘we (and you)’, **kə** ‘we (not you)’, **ye** ‘you (pl)’ and **kε** ‘they’. In perfect verbs, the verb form is the same for all subjects.

Below are incomplete and perfect verbs for ‘seeing/saw’. The incomplete verb with subject ‘I’ is **juɛi** ‘seeing’. The incomplete verb with subjects **yī** ‘you (sg)’, **ye** ‘he’ and singular noun subjects such as **nuëër** ‘person’ is **juui** ‘seeing’. And the incomplete verb with all other subjects is **juɛc** ‘seeing’. However, the perfect verb with all subjects is **juic** ‘saw’.

	Incomplete VSO	Perfect SOV	
(Group 2)	Nuëër juui ye dö.	Nuëër cë dö juic .	<i>Person . . .</i>
Group 1	Yën juɛi gat.	Ee cë gat juic .	<i>I . . .</i>
Group 2	Ee juui yī gat.	Ee cī gat juic .	<i>You (sg)</i>
	Ee juui gat.	Ee cë gat juic .	<i>(S)he . . .</i>
Group 3	Ee juɛc kən gat.	Ee ca gat kən juic .	<i>We (and you)</i>
	Ee juɛc kə gat.	Ee ca gat kə juic .	<i>We (not you)</i>
	Ee juɛc ye gat.	Ee ca gat ye juic .	<i>You (pl) are</i>
	Kε juɛc gat.	Kε ca gat juic .	<i>They . . .</i>
	<i>is seeing child.</i>	<i>saw child.</i>	

First we see verb form changes with subjects of transitive verbs, and then with intransitive verbs.

Transitive verbs

The subject pronouns of incomplete transitive verbs can come before or after the verb (VSO or SVO). The verb forms according to subject are the same in either word order for incomplete verbs.

	Incomplete VSO	Incomplete SVO	Perfect SOV	
(2)	Nuëër caal gat.	Nuëër caal gat.	Nuëër cë gat caal .	<i>Person . . .</i>
1	Yën caal gat.	Yën caal gat.	Ee cë gat caal .	<i>I . . .</i>
2	Ee caal yī gat.	Yin caal yī gat.	Ee cī gat caal .	<i>You (sg)</i>
	Ee caal ye gat.	Yen caal gat.	Ee cë gat caal .	<i>(S)he . . .</i>
3	Ee caal kən gat.	Kən caal ë gat.	Ee ca gat kən caal .	<i>We (and you)</i>
	Ee caal kə gat.	Kə caal ë gat.	Ee ca gat kə caal .	<i>We (not you)</i>
	Ee caal ye gat.	Yen caal ë gat.	Ee ca gat ye caal .	<i>You (pl) are</i>
	Kε caal ë gat.	Kε caal ë gat.	Kε ca gat caal .	<i>They . . .</i>
	<i>is calling child.</i>	<i>calling child.</i>	<i>is called child</i>	

Other verb form changes with subjects of transitive verbs are shown below. Sometimes all three groups of subject verb forms are the same, as for the verb **daap** ‘birthing’. Sometimes two of the groups are the same, as in **ɲaat/ɲat** ‘peeling’. And sometimes none of the three groups are the same as in **mīëëth/müith/mīëëthë** ‘feeding’.

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuëër daap ye gat.	Nuëër cë gat daap .	Nuëër ɲaat ye dö.	Nuëër cë dö ɲat .	<i>Person . . .</i>
1	Yën daap gat.	Ee cë gat daap .	Yën ɲaat dö.	Ee cë dö ɲat .	<i>I . . .</i>

2	Ee daap yī gat. Ee daap gat.	Ee cī gat daap . Ee cē gat daap .	Ee ṇaat yī dō. Ee ṇaat dō.	Ee cī dō ṇat . Ee cē dō ṇat .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee daap kōn gat. Ee daap kō gat. Ee daap ye gat. Kε daap ē gat.	Ee ca gat kōn daap . Ee ca gat kō daap . Ee ca gat ye daap . Kε ca gat daap .	Ee ṇat kōn dō. Ee ṇat kō dō. Ee ṇat ye dō. Kε ṇat ē dō.	Ee ca dō kōn ṇat . Ee ca dō kō ṇat . Ee ca dō ye ṇat . Kε ca dō ṇat .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is birthing child</i>	<i>birthed child</i>	<i>is peeling thing.</i>	<i>peeled thing.</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuēēr mīṛth ye dō.	Nuēēr cē dō mīēēth .	Nuēēr ṇēc ye dō.	Nuēēr cē dō ṇāc .	<i>Person . . .</i>
1	Yēn mīēēth dō.	Ee cē dō mīēēth .	Yēn ṇāc dō.	Ee cē dō ṇāc .	<i>I . . .</i>
2	Ee mīṛth yī dō. Ee mīṛth dō.	Ee cī dō mīēēth . Ee cē dō mīēēth .	Ee ṇēc yī dō. Ee ṇēc dō.	Ee cī dō ṇāc . Ee cē dō ṇāc .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee mīēēthē kōn dō. Ee mīēēthē kō dō. Ee mīēēthē ye dō. Kε mīēēthē ē dō.	Ee ca dō kōn mīēēth . Ee ca dō kō mīēēth . Ee ca dō ye mīēēth . Kε ca dō mīēēth .	Ee ṇāc kōn dō. Ee ṇāc kō dō. Ee ṇāc ye dō. Kε ṇāc ē dō.	Ee ca dō kōn ṇāc . Ee ca dō kō ṇāc . Ee ca dō ye ṇāc . Kε ca dō ṇāc .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is feeding thing.</i>	<i>fed thing.</i>	<i>is knowing thing.</i>	<i>knew thing.</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuēēr tōōny ye gat.	Nuēēr cē gat tāāny .	Nuēēr liip ye dō.	Nuēēr cē dō liip .	<i>Person . . .</i>
1	Yēn tāāny gat.	Ee cē gat tāāny .	Yēn lieep dō.	Ee cē dō liip .	<i>I . . .</i>
2	Ee tōōny yī gat. Ee tōōny gat.	Ee cī gat tāāny . Ee cē gat tāāny .	Ee liip yī dō. Ee liip dō.	Ee cī dō liip . Ee cē dō liip .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee tāāny kōn gat. Ee tāāny kō gat. Ee tāāny ye gat. Kε tāāny ē gat.	Ee ca gat kōn tāāny . Ee ca gat kō tāāny . Ee ca gat ye tāāny . Kε ca gat tāāny .	Ee lieep kōn dō. Ee lieep kō dō. Ee lieep ye dō. Kε lieep ē dō.	Ee ca dō kōn liip . Ee ca dō kō liip . Ee ca dō ye liip . Kε ca dō liip .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is ambushing child</i>	<i>ambushed child</i>	<i>is waiting thing</i>	<i>waited thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuēēr liiṇ ye dō.	Nuēēr cē dō liṇ .	Nuēēr yīēc ye dō.	Nuēēr cē dō yīic .	<i>Person . . .</i>
1	Yēn lieeṇ dō.	Ee cē dō liṇ .	Yēn yīēēc dō.	Ee cē dō yīic .	<i>I . . .</i>
2	Ee liiṇ yī dō. Ee liiṇ dō.	Ee cī dō liṇ . Ee cē dō liṇ .	Ee yīēc yī dō. Ee yīēc dō.	Ee cī dō yīic . Ee cē dō yīic .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee lieeṇ kōn dō. Ee lieeṇ kō dō. Ee lieeṇ ye dō. Kε lieeṇ ē dō.	Ee ca dō kōn liṇ . Ee ca dō kō liṇ . Ee ca dō ye liṇ . Kε ca dō liṇ .	Ee yīēēc kōn dō. Ee yīēēc kō dō. Ee yīēēc ye dō. Kε yīēēc ē dō.	Ee ca dō kōn yīic . Ee ca dō kō yīic . Ee ca dō ye yīic . Kε ca dō yīic .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is hearing thing.</i>	<i>heard thing.</i>	<i>is chasing thing</i>	<i>chased thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuēēr cīim ye dō.	Nuēēr cē dō cīm .	Nuēēr theek ye dō.	Nuēēr cē dō theek .	<i>Person . . .</i>
1	Yēn cīēm dō.	Ee cē dō cīm .	Yēn theek dō.	Ee cē dō theek .	<i>I . . .</i>
2	Ee cīim yī dō.	Ee cī dō cīm .	Ee theek yī dō.	Ee cī dō theek .	<i>You (sg)</i>

	Ee cīim dö.	Ee cē dö cīm .	Ee theek dö.	Ee cē dö theek .	(S)he . . .
3	Ee cīēm kōn dö. Ee cīēm kō dö. Ee cīēm ye dö. Kε cīēm ē dö.	Ee ca dö kōn cīm . Ee ca dö kō cīm . Ee ca dö ye cīm . Kε ca dö cīm .	Ee theek kōn dö. Ee theek kō dö. Ee theek ye dö. Kε theek ē dö.	Ee ca dö kōn theek . Ee ca dö kō theek . Ee ca dö ye theek . Kε ca dö theek .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is beating thing.</i>	<i>beat thing.</i>	<i>is avoiding thing</i>	<i>avoided thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuëër jiepp ye dö.	Nuëër cē dö jep .	Nuëër rëer ye dö.	Nuëër cē dö rëer .	<i>Person . . .</i>
1	Yën jiepp dö.	Ee cē dö jep .	Yën reer dö.	Ee cē dö rëer .	<i>I . . .</i>
2	Ee jiepp yī dö. Ee jiepp dö.	Ee cī dö jep . Ee cē dö jep .	Ee rëer yī dö. Ee rëer dö.	Ee cī dö rëer . Ee cē dö rëer .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee jiepp kōn dö. Ee jiepp kō dö. Ee jiepp ye dö. Kε jiepp ē dö.	Ee ca dö kōn jep . Ee ca dö kō jep . Ee ca dö ye jep . Kε ca dö jep .	Ee reer kōn dö. Ee reer kō dö. Ee reer ye dö. Kε reer ē dö.	Ee ca dö kōn rëer . Ee ca dö kō rëer . Ee ca dö ye rëer . Kε ca dö rëer .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is cutting thing.</i>	<i>cut thing.</i>	<i>is denying thing</i>	<i>denied thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuëër jīëu ye dö.	Nuëër cē dö jëk .	Nuëër neep ye dö.	Nuëër cē dö nep .	<i>Person . . .</i>
1	Yën jieeu dö.	Ee cē dö jëk .	Yën neep dö.	Ee cē dö nep .	<i>I . . .</i>
2	Ee jīëu yī dö. Ee jīëu dö.	Ee cī dö jëk . Ee cē dö jëk .	Ee neep yī dö. Ee neep dö.	Ee cī dö nep . Ee cē dö nep .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee jek kōn dö. Ee jek kō dö. Ee jek ye dö. Kε jek ē dö.	Ee ca dö kōn jëk . Ee ca dö kō jëk . Ee ca dö ye jëk . Kε ca dö jëk .	Ee nep kōn dö. Ee nep kō dö. Ee nep ye dö. Kε nep ē dö.	Ee ca dö kōn nep . Ee ca dö kō nep . Ee ca dö ye nep . Kε ca dö nep .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is finding thing.</i>	<i>found thing.</i>	<i>is burning thing</i>	<i>burned thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
	Nuëër bëeny ye gat.	Nuëër cē gat bëeny .	Nuëër läñj ye gat.	Nuëër cē gat läñj .	<i>Person . . .</i>
	Yën bääny gat.	Ee cē gat bëeny .	Yën läñj gat.	Ee cē gat läñj .	<i>I . . .</i>
	Ee bëeny yī gat. Ee bëeny gat.	Ee cī gat bëeny . Ee cē gat bëeny .	Ee läñj yī gat. Ee läñj gat.	Ee cī gat läñj . Ee cē gat läñj .	<i>You (sg)</i> <i>(S)he . . .</i>
	Ee bääny kōn gat. Ee bääny kō gat. Ee bääny ye gat. Kε bääny ē gat.	Ee ca gat kōn bëeny . Ee ca gat kō bëeny . Ee ca gat ye bëeny . Kε ca gat bëeny .	Ee läñj kōn gat. Ee läñj kō gat. Ee läñj ye gat. Kε läñj ē gat.	Ee ca gat kōn läñj . Ee ca gat kō läñj . Ee ca gat ye läñj . Kε ca gat läñj .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is making child rich.</i>	<i>made child rich.</i>	<i>is begging child.</i>	<i>begged child.</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuëër thoor ye dö.	Nuëër cē dö thoor .	Nuëër loi ye dö.	Nuëër cē dö loc .	<i>Person . . .</i>
1	Yën thaar dö.	Ee cē dö thoor .	Yën lai dö.	Ee cē dö loc .	<i>I . . .</i>
2	Ee thoor yī dö. Ee thoor dö.	Ee cī dö thoor . Ee cē dö thoor .	Ee loi yī dö. Ee loi dö.	Ee cī dö loc . Ee cē dö loc .	<i>You (sg)</i> <i>(S)he . . .</i>

3	Ee thaar kən dō. Ee thaar kə dō. Ee thaar ye dō. Kε thaar ɛ dō.	Ee ca dō kən thoor . Ee ca dō kə thoor . Ee ca dō ye thoor . Kε ca dō thoor .	Ee lac kən dō. Ee lac kə dō. Ee lac ye dō. Kε lac ɛ dō.	Ee ca dō kən loc . Ee ca dō kə loc . Ee ca dō ye loc . Kε ca dō loc .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is floating thing.</i>	<i>floated thing.</i>	<i>is choosing thing</i>	<i>chose thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuëër läən ye dō.	Nuëër cē dō lōön .	Nuëër yöü ye dō.	Nuëër cē dō yök .	<i>Person . . .</i>
1	Yën lään dō.	Ee cē dō lōön .	Yën yäü dō.	Ee cē dō yök .	<i>I . . .</i>
2	Ee läən yī dō. Ee läən dō.	Ee cī dō lōön . Ee cē dō lōön .	Ee yöü yī dō. Ee yöü dō.	Ee cī dō yök . Ee cē dō yök .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee lään kən dō. Ee lään kə dō. Ee lään ye dō. Kε lään ɛ dō.	Ee ca dō kən lōön . Ee ca dō kə lōön . Ee ca dō ye lōön . Kε ca dō lōön .	Ee yäk kən dō. Ee yäk kə dō. Ee yäk ye dō. Kε yäk ɛ dō.	Ee ca dō kən yök . Ee ca dō kə yök . Ee ca dō ye yök . Kε ca dō yök .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is resting thing.</i>	<i>rested thing.</i>	<i>is shaking thing</i>	<i>shook thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuëër nōön ye dō.	Nuëër cē dō noon .	Nuëër pöth ye dō.	Nuëër cē dō poth .	<i>Person . . .</i>
1	Yën noon dō.	Ee cē dō noon .	Yën poth dō.	Ee cē dō poth .	<i>I . . .</i>
2	Ee nōön yī dō. Ee nōön dō.	Ee cī dō noon . Ee cē dō noon .	Ee pöth yī dō. Ee pöth dō.	Ee cī dō poth . Ee cē dō poth .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee noon kən dō. Ee noon kə dō. Ee noon ye dō. Kε noon ɛ dō.	Ee ca dō kən noon . Ee ca dō kə noon . Ee ca dō ye noon . Kε ca dō noon .	Ee poth kən dō. Ee poth kə dō. Ee poth ye dō. Kε poth ɛ dō.	Ee ca dō kən poth . Ee ca dō kə poth . Ee ca dō ye poth . Kε ca dō poth .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is taking thing.</i>	<i>took thing.</i>	<i>is dressing thing</i>	<i>dressed thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
(2)	Nuëër kööt ye dō.	Nuëër cē dō kööt .	Nuëër tööl ye dō.	Nuëër cē dō töl .	<i>Person . . .</i>
1	Yën koot dō.	Ee cē dō kööt .	Yën tool dō.	Ee cē dō töl .	<i>I . . .</i>
2	Ee kööt yī dō. Ee kööt dō.	Ee cī dō kööt . Ee cē dō kööt .	Ee tööl yī dō. Ee tööl dō.	Ee cī dō töl . Ee cē dō töl .	<i>You (sg)</i> <i>(S)he . . .</i>
3	Ee koot kən dō. Ee koot kə dō. Ee koot ye dō. Kε koot ɛ dō.	Ee ca dō kən kööt . Ee ca dō kə kööt . Ee ca dō ye kööt . Kε ca dō kööt .	Ee tol kən dō. Ee tol kə dō. Ee tol ye dō. Kε tol ɛ dō.	Ee ca dō kən töl . Ee ca dō kə töl . Ee ca dō ye töl . Kε ca dō töl .	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They . . .</i>
	<i>is drying thing.</i>	<i>dried thing.</i>	<i>is breaking thing</i>	<i>broke thing</i>	

	Incomplete VSO	Perfect SOV	Incomplete VSO	Perfect SOV	
	Nuëër thuuk ye dō.	Nuëër cē dō thuuk .	Nuëër puu ye gat.	Nuëër cē gat puk .	<i>Person . . .</i>
	Yën thuök dō.	Ee cē dō thuuk .	Yën puöü gat.	Ee cē gat puk .	<i>I . . .</i>
	Ee thuuk yī dō. Ee thuuk dō.	Ee cī dō thuuk . Ee cē dō thuuk .	Ee puu yī gat. Ee puu gat.	Ee cī gat puk . Ee cē gat puk .	<i>You (sg)</i> <i>(S)he . . .</i>
	Ee thuök kən dō.	Ee ca dō kən thuuk .	Ee puök kən gat.	Ee ca gat kən puk .	<i>We (and you)</i>

Ee thuöök kə dö.	Ee ca dö kə thuuk .	Ee puök kə gat.	Ee ca gat kə puk .	<i>We (not you)</i>
Ee thuöök ye dö.	Ee ca dö ye thuuk .	Ee puök ye gat.	Ee ca gat ye puk .	<i>You (pl) are</i>
Kε thuöök ë dö.	Kε ca dö thuuk .	Kε puök ë gat.	Kε ca gat puk .	<i>They . . .</i>
<i>is finishing thing.</i>	<i>finished thing.</i>	<i>compensating child</i>	<i>compensated child</i>	

Other verb form changes with subjects of incomplete verbs are shown below.

Incomplete VSO

(2)	Nuëer naap ye gat.	Nuëer baath ye dö.	Nuëer laat ye gat.	Nuëer kaai ye gat.	<i>Person is . . .</i>
1	Yën naap gat.	Yën baath dö.	Yën laat gat.	Yën kaai gat.	<i>I am. . .</i>
2	Ee naap yī gat. Ee naap gat.	Ee baath yī dö. Ee baath dö.	Ee laat yī gat. Ee laat gat.	Ee kaai yī gat. Ee kaai gat.	<i>You (sg) are</i> <i>(S)he is . . .</i>
3	Ee nap kən gat. Ee nap kə gat. Ee nap ye gat. Kε nap gat.	Ee bath kən dö. Ee bath kə dö. Ee bath ye dö. Kε bath ë dö.	Ee lat kən gat. Ee lat kə gat. Ee lat ye gat. Kε lat gat.	Ee kac kən gat. Ee kac kə gat. Ee kac ye gat. Kε kac gat.	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They are. . .</i>
	<i>marrying child</i>	<i>loosing thing</i>	<i>telling child</i>	<i>biting child</i>	

Incomplete VSO

(2)	Nuëer pīū ye gat.	Nuëer ciim ye gat.	Nuëer yëen ye dö.	Nuëer luony ye dö.	<i>Person is . . .</i>
1	Yën pīëū gat.	Yën ciem gat.	Yën yeen dö.	Yën luony dö.	<i>I am. . .</i>
2	Ee pīū yī gat. Ee pīū gat.	Ee ciim yī gat. Ee ciim gat.	Ee yëen yī dö. Ee yëen dö.	Ee luony yī dö. Ee luony dö.	<i>You (sg) are</i> <i>(S)he is . . .</i>
3	Ee pīëk kən gat. Ee pīëk kə gat. Ee pīëk ye gat. Kε pīëk gat.	Ee ciem kən gat. Ee ciem kə gat. Ee ciem ye gat. Kε ciem ë gat.	Ee yen kən dö. Ee yen kə dö. Ee yen ye dö. Kε yen dö.	Ee luony kən dö. Ee luony kə dö. Ee luony ye dö. Kε luony dö.	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They are. . .</i>
	<i>pushing child</i>	<i>kissing child</i>	<i>protecting thing</i>	<i>allowing thing</i>	

Incomplete VSO

(2)	Nuëer geen ye dö.	Nuëer gool ye dö.	Nuëer bëer ye dö.	Nuëer gëū ye gat.	<i>Person is . . .</i>
1	Yën geen dö.	Yën gaal dö.	Yën bäär dö.	Yën gäū gat.	<i>I am. . .</i>
2	Ee geen yī dö. Ee geen dö.	Ee gool yī dö. Ee gool dö.	Ee bëer yī dö. Ee bëer dö.	Ee gëū yī gat. Ee gëū gat.	<i>You (sg) are</i> <i>(S)he is . . .</i>
3	Ee geñ kən dö. Ee geñ kə dö. Ee geñ ye dö. Kε geñ dö.	Ee gal kən dö. Ee gal kə dö. Ee gal ye dö. Kε gal ë dö.	Ee bäär kən dö. Ee bäär kə dö. Ee bäär ye dö. Kε bäär dö.	Ee gäū kən gat. Ee gäū kə gat. Ee gäū ye gat. Kε gäū gat.	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They are. . .</i>
	<i>defending thing</i>	<i>making thing new</i>	<i>shooting thing</i>	<i>making child late</i>	

Incomplete VSO

(2)	Nuëer këi ye dö.	Nuëer lëk ye dö nəkë.	<i>Person is . . .</i>
1	Yën keei dö.	Yën läk dö nəkë.	<i>I am. . .</i>
2	Ee këi yī dö. Ee këi dö.	Ee lëk yī dö nəkë. Ee lëk dö nəkë.	<i>You (sg) are</i> <i>(S)he is . . .</i>

3	Ee keei kɔn dɔ. Ee keei kɔ dɔ. Ee keei ye dɔ. Kɛ keei ɛ dɔ.	Ee läk kɔn dɔ nɛkɛ. Ee läk kɔ dɔ nɛkɛ. Ee läk ye dɔ nɛkɛ. Kɛ läk ɛ dɔ nɛkɛ.	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They are. . .</i>
	<i>solving thing</i>	<i>dreaming thing</i>	

Intransitive verbs

Verb form changes with subjects of intransitive verbs are shown below.

	Incomplete VS	Perfect SV
(2)	Nuëër pen. <i>Person is falling.</i>	Nuëër cɛ peen. <i>Person fell.</i>
1	Ee pen ɛ <i>I am falling.</i>	Ee cɛ peen. <i>I fell.</i>
2	Ee pen yɪ. <i>You (sg) are falling.</i> Ee pen. <i>(S)he is falling.</i>	Ee cɪ peen. <i>You (sg) fell.</i> Ee yɪ peen. <i>(S)he fell.</i>
3	Ee pen kɔn. <i>We (and you) are falling.</i> Ee pen kɔ. <i>We (not you) are falling.</i> Ee pen ye. <i>You (pl) are falling.</i> Kɛ pen. <i>They are falling.</i>	Ee ca kɔn peen. <i>We (and you) fell.</i> Ee ca kɔ peen. <i>We (not you) fell.</i> Ee ca ye peen. <i>You (pl) fell.</i> Kɛ cɛ peen. <i>They fell.</i>

The two verbs ‘going’ and ‘coming’ are irregular in their changes for subjects.

Incomplete VS verbs with irregular changes for subjects

(2)	Nuëër wëi.	Nuëër bën.	<i>Person is . . .</i>
1	Ee wä ɛ.	Ee bä ɛ.	<i>I am. . .</i>
2	Ee wëi yɪ. Ee wëi.	Ee bën yɪ. Ee bën.	<i>You (sg) are</i> <i>(S)he is . . .</i>
3	Ee wa kɔn. Kɔn wë kɔn. Ee wë kɔn. Ee wa kɔ. Kɔ wë kɔ. Ee wë kɔ. Ee wai ye. Yen wëi ye. Kɛ wëi.	Ee bën kɔn. Ee ba kɔ. Ee bën kɔ. Ee bai ye. Kɛ bën.	<i>We (and you)</i> <i>We (not you)</i> <i>You (pl) are</i> <i>They are. . .</i>
	<i>going</i>	<i>coming</i>	

Spelling rule 8 shows the spelling as **ye** for the ‘you (pl)’ subject pronouns of intransitive verbs.

Spelling Rule 8 (page): After intransitive verbs (that don’t have an object receiving the action), write **ye** instead of **ei** for ‘you (pl)’.

Correct	Wrong	
Ee pen ɛ.		<i>I am falling.</i>
Ee pen yɪ.		<i>You (sg) are falling.</i>
Ee pen.		<i>(S)he is falling.</i>
Ee pen kɔn.		<i>We (and you) are falling.</i>
Ee pen kɔ.		<i>We (not you) are falling.</i>
Ee pen ye.	Ee pen ei.	<i>You (pl) are falling.</i>

Kε pen. | | *They are falling.*

Spelling rule 9 shows the spelling of the irregular intransitive verbs ‘go’ and ‘come’.

Spelling Rule 9 (page): Write the verbs ‘go’ and ‘come’ as follows:

Ee wä ë.	<i>I am going.</i>	Ee bä ë.	<i>I am coming.</i>
Ee wëi yī.	<i>You (sg) are going.</i>	Ee bën yī.	<i>You (sg) are coming.</i>
Ee wëi.	<i>(S)he is going.</i>	Ee bën.	<i>(S)he is coming.</i>
Ee wa kən.	<i>We (and you) are going.</i>	Ee bën kən.	<i>We (and you) are coming.</i>
Ee wa kə.	<i>We (not you) are going.</i>	Ee ba kə.	<i>We (not you) are coming.</i>
Ee wai ye.	<i>You (pl) are going.</i>	Ee bën kə.	<i>We (not you) are coming.</i>
Kε wëi.	<i>They are going.</i>	Ee bai ye.	<i>You (pl) are coming.</i>
Wër!	<i>(You sg) go!.</i>	Kε bën.	<i>They are coming.</i>
Wai ye!	<i>You (pl) go!</i>	Bër!	<i>(You sg) come!</i>
Wa kən!	<i>Let us go!</i>	Bai ye!	<i>You (pl) come!</i>
		Ba kən!	<i>Let us come!</i>

Exercise 32

Write the correct form of the verb in each blank of the sentences below. The first one is done as an example.

1.	<i>seeing</i>	Ee juεc kə gat.	<i>We (not you) are <u>seeing</u> child.</i>
2.	<i>saw</i>	Ee cë gat juic .	<i>I <u>saw</u> child.</i>
3.	<i>calling</i>	Ee cöol yī gat.	<i>You (sg) are <u>calling</u> child.</i>
4.	<i>knowing</i>	Ee ñεc dö.	<i>(S)he is <u>knowing</u> thing.</i>
5.	<i>hearing</i>	Yën lieεη dö.	<i>I am <u>hearing</u> thing.</i>
6.	<i>chasing</i>	Ee yīic yī dö.	<i>You (sg) are <u>chasing</u> thing.</i>
7.	<i>cutting</i>	Kε jiεp ë dö.	<i>They are <u>cutting</u> thing.</i>
8.	<i>found</i>	Ee ca dö kən jεk .	<i>We (and you) <u>found</u> thing.</i>
9.	<i>chose</i>	Ee ca dö ye loc .	<i>You (pl) <u>chose</u> thing.</i>
10.	<i>telling</i>	Kε lat gat.	<i>They are <u>telling</u> child.</i>
11.	<i>pushing</i>	Ee piεk kən gat.	<i>We (and you) are <u>pushing</u> child.</i>
12.	<i>shooting</i>	Yën bäär dö.	<i>I am <u>shooting</u> thing.</i>

Perfect

Perfect verbs are used for actions that have a lasting result. [check this] They are often past actions before the time of speaking, but can also be actions that are done at the time of speaking or actions done regularly as a habitual action. All perfect verbs have a helping verb **cë, cī, cë, ca, cie**. The passive perfect helping verb is **caa**.

In 02:22, the perfect verb **cë nuööt** ‘I had cut’ happened before the time of speaking. It has a lasting

result (the leg remains cut off in the mind of Cat) for most of the rest of the story.

(02:22) (Past perfect)

Aṅau, cən ee yēm mē kel yen **cē nuōöt** raar *Cat, just (look at) my one leg that **I had cut off**
bā piäär gaatkē yene tē maai ε. to boil in the fire for my children.*

In 03:9, the perfect verb **yən cē kuc** ‘I refused’ happens at the time of speaking. It has a lasting result for the rest of the story. **Agook** ‘Monkey’ said these words to **Ayak** ‘Lion’ and does not trust **Ayak** the rest of the story.

(03:9) (Present perfect)

Yən cē kuc. Tēkon jējäär kē jīēk. ***I refuse.** Our relationship in the forest is bad.*

In 01:5, the perfect verb **cē niēn** ‘I sleep’ happens regularly as a habitual action. It is always thought of as having a lasting affect that should not be disturbed by noise.

(01:5) (Habitual perfect)

Yən, nā **cē niēn**, kē thil goor ariēr. *When **I sleep**, I don’t want noise.*

In 02:27, the perfect verb **caa ruum kuējē** ‘was being boiled’ has no subject doing this action. It is a passive verb done by an unmentioned subject. It will remain boiled for the rest of the story.

(02:27) (Passive perfect)

Min **caa** yēm ku **ruum kuējē** me, *While the leg **was being boiled**,
ku buöt bei mal. the wound gave a lot of pain.*

Some of the word orders for perfect transitive verbs (with an object that receives the action) are shown below.

	Transitive Perfect	Verb tone	
SOV	Nuēēr cē gat <u>cōl</u> .	H	<i>Person has <u>called</u> child.</i>
S(O)V	Nuēēr cē <u>coot</u> .	L	<i>Person has <u>called</u>.</i>
SVPosO	Nuēēr cē <u>coot</u> gatē.	L	<i>Person has <u>called</u> child (lit. calling of child).</i>
SOVIO	Nuēēr cē gat <u>cool</u> man.	L	<i>Person has <u>called</u> child for his mother.</i>
(S)OV	Gat caa <u>cōl</u> .	H	<i>Child was <u>called</u>.</i>
OVprepS	Gat caa <u>cōl</u> ē nuēēr.	H	<i>Child was <u>called</u> by person.</i>
(Wrong)	Nuēēr cē <u>cōl</u> gat.		<i>Person has <u>called</u> child.</i>

The pronouns used for perfect transitive verbs are shown below.

Perfect SOV

Nuēēr cē gat cōl.	<i>Person called child.</i>
Ee cē gat cōl.	<i>I called child.</i>
Ee cī gat cōl.	<i>You (sg) called child.</i>
Ee cē gat cōl.	<i>(S)he called child.</i>

Ee ca gat kɔn cɔɔl.	<i>We (and you) called child.</i>
Ee ca gat kɔ cɔɔl.	<i>We (not you) called child.</i>
Ee ca gat ye cɔɔl.	<i>You (pl) called child.</i>
Ke ca gat cɔɔl.	<i>They called child.</i>

Perfect SV

Rel cɛ rɔ ku dhool ku juii ye Ayak.	<i>Fox himself passed and saw Lion.</i>
Ee cɛ̃ rɔ ku dhool ku juei Ayak.	<i>I myself passed and saw Lion.</i>
Ee cɪ̃ rɔ ku dhool ku juii yɪ̃ Ayak.	<i>You (sg) yourself passed and saw Lion.</i>
Ee cɛ̃ rɔ ku dhool ku juii ye Ayak.	<i>(S)he himself passed and saw Lion.</i>
Ee cɛ̃ kɔn rɔ ku dhool ku juec kɔn Ayak.	<i>We (and you) ourselves passed and saw Lion.</i>
Ee ca kɔ rɔ ku dhool ku juec kɔ Ayak.	<i>We (not you) ourselves passed and saw Lion.</i>
Ee ca ye rɔ ku dhool ku juec ye Ayak.	<i>You (pl) yourselves passed and saw Lion.</i>
Ke ca rɔ ku dhool ku juec Ayak ken .	<i>They themselves passed and saw Lion.</i>

Perfect SV

Cɛn nuɛ̃r cie wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ, (?) Didn't the person say on that day, . . .	
Cɛn cɛ̃ wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ,	Didn't I say on that day, . . .
Cɛn cɪ̃ wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ,	Didn't you (sg) say on that day, . . .
Cɛn cie wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ,	Didn't (s)he say on that day, . . .
Cɛn cɛ̃ kɔn wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ,	Didn't we (and you) say on that day, . . .
Cɛn ca kɔ wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ,	Didn't we (not you) say on that day, . . .
Cɛn ca ye wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ,	Didn't you (pl) say on that day, . . .
Cɛn cɛ̃ ke wɛ̃ɛ nɛ ke cɛ̃ɲ ɔ,	Didn't they say on that day, . . .

The pronouns used for perfect intransitive verbs are shown below. The pronouns are mostly the same as above, but **yɪ̃** '(s)he, they' can be used instead of **cɛ̃** '(s)he, they', and **nɛ̃** 'we (and you)' can be used instead of **kɔn** 'we (and you)'.

Perfect SVL

Nuɛ̃r cɛ̃ peen kaath.	<i>Person has fallen in well.</i>
Yɛn cɛ̃ peen kaath.	<i>I have fallen in well.</i>
Yin cɪ̃ peen kaath.	<i>You (sg) have fallen in well.</i>
Yɛn yɪ̃ peen kaath.	<i>(S)he has fallen in well.</i>
Kɔn ca nɛ̃ peen kaath.	<i>We (and you) have fallen in well.</i>
Kɔ ca kɔ peen kaath.	<i>We (not you) have fallen in well.</i>
Yɛn ca ye peen kaath.	<i>You (pl) have fallen in well.</i>
Ke yɪ̃ peen kaath.	<i>They have fallen in well.</i>

Perfect SV

Nuɛ̃r cɛ̃ peen.	<i>Person fell.</i>
Ee cɛ̃ peen.	<i>I fell.</i>
Ee cɪ̃ peen.	<i>You (sg) fell.</i>
Ee yɪ̃ peen.	<i>(S)he fell.</i>
Ee ca kɔn peen.	<i>We (and you) fell.</i>
Ee ca kɔ peen.	<i>We (not you) fell.</i>

Ee **ca ye** peen. *You (pl) fell.*
Kε cē peen. *They fell.*

Perfect SVL

Nuēēr yī peen kaath.	<i>Person fell in well.</i>
Ee cē peen kaath.	<i>I fell in well.</i>
Ee cī peen kaath.	<i>You (sg) fell in well.</i>
Ee yī peen kaath.	<i>(S)he fell in well.</i>
Ee ca kɔn peen kaath.	<i>We (and you) fell in well.</i>
Ee ca kɔ peen kaath.	<i>We (not you) fell in well.</i>
Ee ca ye peen kaath.	<i>You (pl) fell in well.</i>
Kε yī peen kaath.	<i>They fell in well.</i>

Often the connector **ku** ‘and’ comes between the perfect helping verb and the verb. In 02:39, **ku** ‘and’ comes between **cē** and **duoth** ‘remains’.

(02:39) (**ku** ‘and’ between)

Yen ater mē **cē** ku **duoth** kaam *This is the conflict that **remains** between*
 Ter kuā Aṅau, rēēnh cē tāme. *Hen and Cat until now.*

Often a noun subject is before the perfect helping verb as in 02:39, but it can also follow the perfect helping verb as 02:4-5. In 02:4-5, the subject **nei** ‘people’ comes between **cē** and **wē mīth** ‘had went eaten’.

(02:4-5) (Subject between)

Nā cīēēṅ ē de **cē** nei **wē mīth** thīn, *If people were **had eaten** in his house,*
 kē ye muəl tēēr jiōök be rɔ puk kē be tōōny. *he would tell Hen to go to his house to sleep.*

In summary, the pronouns with perfect verbs are given below.

Pronouns with Perfect verbs

Transitive/intransitive	Passive	
cē		I
cī		you (sg)
cē, cie, yī	caa	(s)he
ca kɔn, ca nē		we (and you)
ca kɔ		we (not you)
ca ye		you (pl)
kε ca, kε cē, ken ca, kε yī, cē kε	caa	they

Exercise 33

In the sentences below, underline all perfect verbs, perfect helping verbs, and subject pronouns of perfect verbs.

(01:7)

Ci wë nigde, ku bën i raar ni?

Where have you gone, or where you coming from?

(01:10)

Yën kan tööny në cë juëldë ric,
thil goor nuëër më döony juëldë.

I used to lay with my tail stretched out,
and don't want anyone to step on my tail.

(01:11-12)

Wënë, cëñ më kel, në cë ke tööny,
ku piny la wëër,

One day when they were sleeping
and it was night,
hyena himself opened to go out.

Anyinyi cë ro ku jieec be wë raar.

(01:13-14)

Nä kue wë luöc, ku be dethuok bë jëk
caa thiöök. Nä kue dethuok teenj,

When he returned, he found door was closed.
When he knocked,

kuä Ayak pëër yiëël,

Lion woke up

ku thiëec ε në cë löcde jiëëu,

and asked with an angry heart,

(01:15)

Cën cë wëë ne ke cëñ o,
thil nuëër më riir yuicdë?

Didn't I say on that day that
no one should make noise?

(01:29)

Ke cë ku wä jë ateer.

They have become enemies.

(02:1)

Ken ke ca mëëth ku dom.

They developed a friendship.

(02:15-16)

Nä kue wä gääñ në cë kuoth ku juëëth,
kuä Añau ro jieec be ku wë cëñ Ter.

When it was evening and rain had stopped,
Cat went to house of Hen.

(02:36)

Nä min caa Añau ku thiäk ke liä ε,
kue gaatke cöol be ku cën ë ke.

When Cat was close to death,
he called his children for his last words.

(03:1)

Wal Ayak yen cë peen kaath më cuar.

Long ago Lion had fallen into a deep well.

(03:3)

Yen cë ku peen kaath kue tēi nīin nä diääk.

He had fallen in the well and remained three days.

(03:7)

Agöök ë maar,
nīinkë cë wä diääk jii kaath ë wënë.

Monkey my brother,
my days have been three inside this well here.

(03:11-12)

Thiëel Agöök ë maar, ε thil luëñ bë nuëër ro
luöc nuëër më cë ye luöoi lëläñ.

No, my Monkey brother, I cannot divert (to eat)
person who has done good to me.

(03:16-17)

Nä yin kuä kuoth ε diëët me guum ke ñu
ku yën cë tēi ke nīin nä ñuaan jii kaath?"

For what do you think I can spend that big rain
and four days in the well?"

(03:20)

Thieel, **yën cë käi** ë mal,
thil wään më wä luëëj ë yïëc.

(03:22)

Wënë Rel **cë** rə ku **dhool** ku juii e
Ayak këëp teet Agəokë ku kue thieec,

(03:33)

Kue nyək jii de më ke reeu kë
kuä Agəok e tiit yen më **cie lat**.

(03:40)

Yen a wään **cë** ku **ruööm** ke luk.

(04:7-9)

Nä **caa** böu mowë kə yä ke guër **jëk**,
lëi ke kəj puöt, kuä
acöötë ken awuutë të dëdeel riŋ thërë ken,
a ku lëi kel, kə yä ke rou cuöŋ,
në **ca** kör ku **dəm**.

No, ***I am so weak,***
I will not be able to chase.

*At this point, Fox **passed** by and saw
Lion holding Monkey's hand and asked,*

*He repeated it twice
and Monkey understood him in what **he meant**.*

*That was how the case **finished**.*

*When herd of buffalos or elephants **are found**
they first scatter,
and the youth run after them,
until one or two animals stop
and **decide** to fight back.*

Complete ?

Complete verbs are used for actions thought of as a whole. [check this] They are often past actions before the time of speaking, but can also be actions that are done at the time of speaking or in the future. Complete verbs have the helping verb **yï** 'was, did' for '(s)he' subjects of transitive verbs. Other subject pronouns of transitive verbs have the perfect helping verbs **cë, ci, ca**. Subjects of intransitive verbs have all the same helping verbs as perfect verbs. [So the complete and perfect verb appear the same except for third singular transitive.]

In 01:5, the complete verb **yï wëë** 'said' happened before the time of telling the story.

(01:5) (Past complete)

Ayak **yï wëë** nē, "Yën, nä cë niēn, kë thil goor arier." *Lion **said**, "When I sleep, I don't want noise."*

In 02:19-20, the complete verb **yï peek** 'are dying' happens at the time of speaking.

(02:19-20) (Present complete)

Gaatkë **yï peek** yöt.

*My children **are dying** in the house.*

In 04:41, the complete verb **yï cam** 'will be eaten' will happen after the time of speaking in the future.

(04:41) (Future complete)

Ee ka lat **yï ka cam** liet nä thil miaac
ye ka ayët ba ke poth thün.

*It is said that it will **be eaten** by sand if it is not
given the leather as a covering.*

Some of the word orders for complete transitive verbs are shown below.

	Transitive Complete	Verb tone	
SOV	Nuëër yī gat <u>cɔɔl</u> .	H	<i>Person <u>called</u> child.</i>
S(O)V	Nuëër yī <u>coot</u> .	L	<i>Person <u>called</u>.</i>
SVPosO ?	Nuëër yī <u>coot</u> gatë.	L	<i>Person <u>called</u> child (calling of child).</i>
SOVR	Nuëër yī gat <u>cool</u> man.	L	<i>Person <u>called</u> child for his mother.</i>
(S)OV	Gat caa <u>cɔɔl</u> .	H	<i>Child was <u>called</u>. (Someone called child.)</i>
OVprepS	Gat caa <u>cɔɔl</u> ë nuëër.	H	<i>Child was <u>called</u> by person.</i>
KuSOV	Ku nuëër gat <u>cɔɔl</u> .	H	<i>And person <u>called</u> child.</i>
(Wrong)	Nuëër yī <u>cɔɔl</u> gat.		<i>Person <u>called</u> child.</i>

The only difference between complete and perfect transitive verbs for ‘(s)he’ is the helping verb **yī** (for complete) and **cë** (for perfect).

	Transitive Perfect	Verb tone	
SOV	Nuëër cë gat <u>cɔɔl</u> .	H	<i>Person <u>has called</u> child.</i>
S(O)V	Nuëër cë <u>coot</u> .	L	<i>Person <u>has called</u>.</i>
SVPosO	Nuëër cë <u>coot</u> gatë.	L	<i>Person <u>has called</u> child (lit. calling of child).</i>
SOVR	Nuëër cë gat <u>cool</u> man.	L	<i>Person <u>has called</u> child for his mother.</i>
(S)OV	Gat caa <u>cɔɔl</u> .	H	<i>Child was <u>called</u>.</i>
OVprepS	Gat caa <u>cɔɔl</u> ë nuëër.	H	<i>Child was <u>called</u> by person.</i>
(Wrong)	Nuëër cë <u>cɔɔl</u> gat.		<i>Person <u>had called</u> child.</i>

Exercise 34

In the sentences below, underline all complete verbs and complete helping verbs.

(01:6)

Anyinyi **yī wëë** ne, “Yën kan jääl ke wëër.” *Hyena **said**, “I usually walk at night.”*

(01:9)

Kuac **yī wëë** ne, *Leopard **said**,*
 “Yën thil goor nuëër më juii wandë.” *“I don’t want any person to see my eyes.”*

(01:9-10)

Thöl **yī wëë** ne, *Snake **said**,*
 “Yën kan tööny në cë juëldë ric.” *“I usually lay with my tail stretched out.”*

(01:25)

Yen ater e **yī** ku **duoth** *That hatred **has remained***
 kaam den acuop cië täme. *between them until now.*

(02:9-10)

Nä kue wä ruöön e döme, piny **yī** ku **tëk** ke *The following year there **remained** a famine,*
 peweer, ku Anau ro jieec kue wëi kë Tëer. *and Cat himself got up and went to Hen’s house.*

(02:19-20)

Ee **yī** ku **jüëü** mal wääle. *Today **is** even **worse**.*
 Gaatkë **yī peek** yöt. *My children **are dying** in the house.*

(04:41)

Ee ka lat **yī** ka **cam** liet nä thil miaac
ye ka ayēt ba ke poth thīn.

(05:12-13)

Nä cup ε cēṅ ē de, kə yā nuëër
yen **yī bēn** cēṅ ē de kē be ku math jəu.

*It is said that it will **be eaten** by sand if it is not
given the leather as a covering.*

*Whenever they arrive, or when a person **arrives** to
their house, (they bless him) before (he) drinks.*

Incomplete verbs (imperfective)

Incomplete verbs are used for actions thought of as happening over time. It is like we are watching the action happen in a film. All verbs that do not have perfect or complete helping verbs are incomplete verbs. Incomplete verbs can have a habitual, purpose, or future helping verb, or they can have no helping verb. When an incomplete verb has no helping verb, it often has a continuous action, that goes on for a period of time. In this lesson, we learn about incomplete verbs without helping verbs. In following lessons, we learn about incomplete verbs with habitual, purpose and future helping verbs.

Incomplete verbs without a helping verb can be used for present continuous actions, or for unreal actions of the future. They are common after the connector **nä** ‘if, when’. In stories, they are most commonly used along with the forward connector **ku** ‘and, then’ for past actions.

In *02:11*, the incomplete verb **teth** ‘are starving’ is used for action that is still going on at the time of speaking.

(02:11) (Present continuous)

Tëër ē maar, gaatkē **teth**. *Hen my friend, my children **are starving**.*

In *03:30*, the incomplete verb **tuöüu** ‘play’ is used for an unreal action that may or may not happen in the future.

(03:30) (Unreal action)

Kua nei kəṅ **tuöüu** agäkdē. *Then people should first **play** my game.*

In *03:30*, Fox suggests that Lion and Monkey play the mancala game they find under the tree. This action has not happened yet, and the others may or may not do this action. We call this an unreal action.

Incomplete verbs are common after the connector **nä** ‘if, when’.

In *01:6-7*, the incomplete verb **bēn** ‘come’ is used for the unreal action of a condition beginning with **nä** ‘if’. The action **bēn** has not happened yet and may or may not happen.

(01:6-7) (Unreal action)

Nä **bēn** ē ke wëër, *If I **come** at night,*
thil goor nuëër më ke yē thīëc, *I don’t want anyone to ask me, ‘where*

‘Ci wē nigde, ku bēn i raar ni?’ *have you gone, or where are you coming from?’*

The main actions that move a story forward most often have the forward connector **ku** ‘and, then’ and an incomplete verb.

In 02:10, the incomplete verbs **jieec** ‘got up’ and **wēi** ‘went’ are main actions that move the story forward. The forward connector **ku** ‘and, then’ begins this sentence. It shows the action was reported to happen in the past before the time of telling the story.

(02:10) (Past)

Ku Aṅau rɔ **jieec** kue **wēi** kē Tēēr. *And Cat got up and went to Hen’s house.*

Some of the word orders for incomplete transitive verbs (with an object that receives the action) are shown below.

	Transitive Incomplete (Continuous Present)	Verb tone	
SVO	Nuēēr <u>cɔl</u> gat.	H	<i>Person is <u>calling</u> child.</i>
SV(O)	Nuēēr <u>cōt</u> .	H	<i>Person is <u>calling</u>.</i>
SVPosO	Nuēēr <u>cōt</u> gatē.	H	<i>Person is <u>calling</u> child (calling of child).</i>
SVOR	Nuēēr <u>cōl</u> gat man.	H	<i>Person is <u>calling</u> child for his mother.</i>
OV(S)	Gat <u>caal</u> ε.	H	<i>Child is being <u>called</u>. (He is calling child.)</i>
OVS ?	Gat <u>caal</u> nuēēr. (?)	H	<i>Child is being <u>called</u> by person. (Person calls child.)</i>
Causative	Ruēth yī wēē ne bē nuēēr gat <u>cɔl</u> .	H	<i>Chief causes person to <u>call</u> child.</i>

	Transitive Continuous (Past)	
KuSVO	Ku nuēēr <u>cɔl</u> gat.	H <i>And person was <u>calling</u> child.</i>

The pronouns used for incomplete transitive verbs are shown below.

Incomplete (Continuous Present) SVO/VSO

Nuēēr <u>cɔl</u> gat.		<i>Person calling child.</i>
Yēn caal gat.		<i>I am calling child.</i>
Yīn <u>cɔl</u> yī gat.	Ee <u>cɔl</u> yī gat.	<i>You (sg) are calling child.</i>
Yēn <u>cɔl</u> gat.	Ee <u>cɔl</u> yē gat.	<i>(S)he is calling child.</i>
Kōn caal ē gat.	Ee caal kōn gat.	<i>We (and you) are calling child.</i>
Kɔ caal ē gat.	Ee caal kɔ gat.	<i>We (not you) are calling child.</i>
Yēn caal ē gat.	Ee caal yē gat.	<i>You (pl) are calling child.</i>
Kē caal ē gat.		<i>They are calling child.</i>
<u>Cɔl</u> gat!		<i>You (sg) call child!</i>
Caal yē gat!		<i>You (pl) call child!</i>
Caal kōn gat!		<i>Let us call child!</i>

Incomplete (Continuous Present) SVO/VSO

Rel juii yē Ayak.	<i>Fox is seeing Lion.</i>
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Yën juei Ayak.	<i>I am seeing Lion.</i>
Ee juii yī Ayak.	<i>You (sg) are seeing Lion.</i>
Ee juii Ayak.	<i>(S)he is seeing Lion.</i>
Ee juec kən Ayak.	<i>We (and you) are seeing Lion.</i>
Ee juec kə Ayak.	<i>We (not you) are seeing Lion.</i>
Ee juec ye Ayak.	<i>You (pl) are seeing Lion.</i>
Kə juec Ayak.	<i>They are seeing Lion.</i>

Incomplete (Continuous Present) SV(O)/(O)VS

Nuëer cööt.	<i>Person calling.</i>
Ee cööt ë .	<i>I am calling.</i>
Ee cööt yī .	<i>You (sg) are calling.</i>
Ee cööt.	<i>(S)he is calling.</i>
Ee cööt kən .	<i>We (and you) are calling.</i>
Ee cööt kə .	<i>We (not you) are calling.</i>
Ee cööt ye .	<i>You (pl) are calling.</i>
Kə cööt.	<i>They are calling.</i>
Cööt yī !	<i>You (sg) call!.</i>
Cööt ye !	<i>You (pl) call!</i>
Cööt kən !	<i>Let us call!</i>

Incomplete (Continuous Present) SVOR/VSOR

Nuëer cööl gat man.	<i>Person calling child for this mother.</i>
Ee cool gat man.	<i>I am calling child for his mother.</i>
Ee cööl yī gat man.	<i>You (sg) are calling child for his mother.</i>
Ee cööl gat man.	<i>(S)he is calling child for his mother.</i>
Ee cool kən gat man.	<i>We (and you) are calling child for his mother.</i>
Ee cool kə gat man.	<i>We (not you) are calling child for his mother.</i>
Ee cool ye gat man.	<i>You (pl) are calling child for his mother.</i>
Kə cool gat man.	<i>They are calling child for his mother.</i>
Cööl ë gat man!	<i>You (sg) call child for his mother!</i>
Cool ye gat man!	<i>You (pl) call child for his mother!</i>
Cool kən gat man!	<i>Let us call child for his mother!</i>

Incomplete (Continuous Present) SVOR/VSOR

Nuëer kën rīiŋ gat.	<i>Person giving meat to child.</i>
Ee kën rīiŋ gat.	<i>I am giving meat to child.</i>
Ee kën yī rīiŋ gat.	<i>You (sg) are giving meat to child.</i>
Ee kën rīiŋ gat.	<i>(S)he is giving meat to child.</i>
Ee kën kən rīiŋ gat.	<i>We (and you) are giving meat to child.</i>
Ee kën kə rīiŋ gat.	<i>We (not you) are giving meat to child.</i>
Ee kën ye rīiŋ gat.	<i>You (pl) are giving meat to child.</i>
Kə kën rīiŋ gat.	<i>They are giving meat to child.</i>
Kën ë rīiŋ gat!	<i>You (sg) give meat to child!</i>
Kën ye rīiŋ gat!	<i>You (pl) give meat to child!</i>

Kän **kən** riinj gat! *Let us give meat to child!*

Pronouns used for incomplete transitive verbs are shown below.

Incomplete (Present continuous) SV/VS

Nuëër pen.	<i>Person is falling.</i>
Ee pen ë	<i>I am falling.</i>
Ee pen yī .	<i>You (sg) are falling.</i>
Ee pen.	<i>(S)he is falling.</i>
Ee pen kən .	<i>We (and you) are falling.</i>
Ee pen kə .	<i>We (not you) are falling.</i>
Ee pen ye .	<i>You (pl) are falling.</i>
Kə pen.	<i>They are falling.</i>
Pen!	<i>You (sg) fall!</i>
Pen ye !	<i>You (pl) fall!</i>
Pen kən !	<i>Let us fall!</i>

Exercise 35

Underline all incomplete verbs in the sentences below.

(01:1)

Wal lēi nā nuaan **tēi** cēj kēēl.

Long ago, four animals **lived** in a home together.

(01:3)

Kə **tēk** lōnjē tē ciēj ε nē ciēēj ē ken.

They **had** rules to guide them in their house.

(01:17)

Wään ε Kuac **irō** ku **jieec**.

Then Leopard **stood** and **opened** (the door).

(01:18)

Nā **liē** ye, ku **rōöm** wānde ka Anyinyī,
ku lōcde cuo **jīēū**.

When he **looked**, his eyes **met** with Hyena
and his heart **became angry**.

(01:20-22)

Ku kōr **room** kaam Anyinyī kē ken Kuac.
Wēnē cuiir ē ke me
kua Thōl juēlde **daany** Kuac,
ku Thōl lōcde **jīēū**
ku kōr **mat** nhiaal ē nyiny,

Then fighting **broke out** between Hyena
and Leopard. At this point, they wrestled
and Leopard **stepped on** the tail of Snake
and heart of Snake **became angry**,
and the fighting **became great**, . . .

(02:6)

Nā cēj kel ku Tēer **wēē** ne,

One day Hen **said**, . . .

(02:8)

Kuā Aṅau ε **lin**,

Cat **heard** him.

(02:9)

Nā kue **wā** ruōön ε dōme,

Then when the following year **came**,

(02:10)

Ku Aṅau rō **jieec** kue **wēi** kē Tēer.

And Cat **got up** and **went** to Hen's house.

(02:14)

Kue dēruōön mē diēēt mal kue **ciēm** piny.

Big rain **fell** down.

(02:17-18)

Ku Täär Aṅau **lēñ** nè **bēn** ε,
kue cīōōu më kel **tīēēc** jith gāākēkē.

And Hen **saw** (from distance) Cat **coming**,
and **hid** one leg in his feathers.

(02:18)

Nä kuä Aṅau **cuop**, ku Täär **wēē** ne,

When Cat **arrived** then Hen **said**,

(02:26)

Ku Aṅau **riṅ** cēṅde.

And Cat **ran** to his house.

(02:27)

ku buōt **bēi** mal.

And wound **gave** much **pain**.

(02:28)

Kuä Aṅau gaatke **cool**.

And Cat **called** his children.

(02:29-31)

Nä ku gaat **wēi**, . . .

When then the children **went**, . . .

(02:31)

Täär **jēl** ke cokke diāāṅ reeu.

Hen **was walking** with his two legs.

(03:13)

Kuä Agōok teetde **loom** . . .

And Monkey **gave** his hand . . .

(03:23)

Nēērdē, ee di kui teet Agōokē
le **kēēp** ē mal?

My uncle, why are you **holding**
Monkey so hard?

(03:28)

Kuä Ayak teet Agōokē **pēl**,

And Lion **released** Monkey's hand

(03:36)

Rel mande **ṅēc** ket, . . .

Fox **knows** swimming, . . .

Habitual verbs

Habitual verbs are incomplete verbs used for repeated actions that happen regularly like a habit. They are often present actions that still happen at the time of speaking, but can also be actions that are done in the future or are reported in the past. All habitual verbs have a helping verb **kan, ke, ka**. The passive habitual helping verb is **ka**.

In 01:10, the habitual verb **yēn kan tööny** ‘I lay’ still happens at the time of speaking. It is an action that happens regularly whenever **Thōl** ‘Snake’ lies down.

(01:10) (Present habitual)

Yēn kan tööny nè cē juēldē rīc.

*I usually **lay** with my tail stretched out.*

In 2:38, the habitual verbs **ka ye jēk** ‘you find’ and **ye ke pēl** ‘you leave alone’ happen in the future. After **Aṅau** ‘Cat’ dies, he wants his children to bother Hen’s children everytime they see them.

(02:38) (Future habitual)

Nä **ka ye** gaat Täär **jēk**, duä **ye ke ke pēl**.

*If **you find** Hen’s children, don’t **leave** them.*

In 01:23-24, the habitual verb **ke wë jaal** ‘went walking’ is reported as if it happened in the past as the conclusion of the story about the animals fighting. The Leopard continued to walk alone for a long time.

(01:23-24) (Past habitual)

Ku Kuac **ke wë jaal** kërɔ, ku jël Anyinyi kërɔ, *And Leopard **went** on his own, and Hyena went alone, and Lion went alone, and Snake went alone.*

In 04:24-25, the habitual verbs **ka cam** ‘is eaten’ and **ka cɔɔc** ‘is used’ happen regularly. The subject doing these actions is not mentioned, so they are passive habitual verbs.

(04:24-25) (Passive habitual)

Riiŋ guär **ka cam**, *The elephant meat **is eaten**.*
 jïc guär **ka cɔɔc** ë bul bënë. *The elephant’s ear **is used** for mending drums.*

Some of the word orders for habitual transitive verbs (with an object that receives the action) are shown below.

	Transitive Habitual		
SOV	Nuëër ke gat <u>cɔɔl</u> .	H	<i>Person <u>calls</u> child (every day)</i>
S(O)V ?	Nuëër ke <u>coot</u> .	L	<i>Person <u>calls</u> (every day).</i>
SVPosO	Nuëër ke wë <u>coot</u> gatë.	L	<i>Person <u>calls</u> child (every day) (lit. calling of child).</i>
SOVR ?	Nuëër ke gat <u>cool</u> man.	L	<i>Person <u>calls</u> child (every day) for his mother.</i>
(S)OV ?	Gat ka <u>cɔɔl</u> .	H	<i>Child <u>is called</u> (every day).</i>
OVprepS ?	Gat ka <u>cɔɔl</u> ë nuëër.	H	<i>Child <u>is called</u> (every day) by person.</i>

The pronouns used for habitual transitive verbs are shown below.

Condition SOV 6/35

Nä ke nuëër gat jëk,	<i>If person finds children, . . .</i>
Nä kan gat jëk,	<i>If I find children, . . .</i>
Nä ke yï gat jëk,	<i>If you (sg) find children, . . .</i>
Nä kee gat jëk,	<i>If (s)he finds children, . . .</i>
Nä ke kon gat jëk,	<i>If we (and you) find children, . . .</i>
Nä ka kɔ gat jëk,	<i>If we (not you) find children, . . .</i>
Nä ka ye gat jëk,	<i>If you (pl) find children, . . .</i>
Nä ke ke gat jëk,	<i>If they find children, . . .</i>

The same pronouns can be used for habitual intransitive verbs as shown below.

Habitual SVL	
Cëk ke wë yïëër.	<i>Woman (regularly) goes to river.</i>
Ee kan wë yïëër.	<i>I (regularly) go to river.</i>
Ee ke yï wë yïëër.	<i>You (sg) (regularly) go to river.</i>
Ee ke wë yïëër.	<i>(S)he (regularly) go to river.</i>

Ee ke kon wë yïëër.	We (and you) (regularly) go to river.
Ee ke ko wë yïëër.	We (not you) (regularly) go to river.
Ee ka ye wë yïëër.	You (pl) (regularly) go to river.
Ke ke wë yïëër.	They (regularly) go to river.

Sometimes the connector **ku** ‘and’ and other words come between the habitual helping verb and the verb. In *02:1-3*, **ku** ‘and’ comes between the habitual helping verb **ke** and **dom** ‘develop’. The perfect verb **ca** ‘had’ and the object noun **mëëth** ‘friendship’ also come between the helping verb and the verb.

(02:1-3)

Ken ke ca mëëth ku **dom**, *They had developed a friendship.*

Often a noun subject is before the habitual helping verb, but it can also follow the habitual helping verb. In *03:18*, the subject **Agook** ‘Monkey’ comes before the habitual helping verb **ke** and verb **wëë** ‘said’.

(03:18)

Ke cë ku teer, Agook **ke** ku **wëë** ne, *They argued and Monkey said.*

In *03:2*, the subject **lëi** ‘animals’ comes between the habitual helping verb **ke** and verb **maath** ‘drink’.

(03:2)

Kath ε yen a kath *That well was the well*
 më **ke** lëi **maath** thiin ken dial. *that all the animals drink from.*

Writers must be careful not to confuse the habitual helping verb **ke** with the pronoun **ke** ‘they’. We have the following spelling rule for habitual helping verbs and the pronoun ‘they’.

Spelling Rule 7: Write habitual words as **kan**, **ke**, or **ka** and not as **ke**. Write the pronoun ‘they’ as **ke**.

Correct	Wrong	
Ee kan wë yïëër.		<i>I (regularly) go to river.</i>
Ee ke yï wë yïëër.	Ee ke yï wë yïëër.	<i>You (sg) (regularly) go to river.</i>
Ee ke wë yïëër.	Ee ke wë yïëër.	<i>(S)he (regularly) go to river.</i>
Ee ke kon wë yïëër.	Ee ke kon wë yïëër.	<i>We (and you) (regularly) go to river.</i>
Ee ke ko wë yïëër.	Ee ke ko wë yïëër.	<i>We (not you) (regularly) go to river.</i>
Ee ka ye wë yïëër.		<i>You (pl) (regularly) go to river.</i>
Ke ke wë yïëër.	Ke ke wë yïëër.	<i>They (regularly) go to river.</i>

However, there is no difference in spelling the habitual helping verb **ke** (High tone) as in *01:23* and the preposition **ke** (Low tone) ‘with, by, at, on’ as in *01:27*. It may be important to write difference in tone for these two words.

01:23 | Ku Kuac **ke** wë jaal kërɔ. *Then Leopard **always** went alone.*
 01:27 | Kuac **ke** tãme ke jeth yuü jaath, **With** now when Leopard always climbs up in tree,

In summary, the pronouns with habitual verbs are given below.

Pronouns with Habitual verbs

Transitive	Passive	
kan, kë		<i>I</i>
ke yï		<i>you (sg)</i>
ke, kee	ka	<i>(s)he</i>
ke kɔn		<i>we (and you)</i>
ka kɔ		<i>we (not you)</i>
ka ye,		<i>you (pl)</i>
ye ke		
ke ke,	ka	<i>they</i>
ke ke,		
ken ke,		
ka ke (?)		

Exercise 36

In the sentences below, underline all habitual verbs, habitual helping verbs, and subject pronouns of habitual verbs.

(01:4)

Ra dö **ke tē** mëde
 më thil goor ε yen ba gërde dhööl.

*Each one **has** his own (rules)
 that he doesn't want to be violated.*

(01:5)

Yën, nä cë niëen, **kë** thil **goor** arier.

*When I sleep, **I** don't **want** noise.*

(01:6-7)

Yën kan jään ke wëër. Nä bën ë ke wëër,
 thil goor nuëër më **ke** yë **thiëc**,
 'Cï wë nigde, ku bën i raar ni?'

***I** usually **walk** at night. If I (return home) at night,
 I don't want anyone to **ask** me, 'where
 have you gone, or where are you coming from?'*

(01:16-17)

Cën cë wëë ne ke cën ɔ, duɔ yöt **ka thiook**,
yën kan jään ke wëër?

*Didn't I say on that day that the house should not
be closed, (because) **I** usually **walk** at night?*

(02:1-3)

Ken ke ca mëëth ku **dom**,
 ku **ke ke jään** këël, ku nyuëu ke.
 Wënë ke nyuëu ke, **ke ke thiäi**
 në thil **ka** muɔɔj **mat** ë ken.

***They developed** a friendship
 and **walked** and shared food together.
 They (normally) ate together but then
dispersed without **making** conversation.*

(02:6-7)

Yïn Añau **ka kɔn** muɔɔj kɔj **le mat**
 bane lööckɔn ñäc,
 nei thil **ke mïth** ku cïëëth thiäi

*Cat (my friend), **let us make** conversation
 so that we know more about one another,
 since people **do** not **eat** and immediately go.*

(02:12-13)

Cin të nē löcdē ke yī dōk tēk **ke icuiit**
mē tēk ke yī bēdu bē kēn gaatkē.

*(I) was even thinking of going to you for something **small** to give my children.*

(02:33)

Tēēr, ee ŋu kuī yuicdē le **ke tuōör** yīēēl?

*Hen, why is my head **cheated** away?!*

(02:34)

Cēn cā lät yī kēei, **ka** muōōŋ **mat**?

*Didn't I tell you that we should **make** conversation?*

(03:7-8)

Agōok ē maar, nīinkē cē wā dīāāk jii
kaath ē wēnē **kē** thil wāān mē bēn
ke yē raar, bī yē tīēēc raar.

*Monkey my brother, I have been three days inside
this well here **I** not with way
to get out, so pull me out.*

(04:28)

Nā goor ε ye ba nēk yen cil,
la cokkē **ken ka** kōŋ **göör**.

*If (person) want to kill the rhino,
it is the footprints **they will** first **find**.*

(04:31)

Yene **ka** ku **bir** ke mut
mē dīēēt mal mē **ka cool** taanreel.

*Those (people) **spear** it with a big spear
which **is called** tangrel.*

(05:2)

Ken jōou ti ken **ke ka duoor** nei
tē duaal tē tēi yōthē ken.

*These gods, **they are worshiped** by people,
there are many above them*

(05:8)

Ke ka pī tiēeth piny,
ku wēer nei ē ken bē piēny neenē puōol.

***They spray** the ground with water (for blessing)
and bless their people (in order) to stay healthy.*

Purpose (subjunctive, infinitive)

Purpose verbs show the purpose or goal of the previous action. [check this] They are sometimes present actions that still happen at the time of speaking, but can also be actions that may happen in the future or that are reported in the past. All subject verbs have a helping verb **bē, bī, be, bē, or ba** (all with underlying Low tone). The passive Purpose helping verb is **ba**.

In *03:13*, the Purpose verb **be tīēēc** ‘to pull’ happened before it was reported in telling the story. It is the purpose or goal of **Agōok teetde loom** ‘Monkey gave his hand’.

(03:13) (Past Purpose)

Kuā Agōok teetde loom
be Ayak ku **tīēēc** raar.

*And Monkey gave
his hand **to pull** Lion out.*

In *04:36*, the Purpose verb **bī nēk** ‘to kill’ still happens at the time of explaining about hunting rhinos. It is the purpose of **göör** ‘want’.

(04:36) (Present Purpose)

Nā cī wēr ku jēk ke göör **bī** yī **nēk** yen cil,
kē kuī tāāny wēn ε tēi wēr thīn ε.

*If you find dung and you want **to kill** the rhino,
then you just wait hiding near the dung.*

In 02:11-12, the Purpose verb **ba wë** ‘go eat’ may happen after the time of speaking. It is the purpose or goal of **këen ε yë** ‘give it to me’.

(02:11-12) (Future Purpose)

Nä tek ye icuiit më të thin,
kën ε yë **ba wë** cam gaatkë.

*If you have a little (food),
give it to me **so that** my children can **go eat**.*

Some of the word orders for purpose transitive verbs (with an object that receives the action) are shown below.

	Transitive Purpose	
SOV	Nuëër göör be gat <u>cöol</u> .	H <i>Person wants to <u>call</u> child.</i>
S(O)V ?	Nuëër göör be <u>coot</u> . (?)	L <i>Person wants to <u>call</u> child.</i>
SVPosO	Nuëër göör be <u>coot</u> gatë. (?)	L <i>Person wants to <u>call</u> child (lit. calling of child).</i>
SOVIO ?	Nuëër göör be gat <u>cool</u> man. (?)	L <i>Person wants to <u>call</u> child for his mother.</i>

The subject pronouns used for Purpose verbs are shown below.

Purpose subject pronouns

Nuëër göör be peen kaath.	<i>Person want to fall in well.</i>
Ee goor bë peen kaath.	<i>I want to fall in well.</i>
Ee göör bï peen kaath.	<i>You (sg) want to fall in well.</i>
Ee göör be peen kaath.	<i>(S)he wants to fall in well.</i>
Ee göör ba kôn peen kaath.	<i>We (and you) want to fall in well.</i>
Ee göör ba ne peen kaath.	
Ee göör ba kô peen kaath.	<i>We (not you) want to fall in well.</i>
Ee göör ba ye peen kaath.	<i>You (pl) want to fall in well.</i>
Ee göör bë ke peen kaath.	<i>They want to fall in well.</i>

Object pronouns used for Purpose verbs are shown below.

Purpose object pronouns

Nuëër göör be yë liq.	<i>Person wants to hear me.</i>
Nuëër göör be yï liq.	<i>Person wants to hear you (sg).</i>
Nuëër göör be ye liq.	<i>Person wants to hear him/her.</i>
Nuëër göör be kôn liq.	<i>Person wants to hear us (and you).</i>
Nuëër göör be kô liq.	<i>Person wants to hear us (not you).</i>
Nuëër göör be ye liq.	<i>Person wants to hear you (pl).</i>
Nuëër göör be ke liq.	<i>Person wants to hear them.</i>

Sometimes the connector **ku** ‘and’ and other words come between the purpose helping verb and the verb. In 02:1-3, **ku** ‘and’ and the object **lëi** ‘animals’ come between the purpose helping verb **ba** and **juaat** ‘contribute’.

(04:10) (helping verb separate from verb)

Yen wënë, acöötë ku wëi thin
ba lëi ku **juaat** ke bürë.

*At this point, the youth go to
contribute in spearing animals.*

Often a noun subject is before the purpose helping verb, but it can also follow the purpose helping verb. In *04:14-15*, the subject **nei** ‘people’ comes between the purpose helping verb **ba** and verb **ke wēi** ‘go’.

(04:14-15)

Ɛ **ba** nei ku **wēi** ke lēi tē ka muol yūic,
ken nei tē ka cōol Reel.

*People **go** and commonly chase animals,
people who are Reel.*

Sometimes two purpose helping verbs come before a verb, and these can also be separated by words. In *01:13*, the purpose helping verbs **be** and **bē** are separated by the object **dethuok** ‘door’ of the verb **jēk** ‘found’.

(01:13) (be . . . bē)

Nā kue wē luōc,
ku **be** dethuok **bē jēk** caa thiōök.

*When he returned,
he found the door closed.*

Sometimes the Purpose helping verb introduces a noun instead of a verb. In *02:36*, the purpose helping verb **be** introduces the noun **cēn ē ke** ‘his last words’.

(02:36) (Introduces a noun)

Nā min caa Aṅau ku thiäk ke liä ɛ,
kue gaatkē cōol **be** ku cēn ē ke.

*When Cat was close to death,
he called his children **for** his last words.*

In summary, the pronouns with purpose verbs are given below.

Pronouns with Purpose verbs

Transitive/Intransitive	Passive	
bē, bē		<i>I</i>
bī, bē		<i>you (sg)</i>
be, bē	ba	<i>(s)he</i>
ba kōn, ba ne		<i>we (and you)</i>
ba kō		<i>we (not you)</i>
ba ye		<i>you (pl)</i>
bē ke, ba, be	ba	<i>they</i>

Exercise 37

In the sentences below, underline all purpose verbs, purpose helping verbs, and subject pronouns of purpose verbs.

(01:4)

Ra dō ke tē mēde mē thil goor ɛ
yen **ba** gērde **dhööl**.

*Each one has his own (rules) that
he doesn't want them to **cross** his back.*

(01:12)

Anyinyi cē rō ku jieec **be wē** raar.

(02:4-5)

Nā ciēēŋ ē de cē nei wē mīth thīn,
kē ye muol tēer jiōok **be rō puk** kē **be tōōny**.

(02:12-14)

Cin tē nē lōcdē ke yī dōk tēk ke icuiit
mē tēk ke yī bēdu **bē kēn** gaathkē.

(02:16)

Kuā Aŋau rō jieec **be** ku **wē** cēŋ Ter.

(02:17-18)

Ku Tēer Aŋau lēēŋ nē bēn ε,
kue ciōōu mē kel tiēēc jith gāākēke
be ku **cuōōŋ** ke ciōōu mē kel.

(02:26-27)

Ku Aŋau riŋ cēŋde kue gaatke cōol
kua yēm mē kel ŋuōt raar **ba** ku **thaal**.

(02:30-31)

Ku gaat Aŋath luōoc
kua **be lāt** manden

(02:32)

Nā ku Tēer wē bēn bā Aŋau **bē juic**,
kue Aŋau **be jēk** nē ku rath.

(03:3-4)

Na ku wā ŋuaanden kue dēruōōn kap kē
kuā Agōok le bēn **be bē maath**.

(03:7-8)

Agōok ē maar, niinkē cē wā diāāk jii kaath
ē wēnē kē thil wāan mē bēn ke yē raar,
bī yē **tiēēc** raar.

(03:10)

Ee le ī rō le **bē luōoc** yē nā tiēēi yī raar.

(03:10-11)

Thieel Agōok ē maar, ε thil luēŋ **bē** nuēer rō
luōoc nuēer mē cē ye luōoi lēlēŋ.

(03:20-21)

Thieel, yēn cē kái ē mal, thil wāan mē wā
luēēŋ ē yiēēc ku thil wāan wē riŋ ke yē,
kē thil wāan wē kai ye **bē doom** ē lēi.

(03:24-25)

Nā yīn **bē** nēērdē kuoth ε du **luēŋ** di
kun cie tēi ke niīn nā ŋuaan jii kaath?

(03:29-30)

Kua nei kōŋ tuōōu agākdē bane ye puoc jōu
kē **bī** kōŋ **lāāŋ** yīn nēērdē.

(03:34)

*Hyena himself opened **to go** out.*

*If they were eating in his house,
he would tell Hen **to go** to his house **to sleep**.*

*(I) was even thinking of going to you
for something **they give** my children.*

*Cat went **to go** to house of Hen.*

*And Hen saw (from distance) Cat coming,
and hid one leg in his feathers
so that he stood on one leg.*

*And Cat ran to his house and called his children
and they cut off one leg **in order to cook** it.*

*and the children of Cat returned
and **told** their mother,*

*When Hen came **to see** Cat,
he found Cat getting unconscious.*

*When on the fourth day it began to rain,
Monkey came **to drink**.*

*Monkey my brother, I have been three days inside
this well here with no way to get out,
so **you pull** me out.*

*You may **turn** (and eat me) if I pull you out.*

*No, my Monkey brother, I cannot **turn** (to eat)
person who has done good to me.*

*No, I am so weak, I will not be able to chase
and not be able to run and not be able
to jump **to I catch** a prey.*

*How did my uncle **endure** this rain
for four day in the rain in this well?*

*Let us first play this counting game so that you
solve the matter **so that you can rest**, my uncle.*

Nä kue ruum tiitë,
kue pëer tuuṅ jaath **be jeth**.
(03:37-38)

Yen cë liet ku luooi **be cöl** yïer kuä
Ayak böi **be** ye **yïic** a kue rō wë riëer piny.
(04:1-3)

Më **ba** kōṅ **juir** ka a lat, ee la më ka cöl
yïëc, kã ke lëi tithi ka yïic?
Yïëc ee la më **ba** lëi më ke nei **nëk**
juaat ke biirë, a ku lëi teeth në cie liu.
(04:16-18)

Nä caa guḍör jëk nei tē duar,
ke ke ku riṅ thin **ba** nuëer **bë** guḍör muol
keeth ku nuëer **bë** guḍör **ber ba ṅac**.
(04:21-24)

Tuṅ guär ka ṅuot kua diit ken ti
ka ceṅ ke yöl ë nuëer më göör **bë puth**,
kō yä cëk më piac e nap,
kō yä nyal më cë käi, **be luooi** awuut ë de.
(04:28)

Nä goor e ye **ba nëk** yen cil,
la cokke ken ka kōṅ göör.
(04:35)

Nä göör e **be** wër **laac**,
ka riṅ wën e tēi wër thin e.
(04:38)

Nä kue bën **be** wëer **bë laac**,
kë kuï bir në laac e wëer.
(04:39-40)

Tuṅ ciel më caa guaṅ nã thieei,
ka muḳc ayët më caa kḳc **ba** ke **poth** thin.
Ee ka lat yï ka cam liet nã thil miaac ye
ka ayët **ba** ke **poth** thin.
(04:42)

Tuṅ ciel ka luooi adhuur **ba** ke **puḳḳ** yök.
(05:6-7)

Ku nã lam ke, ke ka alam keeth
ke Dëcëu ku guändḳḳeken,
ku jḳu ten ë mei **ba** ke **muḳc** ke yïëi.
(05:8-10)

Ke ka pï tiëth piny, ku wëer nei ë ken **bë**
pïeny neenë **puḳḳ**, ku **bë** nei **tëi** ke door në
thil kör, kë thil tuaany ku **bë** nei **tëk** ke miith.
(05:11-12)

Yen ke pï kōṅ tiëth piny
nä cup e cëṅ ë de, kō yä nuëer yen yï

*When he (Monkey) understood,
he jumped to a branch of a tree **to climb** up.*

*Assuming the sand **was** a lake,
Lion feared to **follow** him until he disappeared.*

*What needs **to be made clear** is what is meant by
chasing, and which animals are being chased.
Chasing is when animals are collectively **killed**
by people with spears until they are dead.*

*If an elephant is found by hunters, they all rush
so that one person quickly **begins** (spearing) and
a second person soon **follows** (in spearing) **to know**.*

*Elephant horns are cut and the bigger one
is worn on the arm of a person who wants **to marry**,
or by a woman recently married, or by a girl who
had menstruation and is **making** her decoration.*

*If (people) want **to kill** the rhino,
it is the footprints they will first find.*

*When it is about **to defecate**,
it runs to the place (where) the dung remains.*

*When it comes to the dung **to defecate**,
you spear (while it is) defecating.*

*The rhino horn is shaped as a stick and is given skin
that has been filed **to cover** it.
It is said that it will be eaten by sand if it is
not given the leather **to cover** it.*

*The rhino horn is used as a hammer **to pound** pegs.*

*And when they worship, they begin worshipping
(the big) God, and their ancestors,
and the gods who **give** them life.*

*They spray ground with water, and bless their
people **to stay** healthy, **to live** in peace without
war, without sickness, & people **to have** resources.*

*They spray the ground with water
whenever they arrive, or when a person arrives to*

bën cëj ë de kë **be** ku **math** jəu.
(05:17-18)

Nä cë tiët bën, më ka kəŋ luooi yuii,
ayuil yen ka kəŋ gam yuii,
ba ku kën agaamlööŋ **bë** tiët **be** jək ku **juic**.
(05:31)

Yen nuëër ε nä caa löcde yär
ka luony agëgök **be** miith **cam**.
(05:34-35)

Nä cë löcde jïëëu,
ka lunny nei Ayak **be** yök ku nei **cam**.
(05:36-37)

Nä käär ε lät ε **ba** lëi **nëk**,
kë lëi jieec rə **be teu** nyök kë yöi ε.
(05:38-39)

Nä cë löcde jïëëu,
ka luony abuoor **bë** yök **guëëu**,
ku a tuany tē duaal bën.
(05:42-43)

Kε nei luöny coth **be** nei **dot be** thil wään
ke luooi ë nei, nä cë löcde jïëëu.

*their house, (they bless him) before **he drinks**.*

*If a magician is about to do (magic),
a deposit must be given first
so that interpreter **causes** the magician to **see** god.*

*This person if annoyed will allow
insects **to eat** the crops.*

*If he is annoyed,
he can make a lion **eat** cows and people.*

*If he tells animals **to kill**,
the animal will come back **to life** and run again.*

*If he is annoyed,
he can cause a flood **so that** cows **die**
and many (water borne) sicknesses come.*

*Person allows guinea worm **to swell** people so that
they are not able to do work, if he is annoyed.*

Future

Future verbs show the action happens after the time of speaking. All future verbs have a helping verb **bë**, **bï**, **be**, **bë**, or **ba** (all with opposite tone of the following word). The passive future helping verb is **ba**. Future helping verbs are often the same as Purpose helping verbs, but differ in tone. [Check if tone marking is needed to help distinguish these.]

In 02:37, the future verb **bë liü** ‘I will die’ shows this action happens later, after the time of speaking.

(02:37) (Future)

Yen gaatkë, yën ε **bë liü** ε.

*You my children, **I will die**.*

In 05:21, the future verb **ba kək** ‘will be paid’ shows the action happens later. The one doing this action **kək** is not mentioned, so it is a passive verb. This action **kək** is repeated each time the magician does his work.

(05:21) (Habitual passive future)

Nä cë ku ruööm, tiët **ba** ku **kək**.

*After finishing these tasks, magician **will be paid**.*

Some of the word orders for future transitive verbs are shown below.

	Transitive Future		
SOV	Nuëër bë gat (wë) <u>cööl</u> .	H	<i>Person will <u>call</u> child.</i>
S(O)V ?	Nuëër bë (wë) <u>coot</u> .	L	<i>Person will <u>call</u>.</i>
SVPosO	Nuëër bë (wë) <u>coot</u> gatë.	L	<i>Person will <u>call</u> child (lit. calling of child).</i>
SOVIO ?	Nuëër bë (wë) gat <u>cool</u> man.	L	<i>Person will <u>call</u> child for his mother.</i>
(S)OV ?	Gat ba (wë) <u>cööl</u> .	H	<i>Child will be <u>called</u>.</i>
OVprepS ?	Gat ba (wë) <u>cööl</u> ë nuëër.	H	<i>Child will be <u>called</u> by person.</i>

Pronouns used for future verbs are shown below.

Future SVL/VSL

Nuëër be wë peen kaath.	<i>Person will fall in well.</i>
Ee bë wë peen kaath.	<i>I will fall in well.</i>
Ee bī wë peen kaath.	<i>You (sg) will fall in well.</i>
Ee bë wë peen kaath.	<i>(S)he will fall in well.</i>
Ee bë kōn wë peen kaath.	<i>We (and you) will fall in well.</i>
Ee ba kō wë peen kaath.	<i>We (not you) will fall in well.</i>
Ee ba ye wë peen kaath.	<i>You (pl) will fall in well.</i>
Kë bë wë peen kaath.	<i>They will fall in well.</i>

Sometimes the connector **ku** ‘and’ or other words come between the future helping verb and the verb. In 03:19, the object **lëi dö** ‘another animal’ and **le** ‘be’ come between the future helping verb **bī** and **wë jëk** ‘will go find’.

(03:19) (Helping verb separate from verb)

Pël yë, ee **bī** lëi dö le **wë jëk**. *Leave me, you will find another animal.*

In summary, the pronouns with future verbs are given below.

Pronouns with future verbs

Transitive/Intransitive	Passive	
bë		<i>I</i>
bī		<i>you (sg)</i>
bë, be	ba	<i>(s)he</i>
bë kōn		<i>we (and you)</i>
ba kō		<i>we (not you)</i>
ba ye		<i>you (pl)</i>
kë bë	ba	<i>they</i>

Exercise 38

In the sentences below, underline all future verbs, future helping verbs, and future pronouns of future verbs.

(01:8)

Ku dethuok thil thiook ε,

And the door should not be closed,

nä bën ë **bë** yöt **ejëk** yooŋ.
(02:37-38)

Yen gaatkë, yën ε **bë liu** ε.
Ee **bë** ku **wä** ater ë da ke Tëer.
(03:19)

Pël yë, ee **bī** lëi dō le **wë jëk**.
(03:27)

Kë yin nëërdë, kōŋ teetde pël
yen thil wään **be wëi** thin.
(05:19)

Nä cë jök ku juic,
yen ee **be** ku **lat** ee jök më ŋu.
(05:20)

Nä caa ku nhök, jök **ba** ku **tet**,
kua yök nëk.
(05:23)

Jök nä ca ku ruum tetë,
ye **ba** ku **guur** ke thiaŋ **be** ku **ruai**.

so that when I come, **I will find** the house open.

You my children, **I will die**.
There **will go** to be our conflict with Hen.

Leave me, **you will find** another animal.

And you my uncle, just release his hand,
he **will not go** anywhere.

When he has seen the god,
he **will tell** what kind of god it is.

After accepting, god **will be worshiped**
and they sacrificed cows.

After the god has been worshiped,
it **will be asked** (by magician) **to talk**.

Command (Imperative) Verbs

Command verbs are used to order or command others to do something. Commands do not have the word **ee** ‘is, be’ (as do some statements and questions without a noun subject). A singular command (to one person) is like an incomplete verb without a helping verb or subject, but can have a different form. A plural command (to more than one person) has the same form as an incomplete verb with subject **ye** ‘you (pl)’. A communal command (‘let us’) has the same form as an incomplete verb with the subject **kōn** ‘we (and you)’.

None of the commands below have the word **ee** ‘is, be’ as do the incomplete verbs. The singular command verb **yën** ‘protect!’ has no subject and a different form than the incomplete verb **yëen** ‘protecting’ with subject **yī** ‘you (sg)’.

Incomplete verb	Command verb
Nuëer yëen gat. <i>Person protecting child.</i>	
Yën yeen gat. <i>I am protecting child.</i>	
Ee yëen yī gat. <i>You (sg) are protecting ch</i>	<u>Singular</u> Yën gat! <i>(You sg) protect child!</i>
Ee yëen ye gat. <i>(S)he is protecting child.</i>	
Ee yen kōn gat. <i>We (and you) are protect</i>	<u>Communal</u> Yen kōn gat! <i>Let us protect child!</i>
Ee yen kō gat. <i>We (not you) are protect</i>	
Ee yen ye gat. <i>You (pl) are protecting</i>	<u>Plural</u> Yen ye gat! <i>You (pl) protect child!</i>
Ke yen gat. <i>They are protecting child.</i>	

However, the plural command verb **yen ye** ‘you (pl) protect!’ has the same form and pronoun as the incomplete verb **yen ye** ‘you (pl) are protecting’. And the communal command verb **yen kōn**

‘let us protect!’ has the same form and pronoun as the incomplete verb **yen kon** ‘we (and you) are protecting’.

Below are other singular command verbs compared with incomplete verbs, many of which have different forms.

Incomplete		Command singular (to one person)	
<i>You (sg) _____ person/thing.</i>		<i>_____ person/thing!</i>	
Ee naap yī nuëër.	<i>are marrying</i>	Nap nuëër!	<i>Marry</i>
Ee baath yī dö.	<i>are loosing</i>	Bath dö!	<i>Loose</i>
Ee laat yī nuëër.	<i>are telling</i>	Lat nuëër!	<i>Tell</i>
Ee kaai yī nuëër.	<i>are biting</i>	Kac nuëër!	<i>Bite</i>
Ee piiu yī nuëër.	<i>are pushing</i>	Piik nuëër!	<i>Push</i>
Ee ciim yī nuëër.	<i>are kissing</i>	Ciim nuëër!	<i>Kiss</i>
Ee yëen yī dö.	<i>are protecting</i>	Yën dö!	<i>Protect</i>
Ee luony yī dö.	<i>are allowing</i>	Luony dö!	<i>Allow</i>
Ee geñ yī dö.	<i>are defending</i>	Gëñ dö!	<i>Defend</i>
Ee gool yī dö.	<i>are making new</i>	Gol dö!	<i>Make new</i>
Ee bëer yī dö.	<i>are shooting</i>	Bëer dö!	<i>Shoot</i>
Ee gëü yī nuëër.	<i>are making late</i>	Gëü nuëër!	<i>Make late</i>
Ee këëi yī dö.	<i>are solving</i>	Këëi dö!	<i>Solve</i>
Ee lëk yī dö nekë	<i>are dreaming</i>	Lëkë dö nekë!	<i>Dream</i>

Below are other plural command verbs compared with incomplete verbs, all of which have the same forms.

Incomplete		Command plural (to more than one person)	
<i>You (pl) _____ person/thing.</i>		<i>_____ people/thing!</i>	
Ee nap ye nuëër.	<i>are marrying</i>	Nap ye nei!	<i>Marry</i>
Ee bath ye dö.	<i>are loosing</i>	Bath ye dö!	<i>Loose</i>
Ee lat ye nuëër.	<i>are telling</i>	Lat ye nei!	<i>Tell</i>
Ee kac ye nuëër.	<i>are biting</i>	Kac ye nei!	<i>Bite</i>
Ee piëk ye nuëër.	<i>are pushing</i>	Piëk ye nei!	<i>Push</i>
Ee ciëem ye nuëër.	<i>are kissing</i>	Ciëem ye nei!	<i>Kiss</i>
Ee yen ye dö.	<i>are protecting</i>	Yen ye dö!	<i>Protect</i>
Ee luony ye dö.	<i>are allowing</i>	Luony ye dö!	<i>Allow</i>
Ee geñ ye dö.	<i>are defending</i>	Geñ ye dö!	<i>Defend</i>
Ee gal ye dö.	<i>are making new</i>	Gal ye dö!	<i>Make new</i>
Ee bäär ye dö.	<i>are shooting</i>	Bäär ye dö!	<i>Shoot</i>
Ee gäü ye nuëër.	<i>are making late</i>	Gäü ye nei!	<i>Make late</i>
Ee keei ye dö.	<i>are solving</i>	Keei ye dö!	<i>Solve</i>
Ee läk ye dö nekë	<i>are dreaming</i>	Läk ye dö nekë!	<i>Dream</i>

Below are other communal command verbs compared with incomplete verbs, all of which have the same forms.

Incomplete		Communal command
<i>We (and you) _____ person/thing.</i>		<i>Let us _____ people/thing!</i>
Ee nap kɔn nuëër.	<i>are marrying</i>	Nap kɔn nei! <i>Marry</i>
Ee bath kɔn dö.	<i>are loosing</i>	Bath kɔn dö! <i>Loose</i>
Ee lat kɔn nuëër.	<i>are telling</i>	Lat kɔn nei! <i>Tell</i>
Ee kac kɔn nuëër.	<i>are biting</i>	Kac kɔn nei! <i>Bite</i>
Ee piëk kɔn nuëër.	<i>are pushing</i>	Piëk kɔn nei! <i>Push</i>
Ee cieem kɔn nuëër.	<i>are kissing</i>	Cieem kɔn nei! <i>Kiss</i>
Ee konn kɔn dö.	<i>are protecting</i>	Konn kɔn dö! <i>Protect</i>
Ee luony kɔn dö.	<i>are allowing</i>	Luony kɔn dö! <i>Allow</i>
Ee geŋ kɔn dö.	<i>are defending</i>	Geŋ kɔn dö! <i>Defend</i>
Ee gal kɔn dö.	<i>are making new</i>	Gal kɔn dö! <i>Make new</i>
Ee bäär kɔn dö.	<i>are shooting</i>	Bäär kɔn dö! <i>Shoot</i>
Ee gääu kɔn nuëër.	<i>are making late</i>	Gääu kɔn nei! <i>Make late</i>
Ee keei kɔn dö.	<i>are solving</i>	Keei kɔn dö! <i>Solve</i>
Ee läk kɔn dö nekë	<i>are dreaming</i>	Läk kɔn dö nekë! <i>Dream</i>

Below are other commands.

Command transitive verbs with object before	Command transitive verbs with object after
03:27 teetde pël <i>release his hand</i>	03:19 pël yë <i>leave me</i>
02:28 Tëër juic <i>see Hen</i>	

Intransitive verb	Command intransitive
02:30 kua Tëër wë jëk <i>They went found Hen</i>	02:28 wai Tëër juic <i>Go see Hen!</i>

Exercise 39

In the sentences below, underline all command verbs and their subject pronouns, if any.

Derived intransitive (detransitive, antipassive) verbs

Derived intransitive verbs are made from transitive verbs. They have no object and often have a different vowel, final consonant or tone than the transitive form.

In (1), there is no object of the verb **wëi** ‘going’, but only the adverb **wëni** ‘there’ that tells the place of the action. In (2), the object **lëi** ‘animals’ before the verb receives the action of the transitive verb **büürë** ‘spear’.

<u>Intransitive</u>	(1) Nei ka wëi wëni. (?) <i>People <u>go</u> there.</i>
<u>Transitive (object before)</u>	(2) Nei ka lëi büürë . (?) <i>People <u>spear</u> animals.</i>

<u>Transitive (object after)</u>	(3) Nei ka bīēr lēi. (?)	<i>People <u>spear</u> animals.</i>
<u>Derived intransitive (subject before)</u>	(4) Nei ka bir wēni. (?)	<i>People <u>spear</u> there.</i>
<u>Derived intransitive (subject after)</u>	(5) Nā ka _____ nei wēni,	<i>If people <u>spear</u> there, . . .</i>

In (3), the object **lēi** ‘animals’ after the verb receives the action of the transitive verb **bīēr** ‘spear’. In (4), there is no object of the verb **bir** ‘spear’, but only the adverb **wēni** ‘there’ that tells the place of the action. The intransitive verb **bir** ‘spear’ has a different form than either of the two transitive verbs **bīērē** ‘spear’ and **bīēr** ‘spear’ in (2) and (3). It is a new verb form that comes from these transitive forms. We call **bir** a derived intransitive verb.

The intransitive verb **ṅääny** ‘destroy’ in (6) without an object comes from the transitive verb **ṅaany** ‘destroy’ in (7) with the object **dö** ‘thing’.

	Written	Tone	
Transitive obj. before	(6) Nuëër göör be dö ṅaany .	H	<i>Person wants to destroy something.</i>
Derived intransitive	(7) Nuëër göör be ṅääny .	dH	<i>Person wants to destroy.</i>

There are several ways that transitive verbs can change in form to derived intransitive verbs. Some add the suffix **-ë** (as in **bök/bökë** ‘throw something/throw’). Some change the vowel (as in **lër/leer** ‘melt something/melt’). Some change the final consonant (as in **jak/jau** ‘feel something/feel’). Some change the tone (as in **bath (High)/bath (down-stepped High)** ‘loose something/loose’). And some do none of these changes (as in **nap/nap** ‘marry someone/marry’). Also, some verbs (as **cöör** ‘make someone blind’) are transitive and do not have an intransitive form. Other verbs (as **lör** ‘be empty’) are intransitive and do not have a transitive form. The transitive verbs below can take the place of **ṅaany** ‘destroy’ in (6), and the intransitive verbs below can take the place of **ṅääny** ‘destroy’ in (7).

Ways to make derived intransitive from transitive verbs

		Transitive object before	Tone	Derived intransitive	Tone	
Verb	-ë, -në	bök	H	bökë	dH,dH	<i>throw</i>
	vowel change	lër	H	leer	dH	<i>melt</i>
	consonant change	jak	H	jau	H	<i>feel</i>
	tone change	bath	H	bath	dH	<i>loose</i>
	no change	nap	H	nap	H	<i>marry</i>
Transitive		cöör	H	—		<i>make blind</i>
Intransitive		—		lör	H	<i>be empty</i>

We now look more closely at each of these type of changes between transitive and intransitive verbs.

Derived intransitive verbs with suffix -ë

A few intransitive verbs are derived from transitive verbs by adding the suffix **-ë**.

Derived intransitive verbs with suffix -ë

	Transitive	Tone		Derived	Tone	
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object before			intransitive			
	peen	H	-ë	pëenë	L,dH	<i>prevent, forbid</i>
	noonj	dH		nööñë	L,L	<i>bring, deliver</i>
	rol	H		rölë	dH,dH	<i>mourn</i>
	poth	dH		pöthë	dH,dH	<i>cover, dress</i>
	ñac	H		ñëcë	L,dH	<i>know, learn, notice</i>
	gak	H		gëkë		<i>hesitate</i>
	bök	H		bökë	dH,dH	<i>throw</i>
	book	dH		böökë	L,dH	<i>offer</i>
	dääu	H		dëëwë		<i>separate, abandon, divide</i>
	daau	H		dëëwë		<i>decrease</i>
-kë	wëetkë	dH,dH		wëet	dH	<i>advise</i>
-ë	lëkë	H,L		lak	dH	<i>dream</i>

When **-ë** is added to a verb with vowel **u** following another vowel, **u** becomes **w** (as in **dääu/dëëwë** ‘separate’).

Derived intransitive verbs with vowel changes

Many intransitive verbs have a vowel change when derived from transitive verbs. The vowel can be short in the transitive and long in the intransitive (**thany/thaany** ‘wave something/wave’) or the opposite (**daap/dap** ‘give birth to someone/give birth’). The vowel can be non-breathy in the transitive and breathy in the intransitive (**door/döör** ‘mediate something/mediate’) or the opposite (**lööm/loom** ‘borrow something/borrow’). There can be a different vowel in the transitive from the vowel in the intransitive (**dään/dëen** ‘separate something/separate’, **mëëth/määth** ‘greet someone/greet’). There can also be any combination of these differences from the transitive to the intransitive (**tiith/tiëëth** ‘pour something/pour’).

Vowel changes	Transitive object before	Tone	Derived intransitive	Tone	
short – long	thany	H	thaany	H	<i>wave (hand in greeting)</i>
long – short	daap	L	dap	H	<i>give birth</i>
non-breathy – breathy	door	H	döör	L	<i>intercede, mediate</i>
breathy – non-breathy	lööm	H	loom	dH	<i>borrow</i>
one vowel – another vowel	dään	H	dëen	L	<i>separate, divide</i>
one vowel – another vowel	mëëth	H	määth	dH	<i>greet</i>
combination	tiith	H	tiëëth	dH	<i>pour</i>

The following verbs have vowel changes between the transitive and intransitive forms. The change is shown in **bold**. Many changes are the same as the vowel changes between singular and plural nouns.

Vowel changes between transitive and derived intransitive

	Transitive object before	Tone	Derived intransitive	Tone	
a - aa	thany	H	thaany	H	<i>wave (hand in greeting)</i>

	dhal	H	dhaal	H	<i>fail</i>
	wal	H	waal	H	<i>cheat</i>
aa - a	daap	L	dap	H	<i>give birth</i>
aa - ää	ɲaany	H	ɲääny	dH	<i>destroy</i>
	ɲaap	H	ɲääp	dH	<i>hang up</i>
	paat	H	päät	dH	<i>sharpen (knife)</i>
	thaak	H	thääk	dH	<i>carry (with open hands)</i>
	caan	H	cään	dH	<i>arrange</i>
	laak	H	lääk	dH	<i>insult</i>
aa - ee	waar	dH	wëer	dH	<i>change, alter</i>
aa - ɔɔ	caal	H	cɔɔl	dH	<i>announce</i>
	daany	dH	dɔɔny	dH	<i>dance, stomp</i>
ä - ää	täi	H	tääi	dH	<i>protect, keep, hide</i>
ää - ä	nään	H	nän	H	<i>make/be deep, far away</i>
ää - ëë	dään	H	dëen	L	<i>separate, divide</i>
ää - ɔɔ	tääny	H	töony	L	<i>lay down</i>
e - ee	teɲ	H	teen	H	<i>shake to dry</i>
	gem	H	geem	H	<i>draw (water)</i>
e - eɛ	them	H	thëem	H	<i>try, measure</i>
	ther	H	thëer	H	<i>sharpen</i>
	ɲer	H	ɲëer	H	<i>whisper</i>
	der	H	dëer	H	<i>agrovate, abuse, enrage</i>
ë - ëë	yën	H	yëen	H	<i>protect</i>
	gëɲ	H	gëen	H	<i>protect, defend</i>
	yën	H	yëen	H	<i>protect</i>
ë - ee	lër	H	leer	dH	<i>melt</i>
ëë - ee	rëep	H	reep	dH	<i>increase, make/be wide</i>
	lëen	H	leen	dH	<i>see far</i>
	këei	H	keei	dH	<i>resolve, settle (problem)</i>
	rëer	H	reer	dH	<i>deny</i>
ë - ëë	pël	H	pëel	H	<i>leave alone, abandon, allow, permit, release</i>
ë - a	lëɲ	L	laɲ	H	<i>pray, beg, plead</i>
ë - ää	ɲëi	dH	ɲääi	dH	<i>burst</i>
ëë - ää	gëëu	H	gääu	dH	<i>make/be late</i>
	bëëny	dH	bääny	dH	<i>make/be rich</i>
	lëëu	H	lääu	dH	<i>ferment</i>
	tëëp	H	tääp	H	<i>make/be hollow</i>
	këëp	H	kääp	dH	<i>bring up, raise (child)</i>
	mëëth	H	määth	dH	<i>greet</i>
	ɲëëth	H	ɲääth	dH	<i>hope</i>
	bëët	H	bäät	dH	<i>swallow</i>
	bëer	H	bäär	dH	<i>shoot, sting</i>
	këëp	H	kääp	dH	<i>keep, control</i>
	bëer	L	bäär	dH	<i>sting, shoot (bow, gun)</i>
	gëëi	H	gääi	dH	<i>surprise</i>
	këëp	H	kääp	dH	<i>hold, catch, grab</i>

	ŋëëc	H	ŋäác	dH	<i>milk (cow)</i>
i - ii	liŋ	H	liiŋ	H	<i>hear, listen</i>
	bir	H	biir	H	<i>spear</i>
i – iee	min	H	mieen	H	<i>wink</i>
	riny	H	rieeny	H	<i>stretch (body when tired)</i>
	bil	H	bieel	H	<i>lick</i>
ii - i	riiŋ	H	riŋ	dH	<i>run</i>
ii – iee	niin	H	nieen	dH	<i>sleep</i>
	tiŋ		tieeŋ	dH	<i>hit</i>
	miith	H	mieeth	dH	<i>grunt</i>
	tii	H	tiee	dH	<i>choose, screen out, select</i>
ii – iëë	liip	H	liëëp	dH	<i>wait</i>
	tiith	H	tiëëth	dH	<i>pour</i>
	jiit	H	jïëët	dH	<i>mark (on ground)</i>
	tiit	H	tïëët	dH	<i>understand</i>
	dhiim		dhiëëm	dH	<i>strain (food)</i>
	ciir	H	cïëër	dH	<i>discuss, explain</i>
	nyiith	H	nyïëëth	dH	<i>chop</i>
	ciim	H	cïëëm	dH	<i>kiss</i>
	ciil	H	cïëël		<i>slice</i>
ï – ii	cim	H	cïim	H	<i>beat</i>
ii – ië	pïik	H	pïëk	dH	<i>postpone, push, order</i>
ii – iëë	yïic	H	yïëëc	dH	<i>chase, turn around</i>
	riith	H	riëëth	dH	<i>twist, roll</i>
oo - o	yooth	H	yoth	H	<i>migrate</i>
oo – öö	door	H	döör	L	<i>intercede, mediate</i>
	dhool	H	dhööl	H	<i>pass, cross</i>
ö – öö	töl	H	tööl	H	<i>harvest</i>
	töl	H	tööl	H	<i>break</i>
ö - oo	röm		room	L	<i>met, collide</i>
	bör	H	boor	H	<i>singe, burn</i>
öö - oo	lööm	H	loom	dH	<i>borrow</i>
	dhööl	H	dhool	dH	<i>cut</i>
	bööth	H	booth	dH	<i>lead, guide</i>
	kööt	H	koot	dH	<i>dry</i>
	lööm	H	loom	dH	<i>take</i>
	göör	H	goor	L	<i>want, desire, search, find, commit adultery</i>
	thööny	H	thoony	dH	<i>honour</i>
	gööl	H	gool	dH	<i>surround, be around</i>
ɔ - ɔɔ	dɔm	H	dɔɔm	H	<i>catch (in air)</i>
	dhɔm	H	dhɔɔm	H	<i>stalk</i>
	nɔŋ	H	nɔɔŋ	H	<i>take away</i>
	tɔŋ	L	tɔɔŋ	H	<i>jump</i>
	gɔl	H	gɔɔl	H	<i>make/be new</i>
ɔɔ - aa	thɔɔr	H	thaar	dH	<i>float</i>

᠔᠔ - ᠐᠐	ᠶ᠗᠋᠋᠋	H	ᠶ᠗᠋᠋	dH	<i>cough</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>sew (cloth)</i>
	ᠴ᠗᠋᠋᠋	H	ᠴ᠗᠋᠋᠋	dH	<i>call, invite</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>mend, repair</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>begin</i>
᠔᠔ - ᠔᠔	ᠶ᠗᠋᠋᠋	H	ᠶ᠗᠋᠋᠋	dH	<i>overtake, pass</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>spread out</i>
	ᠴ᠗᠋᠋᠋	H	ᠴ᠗᠋᠋᠋	H	<i>cross, violate</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>be poor, oppress</i>
	ᠵ᠗᠋᠋᠋	dH	ᠵ᠗᠋᠋᠋	dH	<i>rest</i>
᠔᠔ - ᠔᠔	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>make/be wicked</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>boast, brag</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>advise</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>take rest, relax</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	
u - uu	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>heap, pile</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>cover</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>roast</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>stir</i>
uu - u	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	L	<i>endure</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>bend over</i>
uu - uu	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>finish</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	
ᠵ᠗᠋᠋ - ᠵ᠗᠋᠋	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>walk</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>slide</i>
ᠵ᠗᠋᠋ - ᠵ᠗᠋᠋	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>eat</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>direct</i>
ᠵ᠗᠋᠋ - ᠵ᠗᠋᠋	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>make/be tight</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	L	<i>sink</i>
ue - ue	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>break out of, hatch</i>
uo - uo	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>weed</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>allow, let go of</i>
uo - uo	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>make/be black</i>
uo - uu	ᠵ᠗᠋᠋᠋	L	ᠵ᠗᠋᠋᠋	H	<i>arrive</i>
	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>dress</i>
uo - uu	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	dH	<i>follow</i>
uo - u	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>marry</i>
uo - uu	ᠵ᠗᠋᠋᠋	H	ᠵ᠗᠋᠋᠋	H	<i>sit, land</i>

Derived intransitive verbs with final consonant changes

Some intransitive verbs have a consonant change when derived from transitive verbs. The final consonant can be **c** in the transitive and **i** in the intransitive (**kac/kai** ‘bite something/bite’). Or the final consonant can be **k** in the transitive and **u** in the intransitive (**cak/cau** ‘create something/create’).

Consonant changes between transitive and derived intransitive forms

Transitive	Tone	Derived	Tone
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	object before		intransitive		
c - i	kac	H	kai	H	<i>bite</i>
	wac	H	wai	H	<i>soak</i>
	kac	dH	kai	H	<i>build</i>
	kaac	H	kai	H	<i>jump</i>
	rīc	dH	rīi	H	<i>stretch out, straighten</i>
	rēc	H	rēi	H	<i>make/be same, equal</i>
	dec	H	dēi	H	<i>choke</i>
	rēc	H	rēēi	H	<i>make/be flat</i>
	peec	H	pei	H	<i>raid</i>
	yeec	H	yei	H	<i>sweep</i>
	lōc	H	lōi	H	<i>choose</i>
ɣōc	H	ɣōi	H	<i>buy</i>	
ī - c	ɣāāi	H	ɣāāc	dH	<i>carry (on head)</i>
k - u	cak	H	cau	H	<i>create, make</i>
	jak	H	jau	H	<i>feel</i>
	lak	H	lau	H	<i>wash</i>
	tak	H	tau	H	<i>think</i>
	lāāk	H	lāāu	H	<i>feed (animals only)</i>
	luk	H	luu	H	<i>convince</i>
	puk	H	puu	H	<i>leave, go away from</i>
	puk	H	puu	H	<i>turn over, capsize</i>
	thuuk	H	thuu	H	<i>finish, complete</i>
	tuuk	H	tuu	H	<i>pull out, uproot</i>
	rek	H	reu	H	<i>put together (tie two cows to same stake)</i>
	theek	H	theu	H	<i>avoid</i>
	theek	H	theu	H	<i>respect, be taboo</i>
	jēk	H	jēu	H	<i>find, get, obtain</i>
	dēk	H	dēu	H	<i>unwrap, untie</i>
	nēk	H	nēu	H	<i>kill, murder, sacrifice</i>
	lōk	H	lōu	H	<i>hate, refuse</i>
	nhōk	H	nhōu	H	<i>accept, agree, believe, admit</i>
	lōk	H	lōu	H	<i>winnow, throw crop in air to clean it</i>
kōk	H	kōu	H	<i>pay, hire, bribe, be awarded</i>	
yōk	H	yōu	H	<i>ring (bell)</i>	
yōk	H	yōū	H	<i>shake</i>	

Derived intransitive verbs with tone changes

Some intransitive verbs have a tone change when derived from transitive verbs. The transitive verbs below have High tone and the derived intransitive verbs have down-stepped High tone. These transitive and intransitive verbs are the same except for tone.

Tone changes between transitive and intransitive verbs

Transitive object before	Tone	Derived intransitive	Tone

laac	H	laac	dH	<i>defecate</i>
bath	H	bath	dH	<i>loose</i>
ɲak	H	ɲak	dH	<i>carry (in bad, on head)</i>
lam	H	lam	dH	<i>curse</i>
jaaŋ	H	jaaŋ	dH	<i>skin (animal)</i>
baath	H	baath	dH	<i>topple, push over</i>
yaak	H	yaak	dH	<i>plunder</i>
dak	H	dak	dH	<i>make/be tired</i>
cith	H	cith	dH	<i>spit</i>
cuuth	H	cuuth	dH	<i>impale</i>
juɔɔc	H	juɔɔc	dH	<i>run after, chase</i>
teenj	H	teenj	dH	<i>knock (on door)</i>
käär	H	käär	dH	<i>make/be awake</i>
lëeth	H	lëeth	dH	<i>beg</i>
teenj	H	teenj	dH	<i>play (drum)</i>
päär	H	päär	dH	<i>make/be like</i>
reet	H	reet	dH	<i>tear</i>
leec	H	leec	dH	<i>thank, congratulate</i>
weer	H	weer	dH	<i>bless, praise</i>
teer	H	teer	dH	<i>argue, fight, compete</i>
tet	H	tet	dH	<i>dig</i>
nep	H	nep	dH	<i>light, ignite (fire)</i>
döth	H	döth	dH	<i>wean (child), uproot</i>
noop	H	noop	dH	<i>send</i>
thöt	H	thöt	dH	<i>pull</i>
teet	H	teet	dH	<i>withdraw</i>
nep	H	nep	dH	<i>burn</i>
gɔp	H	gɔp	dH	<i>snatch, seize</i>

Derived intransitive verbs with no change

Some verbs can be used as either transitive or intransitive without any change in form.

No changes between transitive and intransitive verbs

Transitive object before	Tone	Derived intransitive	Tone	
nap	H	nap	H	<i>marry</i>
kap	H	kap	H	<i>begin (journey)</i>
kap	H	kap	H	<i>pick up, plan, organize</i>
lat	H	lat	H	<i>tell, speak, say</i>
pat	H	pat	H	<i>clap (hands), slap</i>
ɲat	H	ɲat	H	<i>peel</i>
mat	H	mat	H	<i>add, increase</i>
mat	H	mat	H	<i>meet together, assemble</i>
mat	H	mat	H	<i>close (book)</i>
mat	H	mat	H	<i>join, stack, bring together</i>

mat	H	mat	H	<i>bathe with hot water</i>
mat	H	mat	H	<i>share</i>
mat	H	mat	H	<i>agree</i>
bak	H	bak	H	<i>cut open</i>
waan	H	waan	H	<i>burn</i>
thaal	H	thaal	H	<i>cook</i>
mai	H	mai	H	<i>fish</i>
tääny	H	tääny	H	<i>ambush</i>
yär	H	yär	H	<i>make/be upset, annoy, destroy</i>
gär	H	gär	H	<i>straddle</i>
maath	H	maath	H	<i>drink</i>
daai	H	daai	H	<i>watch</i>
duth	H	duth	H	<i>dance</i>
guth	H	guth	H	<i>pluck, pick (feathers, fruit)</i>
mut	H	mut	H	<i>pierce</i>
buut	H	buut	H	<i>spend day (not night), stay, remain</i>
puur	H	puur	H	<i>cultivate, hoe, farm</i>
muut	H	muut	H	<i>shave</i>
jep	H	jep	H	<i>cut</i>
deep	H	deep	H	<i>trap</i>
thap	H	thap	H	<i>feel, check</i>
ket	H	ket	H	<i>sing</i>
ket	H	ket	H	<i>swim</i>
ceŋ	H	ceŋ	H	<i>wear</i>
wel	H	wel	H	<i>turn around</i>
ber	H	ber	H	<i>repeat, be second</i>
cëp	H	cëp	H	<i>imitate</i>
tëëth	H	tëëth	H	<i>knead (bread), mould (clay)</i>
lööny	H	lööny	H	<i>leak, bleed</i>
ŋoθh	H	ŋoθh	H	<i>copulate, have sex</i>
kööm	H	kööm	H	<i>beat, thresh (grain)</i>
dɔp	H	dɔp	H	<i>join, put together</i>
γööl	H	γööl	H	<i>pound (into powder), hit, strike, knock, bump</i>
nhak	dH	nhak	dH	<i>let go of</i>
gam	dH	gam	dH	<i>give</i>
nooŋ	dH	nooŋ	dH	<i>take, bring</i>
naŋ	dH	naŋ	dH	<i>put, place</i>
cëkkë	dH,dH	cëkkë		<i>name</i>
tuukë	dH,dH	tuukë		<i>slander</i>
bööikë	dH,dH	bööikë	dH,dH	<i>frighten, scare</i>
këthë	dH,dH	këthë	dH,dH	<i>lie for</i>
dööökë	dH,dH	dööökë	dH,dH	<i>make/be funny</i>
përkë	dH,dH	përkë	dH,dH	<i>pretend, draw</i>

Below, transitive verbs with objects after the verb are compared with derived intransitive verbs with subjects before the verb. In most verbs, these are a different form, but in some verbs they are

the same form⁴.

Transitive verbs with object after			Derived intransitive with subject before verb		
02:8	nhak ε	<i>he accepted it</i>	03:31	Kua nhok todö diään	<i>they both accepted</i>
03:36	ḡęc ket	<i>he knows swimming</i>	04:18	ba ḡęc	<i>in order to they know</i>
03:12	luöcc nuëër	<i>he divert person</i>	01:16	Anyinyi ye luöcc thün	<i>Hyena he replied up</i>
			01:13	nä kue wë luöcc	<i>when he go returned</i>
04:45	nëu yi	<i>they kill you (sg)</i>	02:30	gaat Aḡath luöcc	<i>children returned</i>
01:27	juui ε Thöl	<i>he sees Snake</i>	05:37	ba lëi nëk	<i>so animals kill</i>
			04:13	acööt kel rö juic	<i>one youth sees</i>
03:39	Ayak jïëu ε	<i>Lion find him</i>	04:45	yi rö juic	<i>you see</i>
			04:29	kua wë jëk	<i>they go find</i>
02:11	tek ye icuiit	<i>you (pl) have little</i>	02:9	piny yi ku tëk ke . . .	<i>area had with famine</i>
			02:13	dök tëk ke icuiit	<i>if you have with small</i>
			02:13	më tëk ke yi	<i>that you have with you</i>
01:4	të mëde	<i>he has own</i>	02:25	kunë tën në yi ke rou	<i>when you have with two</i>
			02:11	më të thün	<i>that it have/remain up</i>
			04:30	më të ke itïëp	<i>that it remain with shade</i>
			05:11	nä të ke miëth	<i>if it remain with food</i>
			03:32	tëi ka agök	<i>they have with game</i>
05:37	ε lä t ε	<i>he tells him</i>	05:1	cïëëḡ Rëël tëi ke jöu	<i>Reel land remains</i>
			05:19	yen ee be ku lat	<i>he tells</i>
			03:33	më cie lat	<i>that he told</i>
			03:22	kue thieec	<i>and he asked</i>
03:12	ye luöoi lëlëḡ	<i>he do good</i>	03:14	Agök thieec	<i>Monkey asked</i>
			05:17	më ka kḡḡ luöoi	<i>that it just do</i>
			02:4	nei wë mïth thün	<i>people go eat</i>
			02:7	nei ke mïth	<i>people eat</i>
04:11	biër ε ye acöötë	<i>youth spear it</i>	04:31	ka ku bir ke mut	<i>they spear with spear</i>
			04:38	kë kui bir	<i>you spear</i>

Below, transitive verbs with objects before the verb are compared with derived intransitive verbs with subjects before the verb. In many verbs, these are the same form [although they probably differ in tone—need to check this], but in some verbs such as ‘ask’ and ‘spear’ they are a different form.

Transitive verbs with object before			Derived intransitive with subject before verb		
02:35	lööckḡn ḡęc	<i>we know our hearts</i>	04:18	ba ḡęc	<i>in order to they know</i>
03:16	ε luöcc	<i>he replied him</i>	01:16	Anyinyi ye luöcc thün	<i>Hyena he replied up</i>
04:20	kua ḡök nëk	<i>they kill cows</i>	05:37	ba lëi nëk	<i>so animals kill</i>
03:5	Ayak juic	<i>he saw Lion</i>	04:13	acööt kel rö juic	<i>one youth sees</i>
04:7	ke guër jëk	<i>they find elephants</i>	04:29	kua wë jëk	<i>they go find</i>
05:3	ken a wän tëi ke	<i>they have places</i>	03:32	tëi ka agök	<i>they have with game</i>
01:7	ḡë thïëc	<i>he ask me</i>	03:22	kue thieec	<i>and he asked</i>

⁴ Note that where there are differences between the verb forms in texts and the elicited data above, the differences can be attributed to a difference subject person form of the verb.

04:3 ke **biire** *they **spear** them* | 04:31 ka ku **bir** ke mut *they **spear** with spear*

Below, transitive verbs with objects before the verb are compared with derived intransitive verbs with subjects after the verb. In the verbs below, these are the same form [although they probably differ in tone—need to check this].

Transitive verbs with object before verb			Derived intransitive with subject after verb		
05:3	ken a wän tēi ke	<i>they have places</i>	05:44	ku tēi ke ke nei	<i>and they have with people</i>
01:7	yē thiēc	<i>he ask me</i>	01:14	ku thiēc ε	<i>he asked</i>
05:31	müth cam	<i>they eat crops</i>	02:12	wē cam gaatkē	<i>children go eat</i>

Below, transitive verbs with objects after the verb are compared with derived intransitive verbs with subjects after the verb.

Transitive verbs with object after verb			Derived intransitive with subject after verb		
01:3	ke tēk löñē	<i>they have rules</i>	05:44	ku tēi ke ke nei	<i>and they have with people</i>
05:33	ke cam müth	<i>they eat crops</i>	02:12	wē cam gaatkē	<i>children go eat</i>

Derived intransitive verbs in relative clauses

When a verb of a relative clause has the same object as the noun described by the relative clause, the verb form used is the derived intransitive form [check this]. In 4:2, **lēi** ‘animal’ is described by the relative clause **mē ke nie nēk** ‘that people kill’ and is the object in the relative clause. But this object is not mentioned in this relative clause, so the intransitive form of the verb **nēk** ‘kill’ is used in this relative clause [check this].

Intransitive (antipassive) in relative clause with same object as described noun

Transitive with object before	04:20	kua yök nēk	<i>they kill cows</i>
Transitive with object after	04:45	nēu yī	<i>they kill you (sg)</i>
Intransitive (antipassive)	05:37	ba lēi nēk	<i>so animals kill</i>
Intransitive (antipassive) in relative clause	04:2	lēi mē ke nei nēk	<i>animal that people kill</i>

Other derived intransitive verbs in relative clauses are shown below.

Derived intransitive verbs in relative clauses

Subject before verb in relative clause			Subject after verb in relative clause		
03:33	yen mē cie lat	<i>it that he said</i>			
04:4	lēi mē ka yūc	<i>animal that is chased</i>	04:int	lēi tē ka yūc Reel	<i>animals that Reel chase</i>
04:14	lēi tē ka muəl yūc	<i>animals that are chased</i>	04:43	lēi mē ka yūc acōötē	<i>animal that youth chase</i>
04:1	mē ba kōj juir	<i>thing that organize</i>			
04:2	lēi mē ke nei nēk	<i>animal that people kill</i>			
04:4	lēi mē i kör	<i>animal that you fight</i>			

Derived transitive verbs from ditransitive verbs

Ditransitive verbs can become like transitive verbs when either an object or receiver is not mentioned.

Derived transitive verbs from ditransitive verbs

		Verb tone	
SVOR	Agɔɔk <u>lööm</u> teetde Ayak.	H	<i>Monkey is <u>giving</u> his hand to Lion.</i>
SVO(R)	Agɔɔk <u>lööm</u> teetde.	L	<i>Monkey is <u>giving</u> his hand.</i>
SV(O)R	Agɔɔk <u>loom</u> Ayak.	L	<i>Monkey is <u>giving</u> to Lion.</i>
SV(O)(R)	Agɔɔk <u>loom</u> .	L	<i>Monkey is <u>giving</u>.</i>

	Ditransitive	
02:24	kuɪ gaathku muɔɔc ɣëm	<i>you give your children leg</i>

	Derived Transitive verbs	
03:13	teetde loom	<i>Monkey gave his hand</i>
05:7	ke muɔɔc	<i>they give them</i>
02:12	kën ε	<i>I give it (food)</i>
02:14	kën gaatkë	<i>you give my children</i>
05:11	kën ε ke	<i>they give it (food)</i>

Exercise 40

Underline all derived intransitive verbs in the sentences below.

(03:22)

Wënë Rel cë rɔ ku dhool ku juii ε
Ayak këep teet Agɔɔkë ku kue **thieec**,

*At this point, Fox passed by and saw
Lion holding Monkey's hand and **asked**,*

(03:31)

Kua **nhok** todö diäañ reeu kë
kue agäk keeth kueen yen Rel.

*And both **accepted**
and this (lit. he) Fox began counting the game.*

(04:13)

Nä kuc acööt kel rɔ **juic** në gaau,
ke lëi më cë ke mök nëu ε.

*If a person does not **see** carefully enough,
a buffalo can kill him.*

(04:16-18)

Nä caa guöör jëk nei të duar,
ke ke ku riŋ thin ba nuëër bë guöör muol
keeth ku nuëër bë guöör ber ba **ñac**.

*If an elephant is found by hunters,
they all rush so that one person quickly
starts (to spear) and second person **knows**.*

(04:29-30)

Nä caa cokke ku jëk ke kua luopkë,
a kua wë **jëk** në cë töony në nin ε jaath thaar
më të ke itieëp më gaau,

*When hoofprints are found, they are followed,
and when (people) **find**
lying asleep under he tree with good shade, . . .*

(04:31)

Yene ka ku **bir** ke mut
më diëēt mal më ka cōol taangreel.
(05:36-37)

*Those (people) **spear** it with a big spear
which is called tangrel.*

Nä käǟr ε lät ε ba lēi **nēk**,
kē lēi jieec rō be teu nyōk kē yōi ε.

*If he tells animals to **kill**,
the animal will come back to life and run again.*

Verbal nouns and possessed verbs

A verbal noun is a verb used as a noun. It can be a verb object, possessor, subject, or be used in other ways as a noun. A verbal noun often has a different form than when used as a verb. However, a verb can be possessed without becoming a verbal noun. Some verbal nouns add the prefix **a-**. Other verbal nouns have a vowel, final consonant or tone change.

In 03:18, the verb **teer** ‘argue’ is used as an action.

(03:18) (Verb)

Kε cē ku **teer**, Agōok ke ku wēē ne,

*They **argued** and Monkey said,*

In 01:25, the verbal noun **ater** ‘hatred’ comes from the verb **teer** ‘argue’. **Ater** has the prefix **a-**. It is the subject of the verb **duōth** ‘remained’ and is described by the demonstrative **ε** ‘that’.

(01:25) (Verbal noun used as subject)

Yen **ater** ε yī ku duōth
kaam den acuop ciē tāme.

*That **hatred** has remained
between them until now.*

In 04:1-2, the verbal noun **yīēēc** ‘chasing’ receives the action of the verb **cōol** ‘called’, and is used as an object. This verbal noun comes from the verb **yīic** ‘chase’.

(04:1-2) (Object verbal noun)

Më ba kōŋ juiri ka a lat, ee la më ka cōol
yīēēc, kā ke lēi tithi ka yīic?

*What needs to be made clear is what is called
chasing, and which animals are being chased.*

In 04:3, the verbal noun **yīēēc** ‘chasing’ is a subject of the equal sign verb **la** ‘be’ that tells what **yīēēc** is.

(04:3) (Subject verbal noun)

Yīēēc ee la më ba lēi më ke nei nēk
juaat ke bīrē, a ku lēi teeth nē cie liu.

***Chasing** is when animals are collectively killed
by people with spears until they are dead.*

In 03:20, the verbal noun **yīēēc** ‘chasing’ is a possessor of the verb **luēēŋ** ‘be able’. The possessor connector **ē** ‘of’ introduces this verbal noun **yīēēc**.

(03:20) (Possessor verbal noun)

Thieel, yēn cē kāi ē mal,
thil wāan më wā luēēŋ ē **yīēēc**.

*No, I am so weak,
I will not be able of **chasing**.*

In 04:43, the second verb **yīic** ‘chase’ is possessed by the possessor **ë guöör** ‘of elephant’. **Yīic** is not a verbal noun, but a verb. It has a different form than the verbal noun **yīēc** ‘chasing’.

(04:43) (Possessed verb by possessor like object)

Mök la lēi mē ka yīic acöötē cē wään *A buffalo is an animal that is being chased by youth*
mē ka **yīic** ë guöör. *like the elephant is **being chased**.*

In the lesson *Passive verbs*, we learn that possessors introduced by **ë** can take the place of a verb object of a derived intransitive verb (which doesn’t have an object). In 04:43, **yīic** ‘being chased’ is a derived intransitive (and passive) verb that doesn’t have an object (or subject). However, the possessor **ë guöör** ‘of elephant’ is like an object of the verb **yīic**.

In 05:16, the verb **dom** ‘catch’ is possessed by the possessor **ë tuaany** ‘of sickness’.

(05:16) (Possessed verb by possessor like subject)

Tiēt a yen ka ku göör *A magician is the one sought after*
nä caa nuëër **dom** ë tuaany. *when a person **is caught** by a sickness.*

In the lesson *Passive verbs*, we learn that possessors introduced by **ë** can take the place of a subject of a passive verb with an object. In 05:16, **dom** ‘catch’ is a passive verb that doesn’t have a subject (although it has the object **nuëër** ‘person’). However, the possessor **ë tuaany** ‘of sickness’ is like a subject of the verb **dom**.

In 04:47, the two verbs **luooi** ‘make’ are possessed by the possessors **ë köt** ‘of shields’ and **ë dhuronë** ‘of Dhuro decoration’.

(04:47) (Possessed verb by possessor like receiver)

Aköölde ka **luooi** ë köt *It’s skin is used for making of shields*
ku juëlde ka **luooi** ë dhuronë *and it’s tail is used for making of Dhuro decoration.*

In the lesson *Passive verbs*, we learn that possessors introduced by **ë** can take the place of a receiver of a passive applicative verb with an object. In 04:47, **luooi** ‘make’ is an applicative verb that doesn’t have a subject (although they have the objects **aköölde** ‘his skin’ and **juëlde** ‘his tail’). The possessors **ë köt** ‘of shields’ and **ë dhuronë** ‘of Dhuro decoration’ are like receivers of the verb **luooi**.

Again, verbal nouns used as subjects, objects and possessors can have a different form than when used as a verb. And verbs can be possessed without using the verbal noun form.

In (1-4), the verb ‘share’ is used as a verb. In (5-6), it has the same form as when used as a verb, even though it is possessed by the pronoun **ë ken** ‘their’ or the noun In (7-9), it is used as a subject, object and possessor, and has a different form than when used as a verb.

Transitive (object before) | (1) Nei ka muöŋ **mat**. (?) *People **share** conversation.*

<u>Transitive (object after)</u>	(2) Nei ka maat muɔɔŋ. (?)	People <u>share</u> conversation.
<u>Derived intr. (sub. before)</u>	(3) Nei ka _____. (?)	People <u>share</u> .
<u>Derived intr. (sub. after)</u>	(4) Nä ka ____ nei, (?)	If people <u>share</u> , . . .
<u>Trans. (obj. before) possessed</u>	(5) Ka muɔɔŋ mat ë ken. (?)	Convers. <u>is shared</u> by them.
<u>Derived intr. (sub. before) pos.</u>	(6) Ka _____ ë muɔɔŋ. (?)	<u>Be shared</u> of conversation.
<u>Verbal noun (subject)</u>	(7) _____ ee la më lëlëŋ. (?)	<u>Sharing</u> is good.
<u>Verbal noun (object)</u>	(8) Nei ka ruum _____.	People finish <u>sharing</u> .
<u>Verbal noun (possessor)</u>	(9) Nei ka wään më wä luëŋ ë _____.	People have ability of <u>sharing</u> .

Below, transitive verbs are compared with subject, object and possessor verbal nouns.

Transitive verbs		Verbal nouns used as objects	
03:38	be ye yüic to he <i>chase</i> him	04:1	cɔɔl yüëc called <i>chasing</i>
04:25	yüic guɔɔr awuutë men <i>chase</i> elephant		
03:33	Agɔɔk ɛ tiit yen Mo. <i>understood</i> it	03:34	kue ruum tiitë he finished <i>understanding</i>
Intransitive verbs		Object verbal nouns	
		03:32	ŋëc jeth know <i>climbing</i>
03:36	kë nëërdë kuï ket my uncle you <i>swim</i>	03:36	Rel ŋëc ket Fox knows <i>swimming</i>
01:23	Kuac ke wë jaal Leopard <i>walk</i> alone	03:30	kua Tëer jëk jël they found Hen <i>walking</i>

Transitive verb	Verbal noun used as subject
03:38 be ye yüic to he <i>chase</i> him	04:2 yüëc ee la më . . <i>chasing</i> is when

Intransitive	Verbal noun used as subject
02:27 ku buöt bei wound <i>gave pain</i>	02:29 bec buötde cëk ee <i>pain</i> of wound is like . .

Transitive verb	Verbal noun used as possessor
03:38 be ye yüic to he <i>chase</i> him	03:20 wä luëŋ ë yüëc ability of <i>chasing</i> goes

Below, transitive verbs with objects before the verb are compared with passive verbs with objects that have possessors taking the place of subjects.

Transitive verb with object before	Passive verbs with objects with possessor like subject
03:15 teetdë le dɔm you <i>grab</i> my hand	05:16 nuëër dɔm ë tuaany person be <i>caught</i> by disease
	05:46 ke jɔk ku luöï ë mal magic <i>is done</i> by much
02:6 muɔɔŋ le mat we <i>share</i> conv.	02:3 muɔɔŋ mat ë ken convers. be <i>shared</i> by them
	03:23 teet le këëp ë mal hand is <i>held</i> by much
	05:10 ken theek ë ke mal they <i>be respected</i> by them
05:15 ken ka ke juic they <i>see</i> them	05:15 jɔɔu ka juic ë nei gods be <i>seen</i> by people

Below, derived intransitive verbs with subjects before the verb are compared with derived intransitive (and passive) verbs that have possessors taking the place of objects.

Derived intransitive verbs with subject before verb	Derived intransitive (and passive) verbs with possessor like object
03:38 be ye yüic to he chase him	04:43 ka yüic ë guöör chase of elephant 04:46 ka yüic ë mök chase of buffalo 03:21 bë doom ë lëi so (I) catch of animal
Derived intransitive with subject before verb	Derived intransitive with subject before verb with possessor like subject
03:12 ye luöi lälëñ he do good	05:43 ke luöi ë nei they work of people
Applicative verb with object after	Applicative passive verbs with objects and with possessor like receivers
04:24 be luoi awuut she do decor.	04:47 akööldë ka luoi ë köt skin is made for shield 04:47 juëlde ka luoi ë dhuronë tail is made for decor. 05:21 ken ka luoi ë tïët they be done for mag. 04:25 jïc ka köoc ë bul ear be mended for drum

Exercise 41

Underline all verbal nouns and possessed verbs in the sentences below.

(03:20-21)

Thieel, yën cë käi ë mal, thil wään më wä **luëñ** ë **yüëc** ku thil wään wë riñ ke yë, *No, I am so weak, I will not be able to chase and no way with me to be able to run and I not be able to jump to catch a prey.*

(03:32)

A kel ku tieet, tēi ka agök, *Who doesn't know how to climb?*
kuui jeth kuä agök më ñec **jeth**? *Who does know climbing?*

(03:34)

Nä kue ruum **tiitë**, *When he (Monkey) finished the understanding, he jumped to a branch of a tree to climb up.*
kue pëer tuuñ jaath be jeth.

(04:44)

Yüëc mou ku jüëü ë mal *Chasing of buffalo is more difficult than chasing of elephant.*
yöoc **yüëc** guär.

(05:15)

Jöu thil ka **juic** ë nei diaal, *Gods cannot be seen by all people, only magicians can see them.*
ka ken tit këröth ken ka ke juic.

(05:21)

Ke ken ti diaal ka **luoi** ë tïët më juii jo. *All these they are done for magician who sees god.*

(05:45-46)

Ke ka kök, ke ke bääny, *They can be bribed, they are wealthy, but they don't abuse them.*
ku ke thil ke deer. *If they abuse them, magic will not work, if they are abused, magic will not work much.*
Nä dëer ke, ke jök thil luui,
nä caa ke ku der ke jök ku **luöi** ë mal.

Passive verbs

Passive verbs are transitive verbs without a mentioned subject. Sometimes the subject is unknown and sometimes it is just not mentioned. The object can come before or after the passive verb. Depending on the verb form used, a verb possessor following the connector **ë** ‘of’ can be used as an object, subject or receiver of the verb. Passive verb forms are often the same as transitive verb forms that have the object in the same position (before or after the verb). However, they sometimes differ.

In (1-2), the subject is **tiit** ‘magicians’. In (1), the object **nei** ‘people’ before the verb receives the action of the transitive verb **deer** ‘abuse’.

<u>Transitive (object before)</u>	(1) Tiit ka nei deer . (?)	<i>Magicians abuse people.</i>
<u>Transitive (object after)</u>	(2) Tiit ka deer nei . (?)	<i>Magicians abuse people</i>
<u>Passive (object before)</u>	(3) Nä nei ka der wëni, (?)	<i>If people are abused there, . . .</i>
<u>Passive (object after)</u>	(4) Nä ka ____ nei wëni, (?)	<i>If people are abused there, . . .</i>

In (2), the object **nei** ‘people’ after the verb receives the action of the transitive verb **deer** ‘abuse’. In (3), there is no subject of the verb **der** ‘abuse’. The verb **der** ‘abuse’ has a different form than either of the two transitive verbs **deer** ‘abuse’ and **deer** ‘abuse’ in (1) and (2). It is a new verb form that comes from these transitive forms. We call **der** a passive verb.

Passive verbs can have the perfect helping word **caa** ‘was’. Passive perfect verb forms have the object before the verb. They are always the same (even in tone) as transitive verbs that have an object before the verb.

Transitive obj. before	Perfect passive verbs
Cëk göör be gat daap . dö ɲat . nuëër tääny . nuëër ɲac . nuëër liip . nuëër liŋ . nuëër yüic . nuëër cim . nuëër theek . nuëër jep . nuëër rëer . nuëër jëk . nuëër nep . nuëër bëeny . nuëër lëŋ . dö thoor . nuëër loc .	<i>Woman wants to give birth child. peel thing. ambush person. know person. wait for person. hear person. chase person. beat person. avoid person. cut person. deny person. find person. burn person. make per. rich. beg person. float thing. choose person.</i>
	<i>Gat caa daap. Dö caa ɲat. Nuëër caa tääny. Nuëër caa ɲac. Nuëër caa liip. Nuëër caa liŋ. Nuëër caa yüic. Nuëër caa cim. Nuëër caa theek. Nuëër caa jep. Nuëër caa rëer. Nuëër caa jëk. Nuëër caa nep. Nuëër caa bëeny. Nuëër caa lëŋ. Dö caa thoor. Nuëër caa loc.</i>
	<i>Child was born./She gave birth to child. Thing was peeled./He peeled thing. Person was ambushed./He ambushed pers. Person was known./He knew person. Person was waited for./He waited for per. Person was heard./He heard person. Person was chased./He chased person. Person was beaten./He beat person. Person was avoided./He avoided person. Person was cut./He cut person. Person was denied./He denied person. Person was found./He found person. Person was burned./He burned person. Person was made rich./He made rich per. Person was begged./He begged person. Thing was floated./He floated thing. Person was chosen./He chose person.</i>

nuëer löönj.	<i>rest person.</i>	Nuëer caa löönj.	<i>Person was rested./He rested person.</i>
nuëer yök.	<i>shake person.</i>	Nuëer caa yök.	<i>Person was shaken./He shook person.</i>
nuëer noonj.	<i>take person.</i>	Nuëer caa noonj.	<i>Person was taken./He took person.</i>
nuëer poth.	<i>dress person.</i>	Nuëer caa poth.	<i>Person was dressed./He dressed person.</i>
nuëer kööt.	<i>dry person.</i>	Nuëer caa kööt.	<i>Person was dried./He dried person.</i>
nuëer töl.	<i>break person.</i>	Nuëer caa töl.	<i>Person was broken./He broke person.</i>
nuëer thuuk.	<i>finish person.</i>	Nuëer caa thuuk.	<i>Person was finished./He finished person.</i>
nuëer puk.	<i>paid person.</i>	Nuëer caa puk.	<i>Person was paid./He paid person.</i>
dō miëëth.	<i>eat thing.</i>	Dō caa miëëth.	<i>Thing was eaten./He ate thing.</i>

Passive verbs have no helping verb when they are incomplete. When passive incomplete verb forms have the object before the verb, they are usually not the same as transitive verbs that have an object before the verb.

Transitive obj. before	Incomplete passive verbs [check meaning]		
Cëk göör be gat daap.	<i>Woman wants to . . . give birth child.</i>	Gat daap ε. Dō ɲat ε.	<i>Child is born./She gives birth to child. Thing is peeled./He peels thing.</i>
dō ɲat.	<i>peel thing.</i>	Nuëer täány ε.	<i>Person is ambushed./He ambushes person.</i>
nuëer täány.	<i>ambush person.</i>	Nuëer ɲác ε.	<i>Person is known./He knows person.</i>
nuëer ɲác.	<i>know person.</i>	Nuëer lieep ε.	<i>Person is waited for./He waits for person.</i>
nuëer liip.	<i>wait for person.</i>	Nuëer lieɲ ε.	<i>Person is heard./He hears person.</i>
nuëer liɲ.	<i>hear person.</i>	Nuëer yiëëc ε.	<i>Person is chased./He chases person.</i>
nuëer yiïc.	<i>chase person.</i>	Nuëer cïëm ε.	<i>Person is beaten./He beats person.</i>
nuëer cïm.	<i>beat person.</i>	Nuëer theek ε.	<i>Person is avoided/He avoids person.</i>
nuëer theek.	<i>avoid person.</i>	Nuëer jep ε.	<i>Person is cut./He cuts person.</i>
nuëer jep.	<i>cut person.</i>	Nuëer reer ε.	<i>Person is denied./He denies person.</i>
nuëer rëer.	<i>deny person.</i>	Nuëer jek ε.	<i>Person is found./He finds person.</i>
nuëer jëk.	<i>find person.</i>	Nuëer nep ε.	<i>Person is burned./He burns person.</i>
nuëer nep.	<i>burn person.</i>	Nuëer bäány ε.	<i>Person is made rich./He makes per. rich.</i>
nuëer bëény.	<i>make per. rich.</i>	Nuëer läɲ ε.	<i>Person is begged./He begs person.</i>
nuëer lëɲ.	<i>beg person.</i>	Dō thaar ε.	<i>Thing is floated./He floats thing.</i>
dō thoor.	<i>float thing.</i>	Nuëer lac ε.	<i>Person is chosen./He chooses person.</i>
nuëer loc.	<i>choose person.</i>	Nuëer laaɲ ε.	<i>Person is rested./He rests person.</i>
nuëer löönj.	<i>rest person.</i>	Nuëer yääk ε.	<i>Person is shaken./He shakes person.</i>
nuëer yök.	<i>shake person.</i>	Nuëer noonj ε.	<i>Person is taken./He takes person.</i>
nuëer noonj.	<i>take person.</i>	Nuëer poth ε.	<i>Person is dressed./He dresses person.</i>
nuëer poth.	<i>dress person.</i>	Nuëer koot ε.	<i>Person is dried./He dries person.</i>
nuëer kööt.	<i>dry person.</i>	Nuëer tol ε.	<i>Person is broken./He breaks person.</i>
nuëer töl.	<i>break person.</i>	Nuëer thuök ε.	<i>Person is finished./He finishes person.</i>
nuëer thuuk.	<i>finish person.</i>	Nuëer puök ε.	<i>Person is compensated./He compensates per.</i>
nuëer puk.	<i>compensate person.</i>	Dō miëëth ε.	<i>Thing is eaten./He eats thing.</i>
dō miëëth.	<i>eat thing.</i>		

Possessors used for objects, subjects or receivers in passive verbs

A derived intransitive passive verb (has no subject or object) can have a possessor used like an

object.

In 04:43, **yīic** ‘being chased’ is a derived intransitive and passive verb that doesn’t have an object or subject. However, the possessor **ë guṣṣōr** ‘of elephant’ is like an object of the verb **yīic**.

(04:43) (Derived intransitive passive verb; possessor like object)

Mök la lēi mē ka yīic acṣṣōtē cē wāān *A buffalo is an animal that is being chased by youth*
 mē ka **yīic** ë guṣṣōr. *like the elephant is **being chased**.*

A passive verb with an object (has no subject) can have a possessor used like a subject.

In 05:16, **ḍōm** ‘catch’ is a passive verb that doesn’t have a subject (although it has the object **nuḗēr** ‘person’). However, the possessor **ë tuaany** ‘of sickness’ is like a subject of the verb **ḍōm**.

(05:16) (Passive verb with object; possessor like subject)

Tiēt a yen ka ku gōōr *A magician is the one sought after*
 nā caa nuḗēr **ḍōm** ë tuaany. *when a person **is caught** by a sickness.*

An applicative passive verb with an object (has no subject or receiver) can have a possessor used like a receiver.

In 04:47, the two **luooi** ‘make’ verbs are applicative verbs that do not have a subject (although they have the objects **aköölde** ‘his skin’ and **juēlde** ‘his tail’). The possessors **ë kōt** ‘of shields’ and **ë dhuronē** ‘of Dhuro decoration’ are like receivers of the verb **luooi**.

(04:47) (Applicative passive verb with object; possessor like receiver)

Aköölde ka **luooi** ë kōt It’s skin **is used** for making of shields
 ku juēlde ka **luooi** ë dhuronē and it’s tail **is used** for making of Dhuro decoration.

Comparing passive verb forms with other verb forms

Below, transitive verbs with objects before the verb are compared with passive verbs having objects before the verb. In most verbs, these are the same form [need to check if the tone is also the same], but in some verbs such as ‘abuse’ and ‘cut’ they are a different form.

Transitive verbs with object before			Passive with object before verb	
			01:26	nuḗēr kel juooc <i>one person is chased</i>
			05:23	yε guur <i>it (god) be asked</i>
04:32	yen caa tiij	<i>they hit it</i>	04:32	yen caa tiij <i>it (rhino) is hit</i>
			02:27	yēm ruum <i>leg was finished</i>
02:1	mēēth ḍōm	<i>they grab friendship</i>	05:16	nā caa nuḗēr ḍōm ë tuaany <i>person was caught by sickness</i>
05:14	nei tē ka jṣṣu juic	<i>peo. who see gods</i>	05:15	jṣṣu ka juic ë nei <i>gods seen by people</i>
02:30	Tēēr wē jēk	<i>they found Hen</i>	04:29	nā caa cokke ku jēk <i>if footprints are</i>

05:31	müith cam	<i>they eat crops</i>	04:24	rüñ guar ka cam	<i>found meat is eaten</i>
			04:42	rüñde ka cam	<i>its meat is eaten</i>
03:38	be ye yüic	<i>to he chase him</i>	04:40	ayët më caa kooc	<i>skin that is mended</i>
			04:2	lëi tithi ka yüic	<i>these animals be chased</i>
			04:4	lëi më ka yüic	<i>animals that are chased</i>
			04:14	lëi të ka muol yüic	<i>animals that are chased</i>
05:1	ke ka duoor nei	<i>people worship them</i>	04:15	guöör ka yüic	<i>elephant is chased</i>
05:45	ke ke deer	<i>they abuse them</i>	05:1	të ka duoor	<i>they are worshiped</i>
02:26	yëm më ñuöt	<i>they cut leg</i>	05:46	nä caa ke ku der	<i>if they are abused</i>
			04:21	tuñ guar ka ñuot	<i>horns are cut</i>

Below, transitive verbs with objects after the verb are compared with passive verbs having objects before the verb. In most verbs, these are a different form, but in some verbs they are the same form.

Transitive verbs with object after			Passive with object before verb		
02:8	nhak ε	<i>he accepted it</i>	05:20	nä caa ku nhok	<i>when accepted</i>
03:14	doom ε teet	<i>he caught hand</i>	05:16	nä caa nuëër dom ë tuaany	<i>person was caught by sickness</i>
05:21	më juii jök	<i>who sees god</i>	05:15	jöou ka juic ë nei	<i>gods seen by people</i>
04:27	nä jüëu ε nuëër	<i>if he finds person</i>	04:29	nä caa cokke ku jëk	<i>if footprints are found</i>
05:33	ke cam müith	<i>they eat crops</i>	04:24	rüñ guar ka cam	<i>meat is eaten</i>
04:25	yüic guöör awuutë	<i>men chase elephant</i>	04:2	lëi tithi ka yüic	<i>these animals be chased</i>
05:1	nä duoor ke	<i>if worship them</i>	05:1	të ka duoor	<i>they are worshiped</i>
05:46	nä dëer ke	<i>if they abuse them</i>	05:46	nä caa ke ku der	<i>if they are abused</i>

Below, transitive verbs with objects before the verb are compared with passive verbs having objects after the verb. In the verbs below, these are the same form [need to check if they differ in tone].

Transitive verb with object before			Passive with object after verb		
02:1	mëëth dom	<i>they grab friendship</i>	05:2	ka dom nei ke tuany	<i>people are caught with sickness</i>
02:26	kue gaatke cool	<i>he called his children</i>	04:1	më ka cool yüëc	<i>which is called chasing</i>
			04:15	nei të ka cool Reel	<i>People who are called Reel</i>
			04:31	mut më ka cool	<i>spear that is called</i>

04:39 taanreel
 thieei më ka **cɔl** cil *stick that **is called** rhino*

Below, transitive verbs with objects after the verb are compared with passive verbs having objects after the verb, which are different forms.

Transitive verb with object after	Passive with object after verb
03:14 dɔm ɛ teet <i>he caught hand</i>	05:2 ka dɔm nei ke tuany <i>people are caught</i>
03:37 be cɔl yïër <i>he call lake</i>	04:1 më ka cɔl yïëc <i>which is called chasing</i>

Passive Ditransitive			
	04:41	miaac ye	<i>it (horn) is given</i>

Exercise 42

Underline all passive verbs in the sentences below.

(04:1-3)

Më ba kɔŋ juuir ka a lat, ee la më ka **cɔl** yïëc, kã ke lëi tithi ka **yïic**? *What needs to be made clear is what **is called** by chasing, and which animals are **being chased**.*

(04:15)

Guöör ka **yïic** ka aŋal nã rou: *Elephant **is being chased** for two reasons:*

(04:21-22)

Tuŋ guär ka **nuot** kua dïit ken ti ka **cen** ke yöl ë nuëer më göör bë puth. *Elephant horns **are cut** and the bigger one **is worn** on the arm of a person who wants to marry.*

(04:29)

Nã caa cokke ku **jëk** ke kua luopkë, *When hoofprints **are found**, they are followed,*

(04:31)

Yene ka ku bir ke mut më dïëet mal më ka **cɔl** taanreel. *Those (people) spear it with spear which **is called** tangrel.*

(04:32)

Nã wään yïëyë yen caa tiŋ, *If it is hit in a living place (heart, etc),*

(05:1-2)

Nã thil **duoor** ke, ka **dɔm** nei ke tuany. *If they **are not worshiped**, people **are caught** with sicknesses.*

(05:15)

Jɔɔu thil ka **juic** ë nei diaal, ka ken tit këröth ken ka ke juic. *Gods cannot **be seen** by all people, only magicians can see them.*

(05:16)

Tiët a yen ka ku göör nã caa nuëer **dɔm** ë tuaany. *A magician is the one sought after when a person **is caught** by a sickness.*

(05:45-46)

Kɛ ka kɔk, ke ke bääny, ku ke thil ke deer. *They can be bribed, they are wealthy, but they don't abuse them.*
 Nã dëer ke, ke jɔk thil luui, *If they abuse them, magic will not work,*

nä caa ke ku **der** ke jök ku luöïi ë mal. *if they **are abused**, magic will not work.*

Applicative verbs

An applicative verb has a following location noun that shows the place of the action or a receiver noun benefitting from the action. When this noun is added to an intransitive verb, it is like the verb becomes transitive having an object. When this noun is added to a transitive verb, it is like the verb becomes ditransitive having and object and receiver. Applicative verbs often have a change in form from the intransitive or transitive verb they come from. Intransitive verbs most often add a location noun to become a location applicative verb. Transitive verbs most often add a noun benefitting from the action to become a benefit applicative verb.

In 03:5, the noun **kaath** ‘in well’ shows the location of the applicative verb **peen** ‘fall’. The verb **peen** ‘fall’ has a different form when it occurs without the location noun **kaath**. The noun **kath** ‘well’ also has a different form when it is used as the location noun **kaath**.

(03:1) (Location applicative)

Wal Ayak yen cë **peen kaath** më cuar. *Long ago Lion had **fallen into** a deep well.*

In 02:22-23, the object noun **gaatkë yene** ‘those my children’ benefits from the applicative verb **piäär** ‘boil for’.

(02:22-23) (Benefit applicative)

Aṅau, cën ee yëm më kel yen cë ṅuööt raar **ba piäär gaatkë yene** të maai e. *Cat, just (look at) my one leg that I cut off to **boil for those my children** in this fire.*

The intransitive perfect verb **peen** ‘fallen’ of (1) has a different form than the applicative perfect verb **peen** ‘fallen’ of (2). The intransitive incomplete verb **pen** ‘falling’ of (3) has a different form than the applicative incomplete verb **peen** ‘falling’ of (4).

Intransitive

Perfect (SV)	(1) Nuëër cë peen .	L	<i>Person has fallen.</i>
Applicative perfect (SVO)	(2) Nuëër cë peen kaath.	L	<i>Person has fallen in well.</i>
Incomplete (SV)	(3) Nuëër pen .	H	<i>Person is falling.</i>
Applicative incomplete (SVO)	(4) Nuëër peen kaath.	H	<i>Person is falling in well.</i>

The location noun (**kaath** ‘in well’) of an applicative intransitive verb is like an object of a transitive verb. The intransitive applicative of (2, 4) can have the same word order (SVO) as transitive verbs, such as in (7) below.

The transitive perfect verb **liṅ** ‘listened’ of (5) has a different form than the applicative perfect verb **liṅ** ‘listened’ of (6). The transitive incomplete verb **liiṅ** ‘listening’ of (7) has a different form than the applicative incomplete verb **liṅ** ‘listening’ of (8).

Transitive

Perfect (SOV)	(5) Nuëër cë gat liŋ .	<i>Person has listened to child.</i>
Applicative perfect (SOVR)	(6) Nuëër cë gat liëŋ ruëth.	<i>Person has listened to child for chief.</i>
Incomplete (SVO)	(7) Nuëër liŋ gat.	<i>Person is listening to child.</i>
Applicative incomplete (SVOR)	(8) Nuëër liŋ gat ruëth.	<i>Person is listening to child for chief.</i>

The benefit noun (**ruëth** ‘for chief’) of an applicative transitive verb is like a receiver of a ditransitive verb. The transitive applicative of (6, 8) can have the same word orders (SOVR, SVOR) as ditransitive verbs, such as in (9, 10) below.

Ditransitive

Perfect (SOVR)	(9) Nuëër cë teetde loom gat. (?)	<i>Person gave his hand to child.</i>
Incomplete (SVOR)	(10) Nuëër lööm teetde gat.	<i>Person is giving his hand to child.</i>

Below, perfect transitive verbs are compared with transitive applicative verbs. Many of the applicative transitive verbs have a different form than the transitive.

Transitive perfect	Applicative transitive perfect	
<i>Woman ____ child/thing.</i>	<i>Woman ____ child/thing for chief.</i>	
Cëk cë gat daap .	Cëk cë gat däap ruëth.	<i>birthed</i>
Cëk cë dö ŋat .	Cëk cë dö ŋät ruëth.	<i>peeled</i>
Cëk cë gat tääny .	Cëk cë gat tääny ruëth.	<i>ambushed</i>
Cëk cë dö ŋäc .	Cëk cë dö ŋäc ruëth.	<i>knew</i>
Cëk cë dö liip .	Cëk cë dö liëëp ruëth.	<i>waited for</i>
Cëk cë dö liŋ .	Cëk cë dö liëŋ ruëth.	<i>heard</i>
Cëk cë dö yīic .	Cëk cë dö yīëëc ruëth.	<i>chased</i>
Cëk cë dö cīm .	Cëk cë dö cīëm ruëth.	<i>beat</i>
Cëk cë dö theek .	Cëk cë dö theek ruëth.	<i>avoided</i>
Cëk cë dö jep .	Cëk cë dö jep ruëth.	<i>cut</i>
Cëk cë dö rëër .	Cëk cë dö reer ruëth.	<i>denied</i>
Cëk cë dö jëk .	Cëk cë dö jek ruëth.	<i>found</i>
Cëk cë dö nep .	Cëk cë dö nep ruëth.	<i>burned</i>
Cëk cë gat bëëny .	Cëk cë gat bääny ruëth.	<i>made rich</i>
Cëk cë gat lëŋ .	Cëk cë gat läŋ ruëth.	<i>begged</i>
Cëk cë dö thoor .	Cëk cë dö thoor ruëth.	<i>floated</i>
Cëk cë dö loc .	Cëk cë dö loc ruëth.	<i>chose</i>
Cëk cë dö lööŋ .	Cëk cë dö lään ruëth.	<i>rested</i>
Cëk cë dö yök .	Cëk cë dö yäk ruëth.	<i>shook</i>
Cëk cë dö noon .	Cëk cë dö noon ruëth.	<i>took</i>
Cëk cë dö poth .	Cëk cë dö poth ruëth.	<i>dressed</i>
Cëk cë dö kööt .	Cëk cë dö koot ruëth.	<i>dried</i>
Cëk cë dö töl .	Cëk cë dö tol ruëth.	<i>broke</i>
Cëk cë dö thuuk .	Cëk cë dö thuök ruëth.	<i>finished</i>
Cëk cë gat puk .	Cëk cë gat puök ruëth.	<i>compensated</i>
Cëk cë dö mīëëth .	Cëk cë dö mīëëth ruëth.	<i>fed</i>

Below, incomplete transitive verbs are compared with transitive applicative verbs. Many of the applicative transitive verbs have a different form than the transitive.

<i>Woman _____ child/thing.</i>	<i>Woman _____ child/thing for chief.</i>	
Cək daap gat.	Cək dēep gat ruëth.	<i>is birthing</i>
Cək naat dö.	Cək net dö ruëth.	<i>is peeling</i>
Cək töony gat.	Cək töony gat ruëth.	<i>is ambushing</i>
Cək neç dö.	Cək neç dö ruëth.	<i>is knowing</i>
Cək liip dö.	Cək liip dö ruëth.	<i>is waiting for</i>
Cək liiη dö.	Cək liη dö ruëth.	<i>is hearing</i>
Cək yīc dö.	Cək yīc dö ruëth.	<i>is chasing</i>
Cək cīm dö.	Cək cīm dö ruëth.	<i>is beating</i>
Cək theek dö.	Cək thēek dö ruëth.	<i>is avoiding</i>
Cək jeeep dö.	Cək jēep dö ruëth.	<i>is cutting</i>
Cək rēer dö.	Cək rēer dö ruëth.	<i>is denying</i>
Cək jīēu dö.	Cək jēk dö ruëth.	<i>is finding</i>
Cək neep dö.	Cək nēp dö ruëth.	<i>is burning</i>
Cək bēeny gat.	Cək bēeny gat ruëth.	<i>is making rich</i>
Cək lēη gat.	Cək lēη gat ruëth.	<i>is begging</i>
Cək thoor dö.	Cək thoor dö ruëth.	<i>is floating</i>
Cək loi dö.	Cək lōc dö ruëth.	<i>is choosing</i>
Cək lēη dö.	Cək lēη dö ruëth.	<i>is resting</i>
Cək yōu dö.	Cək yēk dö ruëth.	<i>is shaking</i>
Cək nōōη dö.	Cək nōōη dö ruëth.	<i>is taking</i>
Cək pōth dö.	Cək pōth dö ruëth.	<i>is dressing</i>
Cək kōot dö.	Cək kōot dö ruëth.	<i>is drying</i>
Cək tōöl dö.	Cək tōl dö ruëth.	<i>is breaking</i>
Cək thuuk dö.	Cək thuuk dö ruëth.	<i>is finishing</i>
Cək puu gat.	Cək puk gat ruëth.	<i>is compensating</i>
Cək mīith dö.	Cək mīith dö ruëth.	<i>is feeding</i>

Below, applicative derived intransitive verbs are compared with derived intransitive verbs.

Derived intransitive with subject before verb	Applicative derived intransitive verbs
03:32 tēi ka agök <i>they have with game</i>	01:1 lēi nā nuaan tēi cēη <i>four animals lived in home</i>
05:1 cīēēη Rēel tēi <i>Reel land remains</i>	05:25 tīt tēi jith ken <i>magicians have inside</i>
ke jōu	05:5 tē tēi yothē jōwē <i>who they have above</i>

Below, applicative intransitive verbs with subject before the verb are compared with intransitive verbs. Some of the verbs such as ‘lay’ and ‘go’ have different forms.

Intransitive verbs; subject before	Applicative intransitive verbs; subject before
03:34 be jeth <i>to he climb</i>	01:27 Kuac ke jeth yuīi jaath <i>Leopard climbs above tree</i>
04:30 nē cē töony <i>when he lays</i>	04:37 kuī tāany wēn e <i>you lay in place</i>
	02:20 gaatkē yī pēek yōt <i>children dying in house</i>

03:4	kuä Agɔɔk bën	<i>Monkey came</i>	02:26	ku Aŋau riŋ cɛŋde	<i>and Cat ran to his house</i>
02:10	kue wëi kē Tëër	<i>He went to Hen</i>	03:1	Ayak yen cē peen kaath	<i>Lion had fallen into well</i>
04:12	nē cē liu	<i>as it died</i>	03:34	kue pëër tuuŋ jaath	<i>he jumped to branch</i>
			03:35	Yen Rel cē rɔ ku taŋ jii litë	<i>Fox jumped in sand</i>
			05:12	nuëër ye yī bën cɛŋ	<i>person came to house</i>
			02:16	be wë cɛŋ	<i>so he went to house</i>
			04:32	ku cuo liu wën	<i>and it died in place</i>
			04:33	kue wëi liu wën	<i>it goes dies in place</i>

Below, applicative intransitive verbs with subject after the verb are compared with intransitive verbs. The verb ‘go’ has different forms.

Intransitive verbs; subject after	Applicative intransitive; subject after
02:12 wë cam gaatkë <i>children go eat</i>	05:12 <i>nä cup ε cɛŋ</i> <i>he arrives to house</i>
	03:26 <i>wa nei thaar jaath</i> <i>people go under tree</i>

Exercise 43

Underline all applicative verbs in the sentences below.

(01:1)

Wal lëi nä nuaan **tëi** cɛŋ këël.

*Long ago, four animals **lived** in a home together.*

(02:16)

Kuä Aŋau rɔ jieec be ku **wë** cɛŋ Ter.

*Cat went to **go** to house of Hen.*

(02:20-21)

Gaatkë yī **pëek** yöt.

*My children **are dying** in the house.*

(02:26)

Ku Aŋau **riŋ** cɛŋde.

*And Cat **ran** to his house.*

(03:34)

Nä kue ruum tiitë,
kue **pëër** **tuuŋ** jaath be jeth.

*When he (Monkey) understood,
he **jumped** to a branch of a tree to climb up.*

(04:36-37)

Nä cī wër ku jëk ke göör bī yī nëk yen cil,
kë kuī **tääny** wën ε tēi wër thīn ε.

*If you find dung and you want to kill the rhino,
then you just **lay** in place near the dung.*

(05:12-13)

Nä **cup** ε cɛŋ ë de, kɔ yä nuëër
yen yī **bën** cɛŋ ë de kë be ku math jɔu.

*When he **arrives** to their house, when person **comes**
to their house, (they bless him) before (he) drinks.*

Compound words

A compound phrase is two or more words often said as a group. These have about the same meaning as the two original words.

The following are compound phrases, most of which are made of two nouns. The second noun is in

the possessor form.

Original word	Original word	Compound phrase	
cək <i>wife</i>	jök <i>god</i>	cək jau mən joowë	<i>widow</i>
coth <i>guinea worms ?</i>	cīëën <i>intestine</i>	cööth cīnë coth cīin	<i>intestinal worm</i>
dau <i>heifer</i>	amëël <i>sheep</i>	dau amäl dei amëël	<i>ewe, female sheep</i>
gak <i>covering</i>	īpuōōn <i>bread ?</i>	gak īpuōōn gou īpuōōnë	<i>crust of bread</i>
gat <i>child</i>	gat <i>child</i>	gat gate gaat gaan	<i>granchild</i>
gat <i>child</i>	īmuoor <i>your sister</i>	gat īmuoor gaat īmuoorë	<i>nephew</i>
jath <i>tree</i>	thaar <i>under</i>	jath-thar jen-thëër	<i>court</i>
piny <i>ground</i>	nuëër <i>person</i>	piny nuäär pienyë neenë	<i>area, country</i>
ruath <i>male one</i>	amëël <i>sheep</i>	ruath amäl ruëëth amëël	<i>ram, male sheep</i>
tīët <i>magician</i>	wëël <i>herbs</i>	tīët waal tīt waal	<i>healer, medicine man</i>
tut <i>male one</i>	tëër <i>chicken</i>	tut ter tut tërë	<i>cock</i>

A compound word is two or more words joined together to have a new meaning. The compound word has a different meaning than either of the two original words.

The following are compound words, most of which are made of two nouns, the second of which is in possessor form.

Original word	Original word	Compound word	
dër <i>centre</i>	cīëēj <i>home</i>	dërcej dërcej	<i>village</i>
adëër <i>behavior</i>	jök <i>dog</i>	adëërjööu adëërjööönë	<i>prostitute</i>
atël <i>bowl</i>	tou <i>divide</i>	atëltou atäältöne	<i>ladle, cup</i>
	piny <i>ground</i>	tompiny tOMPIENY	<i>groundnut</i>
	jör <i>forest</i>	guänjäär jējär	<i>bush dweller</i>

We have the following two spelling rules to help us decide if a word is a compound phrase (and should be written separate) or a compound word (and should be written connected).

Spelling Rule 10a: Write words connected if either does not have meaning by itself.

agurböök *onion*
 agur *(no meaning)*
 book *(no meaning)*

Spelling Rule 10b: Write words connected if there is a difference in meaning from when separate.

dërcej *village*
 dër cej *centre of houses*

Exercise 44

The test word below may or may not be written correctly. Write the word correctly in the empty space.

<u>Test Word</u>	<u>Write correctly</u>	<u>Test Word</u>	<u>Write correctly</u>

Clauses with equal sign verb **la** ‘is, be’

The word **la** ‘is, be, are’ can come before a noun or other words to show it is the same as the noun before it. In this way it is used as an equal sign verb. It shows that one word or phrase is about the same as another word or phrase.

The equal sign verb **la** ‘is, be, are’ is used for singular nouns as in (1) or for plural nouns as in (2).

<u>Singular</u>	(1) Guäär la ruëth. <i>My father is chief.</i>
<u>Plural</u>	(2) Guäärë la ruäth. <i>My fathers are chiefs.</i>

Other words that **la** ‘is, be’ joins are shown below.

Words joined with the equal sign verb **la** ‘is, be’

noun - noun	Guäär la ruëth. <i>My father is chief.</i>
noun – number	Ruëth la kel. <i>Chief is one.</i>
noun – adjective	Ruëëth la lëlëŋ. <i>Chieftdom is good.</i>
noun – pronoun	Ruëth la yën. <i>Chief is me.</i>
noun – possessor pronoun	Ruëëth la mädë. <i>Chieftdom is mine.</i>

The equal sign verb for the past is **cë kɔŋ wä** ‘was, were’. It can be used for singular nouns as in (3) or for plural nouns as in (4).

<u>Singular</u>	Guäär cë kɔŋ wä ruëth. <i>My father was chief.</i>
<u>Plural</u>	Guäärë cë kɔŋ wä ruäth. <i>My fathers were chiefs.</i>

Exercise 45

In the sentences below, underline the equal sign **la** ‘is, be, are’ and all words joined by it.

Negative **thil** ‘not’

[To be filled in]

Direct and Indirect Speech

Main Clauses and Dependent Clauses

Connectors (conjunctions)

Exercise 46

In the sentences below, underline all connectors **ku**, **kë**, **kuä**, **kui**, **kue**, **kua**.

(01:7-8)

Ci wë nigde, **ku** bën i raar ni?

Where have you gone, or where did you come from?

(01:11-12)

Wënë, cëŋ më kel, në cë ke tööny, **ku** piny la wëer, Anyinyi cë rö **ku** jieec be wë raar.

One day when they were sleeping and it was night, hyena himself opened and went out.

(01:13-14)

Nä **kue** wë luoc, **ku** be dethuok bë jëk caa thiök. Nä **kue** dethuok teen, **kuä** Ayak pëer yiëel, **ku** thiëc ε në cë locde jïëü,

When then he returned, then found the door closed. When then he knocked, and Lion woke up and angrily asked, . . .

(01:18)

Nä lië ye, **ku** rööm waŋde ka Anyinyi, **ku** locde cuo jïëü, **kue** wëë ne,

When he looked, then his eyes meet with Hyena and he became angry and he said, . . .

(01:23-24)

Yen äwään **kua** thië yë ciëëŋ tödö. **Ku** Kuac ke wë jaal këro, **ku** jël Anyinyi këro, **ku** jël Ayak këro, **ku** jël Thöl këro.

In this manner then they abandoned their house. And Leopard went on his own, and Hyena went alone, and Lion went alone, and Snake went alone.

(01:29)

Ke cë **ku** wä jë atëer.

They have become enemies.

(02:1-2)

Wal Aŋau **ku** tëer ke la jë aketh. Ken ke ca mëëth **ku** dom, **ku** ke ke jiaal këel, **ku** nyuëu ke.

Long ago, Cat and Hen were neighbours. They developed a friendship and walked and shared food together.

(02:8)

Kuä Aŋau ε liŋ, kë thil nhak ε yen.

And Cat heard him, but did not accept his suggestion.

(02:14-15)

Nä cëŋ ε döme, **kue** dëruöön më diëët mal **kue** ciëm piny. Nä **kue** wä gään në cë kuoth **ku** juëëth,

Another day, then it that big rain then it began raining. When then it was evening and rain had stopped, . . .

(02:17-18)

Ku Tëer Aŋau lëëŋ në bën ε, **kue** ciööu më kel tiëc jith gääkëke be **ku** cuöŋ ke ciööu më kel. Nä **kuä** Aŋau cuop, **ku** Tëer wëë ne, “Aŋau **kui** jiaal di?”

And Hen saw (from distance) Cat coming, and he hid one leg in his feathers so that he stood on one leg. When Cat arrived then Hen said, “Cat, what then do you want?”

(02:24-25)

Cë **ku** lëëŋ, yen yä yin **kui** gaatku muoc yëm më kel, kunë tën në yi ke rou cuc,

Then be good, if you can then you give your children one leg, while you have only two,

nä **ku** wä yën, tä yääm nä nuaan.
(02:29-31)

Nä **ku** gaat wēi, kua
Tēer wē jēk jēl ke cokke diāān reeu,
ku gaat Aṇath luɔɔc **kua** be lāt manden, . .
(02:32)

Nä **ku** Tēer wē bēn bā Aṇau bē juic,
kue Aṇau be jēk nē **ku** rath.
(02:36)

Nä min caa Aṇau **ku** thiäk ke liä e,
kue gaatke cɔɔl be **ku** cēn ē ke.

***then** it is for me (to give) since I have four.*

*When **then** the children went,
they found hen walking with her two legs, **and** the
children of Cat returned **and they** told their mother,*

*When **then** Hen came to see Cat,
then he found Cat getting unconscious.*

*When Cat was close to death,
then he called his children for his last words.*

Dependent Clause Connectors Before Main Clauses

Main Clause Connectors

Dependent Clause Connectors After Main Clauses

Relative Clause Connectors

Question Words (Interrogatives)

Focus

Reel Stories

The words on the previous pages are found in the following stories. Each story is introduced with some information. The abbreviations used in the stories are as follows:

PS	possessor	1s	I
LC	location	2s	you (sg)
PR	perfect	3s	(s)he
HB	habitual	1I	we (and you)
NF	infinitive (purpose)	1E	we (not you)
CT	complete	2p	you (pl)
RF	reflexive	3p	they
FW	forward		
CS	causative		
CP	copula		
PA	passive		
FT	future		

01 - Wään mē Dääu ε nē Cīēēŋ ē Lēi
method of abandon this with home of animals
How the Animals' House was Abandoned

Author: John Malak Balang

1. Wal lēi nā ŋuaan tēi cēŋ keel,
long.ago animals of four live home.LC together
Long ago, four animals lived in a home together,
2. nā Ayak, ku Anyinyi, ku Kuac, ku Thöl.
that lion and hyena and leopard and snake
including Lion, Hyena, Leopard and Snake.
3. Wään ε maat ε nē cīēēŋ ē ken ε, ke tēk lōŋē tē cīēēŋ ε nē cīēēŋ ē ken.
place this share it with home of their this, they have rules that life this when home of their
In sharing the house, they had rules to guide them in their house.
4. Ra dö ke tē mēde mē thil goor ε yen ba gērde dhööl.
another one HB.3S remains his who not want it he NF.3P back.his cross
Each one has his own (rules) that he doesn't want him to violate.
5. Ayak yi wēē ne, “Yēn, nā cē niēen, kē thil goor arier.”
lion CT.3s said that I if PR.1s sleep, HB.1s not want noise
Lion said, “When I sleep, I don't want noise.”
6. Anyinyi yi wēē ne, “Yēn kan jāäl ke wēēr. Nā bēn ē ke wēēr,
hyena CT.3s said that I HB.1s walk at night. If come I at night
Hyena said, “I usually walk at night. If I (return home) at night,
7. thil goor nuēr mē ke yē thīēēc, ‘Cī wē nīgde, ku bēn i raar nī?’
not want person who HB.3s me ask, PR.2S go to.where, and come you outside where
I don't want anyone to ask me, ‘Where have you gone, or where are you coming from?’
8. ku dethuok thil thiok ε, nā bēn ē bē yöt ejēk yooŋ.”
and door not close he if come I FT.1s house ?find open
and he should not close the door, so that when I come, I will find the house open.”
9. Kuac yi wēē ne, “Yēn thil goor nuēr mē juii waŋdē.” Thöl yi wēē ne,
leopard CT.3s say that I not want person who see eyes.my snake CT.3s said that
Leopard said, “I don't want any person to see my eyes.” Snake said,
10. “Yēn kan tōny nē cē juēldē rīc, thil goor nuēr mē doony juēldē.”
I HB.1s lay when PR.1s tail.my stretch not want person who stomp tail.my

“I usually lay with my tail stretched out, and don’t want anyone to step on my tail.”

11. Wënë, cëŋ më kel, në cë ke tōōny, ku piny la wëër,
here day of one, when PR.3P they lay and earth be night
One day when they were sleeping and it was night,
12. Anyinyi cë rō ku jieec be wë raar.
hyena PR.3S RF and open NF.3S go out
Hyena himself opened to go out.
13. Nā kue wë luɔɔc, ku be dethuok bë jëk caa thiöök. Nā kue dethuok teŋ,
when FW.3s go return, and NF.3S door NF.3S find PA.PR closed when FW.3S door knock
When he returned, he found the door closed. When he knocked,
14. kuä Ayak pëër yïëël, ku thiëec ε në cë lɔcde jïëëu,
and lion woke away, and ask he when PR.3S heart.his bad
Lion woke up and angrily asked,
15. “Ee yin ŋa? Cën cë wëë ne ke cëŋ ɔ, thil nuëër më riir yuicdë?!”
be you who not PR.1S said that on day that not person who noise my.head
“Who are you? Didn’t I say on that day that no one should make noise?!”
16. Kuä Anyinyi ye luɔɔc thïn, “Cën cë wëë ne ke cëŋ ɔ, duō yöt ka thiook,
and Hyena he replied up, not PR.1S said that on day that, not house PA.HB close
And Hyena replied (in anger), “Didn’t I say on that day that the house should not be
closed,
17. yën kan jääł ke wëër?” Wään ε Kuac iro ku jieec.
I HB.1S walk at night place this leopard stood and open.
(because) I usually walk at night?!” Then Leopard stood and opened (the door).
18. Nā lië ye, ku rōöm waŋde ka Anyinyi, ku lɔcde cuo jïëëu, kue wëë ne,
when stare he, and collide eyes.his with hyena, and heart.his be bad, FW.3S said that
When he looked, his eyes meet with (that of) Hyena and he became angry and said,
19. “Cën cë wëë ne ke cëŋ ɔ, thil nuëër jui waŋdë?
not PR.1S said that on day that, not person see eyes.my
Didn’t I say on that day no person should see my eyes?!”
20. Ku kör room kaam Anyinyi kë ken Kuac. Wënë cuiir ë ke me
and fighting collide between hyena to them leopard. Here wrestle of them this
Then fighting broke out between Hyena and Leopard. At this point, their wrestling
21. kua Thöl juëlde daany Kuac, ku Thöl lɔcde jïëëu,
FW.3P snake tail.his stomp leopard and snake heart.his bad
lasted until Leopard stepped on the tail of Snake, and Snake became angry,

22. ku kör mat nhiaal ë nyiny, a kua yöt wë ɲaany piny.
and fighting join up of much be FW.3P house go destroy down
and joined the fighting until they completely demolished the house.
23. Yen äwään kua thïë yë cïëëŋ tödö. Ku Kuac ke wë jaal kërɔ,
It manner FW.3P abandon they house their. and leopard HB.3S went walk alone
That was how they abandoned their house. And Leopard went on his own,
24. ku jël Anyinyi kërɔ, ku jël Ayak kërɔ, ku jël Thöl kërɔ.
and walking hyena alone and walking lion alone and walking snake alone
and Hyena went alone, and Lion went alone, and Snake went alone.
25. Yen ater ε yi ku duoth kaam den acuop cïë täme.
it conflict this CT.3S and remain between them until had now.
That hatred has remained between them until now.
26. Nä rööm ke, kë ke kuuth aba nuëër kel juooc.
if meet they be them fight until person one chase
Whenever they meet, they fight until one person is defeated.
27. Kuac ke täme ke jeth yuüi jaath, nä juii ε Thöl të yuüi jaath,
leopard with now HP.3S climb above tree.PS if see he snake staying up tree
Now when Leopard climbs a tree and sees Snake staying up in the tree,
28. ka thil le wë thïn, kë Thöl nä juii ε Kuac yuüi jaath, ka thil le wë thïn.
HP.3S? not be go up be snake if sees he leopard up tree HP.3S? not be go up
he will not climb up, and if Snake sees Leopard up in a tree, he will not go up.
29. Ken lëi ti, ke thil ke le ceŋ këël ke täme. Ke cë ku wä jë atëer.
they animals these they not HP.3P be stay together at now they PR.3P and go PL enemy
These animals cannot stay together any longer. They have become enemies.

02 - Ater Aṅath ku tēer

Hatred cat.PS and hen

The Hatred between Cat and Hen

Author: Bol Tokmac Nguangnyin

1. Wal Aṅau ku tēer ke la jē aketh. Ken ke ca mēeth ku dōm,
long.ago cat and hen they be PL neighbour they HB.3P PR.3P friendship and caught
Long ago, Cat and Hen were neighbours. They developed a friendship
2. ku ke ke jāäl kēel, ku nyuēu ke. Wēnē ke nyuēu ke, ke ke thīāi
and they HB.3P walk together and share they here they share they they HB.3P disperse
and walked and shared (food) together. They (normally) ate together but then
3. nē thil ka muōṅ mat ē ken. Aṅau a yen thil ke muōṅ göör.
when not HB.3p converse sharing of them cat be he not HB.3S conversation want
dispersed without making conversation. Cat was the one who didn't want conversation.
4. Nä cīēēṅ ē de cē nei wē mith thīn,
if house of him PR.3P people go eat up
When people were eating in his house,
5. kē ye muəl Tēer jiōök be rō puk kē be tōōny.
be he quickly hen tell NF.3S himself leave be NF.3S lay.down
he would tell Hen to go to his house to sleep.
6. Nä cēṅ kel ku Tēer wēē ne, “Yin Aṅau ka kōn muōṅ kōṅ le mat,
if day one and hen said that you cat HB.1I we conversation should be share
One day Hen said to him, “Cat (my friend), let us make conversation
7. bane lööckōn ṅāc, nei thil ke mith ku cīēēth thīāi.”
so.that hearts.our know people not HB.3P eat and immediately disperse
so that we know more about one another, (since) people do not eat and immediately go.”
8. Kuā Aṅau ε liṅ, kē thil nhak ε yen.
and cat him hears be not accept it he
Cat heard him, (but) did not accept it (the suggestion).
9. Nä kue wā ruōōn ε dōme, piny yī ku tēk ke peweer,
when then go year this certain area CT.3S and have with famine
Then when the following year came, there was a famine,
10. ku Aṅau rō jieec kue wēi kē Tēer, kue wēē ne,
and cat himself arose FW.3S go to hen and say that
and Cat himself got up and went to Hen's house and said,

11. “Tëer ë maar, gaatkë teth. Nă tek ye icuiit më të thin,
 hen of relative children.my starve if have you(pl) be.small that remain up
 “Hen my friend, my children are starving. If you have a little (food),
12. kën ε yë ba wë cam gaatkë.” Ku Tëer wëë ne, “Thieel! Cın të
 give it I NF.3P go eat children.my and hen said that no even remain
 I give it so that my children can go eat. And Hen said, “No!
13. nē löcdë ke yī dök tek ke icuiit më tēk ke yī bēdu bē kën
 when heart.my with you if have with be.small that remain with you so.that FT.1S? give
 (I) was even thinking of going to you for something to give my children.”
14. gaatkë.” Nă cēη ε dōmε, kue dēruöön më diëët mal kue ciēm piny.
 children.my if day this certain FW.3S rain that big much FW.3S fall down
 Another day, it began raining very hard.
15. Nă kue wă gään nē cē kuoth ku juëeth,
 when FW.3S go evening when PR.3S rain and stop
 When it was evening and rain had stopped,
16. kuä Aηau rö jieec be ku wë cēη Ter.
 and cat himself went NF.3S and go house.LC hen.PS
 Cat went to house of Hen.
17. Ku Tëer Aηau lēēη nē bēn ε, kue ciööu më kel tiëëc jith gääkēke
 and hen cat saw when come he FW.3S leg that one make.tight in feathers.PS.his
 And Hen saw (from distance) Cat coming, and hid one leg in his feathers
18. be ku cuöōη ke ciööu më kel. Nă kuä Aηau cuop, ku Tëer wëë ne,
 NF.3S and stand with leg that one When and cat arrive and hen said that
 so that he stood on one leg. When Cat arrived then Hen said,
19. “Aηau kuī jāäl di?” Kuä Aηau wëë ne, “Ee yī ku jīëü mal wääle. Gaatkë
 cat FW.2S walk how and cat said that be CT.3S and be.bad much today children.my
 “Cat, what do you want?” And Cat said, “Today is even worse. My children
20. yī pēëk yöt. Nă tēk ke yī icuiit më tēk
 CT.3P die house.LC if have with you(sg) be.small that remain
 are dying in the house. If you have something small with you,
21. ke yī, bēdu wë kën gaatkë.”
 with you so.that go give children.my
 (give it) so that I go give (it) to my children.”
22. Ku Tëer wëë ne, “Aηau, cēn ee yēm më kel yen cē ηuööt raar

and Hen said that cat just be thigh that one it PR.1S cut out
and Hen said, “Cat, just (look at) my one leg that I cut off

23. *bä piäär gaatkë yene të maai ε.*” *Kuä Aṅau ε liṅ, kue wëë ne,*
NF.1S boil children.my those? of fire.PS this and cat him heard FW.3S said that
to boil in this fire for my children.” When cat heard him, he said,
24. “*Cë ku lëëṅ, yen yä yin kuï gaatku muɔɔc yëm më kel,*
PR.3S and be.good it if you(sg) FW.2S children.your give thigh that one
“Ok, if you can give your children one leg
25. *kunë tən në yī ke rou cuc, nä ku wä yën, tä yääm nä ṅuaan.*”
while have when you with two only when and go I have thighs of four
while you have only two, then it is for me (to give), since I have four.”
26. *Ku Aṅau riṅ cëṅde kue gaatkë cɔɔl kua yëm më kel ṅuööt raar ba*
and cat run house.LC.his FW.3P children.his call FW.3P thigh that one cut out NF.3P
And Cat ran to his house and called his children so that they cut off one leg
27. *ku thaal. Min caa yëm ku ruum kuëṅë mɛ, ku buöt bei mal.*
and cook when PA.PR thigh and finish boil this and wound pain much
and cooked (it). While the leg was being boiled, the wound gave a lot of pain.
28. *Kuä Aṅau gaatkë cɔɔl, kue wëë ne,* “*Wai Tëër juic*
and cat children.his call FW.3S said that go hen see
And Cat called his children and said, “Go see Hen and
29. *dök bec buötde cëk ee yene diäame.*” *Nä ku gaat wëi, kua*
if pains wound.his like be those mine when and children went, FW.3P
if the pain of his wound is like mine.” And when the children went,
30. *Tëër wë jëk jël ke cokkë diäaṅ reeu, ku gaat Aṅath luɔɔc*
hen go find walking with feet.his both two and children Cat.PS return
they found hen walking with her two legs, and the children of Cat returned
31. *kua be lät manden, “Tëër jël ke cokkë diäaṅ reeu.”*
FW.3P NF.3P tell mother.their hen walking with feet.his both two
and told their mother, “Hen was walking with her two legs.”
32. *Nä ku Tëër wë bën bä Aṅau bë juic, kue Aṅau be jëk në ku rath.*
when and hen go come NF.3S cat NF.3S see FW.3S cat NF.3S find with and unconscious
When Hen came to see Cat, he found Cat getting unconscious.
33. *Kuä Aṅau wëë ne,* “*Tëër, ee ṅu kuï yuicdë le ke tuöör yïëël?*”
and cat said that hen be why FW.2S head.my be HB.3S cheated away
And Cat said, “Hen, why have you cheated me?!”

34. Ku Tëer wëë nɛ, “Cën cä lät yī keei, ka muɔŋ mat bane
And hen said that just PR.1S tell you before HB.1I conversation share so.that
And Hen (replied,) “Didn't I tell you before that we should make conversation
35. lööckɔn ŋäc, kě thil nhak ɛ yīn.” Kue rɔ puk. Nă min
hearts.our know be not accept it you FW.3S himself left when when
to know each other, (but) you did not accept it.” Then he left. When
36. caa Aŋau ku thiäk ke liä ɛ, kue gaatkɛ cɔɔl be ku cën ɛ ke.
PR.3S cat and close at death this FW.3S children.his call NF.3S and last.words of him
Cat was close to death, he called his children for his last words.
37. Kue wëë nɛ, “Yen gaatkë, yën ɛ bē liu ɛ. Ee bē ku wä ater ɛ da
FW.3S said that you children.my I this FT.1S die it be FT.3S and go conflict of our
And he said, “You my children, I myself am going to die. There is going to be our conflict
38. ke Tëer. Nă ka ye gaat Tëer jək, duä ye kɛ ke pël.”
with hen if HB.2P you children hen find not you them HB.3P leave
with Hen. If you find Hen's children, don't leave them (alone).”
39. Yen ater mē cē ku duɔth kaam Ter kuä Aŋau, rëenh cē tämɛ.
it conflict that PR.3S and remain between hen.PS and cat reach PR.3S now
This is the conflict that remains between Hen and Cat until now.

03 – Luk Agɔɔkɛ kɛn Ayak

case monkey they lion
The Case of Monkey and Lion

Author: Agheer Marial Mabeny

1. Wal Ayak yɛn cɛ peen kaath mɛ cuar.
long.ago lion he PR.3S fall well.LC that deep
Long ago Lion had fallen into a deep well.
2. Kath ɛ yɛn a kath mɛ ke lɛi maath thɪn kɛn diaal.
well this it be well that HB.3P animals drink in they all
That well was the well that all the animals drink from.
3. Yɛn cɛ ku peen kaath kue tɛi niin nɔ diiak. Nɔ ku
he PR.3S and fall well.LC FW.3S stay days of three when and
He had fallen in the well and remained (there) for three days. When on
4. wɔ nuaanden kue dɛruɔɔn kap kɛ kuɔ Agɔɔk le bɛn be bɛ maath.
go four.their FW.3S rain start be and monkey be come NF.3S NF.3S drink
the fourth day it began to rain, Monkey came to drink.
5. Nɔ min kue rɔ luɔ ɛ, kue Ayak juic kaath,
when where FW.3S himself bend he FW.3S lion saw well.LC
When he bent down, he saw Lion in well,
6. kue wɛɛ nɛ, “Ayak, ee nu luɔ ye yin ɛ wɛnɛ?!”
FW.3S said that lion be why do it you of here
he said, “Lion, what are you doing here?!”
7. Ku Ayak wɛɛ nɛ, “Agɔɔk ɛ maar, niinkɛ cɛ wɔ diiak jii kaath ɛ wɛnɛ
and lion said that monkey of relative days.my PR.3S go three in well.PS of here
And Lion said, “Monkey my brother, I have been three days inside this well here
8. kɛ thil wɔan mɛ bɛn ke yɛ raar, bi yɛ tiɛɛc raar.”
?FW.1S not method that come with me out NF.2S me pull out
with no way to get out, so pull me out.”
9. Ku Agɔɔk wɛɛ nɛ, “Yɛn cɛ kuec. Tɛkɔn jɛjɔar ke jɛɛk.
and monkey said that I PR.1S refuse ours bush.dwellers.PS they bad
And Monkey said, “I refuse. Our relationship in the forest is bad.
10. Ee le i rɔ le bɛ luɔɔc yɛ nɔ tiɛɛi yi raar.” Kuɔ Ayak wɛɛ nɛ,
be be you yourself be NF.3S? divert me if pull you out and lion said that
You may turn to (eat) me if I pull you out.” And Lion said,

11. “Thiɛɛl Agɔɔk ɛ maär, ɛ thil luɛŋ bɛ nuɛɛr rɔ
No monkey of relative ?this not can NF.3S? person himself
“No, my Monkey brother, a person himself cannot divert (to eating) a person
12. luɔɔc nuɛɛr mɛ cɛ yɛ luɔɔi lɛlɛŋ.”
divert person who PR.3S he do good
who has done good.”
13. Kuä Agɔɔk teetde loom be Ayak ku tiiɛc raar. Nä kuä Ayak rɛɛnh raar,
and monkey hand.his give NF.3S lion and pull out when and lion reach out
And Monkey gave his hand to pull Lion out. When Lion reached
14. ku dɔɔm ɛ teet Agɔɔkɛ ke buɔɔm, kuä Agɔɔk thieec,
and catch he hand monkey.PS with force and monkey asked
out, he caught Monkey’s hand with strong force and Monkey asked,
15. “Ee ŋu kuɪ teetdɛ le dɔm mal nɛ?”
be why FW.2S hand.my be catch much that
“Why are you grabbing my hand so hard?”
16. Kuä Ayak ɛ luɔɔc thɪn, “Nä yɪn kuä kuoth ɛ diiɛt
and lion him reply in if you FW.1S rain this big
And Lion replied to him, “For what do you think
17. mɛ guum ke ŋu ku yɛn cɛ tɛi ke nɪn nä ŋuaan jii kaath?”
?this spend with what and I PR.1S stay with days of four in well.PS
I can spend that big rain and four days in the well?”
18. Kɛ cɛ ku teer, Agɔɔk ke ku wɛɛ nɛ,
They PR.3P and argue monkey HB.3S and say that
They argued and Monkey said,
19. “Pɛl yɛ, ee bɪ lɛi dɔ le wɛ jɛk.”
leave me be FT.2S animal other be go find
“Leave me, you will find another animal.”
20. Ku wä Ayak nɛ, “Thiɛɛl, yɛn cɛ kɛi ɛ mal, thil wään mɛ wä luɛɛŋ ɛ yiɛc
and go lion that no I PR.1S weak of much not way that go able of chase
And Lion said, “No, I am so weak, I will not be able to chase
21. ku thil wään wɛ riŋ ke yɛ, kɛ thil wään wɛ kai yɛ bɛ dɔɔm ɛ lɛi.”
and not way go run with me be not way go jump I NF.1S catch of animal
and not be able to run and not be able to jump to catch a prey (so I have to eat you).”
22. Wɛnɛ Rel cɛ rɔ ku dhool ku juii ɛ Ayak kɛɛp teet Agɔɔkɛ ku kue thieec,

here fox PR.3S himself and pass and saw he lion hold hand monkey.PS be and ask
At this point, Fox passed by and saw Lion holding Monkey's hand and asked,

23. “Nëërdë, ee di kui teet Agöökë le këëp ë mal? Ee ñu latde yen?”
uncle.my be how FW.2S hand monkey.PS be hold of much be what speaking.his you
“My uncle, why are you holding Monkey's hand so hard? What are you discussing?”
24. Kuä Agöök më cë rə luooi ciir, ku Rel ε luoc thin, Nä yin
and monkey that PR.3S himself happen explain and fox him reply in when you
Then Monkey explained what had happened, and Fox replied to him, “How do
25. bë nëërdë kuoth ε du luëñ di, kun cie tēi ke nīin nā ñuaan jii kaath?
NF.3S uncle.my rain this so.as endure how when PR.3S stay with days of four in well.PS
you think my uncle can endure this rain, when he spends four day in this well?
26. Yene puol jii de më bane luooi, wa nei thaar jaath bane ye wë puoc thin.
those simple in it that so.that happen go people under tree.PS so.that it go solve in
This is a simple thing that we do, let us go under a tree so can solve it there.
27. Kë yin nëërdë, kəñ teetde pël, yen thil wään be wēi thin.”
be you uncle.my just hand.his leave he not way NF.3S go in
And you my uncle, just release his hand, he will not go anywhere.
28. Kuä Ayak teet Agöökë pël, ku ke wēi thaar jaath më diëët.
and lion hand monkey.PS leave and they went under tree.PS that big
And Lion released Monkey's hand and they went under a big tree.
29. Nä ku ke rēth thaar jaath, kua agäk wēi jək, kë ku Rel wēë ne, “Kua nei
when and they reach under tree.PS FW.3P game go find be and fox say that FW.3P people
When they arrived, they found a mancala game, and Fox said, “Let us first play
30. kəñ tuöü agäkdë bane ye puoc jəu kë bi kəñ läəñ yin nëërdë.”
just playing games.my so.that you(pl) solve back be NF.2S just rest you uncle.my
this counting game so that you solve the matter so that you can rest, my uncle.”
31. Kua nhək todö diäñ reeu kë, kue agäk keeth kuen yen Rel. Kue lat,
FW.3P accept they both two be FW.3S game start counting he fox FW.3S said
And both accepted (the suggestion) and he began the game with Fox counting it. He said,
32. “A kel ku tiet, tēi ka agök, kuui jeth kuä agök më ñec jeth.”
be one and stone have with games not climb and games that know climb
“One and one, there is a counting game. Who doesn't know how to climb?
Who does know how to climb?”
33. Kue nyək jii de më ke reeu kë kuä Agöök ε tiit yen më cie lat.
FW.3S repeat in it that with two be and monkey this understand it that PR.3S say

He repeated it twice and this Monkey he understood him in what he said.

34. Nā kue ruum tiitē, kue pëër tuuṅ jaath be jeth.
when FW.3S finish understanding FW.3S jump branch.LS tree.PS NF.3S climb
When he (Monkey) understood, he jumped to a branch of a tree to climb up.
35. Yen Rel cë rə ku taṅ jii litē kē wëë nē,
he fox PR.3S himself and jump in sand.PS be said that
Fox himself jumped into the sand and said,
36. “Rel mande ṅëc ket, kē nëërdë kuï ket?”
Fox himself knows swimming be uncle.my FW.2S swim
“Fox knows how to swim, but my uncle do you swim?”
37. Yen cë liet ku luooi be cəl yïër
he PR.3S sand and happen NF.3S call lake
Assuming the sand was a lake,
38. kuä Ayak böi be ye yïic a kue rə wë riëer piny.
until lion fear NF.3S him chase be FW.3S himself go disappear area
Lion feared to follow him until he disappeared.
39. Kuä Ayak thil wään jïëü ε nā Agəok kue rə puk.
until lion not way find him of monkey FW.3S himself left
And Lion could not find Monkey and left.
40. Yen a wään cë ku ruööm ke luk.
it be way PR.3S and finish with case
That was how the case finished.

04 - Lēi tē ka yīic Reel

animals that HB.3P chase reel

Animals that are hunted by Reel

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1. Mē ba kəŋ juiir ka a lat, ee la mē ka cəɔl yīēēc, kā ke
that PA.NF should organize PA.HB be say be be that PA.HB call chasing be they
What needs to be made clear is what is meant by chasing
2. lēi tithi ka yīic? Yīēēc ee la mē ba lēi mē ke nei nēk
animals these PA.HB chased chasing be be that PA.NF animal that HB.3P? people kills
and which animals are being chased. Chasing is when animals are collectively killed by
3. juaat ke bīirē, a ku lēi teeth nē cie liu. Lēi mē ka
contribute them spear be and animal fall with PR.3S dead animal that PA.HB
people with spears until they fall as dead. These animals that
4. yīic ee la lēi mē i kōr luooi cē ke mōk ken guōōr.
chased be be animal that you fighting happen PR.3S they buffalo they elephant
are being chased are fighting animals including buffalo and elephant.
5. Ayak mē cē yaŋ cam, kə yā nuēēr yen cē cam, ka yīic bēnē.
lion that PR.3S cow eat or also person he PR.3S eat PA.HB chased also
A lion that has eaten a cow or person is also being chased.
6. Mē ke rə kəŋ luooi yuūi, ee la duar yen ka kəŋ kap.
that they themselves should do first be be hunting it PA.HB just plan
What is being done first in hunting is to plan (the hunt).
7. Nā caa böu mowē kə yā ke guēr jēk,
when PA.PR herd buffalos.PS or also they elephants find
After a herd of buffalos or elephants are found,
8. lēi ke kəŋ puōt, kuā acōōtē ken awuutē tē dēdeel riŋ thērē ken,
animals they just scatter and youth they big.men that strong run after them
they first scatter and the youth and big men run after them
9. a ku lēi kel, kə yā ke rou cuōōŋ, nē ca kōr ku dōm.
be and animal one or also they two stand when PR.3P fight and declare
until one or two animals stop and decide to fight back.
10. Yen wēnē, acōōtē ku wēi thīn ba lēi ku juaat ke bīirē.
it here youth and go in NF.3P animal and contribute them spear

At this point, the youth will collectively start spearing these animals.

11. Lēi wēnē ke acōōtē kōk juoc jōōr, wēnē bīēr ε ye acōōtē
animal here with youth other chase away here spear it he youth
This animal will be chased by certain youth and this youth will spear it
12. tē kōkē ti, a ku lēi teeth nē cē liu.
that others these be and animal fall with PR.3S die
until it falls as dead.
13. Nā kuc acōōt kel rō juic nē gaau, ke lēi mē cē ke mōk nēu ε.
if not youth one himself see with well be? animal that PR.3S can buffalo kill him
If a person is not careful enough, a buffalo can kill him.
14. Wēnē duar cē ku ruōm. ε ba nei ku wēi ke lēi tē ka muol yīic,
here hunting PR.3S and finish he NF.3P people and go they animals of PA.HB usually chase
At this point, the hunting is complete. People go and commonly chase animals,
15. ken nei tē ka cōol Reel. A) Guōōr. Guōōr ka yīic ka aṅal nā rou:
they people of PA.HB called reel elephant elephant PA.HB chase with thing of two
people who are Reel. A) Elephant is being chased for two reasons:
16. Guōōr ka yīic ke mē tuōṅē ku rīiṅde. Nā caa guōōr
elephant HB.3P chased they that horns and meat.his if PA.PR elephant
An elephant is chased because of its horns and its meat. If an elephant
17. jēk nei tē duar, ke ke ku riṅ thīn ba nuēēr
found people of hunting HB.3P they and run in NF.3P person
is found by hunters, they (all) rush so that one person
18. bē guōōr muol keeth ku nuēēr bē guōōr ber ba ṅac.
NF.3S elephant quickly start and person NF.3S elephant be.second NF.3P known
quickly begins (spearing) and a second person soon follows (in spearing).
19. Nā cē guōōr ku teeth, kē nuēēr mē keeth guōōr
when PR.3S elephant and fall be person who starts elephant
After an elephant has fallen, person who speared first
20. ke tuṅ cuei lööm ku nuēēr mē ber ε ke tuṅ caam.
can horn right take and person who second he can horn left
(will be given) the right horn and the person who speared second the left horn.
21. Adieṅu ke Reel ee luoi tuṅ guär? Tuṅ guär ka ṅuot kua diit ken ti
what they reel be do horn elephant.PS horn elephant.PS PA.HB cut FW.3P big they these
What is being done with the elephant horns? Elephant horns are cut and the bigger one

22. ka ceŋ ke yöl ë nuëër më göör bë puth,
PA.HB wear they arm of person who want NF.3S marry
is worn on the arm of a bridegroom,
23. kə yä cək më piac ε nap, kə yä nyal më cë käi,
or also woman who recently she marry or also girl who PR.3S menstruation
or by a woman recently married, or by a girl who had (a first) menstruation
24. be luooi awuut ë de. Riiŋ guär ka cam, jic guär
NF.3S do decoration of her meat elephant.PS PA.HB eat ear elephant.PS
and (is celebrating) with her decoration. The elephant meat is eaten. The elephant's ear
25. ka kəoc ë bul bënë. Ken ti a ken ka yiic guöör awuutë.
PA.HB mend of drum also they these be they PA.3P chase elephant men
is used for mending drums. These are the reasons why men hunt the elephant.
26. B) Cil. Cil la lëi më diëët guur guöör. Cil thil ke ŋeeny
rhino rhino be animal that big following elephant rhino not HB.3S angry
B) Rhino. The rhinos is the next biggest animal after the elephant. A rhino doesn't
27. cë ke më guär ken mök. Nä jiiëu ε nuëër kə yä ke nei, kë yöi.
PR.3S can that elephant.PS they buffalo if found he person or also they people be runs
get angry like an elephant or buffalo. If it sees a person or people, it runs away.
28. Nä goor ε ye ba nek yen cil, la cokke ken ka kəŋ göör.
if want it he NF.3P kill he rhino be footprints.his they PA.HB just search
If he (person) wants to kill the rhino, it is the footprints they will first find.
29. Nä caa cokke ku jək, ke kua luopkë, a kua wë jək në cë
if PA.PR footprint.his and found they FW.3P be.followed be FW.3P go find with PR.3S
When hoofprints are found, they are followed, and when (people) find (a rhino)
30. tööny në nin ε jaath thaar më të ke iiiiëp më gaau, kə cë këer,
lying with sleep he tree.LC under that remain with shade that good or PR.3S awake
lying asleep under a tree with good shade, or if awake,
31. yene ka ku bir ke mut më diëët mal më ka cəol taŋreel.
those HB.3P and spear with spear that big really that HB.3S called tangrel
they start spearing it with a big spear which is called tangrel.
32. Nä wään yiëyë yen caa tiŋ, ee ku cuo liu wën më icuiit puöny,
if place souls.PS it PA.PR hit be and be died place.LC that small body
If it is hit in a living place (heart, etc), it will die immediately,
33. kə jieec rə ke bei piëny kë kue yəci a kue wëi liu wën më në nän.
or arise itself HB.3S hurt body be FW.3S run be FW.3S go die place.LC that with far

or it can run unconsciously until it dies later in a far away place.

34. Cil ke wër ke laac wën më kel.
rhino they dungs HB.3S defecate place.LC that one
A rhino (always) defecates in the same place.
35. Nä göör ε be wër laac, ka riŋ wën ε tēi wër thīn ε.
if wants he NF.3S dungs defecate PA.HB run place.LC this stay dungs in this
When it is about to defecate, it runs to the place (where) this dung remains.
36. Nä cī wër ku jək ke göör bī yī nək yen cil,
if PR.2S dungs and find HB.2S want NF.2S you kill it rhino
If you find dung and you want to kill the rhino,
37. kē kuī tāāny wën ε tēi wër thīn ε.
be FW.2S lay.down place.LC this stay dungs in this
then you just wait hiding near this dung.
38. Nä kue bën be wëer bē laac, kē kuī bir nē laac ε wëer.
when FW.3S come NF.3S dung NF.3S defecate be FW.2S spear when defecating he dung
When it comes to the dung to defecate, you spear (while it is) defecating.
39. Tuŋ ciel ka luoi thieei më ka cōol cil. Tuŋ ciel më caa guaŋ
horn rhino.PS PA.HB make stick that PA.HB called rhino horn rhino.PS that PA.PR shape
The rhino horn is used as a walking stick called Cil. The rhino horn is shaped as a
40. nä thieei, ka muɔɔc ayēt më caa kɔɔc ba ke poth thīn.
as stick PA.HB give leather that PA.PR mend PA.NF HB.3S cover in
stick and is given skin that has been filed to cover it.
41. Ee ka lat yī ka cam liet, nä thil miaac ye ka ayēt ba ke poth thīn.
be PA.HB said CT.3S PA.HB eat sand if not give it with leather PA.NF HB.3S cover in
It is said that it will be eaten by sand if it is not given the leather as a covering.
42. Tuŋ ciel ka luoi adhuur ba ke puōöt yök. Rūiŋde ka cam.
horn rhino.PS PA.HB make hammer PA.NF HB.3s pound pegs meat.its PA.HB eating
The rhino horn is (also) used as a hammer for pounding pegs. It's meat is eaten.
43. C) Mök. Mök la lēi më ka yīic acōötē cē wāān më ka yīic ē guōör.
buffalo buffalo be animal that PA.HB chase youths PR.3S place that PA.HB chase of elephant
C) Buffalo. A buffalo is an animal that is being chased by youth like the elephant is
being chased.
44. Yīēc mou ku jīēū ē mal yɔɔc yīēc guär. Mök ŋeny
chasing buffalo.PS and bad of much more.than chase elephant.PS buffalo fierce
Chasing a buffalo is more difficult than chasing an elephant. A buffalo

45. ë mal, kē puɔl ɛ ka abardɛ. Nā kuc yī rɔ juic, kɛ nēu yī.
of much be simple he with speed.his if not you yourself see they kill you
is more arrogant and can run very fast. If you are not careful, they can kill you.
46. Rīiŋ mou ka cam ke la yen ää më ka yīic ë mök.
meat buffalo.PS PA.HB eat they be it purpose that PA.HB chase of buffalo
Buffalo meat is eaten and is the purpose the buffalo is chased.
47. Aköölde ka luooi ë köt ku juælde ka luooi ë dhuronë.
skin.its PA.HB make of shield and tail.its PA.HB make of decorations
It's skin is used for making shields and it's tail is used for making the Dhuro decoration.
48. Kɛn dhuronë ka ruɔɔp tuuŋ thääu më cēt ke cēŋ yōth nei,
Those decorations PA.HB hang horn.LC ox.PS that color with day migration.PS people
These dhuro decoration materials are hung on horns of a colored ox when people
49. kɔ yä cēŋ puthë në caa thëk ɛ cēt me puōth.
or also day marriage.PS with PA.PR ox this color this dowry
are migrating or during a marriage day when the colored ox (is offered as) dowry.

05 – Tiēt Ceŋ Rëel
religion land.PS reel
Religion in Reel Land

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1. Cīēŋ Rëel tēi ke jōu tē ka duoor thīn. Nā thil duōr kē,
land reel.PS remain with gods that PA.HB worship in if not worship them
Reel land has gods which are worshiped. If they are not worshiped,
2. ka dōm nei ke tuany. Ken jōu ti ken ke ka duoor nei
PA.HB catch people with sicknesses they gods these they them PA.HB worship people
people can become sick. These gods that people worship, there are
3. tē dual tē tēi yōthē ken. Ken nei ti ken a wān tēi kē.
that many that remain above them they people these they be places have they
many above them. The following people are responsible (for these gods).
4. A) Nei tē kēkēi ken nei tē kēkēi, ka ken nā nei
people who leader they people who leader HB.3P they as people
A) Spiritual leaders are the people who are
5. tē dīit tē tēi yōthē jōwē ku thum. Kē ken ka jōu ku thum nēk ē ke
who big who remain above gods.PS and ghosts be they HB.3P gods and ghosts sacrifices his
responsible for gods and ghosts. Their sacrifices to gods and ghosts
6. ka ken ka yōk lam. Ku nā lam kē, ke ka alam keeth
HB.3P they HB.3P cows worship and when worship they they HB.3P worshipping start
are with sacrifices of cows. And when they worship, they begin worshipping
7. ke Dēcēu ku guāndōŋēken, ku jōu ten ē mei ba ke muōc ke yīēi.
with god and ancestors.their and gods who of long.ago NF.3P they give them lives.
(the big) God, and their ancestors, and the gods who give them life.
8. Kē ka pī tiēth piny, ku wēer nei ē ken bē pīēny neenē puōl,
they HB.3P water spray ground and bless people their NF.3P bodies people.PS healthy
They spray the ground with water (as sign of blessing), and bless their people in order to
stay healthy,
9. ku bē nei tēi ke door nē thil kōr, kē thil tuaany ku
and NF.3P people live with peace with not war be not sickness and
in order to live in peace without war, and without sickness, and
10. bē nei tēk ke mīith. Ka ken ka luōth, ku theek ē ke mal.
NF.3P people have they resources PA.HB they PA.HB respect and obediences of his much

the people to have resources. They are respected and obeyed much.

11. Nā tē ke miēth, ka kēn ε ke yuü. Yen ke pi kəŋ tiēth piny
if remain with food HB.3P give it they first it they water just spray ground
If there is food, they give it (to them) first. They spray the ground with water
12. nā cup ε cəŋ ë dε, kə yā nuēēr yen yī bēn cəŋ ë de kē be ku määth
if arrive he house.LC of his or also person he CT.3S come house.LC his be NF.3S and drink
whenever he arrives to his house, or when the person arrives to his house, (they bless him)
before (he) drinks.
13. jəu. Nā jieŋ gat, kē gat cuuth ke kam yāām ë ke.
last if travel son be son impale at middle thighs his
When a son is travelling, a son passes between his legs (of spiritual leader for a safe
journey).
14. B) Tit cəŋ Rēel. Tit ke la nei tē ka jəu juic.
magicians land.PS reel.PS magicians they be people who HB.3P gods sees
B) Magicians of land of Reel. Magicians are people who can see gods.
15. Jəu thil ka juic ë nei diaal, ka ken tit kēröth ken ka ke juic.
gods not PA.HB see of people all HB.3P they magicians only they HB.3P them see
Gods cannot be seen by all people, only magicians can see them.
16. Tiēt a yen ka ku göör nā caa nuēēr döm ë tuaany.
magician be him PA.HB and look if PA.PR person catch by sickness
A magician is the one sought after when a person is caught by a sickness.
17. Nā cē tiēt bēn, mē ka kəŋ luooi yuü, ayuüŋ yen ka kəŋ gam yuü,
if PR.3S magician come that PA.HB just do first deposit it PA.HB just give first
If a magician is about to do (magic), a deposit must be given first
18. ba ku kēn agaamlöön bē tiēt be jək ku juic. Nā cē jək ku juic,
PA.NF and they interpreter NF.3S magician NF.3S god and see when PR.3S god and see
so that the interpreter causes the magician to see the god. When he has seen the
god,
19. yen ee be ku lat ee jək mē ŋu, ku bēn ε raar nikē de, ka ŋu goor ε yen.
he be FT.3S and tell be god that what and come he out where from PA.HB what want it he
he will tell (family of patient) what kind of god it is, where it comes from, and what
he wants.
20. Nā caa ku nhək, jək ba ku tet, kua yök nēk.
when PA.PR and accept god PA.FT and worship FW.3P cows killed
After accepting, the god will be worshiped and they sacrificed cows (to it so that patient
recovers soon).

21. Ke ken ti diaal ka luooi ë tiët më juui jök. Nä cë ku ruööm, be? they these all PA.HB do of magician who sees god if PR.3S and finish All these things have to be done for the magician who sees the god. After finishing these
22. tiët ba ku kök. Kök ke wa yaŋ kə yä ke yöu. magician PA.FT and awarded payment HB.3S go cow or also with moneys tasks, the magician will be paid. They payment will be a cow or money.
23. Jök nä ca ku ruum tetë, ye ba ku guur ke thiaŋ be ku ruai. god if PA.PR and finish worship it PA.FT and ask at in.evening NF.3S and talk After the god has been worshiped, it will be asked (by magician) to talk.
24. Jök ke ruai thööl, kë ka guur ke lööŋ. god HB.3S talk wall.LC be PA.HB ask with instrument The god talks in a wall, and can be asked to talk using the long instrument (The god will say why it brought sickness to the patient).
25. Ka ken tit tēi jith ken ke binyja. Binyja a guän waal. HB.3p they magicians remain inside them they sorcerers sorcerers be owner drugs.PL The magicians include sorcerers called Binyja. Binyja sorcerers own drugs.
26. Kε ka tēi gääi nei luooi. Kε ke wēi jii maai ku thil waŋ, they HB.3p remain surprise people make they HP.3p go in fire.PS and not burn They make people see wonders. They go into the fire without being burned.
27. ke bär nei ke nyemirinë. they sting people with beans They sting people with bean seeds.
28. C) Jë nhial. Ken jë nhial a ken tēi jithken 1) Guän kuoth. owners heaven.PS they owners heaven.PS be they remain in.them owner rain.PS C) Heaven members. These heaven members include 1) rain master.
29. Guän kuoth a nuëër më këëp kuoth. Nä cë löcde jïëëu, kë kuuth thil dem, owner rain.PS be person that keeps rain if PR.3S heart.his angry be rains not rain The rain master is a person who controls the rain. If he gets angry, no rain will fall,
30. kul bel cuo thil, ke näk nei aboŋh (pewëer) 2) Guän agëgökë and sorghums be not HB die people hunger famine owner insect.PS and no crops will grow, and people will die of hunger (as in famine). 2) Insect master.
31. Yen nuëër ε nä caa löcde yär ka luony agëgök be miith cam. he person this if PA.PR heart.his annoy PA.HB allow insects NF.3P crops eat This person if annoyed will allow insects to eat the crops.

32. 3) Guän diæt a nuëër më ke diit yeen.
owner bird.PS be person who HB birds keeps
3) Bird master is a person who controls birds.
33. Nā luony ε diit kë ke cam müth ken diaal.
if allows he birds be they eat crops them all
He can allow birds to eat all the crops.
34. 4) Guän ayakë a nuëër më këëp Ayak. Nā cë löcde jïëëu,
owner lion.PS be person who keeps lion if PR heart.his annoyed
4) Lion master is a person who controls lions. If he is annoyed,
35. ka lunny nei Ayak be yök ku nei cam.
PA.HB allow people lion NF.3S cows and people eat
he can make a lion eat cows and people.
36. 5) Guän lëyë a nuëër më këëp lëi ken diaal rööth. Nā käär
owner animals.PS be person who keeps animals they all bush.LC if ??
5) Animal master is a person who controls all animals in the bush. If he
37. ε lät ε ba lëi nëk, kë lëi jieec rɔ be teu nyök kë yöi ε.
he tell him NF.3P animals kill be animal resurrect himself NF.3S life again be run he
tells animals to kill, the animal will come back to life and run again.
38. 6) Guän abuoorë a nuëër më këëp pi. Nā cë löcde jïëëu,
owner flood.PS be person who keep water if PR.3S heart.his annoyed
6) Flood master is a person who controls water. If he is annoyed,
39. ka luony abuoor bë yök guëëu, ku a tuany tē dual bën.
PA.HB allow flood NF.3P cows die and be sicknesses that many come
he can cause a flood so that cows die and many (water borne) sicknesses come.
40. 7) Guän amieny a nuëër më këëp amieny.
owner mosquitoes.PS be person who keep mosquitoes
7) Mosquito master is a person who controls mosquitoes
41. Kε nei luöny amieny nā cë löcde jïëëu.
they people allow mosquitoes if PR heart.his annoyed
These people cause mosquitoes when he is annoyed.
42. 8) Guän cothë. Kε nei luöny coth be nei dot be thil wään
owner guinea.worm.PS they people allow guinea.worm NF.3S people swell NF not place
8) Guinea worm master. They are people allowing guinea worm to make people swell
43. ke luowi ë nei, nā cë löcde jïëëu. Ken nei ti nε,
they work of people if PR heart.his annoyed they people these that

so that people are not able to do work, if he is annoyed. All these people

44. ken diaal cəŋ Rēəl kɛ ka theek kɛ bum ɛ ken, ku tēi
they all land.LC reel.PS they PA.HB respect with strengths their and have
in Reel land are respected and strong, and have
45. kɛ kɛ nei tē duaal. Kɛ ka kək, kɛ kɛ bääny, ku kɛ thil kɛ dɛɛr.
they with people that many they PA.HB bribe they HB.3P? wealthy and they not them abuse
many people. They can be bribed, they are wealthy, but they don't abuse them.
46. Nä dēɛr kɛ, kɛ jək thil luui, nä caa kɛ ku der kɛ jək ku luöi ɛ mal.
if abuse them HB.3S god not work if PA.PR they and abuse HB.3S god and working of much
If they (try to) abuse (an innocent person), the magic will not work. If they are abused
(by others) the magic will recall work (against those people).
47. Yen ää wään mē kɛ tiēt Rēəl nē mei rēɛnh cə kɛ täme.
it purpose place that HB.3S religion reel.PS as long.ago reach PR at now
This is how Reel religion has been from long ago and until now.

Glossary

The following important words are from the *Reel Consonant and Vowel Book*.

Word	Example	Definition
syllable	pa la ta in palata ‘fish hook, line’	The parts of a word that can be divided according to beats.
consonant	p w r in pewɛɛr ‘famine’	Letter sounds that begin or end syllables; a consonant cannot be a syllable by itself.
vowel	e ɛ in pewɛɛr ‘famine’	Letter sounds in the middle and sometimes end of a syllable; a vowel can be a syllable by itself.
breathy vowel	ēē in kēēt ‘falcon, hawk’	Vowels pronounced with more air.
non-breathy vowel	ɛɛ in kɛet ‘walking stick’	Vowels without extra air.
long vowel	aa in gaak ‘jaw’	Vowels that take longer to pronounce.
short vowel	a in gak ‘peel, skin’	Vowels that are pronounced quickly.
tone	the difference in sound between wēēr ‘night’ and wēēr ‘dung’	How high or low the sound of the syllable is, or how the sound rises or falls.
noun	rel ‘fox’	A person, animal, place, thing, or idea.
singular noun	dap ‘lazy person’	Only one of a noun.

plural noun	dapë ‘lazy persons’	More than one of a noun.
verb	bak ‘cut open’	Is an action, motion, state, change, or can be used as an equal sign between words.
transitive verb	bak ‘cut open’ in Nuëër göör be dö bak. ‘Person wants to <u>cut open</u> a thing.’	A verb that have an object that receives the action.
intransitive verb	bak ‘cut open’ in Nuëër göör be bak. ‘Person wants to <u>cut open</u> .’	A verb that does not have an object.
number	rou ‘two’	Tells how many of a noun there is.
pronoun	ko ‘we (not you)’	Takes the place of a noun.

The following important words are discussed in the *Reel Grammar Book*.

Word	Example	Definition
suffix	-e ‘(plural)’ in rum/rume ‘club/clubs’	Letters added to the end of a word.
proper noun	Jän ‘Dinka person’	a special kind of noun such as the name of a certain place, person, day of the week, or tribe.
noun form	ciëën ‘ <u>home</u> ’ wään ceŋ ‘place of <u>home</u> ’	A noun with sound/letter changes according to the way it is used.
common noun	ciëën ‘ <u>home</u> ’	A noun as it is said by itself, and not in a sentence.
possessor noun	Agookë ‘Monkey’ in teet Agookë ‘hand of <u>Monkey</u> ’	A noun possessing or owning something or someone.
possessed noun	teet ‘hand’ in teet Agookë ‘ <u>hand</u> of <u>Monkey</u> ’; guäär ‘my father’	A noun possessed or owned by someone. Some family nouns are always possessed by someone.
subject	nuëër ‘person’ in Nuëër pen. ‘ <u>Person</u> is falling.’	A noun or pronoun that does the action.
object	gat ‘child’ in Nuëër gat ŋaany. ‘Person is destroying <u>child</u> .’	A noun or pronoun to which an action is done.
receiver	teetde ‘child in Nuëër lööm teetde gat. ‘Person is giving his hand to <u>child</u> .’	A noun or pronoun toward which or for which an action is done.
possessor	ceŋ ‘of <u>home</u> ’ in Nuëër jui wään ceŋ. ‘He saw the place of the <u>home</u> .’	A noun or pronoun that owns or possesses another noun.

location	cĕŋ ‘home’ in Nuĕĕr wĕi cĕŋ . ‘Person is going <u>home</u> .’	A noun or pronoun that shows the place of an action.
preposition	kĕ ‘to’ in Nuĕĕr wĕi kĕ cĭĕĕŋ . ‘Person is going <u>to</u> home.’	A word that introduces a noun along with other words, which tell about an action.
prepositional phrase	kĕ cĭĕĕŋ ‘to home’ in Nuĕĕr wĕi kĕ cĭĕĕŋ . ‘Person is going <u>to home</u> .’	A preposition and the words it introduces.
common preposition	ke ‘with’ and kĕ ‘to’ in Nuĕĕr wĕi ke ruĕth kĕ cĭĕĕŋ . ‘Person goes with chief <u>to</u> house.’	A preposition that introduces a noun in common form.
position preposition	thaar ‘under’ in Nā ku ke rĕth thaar jaath , . . ‘When they arrived <u>under</u> tree, . . .’	A preposition that tell the position of the action in relation to the following noun, which is in possessor form.
emphasis pronoun	ro ‘self’ in Nā min kuā ro luuŋ ɛ , . . ‘When I <u>myself</u> bent down, . . .’	A pronoun that shows a subject does an important action.
demonstrative	ti ‘these’ in Nuĕĕr juui yōk ti . ‘Person is seeing <u>these</u> cows.’	A word that points to or shows which particular noun the speaker has in mind, or points to a noun the listeners can see or already know about.
quantity	diaal ‘all’ in Nuĕĕr juui yōk diaal . ‘Person is seeing <u>all</u> cows.’	A word that tells the amount or approximate number of a noun or pronoun.
indefinite	ti kōk ti ‘certain’ in Nuĕĕr juui yōk ti kōk ti . ‘Person is seeing <u>certain</u> cows.’	A word that shows a noun has not yet been mentioned or is different than others of the noun than have already been mentioned.
adjective	lĕlĕŋ ‘is good’ in Nuĕĕr juui yaŋ mĕ lĕlĕŋ . ‘Person is seeing a cow that <u>is good</u> .’	A word that describes a noun or tells a characteristic
relative clause	Tĭt ke la nei tĕ ka jōu juic . ‘Magicians are people <u>who</u> can see gods.’	A group of words with a verb that is introduced by mĕ or tĕ ‘that, who’ and tells about a previous noun.
adverb	kĕro ‘alone’ in Ku Kuac ke wĕ jaal kĕro . ‘And Leopard went <u>alone</u> .’	A word that describes a verb.
complete verb	Gaatkĕ yĭ peek yōt. ‘My children <u>are dying</u> in the house.’	A verb used for actions thought of as a whole.
incomplete verb	Tĕĕr ĕ maar , gaatkĕ teth . ‘Hen my friend, my children <u>are starving</u> .’	A verb used for actions thought of as happening over time. It is like we are watching the action happen in a film.
helping verb	cĕ ‘had’ in Yĕn cĕ kuac . ‘I	A short word that introduces a verb

	had refused.’	and shows a certain way that it is used.
perfect verb	Yën cē kuc. ‘I <u>had refused</u> .’	A verb used for actions that have a lasting result.
habitual verb	Ke ka pī tiēth piny. ‘They <u>spray</u> water on ground (for blessing).’	A verb used for repeated actions that happen regularly like a habit.
purpose verb	Anyinyi cē rō ku jieec be wē raar. ‘Hyena himself opened to <u>go out</u> .’	A verb that shows the purpose or goal of the previous action.
future verb	Yën ε bē liu ε. ‘I <u>will die</u> .’	A verb that shows the action happens after the time of speaking.
command verb	Yën gat! ‘You sg <u>protect</u> child!’	A verb used to order or command others to do something.
ditransitive verb	lōöm ‘is giving’ in Nuëer lōöm teetde gat. ‘Person <u>is giving</u> his hand to child.’	A verb that takes both an object and a receiver.
derived intransitive verb	Nuëer gōör be dö ñaany. ‘Person wants to <u>destroy</u> (something).’	A verb made from a transitive verb, which has no object and often a different vowel, final consonant or tone than the transitive from.
applicative verb	kaath ‘in well’ in Kue Ayak juic kaath ‘Then he saw Lion <u>in well</u> ’	A verb that shows someone benefits from the action or receives the action, or that shows the location or direction of an action.
passive verb	luoi ‘making’ in Aköölde ka luoi ë köt. ‘It’s skin is used for <u>making</u> of shields.’	A verb in which the subject (one doing action) is not mentioned.
verbal noun	luoi ‘making’ in Aköölde ka luoi ë köt. ‘It’s skin is used for <u>making</u> of shields.’	A verb used as a noun.
forward connector	Nä lië ye, ku rōöm wande ka Anyinyi. ‘When he looked, <u>then</u> his eyes meet with Hyena.’	ku, kuä ‘and, then’ shows a new action or speech that moves a story forwards or give new information in a speech.
compound phrase	tut ‘male one’, tëer ‘chicken’ tut ter ‘cock’	Two or more words often said as a group, which have about the same meaning as the two original words.
compound word	adëer ‘behaviour’, jök ‘dog’ adëerjiöou ‘prostitute’	Two or more words joined together which have a new meaning different than either of the two original words.
equal sign verb	Guäär la ruëth. ‘My father <u>is</u> chief.’	The word la ‘is, be, are’ can come before a noun or other words to show it is the same as the noun before it.

Answers to Exercises

Exercise 1

Test Word	Write correctly	Test Word	Write correctly
dög <i>river</i>	<u>dög</u>	cuëny <i>liver</i>	<u>cuëny</u>
gaak <i>field, garden</i>	<u>kaak</u>	keedh <i>cow urine</i>	<u>keeth</u>
baaw <i>cracks (pl)</i>	<u>baau</u>	yooi <i>run</i>	<u>yooi</u>
did <i>bird (general)</i>	<u>dit</u>	wään tobë <i>place of tobacco</i>	<u>wään topë</u>
rīijë <i>rafters</i>	<u>rīicë</u>	wään bööië <i>place of fear</i>	<u>wään bööyë</u>
taayë <i>open places</i>	<u>taayë</u>	rīëy <i>canoe, boat</i>	<u>rīëi</u>
käi <i>first born</i>	<u>käi</u>	aduany <i>crippled person</i>	<u>aduany</u>
agäg <i>game</i>	<u>agäk</u>	ñüöl <i>crowd</i>	<u>ñüöl</u>
yöw <i>monies (pl)</i>	<u>yöu</u>	wään thuuë <i>place of end</i>	<u>wään thuwë</u>
lëi <i>animal</i>	<u>lëi</u>	dapë <i>lazy persons</i>	<u>dapë</u>
nīëü <i>co-wife</i>	<u>nīëü</u>	wään thiëcë <i>place of request</i>	<u>wään thiëcë</u>
bei <i>pain</i>	<u>bei</u>	acëcueeyë <i>whips</i>	<u>acëcueeyë</u>

Exercise 2

Test Word	Write correctly	Test Word	Write correctly
jïc dë <i>my ear</i>	<u>jïcdë</u>	jith ë kôn <i>our stomachs</i>	<u>jithkôn</u>
tap ë kuc <i>your tobaccos</i>	<u>tap ë kuc</u>	nëërëken <i>their uncles</i>	<u>nëërëken</u>
wac de <i>his aunt</i>	<u>wacde</u>	kääny ë kô <i>our debts</i>	<u>käänyë kô</u>
jök de <i>his back</i>	<u>jökde</u>	jök de <i>behind him</i>	<u>jök de</u>
jii dë <i>inside me</i>	<u>jii dë</u>	yuïcden <i>above them</i>	<u>yuïi den</u>
Jök juiiyë <i>God sees me</i>	<u>Jök juii ë</u>	peene kaath <i>He fell in well</i>	<u>peen ë kaath</u>
loli <i>that valley</i>	<u>lol i</u>	Ayak juii ei <i>Lion sees you</i>	<u>Ayak juii ye</u>
dīëër ε <i>this pig</i>	<u>dīëër ε</u>	rowo <i>that hippo</i>	<u>rou o</u>
Ee bä ë <i>I am coming.</i>	<u>Ee bä ë</u>	Ee wai ye <i>You are going</i>	<u>Ee wai ye</u>
cëkjau <i>widow</i>	<u>cëk jau</u>	adëër jïöou <i>prostitute</i>	<u>adëërijïöou</u>
tīët waal <i>healer</i>	<u>tīët waal</u>	guänjäär <i>bush dweller</i>	<u>guänjäär</u>
tuttërë <i>cocks</i>	<u>tut tërë</u>	dei amëël <i>sheep (pl)</i>	<u>dei amëël</u>