

An Introduction to Notu-Ewage Grammar

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1.0 INTRODUCTION

1.1 THE PURPOSE OF THE PAPER

(a) To describe as much of the grammar as is understood after 15 months study.

(b) To fulfil the requirements of the S.I.L. Grammar and Translation Departments prior to beginning translation.

(c) To set up a descriptive framework within which further constructions can be described as they become known.

(d) To help local Anglican Missionaries in their study of the language, a purpose which has considerably influenced the way in which the material is presented.

1.2 THE PRESENTATION OF THE MATERIAL

The basic presupposition held is that a Grammatical Hierarchy exists in the language. That is to say, there are various levels in the structure. At each level there will be found constructions which are made up of constructions from the level below. Sometimes a level may be skipped.

The largest chunk of language described in this paper has been termed a Communication and constitutes the highest level in the analysis. The Communication Level is built from expressions from the level below, namely Episodes or Sentences which are built from Clauses. Clauses in turn, are built from Phrases which are built from Words which are built from Stems.

Communication Level will be discussed first and Stem Level last. This is because our comprehension of a subject is aided if we start with a whole unit and break it down into smaller components rather than start with isolated parts and try to build them into a larger unit. If we are building an engine, we start with smaller components and build them into the larger motor, following the blueprint. If however we wanted to find out how the engine was constructed and nothing was written about it, we would take the whole

motor, pull it apart section by section, starting with the biggest pieces, and make some notes about where each part fitted as we took it out. And so it is with language. Although a continuous building process is going on, at this point in time and for our analytical purposes we can say it is already built. Therefore we are starting with a whole unit, pulling out the biggest chunks first and working down to the smallest units to find out how each bit fits and relates to the other.

Our first chunk is part of a fifteen page origin story. Other examples to illustrate the various features being described are taken from other recorded stories and from field notes. No reliance has been placed on elicited material.

1.3 SOME CONSIDERATIONS.

(a) To join or not to join?

Where two constructions are fairly close as regards to the bits from which they are built and yet are quite different in meaning, they are described separately. In such case Semantics is given preference as a criteria for separation, over Morphology and Syntax.

For example, it could be said that too many types and sub-types are described at Clause Level. If this proves to be so, some can be joined in a later and more formal description of the language.

(b) Overlap of function.

Language is something which is alive. The various parts can't always be put into boxes and neatly labelled. They keep jumping out and hopping into other boxes. The choice of descriptive terminology has kept this feature of language in mind and is illustrated in the choice of the term 'Augmentative' at word level.

(c) At which level are features best described?

Features are described at the level where it is felt that the item builds most neatly into the next level and where it can best be explained in terms of the level below.

1.4 LANGUAGE LOCATION

Notu-Ewage, a member of the Binadere language family, is a language of the Northern District of Papua New Guinea. It is spoken by about 10,000 people living in a 5 mile deep coastal strip between Bakumbari and Pongani.

A group of villages further along the coast and bordering the Korafe people also comprises Notu-Ewage speakers but a study of possible dialect differences has not yet been made.



2.0 THE COMMUNICATION

2.1 THE NARRATIVE COMMUNICATION

A common type of communication in Notu-Ewage is the Narrative Communication. The people's favorite form of relaxation is to sit together and exchange stories. When our language helper was asked to explain the procedure to follow when visiting, he placed great importance on story telling.

The following story is part of a story told by Patrick of Beama Village about the origin of his clan.

Eiawa na Patrick Kake ami nangoda Ewowo puoro awa
diradiana.

Puoro mi bangai mi kunita mi duberi mi kokoro vegari amimi
embo dedo indero jariratiga embo dumbudo wosedo yisera. Wosedo yero edo
mei awawa amimi ungodu aia ewetu awawa nga da wosetiri dedo emimi pigetero
ewa da kainya isira. Ewa da kainyando edo dodo davetero jide daiedo
vitido iko digada vitido jide atisira atisira atisira awa umo beji mi
amboda gido yiko jou jawo genda awa budo igi da budo eregarase sedo, etiri
ingo diugurisira. Ingo diugetiri uso ororo awawa ingo sapetiri wowosiri
atiko umo koteburisira au na roedo naso ororo doteno atae wosetiri awawa
sedo koira puti awa budo ororo awawa atae wowosisira ambo be ambo
awawa itiri koira puti da etoto awodo wowosisira. Wosetiri kundo vitido
mando inda usɔ ou to da ititisira. Itiri umo ruvegedo atiri memei
etoto nganaka awodo awa siroro isera. Awodo awa koira puti ainda joda

siroro etero umo vitido ou awa pirigedo memei etoto awa gosisira.....

Awara thank you sena. Ge nangoda Ewowo awawa awara atae ira.

In this story 3 obligatory features of the Narrative Communication may be observed.

(a) The Opening

Although the actual wording may vary the name of the story teller and the topic of the story are almost always introduced in this slot. The way in which Patrick begins may be seen in his story.

(b) The Topic or story proper.

This part may contain any number of Narrative Episodes, which are defined in section 3.1 of this paper and illustrated as to structure in Patrick's story.

(c) The Closure

The story teller indicates in this slot that the story is finished.

| | | | | | | |
|-----------------|---------------|--------------|-------------|---------------|-------------|-------------------|
| <u>awara</u> | <u>awara</u> | <u>einda</u> | <u>atae</u> | <u>ena</u> | | |
| alright | alright here | finished | | I am doing it | | |
| <u>emone na</u> | <u>Robert</u> | <u>Jaima</u> | <u>mi</u> | <u>sena</u> | <u>giwo</u> | <u>awara atae</u> |
| this | I | Robert | Jaima | agent | I am saying | you, understand! |
| | | | | marker | | alright finish |

Formula

NC = +O:IE + T:NEs +C:CEs

The Narrative Communication Syntagmeme -NC, is built from 3 obligatory Tagmemes, the Opening, Topic and Closure Tagmemes.

The Opening Slot -O, is filled by an Introductory Episode or

Episodes, the Topic Slot -T, is filled by a series of Narrative Episodes and the Closing Slot -C, is filled by a Closing Episode or Episodes.

2.2 THE WRITTEN COMMUNICATION

If the great volume of letters written by the people could be gathered together we would have some very valuable data for the study of culture and language change.

Most letter exchange is between the village people and those who have gone away to work. It would be interesting to theorise about how the people would have developed the Written Communication if they had not been educated in English.

The following letter was written by Anson Kowariba, formerly Post Master at Kainantu Post Office, after his transfer to Alotau.

Anson Kowariba,
Postal Staff,
Alotau,
Milne Bay District.
23.9.73

Ae Arie Doug,

Imo iso aro de kinapeina de berari awa na Rhoda de
kinapeina de mi jo nangoda emi ingo ategurera atiwo. Kotera ingo
karu ae atewa awodo ra.

Doug sekago ingo be atega esa ingode wo ingedo inditara

awasedo

Edo Kainantu doturitara iji re 9-45 am sipo de. Awa edo

mambudo Goroka ainda ero iji isira awa 11.50 am (sipo de). Edo Goroka

ainda edo in nga burisera iji re 12.30 pm (iji beo da). Edo Pt. Moresby

wowosisera iji re 3.10 pm ra giwo. Nango Pt. Mpresby in nga wosari yei

ainda ero naso ngato (or mei simbo - two words meaning the same) mi uso

tu nga de budo, budo Sogeri mambusira giwo.

Nango Sogeri ainda ewo etoto isera giwo. Edo nango Alotau

butitara iji re Wednesday ami butitara giwo. Edo Wednesday awa na buro

ae ainda be awa na yei ribori butana ami na tamo mina ewamei bae edo

gido. Wednesday ongobo awa na buro ae dodo mando da atutana giwo.

Thursday, Friday edo Saturday awa na buro iutana giwo. Nango

einda awa yei wevera jiwae iri nango ujo ae era giwo. Awara te amboda

awa tamo adera awodo ra. Nango Sunday sipo de wosedo taparo edo budo ingo

da ove tupo eia jivena giwo.

Rhoda, Maude de Osbon de mi ingo berari awa ungodu jo mi.

ategurise sera na daedo ingo ategurena atiwo.

Bada ingode da ingoda buro da

Iso namendi Bada da yei edo pira.

Anson Kowariba.

The Written Communication has four features.

(a) The Address.

This is placed at the top of the letter as in English.

(b) The Opening.

Several forms of greeting have been observed but they are all of the same general nature.

Examples.

As in Anson's letter.

| | | | | |
|-------------|----------------------------------|-----------------------|---------------|--------------|
| <u>O</u> | <u>Arie John de iso orobe de</u> | <u>awa jo nangoda</u> | <u>berari</u> | <u>mi</u> |
| Exclamation | John and your family | Focus hearts our | all | agent marker |
| | | Object | | |
| | | Marker | | |
| | | F/O M | | |

ategurera.

we greet.

| | | | | | |
|-------------|----------------------|----------------|----------------------|-------------------------------|---------------------|
| <u>O</u> | <u>Arie naso jao</u> | <u>be</u> | <u>Anne Margaret</u> | <u>iso iu de</u> | <u>kinspeina de</u> |
| Exclamation | my | sister | true Anne Margaret | your husband and children and | |
| <u>awa</u> | <u>jo</u> | <u>nangoda</u> | <u>berari</u> | <u>mi</u> | <u>ategurera</u> |
| F/O M | hearts our | all | agent | we greet | you, understand! |
| | | | | | <u>gio.</u> |

(c) The Topic

The main differences from a Narrative Construction are to be found in this slot. The people do not follow the same pattern of Linking. There is no Episode Level and Sentences invariably begin with edo, 'having done that' and end with gio 'you, understand -Singular' or the plural form of the imperative, giwo!

(d) The Closure.

Examples.

As in Anson's letter.

Iso buro ewamei ise atio. Na John.
your work good doing it stay! I John

Awara iso namendi be Robert
Alright, your brother true Robert

Awara einda atae ena. Iso namendi be George
Alright here finish I do it Your brother true George

Formula

WC = + A:Ad + O:O.Gr + T:S +C:C.Gr

The Written Communication Syntagme -WC, consists of 4 obligatory Tagmemes. The Address Slot -A, is filled by an Address, the Opening Slot -O, is filled by an Opening Greeting, the Topic Slot -T, is filled by Sentences and the Closure Slot -C, is filled by a Closing Greeting.

Further study is necessary to see if the people tend to alter the Structure of the Narrative Communication when it is written.

2.3 THE EXHORTATORY COMMUNICATION

Whenever an important announcement is to be made or a complaint or a grievance made known, the person making it, stands in the centre of the village and exhorts! None of these Communications has yet been recorded and analysed.

2.4 THE CONVERSATIONAL COMMUNICATION

Not yet analysed, but widely used.

2.5 THE INSTRUCTIONAL COMMUNICATION

Neither the spoken nor the written Instructional Communication has yet been analysed. However, in the written Instruction such as in public notices, the use of giq - giwo looks similar to their use in the Written Communication.

2.6 THE DESCRIPTIVE COMMUNICATION

Not yet analysed.

3.0 THE EPISODE AND THE SENTENCE

3.1 THE EPISODE

3.1.1. THE NARRATIVE EPISODE

In the transcript of Patrick's story indicates an abrupt fall in intonation and in volume. Level intonation is indicated

This feature combines with an interesting Link structure to indicate the boundaries of the Narrative Episode. Each new Episode commences with a clause containing a medial verb form, the final form of which, ends the previous episode.

When a final verb occurs within an episode the people maintain a level intonation and quite often make use of rising intonation to make quite sure that the listener knows that this is not the end of the episode. The link structure is absent at these points.

Example

| | | | | | | | | |
|---------------------------|------------------|-------------------|-----------------|--------------|------------------|-----------------------|----------------|------------|
| <u>Wo</u> <u>setiri</u> , | <u>kundo</u> | <u>vitido</u> | <u>mando</u> | <u>inda</u> | <u>uso</u> | | | |
| Having gone down, | having taken, | having gone up, | house up | her | | | | |
| <u>ou</u> | <u>tuda</u> | <u>ititisira.</u> | <u>Itiri</u> | <u>umo</u> | <u>ruvegedo</u> | | | |
| cooking pot | under | she put it | Having put it | she | having forgotten | | | |
| <u>atiri</u> | <u>memei</u> | <u>etoto</u> | <u>nganaka</u> | <u>awodo</u> | <u>awa</u> | <u>siroro</u> | <u>isera.</u> | |
| it staying sons | two | twins | like that | F/O M | | | started living | |
| <u>Awodo</u> | <u>awa</u> | <u>koira</u> | <u>puti</u> | <u>ainda</u> | <u>joda</u> | <u>siroro</u> | <u>etero</u> | <u>umo</u> |
| like that | F/O M | empty shell | | there | inside | having started living | | she |
| <u>vitido</u> | <u>ou</u> | <u>awa</u> | <u>pirigedo</u> | <u>mei</u> | <u>etoto</u> | <u>awa</u> | | |
| having gone up | cooking pot | F/O M | having opened | boys | two | F/O M | | |
| <u>gosisira.</u> | <u>Gido.....</u> | | | | | | | |
| she saw | Having seen.... | | | | | | | |

Formula

NE = + NB:Cls + IL:MV.Cl + FIn:Fa.In

The Narrative Episode Syntagme consists of 3 obligatory tagmemes.

The Narrative Base Slot -NB, is filled by Clauses, the Introductory Link Slot -IL, is filled by a Medial Verb Clause, and the Final Intonation Slot -FIn, is filled by falling intonation.

3.2 THE SENTENCE

3.2.1 THE NARRATIVE SENTENCE

The setting up of the Narrative Sentence at the same level as the Narrative Episode is an attempt to deal with several features of language change which are now in process.

The changes are occurring in two areas.

(a) In the transfer of the language from the older generation to the younger.

(b) In the transfer from spoken to written language.

At this level, what has already been said about the Narrative Episode also holds true for the Narrative Sentence.

However, the following comparisons should be kept in mind.

(a) When telling a story the younger people use a greater number of shorter stretches of speech, short that is, compared to the length of most of the stretches used by the older people.

(b) Falling Intonation is retained by the young people to signal the end of each stretch but the Introductory Link is less formalised in structure. Instead of always repeating the statement of the previous final verb by using the same verb in medial form, the verb ari 'to do' is often used in its medial form - edo 'having done it', by the young people. Edo used in this way has the same function, but is less specific.

Relators such as ate 'but' are sometimes used also.

(c) The young people often want to break up the longer stretches of speech into shorter stretches when transcribing the tape to writing.

In the following example, the speaker used the same Link structure as described in the Narrative Episode.

Tape.

..... memei bugusera ungo indari indisera ainda amboda
boys came they food ate there later

usini ero sipo atisira.
they playing the morning stayed.

Written.

..... memei bugusera ungo indari indisera ainda amboda
boys came they food ate there later

usini isera. Usini ero sipo atisira.
they played They playing, the morning stayed.

Summary.

One factor influencing language change at this level may be that most of the young people have been educated in English.

The study of the form of the emerging Written Communication is particularly important as we come to translation.

The division between Episode and Sentence may not stand up in the final grammar write up. We may finish up with one or the other, but at this stage it is helpful to our understanding to think of an episode as something we find mainly in the speech of the older generation and the sentence as something used by the younger people and in writing. The two categories are very broad however, and overlap.

Language change is also occurring at Word Level. The older generation use words, all of which are not understood by the young people. The young people use the most convenient word which comes to mind, whether it be English, Motu, Pidgen, Binadere or Notu-Ewage!

4.0 THE CLAUSE

The least evidence of language change has been observed at Clause Level, perhaps because the biggest Semantic or meaning load is carried by the Clause.

Any number of Clauses may be strung together in speech, making up the Episodes or Sentences described above.

4.1 THE MEDIAL VERB CLAUSE.

The Medial Verb Clause has a wide distribution, but never ends an Episode or Sentence. It can never be used in isolation, being subordinate to the Final Verb Clause. Its use corresponds to the use of the Participial Phrase and Subordinate Clause in English.

..nga de davedo,
canoe by means of, having paddled

..Philip Nigel uso gagara Muriel ga mambudo, nga de davedo, pera
Philip Nigel his daughter Muriel together having come, , they
came

The Medial Verb Clause may also consist of the Medial Verb alone.

..vitido,
having gone up, or going up,

4.2 THE FINAL VERB CLAUSE

'Final' is used here in the sense of complete or whole. The Final Verb Clause may occur anywhere in the Episode or Sentence, but only very rarely in the Link Slot, when emphasis or special focus is desired by the speaker. The Final Verb Clause can be used on its own as a complete Communication. Thus its only real difference to the Medial Verb Clause is its distribution. Structurally they are the same.

Popondetta da mambadera
Popondetta to we will go

4.3 THE STATIVE CLAUSE

One distinguishing feature of the Stative Clause is the affix -ra or -ri where -ri is the question form.

Another distinguishing feature is the obligatory absence of the affix, to express a different emphasis. This feature is linked with a different word order.

On this basis the examples are divided into two sets.

(a) Attributive Stative Clause.

mando emone Robert da ra.

house this Robert 's is

This house is Robert's

mando amone nembodiba-ra

house that big is

That house is big

nga amone iso ra

canoe that yours is

That canoe is yours

roinge-ri

how many are

How many are there?

(b) Predicative Stative Clause

emone Robert da mando

this Robert 's house

This is Robert's house

amone mando nembodiba

that house big

That is a big house

4.5 THE REFLEXIVE CLAUSE

The main feature of the Reflexive Clause is mina 'reciprocal'

ungo kondade mina mina etera

They help reciprocal did

They helped each other.

ge mina sara adera

talk reciprocal a saying will do

They will talk to each other.

ungo ge mina gara ae isera

they talk reciprocal understanding not did

They did not understand each other.

ungo embogo mina ara isera

they the fight reciprocal doing did

They fought each other.

Other uses of mina are as follows, but the idea of reciprocal action is still involved.

mina ari 'to answer or to pay'

mina sari 'to answer'

John uso atopatari awa mina etira

John his teacher F/O M reciprocal did it

John answered his teacher.

4.6 THE BENEFACTIVE CLAUSE - REASON CLAUSE - ON BEHALF OF CLAUSE

The idea of doing something for someone is conveyed by the inclusion of a Benefactive Phrase, the key word of which is awasedo, 'that's why'. Exactly the same construction is used to express the reason for something happening. The two concepts are easily distinguished in context. Another close concept, on behalf of, also uses this construction.

Benefactive.

giti jigari mi Abram da yei kando nembodiba ititisira/
head man agent Abram 's place gift big gave
Pharaoh gave Abram plenty of gifts, because of her.

evetu awasedo/
woman that's why

nanemi busu berari da embomei awa ewamei adena / iso jawo awasedo/
I (agent) ground all 's people F/O M good will do your name that's why
I will bless all the people of the world because of you.

Reason

wo betisera / cement seka awasedo /
fish died cement new that's why

The fish died because of the new cement (in the fish pond)

On behalf of

Abraham God da yei ge sisira / Sodom embomei awasedo /
Abraham God's place talk he said Sodom people that's why
Abraham talked to God for the people of Sodom
Abraham interceded for Sodom.

4.7 THE INTERROGATIVE CLAUSE

Three ways to ask a question have been observed.

- (a) Change the final -a of the Indicative Mood Verb to -i and affix -ta

sipe imo naso mando seka gosasa

yesterday you my house new saw

You saw my house yesterday.

sipe imo naso mando seka gosasi-ta

yesterday you my house new did you see it ?

Did you see my new house yesterday?

- (b) When using a question word, change final -a to -i as above, but do not add -ta. The question word and -ta are mutually exclusive.

imo nonda mambesi

you where have you been

Where have you been?

- (c) Make use of rising intonation over the normal verb form.

George atesa.

George is staying. George is there.

George atesa

Is George there?

4.8 THE IMPERATIVE CLAUSE

There are five forms of the Imperative, each of which conveys a different shade of meaning in the Imperative Clause. The exact concept being conveyed in each case is not yet fully understood but the following examples will give a general idea of the differences.

(a) The Command

This is usually fairly abrupt, with a note of urgency but is not impolite. The characteristic endings which are added to the Verb Stem are,

-o -i -u -e in the singular, and

-ou -iu -uwo -eu in the plural.

burigi sumbu iso ai da yei
quickly run your mother 's place
Run quickly to your mother!

mambu pige po peu
go! throw it! come!(Sing) come!(Plural)

iso kopiri kukube
your head bend over
Duck your head!

na kondade e
me help do it
Help me!

(b) A friendly wish - also used in farewell

The characteristic ending is -io (Singular) -wo (Plural) which is affixed to the command form

Farewell.

mambuio

go.!

Goodbye now, so glad you came!

buro eio

work do it !

Goodbye now. Enjoy your work!

segeio

wash!

Goodbye. Enjoy your washing!

A wish, hope, expectation

imo na kotebeio

you me remember

Remember me!

(c) The request where a specific wish or hope is expressed, perhaps with an added note of politeness.

The verb used is that of the Hortative Mood, quite often used alongside the Imperative Command form.

po anumbase

come let you sit down

Come and sit down!

oto do wosare

axe leave it let it go down

Drop the axe!

iti wosare

put it let it go down

Put it down!

ingode mambore

us let us go

Let's go!

(d) The request where strong desire seems to be in focus.

In this form -gae is affixed to the Imperative Command form

Abraham da yei ewamei egae

Abraham 's place good do it

Bless Abraham! Be good to Abraham!

pogae nangode daedo atase

come with us also let you stay

Come and stay with us!

awara torigae

O.K. come on in!

- (e) The request where an extra note of politeness is introduced.

The form corresponds to our use of 'please'. It is actually the Subjunctive Question Mood that is used in this particular Imperative Slot. The possibility of a refusal is acknowledged in this form.

aga itae etesita
cup not put did you do it?

It is almost impossible to give a literal translation into English for this form, as far as explaining it is concerned.

itae etesa is the Subjunctive Mood and means 'You should have done it'
The English equivalent of the question form is this....

aga itae etesita
Will you pass the cup please?
Please pass the cup!

John imo anumbae etesi-ta
John you anumbari 'to sit' ari 'to do'
Please sit down John!

imo naso mando da bugae etesi-ta
you my house to Bugari 'to come' ari 'to do'
Please come to my house!

- (f) The Negative Imperative

The Hortative Mood is used to express a negative command, request, or desire. See section 6.0 for the conjugation of this form.

eose
Don't do it!

jigose
don't touch!

ruvegeose
Don't forget!

iso indari jamo jamo eure
your food cold cold let it not do
Don't let your food get cold!

4.9 THE GREETING CLAUSE

This type of clause usually consists only of a single verb, the Indicative Mood form. Greetings are exchanged by telling the person what he is doing at that particular moment.

The tone of voice indicates pleasure at the meeting.

bu-ro esa

work you are doing

Hallo there! Good to see you at work!

sa-sa-wa ve-je-sa

grass you are cutting

Hallo there! Have a rest from grass cutting while we talk! (All in
tone of voice)

bu-ge-sa

You have come! Good to see you!

tem-besa

you are walking about

Hallo there! Pleased to bump into while you are out strollong!

4.10 CLAUSE GROUPS

Several concepts are handled in the language by grouping certain clauses together as in the following examples.

(a) CAUSATIVE

The Causative factor is indicated by a Medial Verb Clause immediately preceding a Final Verb Clause. The Medial Verb is from ari 'to do'

burigi bugae / etero / betetira
quickly they did
not come they doing it he died

If the Medial Verb Clause etero was not present we would simply have two unconnected statements. In this construction etero relates back to the 'not coming quickly' and shows the people's slowness in coming as the cause of his death. The above expression means then,

Because you did not come quickly, he died.

nanemi eteno / imo evetu awa jimbae
I having done you woman F/O M did not marry
it

I kept you from marrying her.

imo etese / pundetira
you having done
it it got tangled

Because of your carelessness, it got tangled.

nanemi ano / iso kinapeina ungosuka embogo mina ara adera
I doing it your offspring themselves fight reciprocal will do
(Future)

I will cause your offspring to fight with each other.

(b) CONDITIONAL

Two final Verb Clauses may be put together in such a context, that the meaning: 'If such and such..... then such and such....' may be conveyed. Often the first clause is introduced by edo and the second by awa, but if a question is asked in the first Clause then these may be omitted. The concept

is got across mainly by the way in which the content of the two Clauses relate to each other and in the tone of voice.

edo Robert Kainantu mambadi adira / awa na mambadana
Robert Kainantu to go will do I will go
If Robert is going to Kainantu, then I will go.

edo imo euma Sunday taparoro da yadi ise / na baso / mambore
you tomorrow Sunday Church to to go doing it I You taking let's go
Future)

If you are going to go to Church tomorrow, you taking me, we will go
If you plan on going to the service tomorrow, will you take me?

imo Popondetta da mambesita / na ingae mambadana
you Popondetta to are you going? I with you will go

If you are going to Popondetta, then I will go with you.

(c) PURPOSE

Purpose is shown by using a Clause containing the infinitive alongside a Final Verb Clause. The Infinitive Clause may precede or follow the Final Verb Clause. Sometimes the Infinitive Clause may be used as a complete utterance, as in giving the purpose for some action in response to a question.

wo gaiadi / wowosisera
fish to spear we went down
We went to spear fish.

naso mama nga de Gona mambira / naso aia badi hospital da
my father canoe by means Gona went my mother to get hospital at
of
My father went to Gona by canoe to fetch my mother from hospital.

sape / pirigari
squeeze to open
In order to open it, squeeze it!

(d) CONTRARY RESULT

This is the expression commonly used in English to say something like this. Don't do that..... lest.....' 'put it away, lest it get lost!'

The concept is handled by using an Imperative and a Final Verb Clause together. The two Clauses may be in any order. The Final Verb Clause contains a verb in the Hortative Mood, Negative Form.

someni torure / mangiro gaje
flies let them not door close it!
come in

Close the door, lest the flies come in!

sisoro da tori / imo ga mi sapipi eure
roof under enter you rain Instrument wet letit not do
Marker

Go in under the roof, lest you get drenched by the rain!

einda pete / ri imo deure
here stop tree you let it not hit
Stop, lest the tree fall on you!

aso / wosedo / bejure
you doing it falling down let it not break to pieces
it (Causative)
Don't you cause it to fall down, lest it smash to pieces.

(e) COMPARISON

Two things may be compared by describing each one separately or by the very neat construction as shown in the first example.

Dera and Enda are the names of fish.

Dera Enda dawodo aera / Enda nembodiba-ra (two Attributive Stative
Dera Enda the same are not Enda big one is Clauses)
The Enda fish is bigger than the Dera

naso mando awa kiambu / iso awa nembodiba (two Predicative Stative
my house F/O M small yours F/O M big Clauses)
Your house is bigger than mine. Or. My house is smaller than yours.

imo ro sesa awa / na adena
 you what you say F/O M I will do
 I will do what you say.

na / iji nonde bugiri awa / na gaera
 I time ^{during} where he coming F/O M I do not know
 I do not know when he came.

einda ro isera awa / amboda sadena
 here what you said F/O M later I will say
 I will say what we did here, later on.

(h) EXPLANATORY

In clause groups used to convey an explanation, the continuous form of the verb is used in the Qualifying Clause.

eiawa nango rawodo eti gembudo era awa / Barbara da ai siri getena
 this we how string bag we are making F/O M Barbara's mother I saw
 (continuously)
 making it, we are doing she saying she explained
 This is how we make string bags, explained Barbara's mother.

(i) DUBITATIVE

While working at Ukarumpa with my language teacher we noticed a small shed being towed on a sled hooked to a tractor. We both wondered if it would fall off. He expressed this doubt in three different ways.

(1) mando duradi ta rora
 house to fall will it dubitative marker
 question marker

Will the house fall down? There is great doubt about its present state

(2) mando duradi ta mo

Dubitative Marker

Will the house fall down?

(3) mando duradi ta mo / ko duradi aeri

or to fall will it not?

Will the house fall down or won't it?

The following further illustrations will help in understanding each of these three constructions.

(1) ingaena Popondetta namberi-ta rora euma

We Popondetta will we go Dubitative tomorrow
Marker

We might go to Popondetta tomorrow.

John bugei-ta rora

John will he DM
come

John might come today.

Letter boroko ongobode beni-ta rora

Letter now afternoon will I get DM

I might get a letter this afternoon.

umo mando da atita rora

he house in is he staying, DM

He might be in the house.

naso nga ewamei eteni-ta rora

my car good did I do it DM

I might have fixed my car.

The characteristic features of this construction are the question form of the verb and the Dubitative Marker rora. The presence of rora adds to a question, the concept of doubt. An English equivalent is our use of the word 'might'

(2) America ainda edo eri-ta mo
 America there doing it are they DM
 doing it
 They might make these in America.

(3) kinapeina usini goro / mando wasiri edo i-ta mo / ko aeri
 children play doing house shaking doing is it DM or is it not
 The children's play might be causing the house to shake.

amboda Mike bugei-ta mo / ko bugadi aeri
 later Mike is he coming DM or to come will he not?
 Mike may come later.

In actual speech we get bugei-ta mo ko sounding like bugeitamoko

(j) QUOTATIVE

Two slots occur when quoting. The first is filled by an Introductory Quote Clause, the verb of which is marked by falling intonation, and the second slot is the Quotation itself which may comprise one or more clauses, sometimes even running into Episodes. The Introductory Quote Clause may follow the Quote on some occasions, or it may be repeated in that position.

There is no structural difference between Direct and Indirect Speech Quotes. The only difference is in the choice of pronouns and corresponding verb endings in the Quote Slot. The first two examples illustrate the difference.

Mary mi setira / imo Barbara Popondetta gosasi-ta mo Direct Speech
 Mary agent said, you Barbara Popondetta did you see DM
 Mary said, "Did you see Barbara in Popondetta?"

Mary mi setira / na Barbara Popondetta gosani-ta mo Indirect Speech
 Mary agent said I Barbara Popondetta did I see DM
 Mary asked me if I saw Barbara in Popondetta.

atonatari siri gosera / nango yei vejadera Direct Speech
 teacher he saying it we seeing we grass will cut
 The teacher explained, "We are going to cut the grass."

iso kopiri kukube / umo naso yei da setira
your head bend he my place to he said
"Duck your head!" he yelled to me.

Direct Speech

... Doug mi pura gunda ainda wosedo yiko / naso da yei sisira /
Doug agent week behind there having having my place to he said,
marker come come
down

George imo ingae Ukarumpa mambudo na kondade esi-ta / sisira
George you with me Ukarumpa going me help will you do he said.

When Doug came to see me last week, he said, "George will you come with me to Ukarumpa and help me?"

4.11. THE BIDIMENSIONAL ARRAY FOR CLAUSE TYPES.

The various items which make up the structure of the different sorts of Clauses described above, are arranged in the following chart.

The order of the columns does not necessarily indicate the order of the items in the clause, although these are the most usual positions.

The most common items are Subject, Object and Verb.

A wide range of other items may also occur and these are called the Peripheral or Border items. These Peripheral items are named according to their function in the Clause. They are described more fully in the lower levels of the language structure.

The only obligatory feature of a Clause is the Verb, marked + .

All other features are optional, marked ± .

A Clause may consist of a verb only, as this is the only obligatory feature.

The Clause carries the biggest Semantic (meaning) load, with the wide range of items used, the various Clause Groupings which are possible, and in the ordering of items within the Clause. More analysis is required for this last feature, but the order of the items is related very definitely to the idea of which item is in focus.

Slot Fillers for Clauses

| \pm periphery | \pm Subject | \pm periphery | \pm Object | \pm periphery | + Verb | \pm periphery |
|-----------------|----------------------|-------------------------|----------------------|-----------------|------------------|---------------------|
| Exclamation | Noun Phrases | Prohibitive Word | Noun Phrases | Negative | Verb Phrases | Question Marker |
| Relator | Pronoun Phrases | Agent/Instrument Marker | Pronoun Phrases | Infinitive | | Dubitative Marker |
| Augmentative | Appositional Phrases | Demonstrative | Appositional Phrases | Demonstrative | Relator Phrases | Benefactive Phrases |
| | Possessive Phrases | Focus/Object Marker | Possessive Phrases | Augmentative | Locative Phrases | Augmentative |
| | | Relator Phrases | | | | Locative Phrases |
| | | Augmentative | | | | |
| | | Locative Phrases | | | | |

Each of the Phrase Types may consist of a series of words or simply a single word.

Formula

CL + \pm S:Phr. \pm O:Phr. + V:VPhr. \pm Per.:Words or Phr.

The Notu-Ewage Clause Syntagmeme consists of an optional Subject Tagmeme -S, filled by Phrases, an optional Object Tagmeme -O, filled by Phrases, an obligatory Verb Tagmeme -V, filled by Verb Phrases and several optional Peripheral Slots filled by various word classes and Phrases.

5.0 THE PHRASE

Examples of the five types of Phrase observed to date are as follows.

5.1 THE APPOSITIONAL PHRASE

Robert, uso namendi Bill awa,
Robert, his brother Bill F/O M
Robert's brother Bill,

mando soropuda joda awa
house middle inside, that one
The house in the middle,

5.2 THE BENEFACTIVE - REASON PHRASE

oro kiambu, umo awasedo, ititisira
house small he that's why he built
He built a small house for him.

imo awasedo, mana doro betadena
you that's why can't they hitting I will die
they will kill
Because of you, they can't kill me.

5.3 THE LOCATIVE PHRASE

Some Locative Phrases make use of da with the noun, others use a Locative Word.

na, Papua New Guinea da, mambadena.
I Papua New Guinea to will go
I will go to Papua New Guinea.

imo Popondetta da, mambesi-ta
you Popondetta to are you going?
Are you going to Popondetta?

ainda amboda,
there later

sasaka demonda
river alongside
By the river,

mando ponda
house outside
Outside the house,

5.4 THE NOUN PHRASE

In the examples below, a pronoun could be substituted for the noun, without disturbing the structure at all.

(a) The NOUN PHRASE SHOWING ACCOMPANIMENT

The distinguishing feature of this phrase is the presence of ga 'together with'

John uso mei simbo ga,

John his cousin brother together with

John, with his cousin brother,

Abraham da buro ari embo Laban ga,

Abraham 's work man Laban together with

Abraham's servant with Laban,

(b) THE NOUN PHRASE SHOWING INSTRUMENT OR AGENT

The distinguishing feature of this phrase type is the obligatory presence of mi 'Agent or Instrument Marker, or a demonstrative ending in -mi .

Barbara Faith mi / kiki awa diretira

Barbara Faith agent story F/O M told

Barbara Faith told a story.

na denda mi gambira

I mosquitoes agent bit

Mosquitoes bit me

umo eke mi mando ira

he grass instrument house is doing

He is making a house with grass.

ingae na buro okain ingae naso jiro mi / era
with you I work hard our (dual) brain instrument are doing
We two are doing hard work with our brains.

Rebekah bo mi dombu dogisira

Rebekah cloth instrument face covered

Rebekah covered her face with a veil.

memei amimi etera

boys those-agent did it

Those boys did it.

(c) THE COORDINATE NOUN PHRASE

The distinctive feature of this phrase type is de, used as in the following examples.

nango embo memei seka de embo be de dada
we man boys young and man true and one by one,
We, the young men and the married men, one by one,

iso aro de mei de
your wife and son and
Your wife and son,

(d) THE MODIFIED NOUN PHRASE

Phrases may be modified by any number of different Augmentative words.

nga kiambu
canoe small
a small canoe

mando nembodiba
house big
a big house

jariga mei
proud boy
a proud boy

mei biae
bad boy
a bad boy, a naughty boy

emboro biae
road bad
the wrong road

naso mando yei ri bori be ra
my house place long intensifier is
My house is a very long way off.

(a) THE POSSESSIVE NOUN PHRASE

Two ways of indicating the possessive have been observed, and also an interesting combination of both structures. The final examples given below show how to indicate the place to which a person belongs.

1. Using the personal possessive pronoun:

wo, uso ngamo, jeburu
fish its juice Jeburu (name)
The Jeburu fish's poison.

iso kinapeina

your children

nangoda club giti jijigegari

our club first holding ones

Our club's leaders,

2. Using da in the following way

tata da ba

cousin's taro

Council da ge

Council's talk

Mary Dorcas da mando

Mary Dorcas's house

Mary Dorcas' house.

3. An interesting and frequent combination.

burigi sumbu / iso ai da yei / da

quickly run your mother's place to

Run quickly to your mother!

4. Indicating the place to which a person belongs.

Numba embomei

Numba people

People of Numba

Beama nati embo

Beama village man

A man of Beama village.

5.5 THE VERB PHRASE

(a) THE COMPLEX MEANING VERB PHRASE

A very common feature of the Verb system is the way in which two verbs may combine to give a different meaning. The feature is extremely useful, as will be seen in some of the examples, in handling new concepts.

In these phrases each individual verb retains its own separate meaning and follows the rules which normally apply to its usage in the slot concerned.

itari 'to put'

gari 'to see, to understand, to know'

itari gari 'to test, to check'

God Abraham itido gosisira

God Abraham having put, he knew

God tested Abraham.

sari 'to say'

gari 'to see, to know, to understand'

sari gari 'to explain'

imo saso gadana

You you saying it I will see

You will explain it to me

do ari 'to leave'

wosari 'to go down'

do ari wosari 'to drop'

doteno wosetira

I leaving it it went down

I dropped it

New concepts.

patari 'to press'

gambari 'to bite'

patari gambari 'to staple'

itari 'to put'

sembari 'to go across'

itari sembari 'to print'

The verb ari 'to do' is frequently found in Verb Phrases of this type.
In fact one fifth of the verbs in the dictionary to date, are of this kind.

ewamei 'good'
ari 'to do'
ewamei ari 'to bless, to fix, to be well'

esega ari
a visit to do
to visit

sara ari
dry to do
to dry

tiro tiro ari
mixed up to do

dubo ewamei ari
neck good to do
to be happy

(b) THE CONTINUOUS ASPECT VERB PHRASE.

One way of showing continuous aspect may be seen in this type of phrase. The distinctive feature is the way in which the same actor medial form of the verb is used with the verb ari 'to do', which is turning out to be a very handy little verb!

na Popondetta Thursday mambudo edo ena
I Popondetta Thursday going doing it I do it
I go to Popondetta each Thursday.

ngamo wosedo ira
juice running down is doing it
The juice is running down.

ambo ambo edo era
last last doing it they are doing it.
They are following.

eudo edo era
sleeping doing it they are doing it
They are sleeping.

Fan wareregedo ira
Fan turning it is doing it
The fan is revolving.

(c) THE MODIFIED VERB PHRASE.

A wide range of Augmentative words can modify the Verb
Phrase.

itero sekago / Okapa mambusena
they having put again / Okapa I went
When they gave me another posting, I went to Okapa

sasaka inakade sumbira
river with power is running
The river is flowing swiftly

evetu iu jimbae masewo
the woman husband not married yet
The woman has not found a husband yet

6.0 THE WORD

Words have been divided into the following 8 groups—Verbs, Nouns, Pronouns, Augmentatives, Demonstratives, Relaters, Locatives and Exclamations.

6.1 THE VERB

(a) THE SIGNIFICANT TYPES.

The two significant types of Verb are the Medial Verb and the Final Verb.

The Medial Verb has a form which does not conjugate and a form which conjugates. The Final Verb has 6 conjugations for tense in addition to the Imperative and Infinitive forms which do conjugate.

(b) VERB CLASSES

Class divisions could be made for academic interest but these would not have a great deal of relevance as regards to understanding the structure of the verb system.

Classes could be set up on the basis of the various verb compounds which are possible. The present form of the dictionary follows this pattern.

Then again the Imperative Command form of the Verb could be used as a criteria for class divisions. There would then be 4 Verb classes, where the Imperative Command ended in one of the following vowels,

| <u>-i</u> | <u>-o</u> | <u>-u</u> | <u>-e</u> |
|------------|-----------|--------------|-------------|
| <u>eri</u> | <u>po</u> | <u>mambu</u> | <u>gaje</u> |
| Stand up! | Come! | Go! | Close it! |

Each verb and the way it is used needs to be understood individually.

(c) THE MEDIAL AND FINAL VERB RELATIONSHIP

The language is built around the relationship which exists between the Medial and the Final Verb.

The Medial Verb corresponds to the participle or the verb of a Subordinate clause in English. Not all subordinate clauses in Notu however require a Medial Verb. Some may require a Final Verb, depending on the usage.

na mangiro gajeteno

I door having closed or when I had closed

When I had closed the door, or having closed the door.

The Final Verb has its counterpart in English, except that the time divisions are different.

na mangiro gajetena

I door closed (Sometime earlier today)

I closed the door

When two clauses occur together the way in which the two actors relate to each other is important, as this determines the choice of Medial Verb.

If the action in each clause is performed by the same actor then the Same Actor Medial Verb is used. Only one of the 4 forms of this verb type conjugates.

If the action in each clause is performed by a different actor the Different Actor Medial Verb is used. All these forms conjugate.

The different forms of the Medial Verb are related to tense but aspect is the most important feature of these verbs. For example, are the actions simultaneous or at different times? Are they short or long duration?

The various features are discussed as each paradigm is given.

The paradigms for ari 'to do' are given, as these then

become the verb endings for most of the other verbs, allowing for several exceptions.

Once the infinitive is known and the exceptions learned, it is possible to construct any form of the verb from the Paradigms, by adding the right ending to the stem.

ari 'to do'
gongari 'to scrub'
gong- 'Verb Stem of gongari '
-ari 'Characteristic Infinitive Ending'
-etena 'Today's Past, 1st Person Singular, verb ending'
gongetena 'I scrubbed' (eg the floor)

(d) THE FINAL VERB PARADIGMS - INDICATIVE MOOD

The Present Tense

The time referred to is now.

na ena 'I am doing it'
imo esa 'You are doing it' (Singular)
umo ira 'He is doing it'
nango era 'We (exclusive) are doing it.'
ingo ewa 'You are doing it' (Plural)
ungo era 'They are doing it'

From here on the pronouns are omitted from the Paradigms.

The Future Tense

adena 'I will do it'
adesa
adira

adera
adewa
adera

Today's Past Tense

The time span is from an instant ago to any time previously the same day.
Sometimes the tense is used for an action occurring late the previous evening.

etena 'I did it'
etesa
etira
etera
etewa
etera

The Near Past Tense

The time span is from yesterday back to a few days ago, but not longer than a week or two ago.

iutana 'I did it'
iutasa
iutara
ititara
ititawa
ititara

The Distant Past Tense

The Distant Past starts where the Near Past leaves! It relates back to any time within a generation or two.

isena 'I did it'
isesa
isira
isera
isewa
isera

The Remote Past Tense

The time is back in grandfather's time and before.

Only the 3rd Person forms are found, because obviously we can't talk about what 'I' or 'You' did that long ago, but only about what 'He' or 'They' did then.

umo atina-tina 'He lived'

ungo atira-tiga 'They lived'

(e) THE MEDIAL VERB PARADIGMS - DIFFERENT ACTOR FORMS

Sequential Action - The action of the Medial Verb and the Final Verb follow in sequence. They do not occur at the same time.

Simultaneous Action - The action of the Medial and Final Verbs is going on at the same time.

(i) Associated with the Present or near Present.

Aspect : Different Actor - *Comparatively Short Action*

eno 'I doing it,' or 'having done it a short while ago'

eso

iri

ero

ewo

ero

imo sipe ise baburo da eso gosana

you yesterday your garden to you going I saw

When you were going to your garden yesterday, I saw you.

genaku egorosero ingena

frogs they croaking I heard (Today's Past - irregular verb)

I heard the frog's croaking.

Associated with the Present or Near Present

Aspect : Different Actor - (Continuous or long action)

eono 'I doing it' (Now or a short while ago)

eoso

huri

eoro

eowo

eoro

When this form becomes the ending for another verb, the e is sometimes omitted. At other times it is retained.

Na ienjera gamburi bakedo ena

I sandflies they biting I scratching am doing it

While the sandflies are biting, I am scratching.

(The people often use the 3rd person singular in cases like this.

They seem to think of the sandflies as a group - ie, one group of sandflies, singular, is biting.

wo einda ituri iji mi garasa edo ira

fish here he putting sun instrument dry doing is doing it

When he puts the fish in the sun, it dries them.

(ii) Associated with the future.

Aspect : Different Actor - Sequential Action.

ano 'I doing it,' (Future

aso

ari

oro

awo

oro

namendi awodo aso book tiro tiro eure

Brother like that you doing it books mixed up let them not do it

Brother, don't get the books mixed up.

na dang umo oju sumbudo mambadira

I hitting he frightened running will go

When I hit him he will run away frightened.

Associated with the Future

Aspect : Different Actor -- Simultaneous Action

inono 'I doing it' (Future)

iroso

irari

iroro

irowo

iroro

imo diriroso na ingadena

You story telling I will listen

While you are telling the story I will listen

na ajiguninono gadesa

I reading you will understand

When I read it to you, you will understand.

(iii) Associated with the Past

Aspect Different Actor

eteno 'I having done it'

eteso

etiri

etero

etewo

etero

ingo diugetiri ororo wowosisira

you it having cut blood ran down

When it cut you, the blood flowed.

siroro etaro memei etoto gosisira

They having been born boys two she saw

She saw the twins after they had been born.

(f) THE MEDIAL VERB - SAME ACTOR

The same actor medials divide into two groups. They may be related to any tense.

(i) Non continuous or short action

*Sequential

The characteristic endings are -edo -udo -ido

durido jisira

having fallen down he is crying.

He cried after he fell down

na boroko katere da nambudo naso battery badena

I now hospital to going my battery I will get

Going to the hospital, I will get my battery.

* Simultaneous

The characteristic endings are -ise, -use,

giruma ewamei ise atira

school good doing it he is staying

He is doing well at school.

nongo mi embomei awa gosise tembera

We agent people F/O M seeing we are walking about

We are walking about, seeing the people.

(ii) Continuous action or long action

* Sequential

The most commonly found form is the 3rd person singular ending - iko . The conjugation of ari 'to do' is as follows.

eniko

esiko

iko

eriko

eviko

eriko

Sila iji kiambu ateniko vivitisena
Sila time small I staying I went up
After staying at Sila for a short time I went up. 47

* Simultaneous

The characteristic endings are -ima -uma .

Margaret puma naso buro gadira

Margaret coming my work will see

When Margaret comes, my work she will see.

Saturday atima Sunday awa embo de evetu de berari deda indari indadera.

Saturday staying Sunday F/O M men and women and all together food will eat.

Staying there on Saturday and Sunday all the men and women will eat together.

(g) CONTINUOUS ACTION IN THE FINAL VERB

There are four ways of indicating Continuous Action.

(i) By the use of a medial with the Final Verb.

-In the present Tense.

nango anumbedo atera

we sitting are staying

We are sitting

eudo edo era

sleeping doing it they are doing it

They are sleeping.

ri ambudo atira

tree losing life is staying

The tree is gradually dying.

na jou bae edo ena

I sugar do not take doing it I am doing it

I do not take sugar

embomei jiwae yei ainda awa mmenegedo era

people plenty place there F/O M getting lost they do it

Plenty of people get lost there.

-In the Past (These forms are very seldom used)

Today's Past

na kora da tembano jirira 'I was walking on the beach'
tembaso jirira
tembari jirira
tembutaro jirira
tembutawo jirira
tembutaro jirira

Near Past

tembeno jijirara
tembeso jijirara
tembiri jijirara
tembero jijirara
tembewo jijirara
tembero jijirara

Distant Past

tembeno jijirisira
tembeso jijirisira
tembiri jijirisira
tembero jijirisira
tembewo jijirisira
tembero jijirisira

(ii) By Reduplication.....

of a syllable.

The reduplicated syllable does not always correspond exactly.

There may be a change of vowel, according to the rhythmic requirements of the word.

itari 'to put, to make, to build'

ititena 'I am building'

na tutuvi busu da ititena

I posts ground in am putting

I am putting the posts in the ground.

vitari 'to go up'

vivitena 'I am going up'

patari 'to press'

paputena 'I am pressing'

of an augmentative.

gajo ari 'to cover'

naso dombu gajo gajo ira
my face cover it is doing
It is covering my face.

- of the Medial Verb

ingido ajigedo ingido ajigedo gadesa

hearing reading hearing reading you will see

Keep on listening and reading and you will understand.

ambo ambo edo era

last last doing it they are doing it

They are following and following.

(iii) By an infix -wo- in the Present Tense ending.

na boroko ae mendo da anumbedo atewona

I now not house in sitting I am staying

Not just now, but for a long time I have been in the house.

atewona 'I am staying'

atewosa

atewura N.B. change

atewora

atewosa

atewora

(iv) By dropping the stop from a prenasalised stop

na ti indena

I tea drank

na ti inena

I tea drank (Several cups)

na tambena

I met (just once)

na tamena

I met with (a longer meeting)

(h) Negating the verb.

To negate the verb, the morpheme ae is infixed before the Verb ending. However, in actual use, the verb ending is then left off.

umo bugaeira becomes umo bugaera by Morphophonemics
he did not come

I use this becomes umo bugae 'He did not come'

(i) Prohibiting the action of the final verb.

The presence of mana 'can't or won't' , usually near the beginning of the clause, prohibits the action which is then described.

imo mana tini gambari adesa

you can't angry will do

You must not be angry.

umo mana sekago bojedo rovi ravi busu da awa usibesi adira

He, it can't again flooding all things ground on F/O M destruction will do

Never again will the waters flood the earth and destroy all living things.

na mana rora nei ro badena

I won't things other what I will take

I won't take anything else.

(j) Examples of the Imperative Verb may be seen in 4.8

(k) THE FINAL VERB -- HORTATIVE MOOD PARADIGMS

The Hortative Mood is used to express a wish for a certain thing to happen or expresses the thought that a certain action may happen. The first conjugation expresses a wish with no particular aspect in mind while the second expresses the Continuous Aspect.

The straight wish expressed.

ane 'Let me do it'

ase

are

ore

ave

ora

The Continuous Aspect in Focus

The characteristic feature is the

infix -as-

anase

asase

arase

orase

awase

orase

giruma ase amboda usini adesa

school let you do it later play you will do

Do your school work now, later you may play.

imo puio na ge sano gase

you come I talk saying let you understand

Come! I will teach you.

embobo bugudo anumberase

people coming let them sit down

When the people come, they may stay sitting down.

For further examples, see under Imperative Clause 4.8 (c)

The Negative Hortative

| | | | |
|--------------|--------------------|----------------|--------------------|
| <u>éone</u> | 'Let me not do it' | <u>eonase</u> | 'Let me not do it' |
| <u>eose</u> | | <u>eosase</u> | (Continuously) |
| <u>eure</u> | | <u>eurase</u> | |
| <u>ecore</u> | | <u>ecorase</u> | |
| <u>eove</u> | | <u>eowase</u> | |
| <u>ecore</u> | | <u>ecorase</u> | |

beose do

let you not take it, leave it

Don't touch it!

edo dombu eikena kaverergeove

doing it face this direction let you not turn around.

Don't look back!

emboro eiedo mambose

road this way let you not go

Don't go on this road!

(1) THE SUBJUNCTIVE MOOD PARADIGM

mambae etena

mambae etesa

mambae etira

mambae etera

mambae etewa

mambae etera

na Popondetta mambae etena te naso sia karu etira

I Popondetta should have gone but my mother sick did it

I should have gone to Popondetta, but my mother got sick.

na key d dorisena awa s dae etena awa d dorisena

I key d hit F/O M s I should have hit F/O M d I hit

I should have hit key s, but I hit key d

John ove boroko bae etira

John letter now should have got

John should have received a letter today.

6.2 NOUNS

The language has a rich selection of naming words, Nouns

(1) Noun Classes

Structurally there seems little to warrant the setting up of classes,

The following should be noted however.

(a) Simple Nouns

gosoro 'mist over the mountains'

gosoro doriri inda wowosira

mist mountain on top is coming down

The mist over the mountain is coming down

monga 'fish net'

umo monga sekago gembira

he fish net again is sewing

He is repairing the fish net

(b) Compound Nouns

joda ge

inside talk

'a secret'

karu biae

sickness bad

'a plague'

sasawa mando

grass house

'a grass house'

dubo vevera

neck hot

'trouble, sadness'

(c) Derived Nouns

New words can often be introduced into the language by following the normal language pattern.....

(i) by taking the Verbal Infinitive and using it as a Noun.

| | |
|------------------|------------------|
| <u>atopatari</u> | 'to teach' |
| <u>atopatari</u> | 'a teacher' |
| <u>asugari</u> | 'to wear' |
| <u>asugari</u> | 'trousers' |
| <u>esegari</u> | 'to hang' |
| <u>esegari</u> | 'clothes hangar' |
| <u>apuregari</u> | 'to cover' |
| <u>apuregari</u> | 'blanket' |

(ii) by using a Verbal description

| | |
|-----------------|------------------------------|
| <u>eriri</u> | <u>busetira</u> |
| he standing it, | it formed a circular pattern |
| 'rainbow' | |

(2) Plural Nouns

Where plurals are used, they are formed by reduplication of one of the syllables or of the word itself. The reduplication may undergo a vowel change to fit the rhythmic demands of the word.

Sometimes a word modifying the Noun may also show this feature of reduplication where plurality is involved.

| | | | |
|-------------|------------------|----------------------|------------------------|
| <u>otao</u> | <u>otatao</u> | <u>giti jigari</u> | <u>giti jijigegari</u> |
| 'friend' | 'friends' | 'head man' | 'head men' |
| <u>embo</u> | <u>embobo</u> | <u>ribori</u> | <u>riribori</u> |
| 'man' | 'men' | 'long one' | 'long ones' |
| <u>mei</u> | <u>memei</u> | <u>stamp seka ra</u> | <u>stamps seka ra</u> |
| 'boy' | 'boys' | 'a new stamp' | 'new stamps' |
| <u>pito</u> | <u>pito pito</u> | | |
| 'button' | 'buttons' | | |

6.3 PRONOUNS

Pro nouns are a group of words which can be used to take the place of a Noun. The following are the Pronoun Paradigms.

The Personal Pronoun

na 'I, me'
imo 'you - singular'
umo 'he, she, it'

nango 'we - exclusive of the person spoken to'
ingodena 'we - inclusive of the person spoken to'
ingo 'you - plural'
ungo 'they'

nango berari 'all of us'
ingo berari 'all of you'
ungo berari 'all of them'

The Possessive Pronoun

naso 'mine'
iso 'yours' imamo 'your father'
uso 'his, hers, its'

nangoda 'ours' - exclusive
ingae naso 'ours' - inclusive
ungoda 'theirs'

The Reflexive Pronoun

Either , or

nasuka na nasuka 'myself'
imosuka imo isuka 'yourself'
umosuka umo usuka 'himself, herself, itself'
nangosuka nango nangosuka 'ourselves'
ingosuka ingo ingosuka 'Yourselves'
ungosuka ungo ungosuka 'themselves'

| | | | | | |
|------------------|------------------|----------------------|-------------------|-------------|------------|
| <u>na nasuka</u> | <u>diugetena</u> | <u>God umo usuka</u> | <u>na kondade</u> | <u>edo</u> | <u>ira</u> |
| I myself | I cut | God he himself | me helping | doing it is | doing it |
| I cut myself. | | God alone, | helps me. | | |

The Pronoun as Agent

| | | | | |
|----------------|---------------|--------------|--------------|-------------------|
| <u>nanemi</u> | <u>ane</u> | (Short form) | <u>etena</u> | 'I (did it)' |
| <u>inemi</u> | <u>inei</u> | | | |
| <u>unemi</u> | <u>unei</u> | | | |
| <u>nangomi</u> | <u>nangoi</u> | | | |
| <u>ingomi</u> | <u>ingoi</u> | | | |
| <u>ungomi</u> | <u>ungoi</u> | | | |
| | <u>nangoi</u> | <u>tea</u> | <u>itera</u> | |
| | we | tea | made | |
| | | | | 'We made the tea' |

The Pronoun Expressing Accompaniment - Togetherment

| | | | |
|----------------|-----------------------|--------------------|---------------|
| <u>namo</u> | 'with me' | <u>imo namo</u> | 'you with me' |
| <u>nangae</u> | 'with me' | <u>umo nangae</u> | 'he with me' |
| <u>ingae</u> | 'with you' (Singular) | <u>ingae na</u> | 'I with you' |
| <u>ungae</u> | 'with him, her' | <u>na ungae</u> | 'I with him' |
| <u>nangode</u> | 'with us' | <u>imo nangode</u> | 'you with us' |
| <u>ingode</u> | 'with you' - (Plural) | <u>na ingode</u> | 'I with you' |
| <u>ungode</u> | 'with them' | <u>na ungade</u> | 'I with them' |

na ungae gesena
I with him am talking
'I am talking with him'

6.4 AUGMENTATIVES

This is a group of words which are used in various ways to augment the meaning of an expression. It is expected that these words will fall into classes according to their distribution, but the boundaries are not yet clear. The group currently includes words which in English would include Adjectives, Adverbs, Time Words, Numerals and Colours. Many of these words may modify both Nouns and Verbs.

oju 'frightened'
natopo 'all the time, every day'
koturo 'bumpy'
beji 'hungry'
bengi 'going up and down'
bouga 'heavy'
burigi 'quickly'

6.5 DEMONSTRATIVES

The demonstratives fall into three groups.

Those which start with -e point out something 'right here'

Those which start with -a point out something 'just there'

Those which start with -o point out something 'over there'

A fuller list may be seen in the dictionary, but the following are a few examples.

einda 'here'
ainda 'there'
ounda 'over there'

eia eiawa 'this one here'
awa awawa 'that one there'
oia oiawa 'that one over there'

emi emimi 'this one here - instrument or agent'
ami animi 'that one there - instrument or agent'
omi ominimi 'that one over there - instrument or agent'

6.6 RELATORS

Some relators may be used in two ways, either as question words or to relate one clause to another. In this latter category, they would be somewhat equivalent to the English Relative Pronoun.

ro 'what, or what?'

na ro imo sadesa adena

I what you will say I will do

'I will do what you say.'

ro esi

what are you doing?

'What are you doing?'

nanjigo 'when'

nonda 'where'

rawodo 'how'

Other Relators simply relate!

ate 'but'

awodo 'like that'

6.7 LOCATIVES

This group of words is used to fix the location of something.

beneinda 'opposite'

beda 'at the front'

demonda 'at the side'

goroto 'between'

6.8 EXCLAMATIONS

aio 'hey'

doio 'sorry'

eire 'here it is'

6.9 ONOMATOPOEIC WORDS

Several Onomatopoeic Words have been heard and are included just for their interest. These are words, the sound of which, approximates the sound of the action they describe.

dain ari 'to vibrate -- the twang of an arrow being released'

kipeto kapeto ari 'to rock back and forth'

tain tain ari 'to knock at the door'

duduku duduku ari 'to cough and splutter -- like a faulty car engine.'

7.0 THE STEM

The only significant feature which has been noted at Stem Level relates to the Verb.

This has been described in the final paragraph of Section 6.1 (c)

8.0 CONCLUSION

The foregoing is by no means a complete description, but perhaps it will get us started in understanding the Notu-Ewage Language.

It could be asked, 'How did the patterns described in this paper, come about in the language of one of the world's ethnic minority groups?'

We would reply, 'When the Lord confused man's single language at Babel and set up the mainstream language families, He did not do it haphazardly or without design. He did it beautifully!'