Lórró, a language of aaaa

M.M.N.H.

A descriptive grammar

2024

Dedicated to PastTheStarryVoids

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Chapter 0

Introduction

In this book I shall explore and describe the Lórró language of the aaaa people.

0.1 Overview

In Ch. 0, I shall introduce the language, the conventions used in this book, and the history/context of the language (both internal and external).

0.2 Conventions

In this book, I shall use blue text for Lórró words, whether they be in orthographic transcription or non-bracketed phonemic transcription (common).

Forward slashes with blue text (/example/) are used for phonemic transcription, square brackets ([example]) are used for phonetic transcription, and blue-text angle brackets (⟨example⟩) are used for orthographic transcription.

Underlined text (which may sometimes be enclosed by ‘single quotes’) is used for translations, sans-serif text is used for important terms, *italicized* text is used for normal emphasis, and SMALL CAPS is used for glossed terms. “Scare quotes” are used for non-standard, ironic, or otherwise deviant usages of terms; and ‹chevrons› are used for certain notations.

Glosses are structured as follows:

(0.1) transcription

native script

morphemic transcription (object language)
morphemic transcription (metalanguage)

‘translation’

Ungrammatical, infelicitous, or otherwise “bad” glosses are preceded by an asterisk ‹*›.

When used as examples to demonstrate a particular grammatical feature, the morphemic metalanguage transcription will usually only contain the relevant information.

0.3 External history

The Lórró language is a speedlang (a conlang created within a time restraint) created by me, mareck (M.M.N.H.). It was created within the timeframe of Saturday, September 7th, 2024, to Saturday, September 21st, 2024. The challenge was proposed by PastThe "PastTheStarryVoids" StarryVoids, a.k.a. *u/PastTheStarryVoids*.

The following creative restraints have been made:

- have no more than two phonemes whose most common realization is a fricative
  - bonus: have no such phonemes
  - bonus: have no fricatives allophonically either. Whether this excludes affricates is up to you
- have at least one non-pulmonic consonant
- have a place of articulation contrast within one of the broader categories of labial, coronal, and dorsal
- make use of nominal tense, aspect, and/or mood, specifically propositional nominal TAM
- have grammatical gender/noun class
  - bonus: have 4–6 classes/genders, no more, no less
  - bonus: have some genders merge in either the singular or the plural
  - bonus: have your agreement markers show polarity
- have at least three ways of forming requests/commands
  - bonus: include at least two ways negative commands can be formed, and describe their use

With the following tasks:

- create at least two words for emotions that don't have a clear one-word label in English
  - bonus: write a longer section on cognitively-based feelings, including descriptions of at least five feelings; one or more "bodily images" such as "I was boiling with rage" or "my heart sank"; and different ways of framing emotions grammatically, such as English "they worried" vs. "they were worried", or "they despaired" vs. "they were in despair" (make sure to explain the difference in meaning for your conlang)
- document and showcase the language
- translate and gloss five (5) acceptably-sourced sentences
- alternatively, you may write or translate a text of five or more clauses, and point out some discourse elements such as how clauses are linked, new referents introduced, important information emphasized, or devices such as parallelism employed
- submit

There are no fricatives nor affricates, phonemically nor phonetically (§ 1.1). There is at least one non-pulmonic consonant, /ɓ ɗ/. There is a place of articulation contrast within the coronal consonants: namely, the pairs /r ɽ, l ɭ/.

There is nominal tense (§ 4.1). There is between four and six gender/noun classes (Ch. 2), with merging (animate and inanimate merge in/to the plural) and polarity (inanimate and plural have swapped singular/plural markers).

There are at least three imperative strategies (§ 5.2).

I think I have enough bonuses to skip the emotion words. Do wanna work on those, though. Later.

This document in and of itself documents and showcases the language, satisfying the relevant task; and acceptably-sourced example sentences are found in App. D.

Chapter 1

Phonology & orthography

In this chapter, I explore the sounds and related phenomena of Lórró. This includes abstract (phonemic[1]) and concrete (phonetic) forms, as well as suprasegmental units. Orthography is detailed in the next chapter. I shall use (a modified) ^{off}*IPA* for phonemic transcription, and ^{can}*IPA*[2] for phonetic transcription.

1.1 Consonants

There are ten consonant phonemes in Lórró:

	labial		*coronal*		*postalveolar*		*dorsal*	
plosive			t	[t]			k	[ƙ]
glottalic	b	[ʾb m]	d	[ʾɖ n]			g	[ʡ ŋ]
sonant	v	[ʋ ⱱ]	r	[ɹ ɾ]	ɽ	[ɻ ɽ]		
lateral			l	[l̪]	ɭ	[ɭ]		

- /b/ is bilabial; /v/ is labiodental
- /t l/ are laminodental; /d r/ are apicoälveolar; /ɭ ɽ/ are apicopostalveolar
- /k/ is velar; /g/ is velarized glottal or velar

The glottal stop /ʔ/ does not occur in word-initial position, although a null onset in word-initial position may be realized as a glottal stop [ʔ], especially post-pausa.

1.1.1 Consonant taxophony

Glottalics and sonants vary word-initially.

- /b d g v r ɽ/ surface as [m n ŋ ⱱ ɾ ɽ] word-initially
- else, /t k b d g l ɭ v r ɽ/ surface as [t ƙ ʾb ʾɖ ʡ l̪ ɭ ʋ ɹ ɻ]

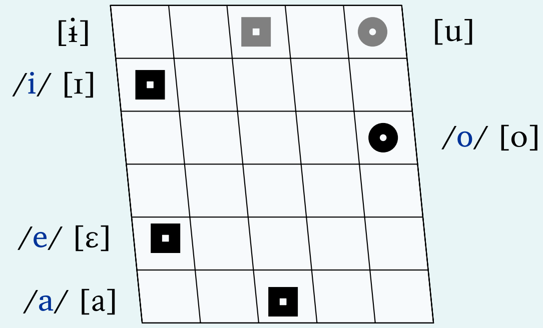
---

[1] Wherein a phoneme is a strictly *contrastive unit* that is abstracted to succinctly represent various but related phonetic surface forms.

[2] See *Natural Phonetics* on *canipa.net*.

1.2 Vowels

There are four phonemic vowels in Lórró:



There are long counterparts to each vowel /ii oo ee aa/, as well as two diphthongs, /ai eo/; these count as bimoraic units, while short vowels are monomoraic.

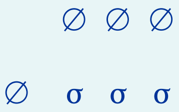
1.2.1 Vowel taxophony

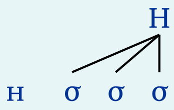
- /i ii o oo/ surface as [ɨ ɨɨ u uu] after /k g ɽ ɭ/
- else, /i o e a/ surface as [ɪ o ɛ a]

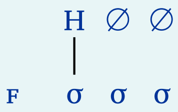
1.3 Tone

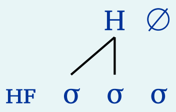
There is one phonemic tone in Lórró, the high tone, which contrasts with the unmarked zero tone. The high tone /◌́/ (H) surfaces as high [¯], while the zero tone /◌/ (∅) surfaces as low [_]. The tone-bearing unit is the syllable.

The high tone may occur once within a word, or not at all; it may be placed on the initial, penultimate, or ultimate syllable, and spreads leftward. In practice, this means a word may take the following contours: none ∅ (low tone on all syllables), high H (high on all syllables), falling F (high on the first syllable, else low), or high-falling HF (high on all syllables except the last). TODO

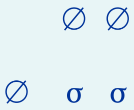


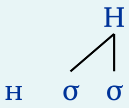


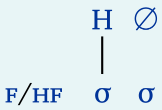


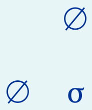


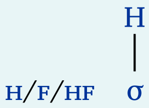
In two-syllable words, the distinction is threefold: falling and high-falling contours are ambiguous with each other; in one-syllable words, there is only a distinction between no tone and high tone.











The addition of affixes may disambiguate these mergers. TODO

1.4 Phonotactics & phonological profile

Phonotactics describe the ways phonemes are organized in relation to each other, and how they are structured within domains. The profile of the phonological word is as follows[3]:

$$\# \left[\mathrm{T}^{?} \left[\mathrm{CVV}^{?} \right]_{\sigma} \sigma^{*} \right]_{\omega} \#$$

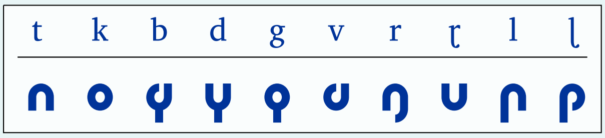
Wherein:

- # a word boundary; [ ] a domain
- ω a phonological word; σ a syllable
- $◌^{?}$ zero or one; $◌^{*}$ zero or more
- T tone (§ 1.3)
- C a consonant; V a vowel

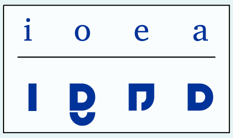
The only VV sequences allowed are the long vowels and the diphthongs. Null onsets only occur word-initially.

1.5 Orthography

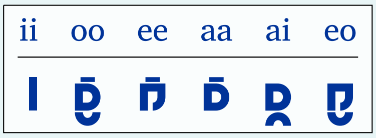
The native orthography of Lórró is an alphabet.



t	k	b	d	g	v	r	ɽ	l	ɭ



i	o	e	a



ii	oo	ee	aa	ai	eo

---

[3] I shall use a modified (i.e., in conjunction with regex-like conventions) version of *Recursive Baerian Phonotactics Notation* (RBPN), a non-standard but infinitely more useful notation; see *Blumire & Baer (2017)*.

Chapter 2

Class markers

Class markers are a set of affixes that occur on nouns and verbs. On nouns, they mark class, and on (stative) verbs, they mark agreement. They also occur on the possessive pronouns, agreeing for the possessee.

There are three class prefixes (and a zero) spread across four semantic classes (human, animate, inanimate, and plural) and two numbers (singular, plural):

	SG	PL
HUM	d(i)-	g(o)-
ANI	g(o)-	v(a)-
INA	∅	
PLU	v(a)-	∅

The prefixes surface as /d- g- v-/ before vowels, else as /di- go- va-/. For simplicity, they will be glossed as HUM, ANI, PL, respectively (however, the plural class will be indicated as PLU in lexicon entries).

The human class (HUM) contains humans, some deities/celestial bodies, and other such things; animate (ANI) non-human animates, other deities/celestial bodies, vehicles, feelings, and other mobile/motile things; inanimate (INA) inanimates, plants, foods, abstract concepts, places, and tools; and plural (PLU) mass nouns and things that commonly occur in groups. The presence of both a semantic class plural and a number plural may be explained as thus: the plural is formed by "shifting" the noun class "downward": human becomes animate, and animate and inanimate become plural (the sorting into the table with two plurals makes things slightly easier to conceptualize). The singular number (SG) denotes amounts of one or fewer (under negation); the plural (PL) more than one.

2.1 Noun class

Nouns are lexically-specified for their class.

(2.1)

	√raa	person (HUM)
a.	diraa	person
b.	goraa	people

	√góɽó	tree (INA)
e.	góɽó	tree
f.	vágóɽó	trees

	√géló	*ngógéló* fish (ANI)
c.	gógéló	*ngógéló* fish
d.	vágéló	*ngógéló* fishes

	√távárá	leaves (PLU)
g.	vátávárá	leaf
h.	távárá	leaves

2.1.1 Overmarking

Overmarking is the process by which human- and inanimate-class nouns may take a subclass suffix (in addition to the prefix), narrowing their semantics (due to noun class shifting, this is only present in the singular). There are two overmarked subclasses: (human) masculine, and (inanimate) edible.

MAS	-ka
EDI	-daa

The masculine subclass (MAS) overmarks human nouns, and designates male humans and other such associated things; the edible (EDI) overmarks inanimate nouns, and designates foods, edible plants, and small tools.

(2.2)

	√raa	person		√bébai	fishing rod
a.	diraaka	man	b.	bébaidaa	〃

Some human nouns, such as √raa person are underspecified for gender, and may take the masculine to narrow the semantic range (as a result, non-overmarked raa may take the reading woman, instead of or in addition to person of unspecified gender). However, other nouns are lexically-specified for masculine.

(2.3)

	√raa	person (HUM)		√óɽeo	moon (MAS)
a.	diraa	person, woman	c.	dóɽeoka	〃
b.	diraaka	man (MAS)	d.	*dóɽeo	

Edible-class nouns are always specified; there are no nouns in which the edible suffix is variable.

(2.4)

	√bébai	fishing rod
a.	bébaidaa	〃
b.	*bébai	

2.2 Verb agreement

Agreement tracks the class of the internal argument of the predicate. With intransitive unaccusative stative verbs, this is the sole argument; with transitive verbs, this is the undergoer argument.

It does not occur with speech act participants.

Chapter 3

Verbs

Verbs are content words that describe eventualities.

3.1 Tense

Tense is present throughout the verb complex, marked on verbs and nouns[1]. There are two tenses: the non-past, and the past.

The non-past (NPS) is used for present and future reference, while the past (PST) is used for past reference.

(3.1) gádá kabaile góré deɽoota

gádá	kabaile	góré	deɽoo	-ta
goat	eat	my	pants	-ACC:NPS

'the goat is eating my pants'
'the goat is going to eat my pants'

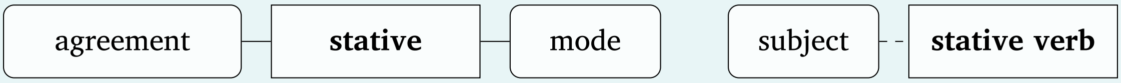
(3.2) gádá góɽéɽéki

gádá	go-	ɽéɽe	-ki
goat	CL-	be full	-PST

'the goat was full'

3.2 Stative

Stative verbs (ST) describe states. They inflect for agreement and mode, and are inherently intransitive and unaccusative, with the following syntaxes:



Agreement is described in § 2.2. There are three modes for stative verbs: non-finite, non-past, and past (the latter two described in § 3.1).

NF	∅
NPS	-ki
PST	-ka

---

[1] Copulas (except the essential) and nouns in the accusative case inflect for tense; stative verbs inflect for tense (and have an additional non-finite form); and dynamic verbs do not inflect for tense (but tense is expressed on the object), but do inflect for aspect and mood.

The non-finite form (NF) is the unmarked form of stative and dynamic verbs. It is used in dependent clauses and such (§ 5.1).

3.3 Dynamic

Dynamic verbs (DY) describe events. They also inflect for agreement and mode (but different modes), and are inherently transitive, with the following syntaxes:

agreement — **dynamic** — mode

subject - - **dynamic** - - object

There are three modes for dynamic verbs: perfective, imperfective, and irrealis.

PER	∅
IMP	-le
IRR	-gai

The perfective mode (PER) is the unmarked form, and denotes an event viewed as a whole; the imperfective (IMP) denotes an event viewed with internal structure.

(3.3) didare tóó góɽótí

didare	tóó	góɽó	-ti
child	hit:PER	tree	--ACC:PST

‘the child hit the tree’

(3.4) didare tóólé góɽótá

didare	tóó	-le	góɽó	-ta
child	hit	-IMP	tree	--ACC:NPS

‘the child is hitting the tree’

The irrealis (IRR) has various modal uses: chiefly, it is used to indicate future reference. It contrasts with the imperfective/non-past future in that the latter is a near-future; the irrelis future denotes a future further away. Compare:

(3.5) réé kabaigai tókidaa

réé	kabai	-gai	tókidaa
1SG	eat	-IRR	flatbread

‘I will eat flatbread’

(3.6) réé kabaile tókidaa

réé	kabai	-le	tókidaa
1SG	eat	-IMP	flatbread

‘I’m going to eat flatbread’

It is also used in imperatives, questions, conditionals, in dependent clauses, and so on.

3.4 Copulas

Copulas are verblike words used to link things. They inflect for tense, but do not agree. There are three: the essential, the locative, and the negative.

	NPS	PST
COP	^{H}bíí	
LOC	^{F}váá	^{F}vái
NCO	laa	lai

The syntax of copular clauses:

subject - - **copula** - - predicate nominal

The essential copula (COP) is used for equivalence, sub/supersets, and other such things.

(3.7) réé bíí díkore

réé	bíí	díkore
1SG	COP	farmer

'I am a farmer'

(3.8) dí@bágo bíí didare

dí@bágo	bíí	didare
níBágo	COP	child

'níBágo is a child'

The locative copula (LOC) is used for existence, location, predicative possession, attributes, and other such things.

(3.9) réé váá gólai

réé	váá	gólai
1SG	LOC.NPS	house

'I am home'

In predicative possession, the possessee is the subject, and the possessor is the predicate nominal.

(3.10) vádá váá díkore

vádá	váá	díkore
goats	LOC.NPS	farmer

'the farmer has goats'
Literally: 'goats are at the farmer'

When ascribing attributes, there is a difference between orienting the experiencer as the subject or the predicate nominal: in the former, the attribute is inherent; in the latter, it is moreso circumstantial.

(3.11) d@átí váá réláá

d@átí	váá	réláá
dÁtí	LOC.NPS	lucky

‘dÁtí is lucky’
‘dÁtí is a lucky person’

(3.12) gókáɽíí vái didare

gókáɽíí	vái	didare
tired	LOC.PST	child

‘the child was tired’

Compare to the essential copula used with attributes, which equates the subject to the attribute.

(3.13) dibeo bíí gókáɽíí

dibeo	bíí	gókáɽíí
moon	COP	luck

‘niBeo is (a symbol, embodiment of) luck’

The negative copula (NCO) is used for the negated counterparts to the other copulas.

(3.14) dí@bágo laa díkore

dí@bágo	laa	díkore
níBágo	NCO.NPS	farmer

‘níBágo is not a farmer’

(3.15) gádá laa réé

gádá	laa	réé
goat	NCO.NPS	1SG

‘I don’t have goats’

3.4.1 Copular constructions

The copulas are used for various constructions in tandem with non-copula verbs, in which a non-copula verb is placed as the predicate nominal of a copula, and is uninflected.

The essential copula is used for the passive construction, taking a transitive dynamic verb and making it intransitive unaccusative. Compare:

(3.16) díkore gókíráálé gádátí

díkore	gókíráálé	gádátí
farmer	slaughter	goat

‘the farmer slaughtered the goat’

(3.17) gádá bíí kíráá

gádá	bíí	kíráá
goat	COP	slaughter

‘the goat was slaughtered’

An agent may be reïntroduced as an oblique.

(3.18) gádá bíí kíráá díkore

gádá	bíí	kíráá	díkore
goat	COP	slaughter	farmer

‘the goat was slaughtered by the farmer’

The locative copula is used for inchoative and antipassive constructions.

The inchoative construction takes a stative verb and confers it inchoative semantics, denoting the beginning of a state. Compare:

(3.19) tókídaa bátééká

tókídaa	bátééká
flatbread	be burnt

‘the flatbread is burnt’

(3.20) tókídaa vaá bátéé

tókídaa	váá	bátééká
flatbread	LOC	be burnt

‘the flatbread is becoming burnt’
‘the flatbread is burning’

The antipassive construction forms unergative intransitive verbs from transitive dynamic verbs. A patient may be reïntroduced as an oblique; this differs from a normal transitive construction somehow. TODO

(3.21) réé vái kabai

réé	vái	kabai
1SG	LOC.PST	eat

‘I ate’

(3.22) réé vái kabai tókídaa

réé	vái	kabai	tókídaa
1SG	LOC.PST	eat	flatbread

‘I ate a flatbread’

The negative copula is used for the negations of all of these.

(3.23) gádá lai kíráá

gádá	lai	kíráá
goat	NCO.PST	slaughter

‘the goat wasn’t slaughtered’

(3.24) tókídaa laa bátéé

tókídaa	laa	bátééká
flatbread	NCO.NPS	be burnt

‘the flatbread isn’t burning’

(3.25) réé lai kabai

réé	lai	kabai
1SG	NCO.PST	eat

‘I didn’t eat’

Chapter 4

Nouns

Nouns are content words that describe entities. They inflect for class (split between class prefix and subclass suffix, if present) and case (which may be further segmented into the case suffix proper and the obligatory accusative tense markers).

class	**noun**	(subclass)	case	tense

4.1 Case

There are two cases: nominative, and accusative.

NOM	∅
ACC	-t

The nominative is unmarked, and marks non-objects (namely, subjects, but also obliques).

The accusative marks the object of a verb, and further (and obligatorily) distinguishes tense (see § 3.1).

NPS	-a
PST	-i

These overmarked class suffixes interact with the accusative suffix, replacing the accusative case marker proper and losing their final vowel in the accusative case, surfacing as /-k, -da/, and then taking an accusative tense suffix. Superficially, this looks like this:

		MAS	EDI
ACC	NPS	-k-a	-da-a
	PST	-k-i	-da-i

In practice, this means that the accusative non-past merges with the nominative for masculine and edible nouns.

		√raa (HUM)	√raa (MAS)	√góɽó (INA)	√bébai (EDI)
NOM		diraa	diraaka	góɽó	bébaidaa
ACC	NPS	diraata		góɽótá	
	PST	diraati	diraaki	góɽótí	bébaidai

4.2 Pronouns

Pronouns are words that substitute nouns. There are three kinds: personal, possessive, and demonstrative.

Personal pronouns are used to refer to speech act participants (first and second persons). They indicate person, number, and case.

	NOM	ACC	
		NPS	PST
1SG	réé	rétá	rétí
2SG	kóó	kóta	kóti
½PL	káɽa	káá	káí

First (1) and second (2) person are distinguished in the singular, but merged (½) in the plural.

Possessive pronouns (PSS)[1] are used to show possession. They obligatorily take a class marker (Ch. 2), which agrees for the possessee.

	SG	PL
1	-^{F}ré	-^{F}ká
2	-^{F}kó	
3	-ba	

The structure of possession is as follows:

(possessor) PSS **possessee**

(4.1) góré gádá

go-	ré	g-	ádá
ANI-	1SG	ANI-	goat

‘my goat’

(4.2) díkore goba gádá

di-	kóre	go-	ba	g-	ádá
HUM-	farmer	ANI-	3	ANI-	goat

‘the farmer’s goat’

---

[1] The abbreviation will not be used much.

Demonstrative pronouns are indicators of deixis, and also function as third-person pronouns. They also obligatorily take a class marker. They come in three degrees: proximal, distal, and non-visible.

PRX	-^{H}gí
DST	-^{F}ló
NVI	-be

The proximal demonstrative (PRX) is used for things close to the speaker; the distal (DST) for things close to the listener and/or far from the speaker; and the non-visible (NVI) for things which are not visible to the speaker.

They may modify nouns, being placed after the noun.

(4.3) didare dígí

di-	dare	di-	gí
CL-	child	CL-	PRX

‘this child’

Chapter 5

Syntax & semantics

Syntax describes how words are ordered and how they relate to one another. Semantics is concerned with the meaning of words. They are combined in this section for brevity.

The order and structure of constituents of a clause is as follows:

topic	prefield	**verb field**	postfield

5.1 Dependent clauses

Dependent clauses. TODO

5.2 Imperatives

Imperatives are commands. Only dynamic verbs may be imperative, they do not take a subject (dropped and understood to be second person, singular or plural), and they are non-past.

There are three ways of forming imperative verbs: the weak synthetic, the strong synthetic, and the analytic.

The weak synthetic imperative is formed with the unmarked perfective mode. As the name suggests, it is a weaker, more polite imperative (but not as polite as the question imperative), used in more casual situations, amongst equals, etc. TODO

(5.1) gókíráá gádátá

go-	kíráá	gádá	-t	-a
CL-	slaughter:PER	goat	-ACC	-NPS

‘slaughter the goat!’

The strong synthetic imperative is formed with the irrealis mode. It is the standard imperative, mainly used by superiors to subordinates. It has added force and urgency compared to the weak imperative.

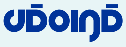
(5.2) gókíráágáí gádátá

go-	kíráá	-gai	gádá	-t	-a
CL-	slaughter	-IRR	goat	-ACC	-NPS

‘slaughter the goat!’

The analytic imperative is that formed using the antipassive construction without an overt subject. It is a relatively new development, used by younger speakers, and is considered especially informal. It places extra emphasis on the verb.

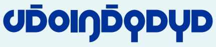
(5.3) váá kíráá



váá	kíráá
LOC	slaughter

‘kill!’

(5.4) váá kíráá gádá

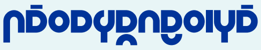


váá	kíráá	gádá
LOC	slaughter	goat

‘slaughter the goat!’

5.2.1 Prohibitives

(5.5) laa kabai tókídaa



laa	kabai	tókídaa
NCO	eat	flatbread

‘don’t eat the flatbread!’

Appendices

In which Apps. A to C are lexicons of stative verbs, dynamic verbs, and nouns, respectively; App. D gives various example sentences.

Compounds, derivations, idioms, etc., are considered distinct lemmas. Definitions are separated by a double dagger ‹‡›.

Lemma entries are structured as follows:

⟨native orthography⟩ root (morphological categories) : definition(s)

Appendix A

Verbs

Property concept

⟨⟩ :

⟨⟩ ^{HF}ɽéɽe : be big ‡ be full, sated, satisfied (gastronomically)

⟨⟩ bátéé : be burnt

Emotion

⟨⟩ taga : be scared

States

⟨⟩ deke : be hungry

Appendix B

Dynamic verbs

Actions

⟨⟩ kabai : eat

⟨⟩ ^{H}tóó : hit

⟨⟩ aga : hold

⟨⟩ kíráá : kill, slaughter (for food) ‡ harvest (of food)

⟨⟩ ágátóó : grab, swipe, steal

⟨⟩ al̥o : see ‡ (antipassive) look at, watch

Preparation

⟨⟩ rikoo : dry s.t. ‡ clean, prepare s.t. (non-foods)

Removal

⟨⟩ káí : dig

⟨⟩ óbáí : remove by cutting, cut out, excise

Speech

⟨⟩ ololo : say

Motion

⟨⟩ : move

⟨⟩ l̥obaa : orient, position s.t.

Appendix C

Nouns

People

⟨ŋō⟩ raa (HUM) : person ‡ (MAS) man

⟨ydɲn⟩ dare (HUM) : child

⟨ndɲd⟩ tálá (HUM) : mother

⟨odɲn⟩ kale (MAS) : father

Professions

⟨oɒɲn⟩ Fkóre (HUM) : farmer

Body parts

⟨ıuɒ̄⟩ Fíɽoo (HUM) : face

⟨unɡn⟩ HFɽége (HUM) : back, spine

⟨ɒnɒ⟩ olo (HUM) : tongue

⟨oı⟩ Hkíí (HUM) : (pair of) legs

Apparel

⟨ndud⟩ tává (INA) : (item of) clothing

⟨ynuɒ̄⟩ deɽoo (INA) : pants

Food

⟨nɒoı⟩ HFtóki (EDI) : flatbread

Animals

⟨dyd⟩ ádá (ANI) : goat

⟨uyı⟩ udii (ANI) : cat

⟨odɲd⟩ kala (PLU) : fish

⟨ɡnɲɒ⟩ géló (ANI) : k.o. fish (*ngógéló*)

Products

Plants

⟨ɡɒuɒ⟩ góɽó (INA) : tree

⟨ndudɲd⟩ távárá (PLU) : leaves

Tools

⟨ynyɒ⟩ Fbébai (EDI) : fishing rod

Nature

⟨dɡō⟩ agaa (ANI) : fire

⟨yɒ⟩ beo (HUM) : moon #1 (niBeo)

⟨ɒuɒ⟩ Fóɽeo (MAS) : moon #2 (nÓrreo)

⟨ɲdɡd⟩ HFḷága (ANI) : sun (górLága)

Locations

⟨ɡɒɲɒ⟩ HFgóḷai (INA) : house, home

Property concept

⟨⟩ káɽíí (ANI) : tiredness ‡ something tired

⟨⟩ réláá (ANI) : luck ‡ something lucky

Colors

Numbers

⟨⟩ ^{F}égi (INA) : one

⟨⟩ reo (INA) : two

Time

Weather

Miscellaneous

Appendix D

Example sentences

(D.1) “Dupe’s mother sun-dried the clothes.” (5MOYD #2068)

di@tube diba dítálá varikoo vátávátí góɭága

di-	@tube	di-	ba	di-	tálá	va-	rikoo	va-	tává	-t	-i	go-	ɭága
HUM-	*Dupe*	HUM-	3	HUM-	mother	PL-	dry	PL-	clothing	-ACC	-PST	ANI-	sun

‘Dupe’s mother dried the clothes in the sun’

(D.2) “They are putting their backs to the fire (to warm themselves).” (5MOYD #2063)

gólo goɭobaale góɽégéta gagaa viba víɽoo

gó-	lo	go-	ɭobaa	-le	go-	ɽége	-t	-a	g-	agaa	di-	ba	d-	íɽoo
ANI-	DST	ANI-	orient	-IMP	ANI-	back	-ACC	-NPS	ANI-	fire	HUM-	3	HUM-	face

‘they are orienting (their) backs facing the fire’ (LIT. ‘to the face of the fire’)

(D.3) “He will cut out your tongues.” (5MOYD #2059)

dígí góbáígáí góka golota

di-	gí	g-	óbáí	-gai	go-	ka	g-	olo	-t	-a
HUM-	PRX	ANI-	cut out	-IRR	ANI-	½	ANI-	tongue	-ACC	-NPS

‘he will cut out your tongues’

(D.4) “As for eating fish, she eats TUNA.” (5MOYD #2039)

kabaigai kalata, dígí vakabaile vágélótá

kabai	-gai	kala	-t	-a	di-	gí	va-	kabai	-le	va-	géló	-t	-a
eat	-IRR	fish	-ACC	-NPS	HUM-	PRX	PL-	eat	-IMP	PL-	k.o. fish	-ACC	-NPS

‘as for eating fish, she eats *ngógéló*’

(D.5) “There are two Sen-s in Bangur: Robi Sen and Dilip Sen.” (5MOYD #2021)

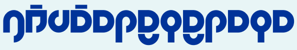
reo di@tede váá @baakuru, di@tede@robi di@tede@dilibi too

reo	di-	@tede	váá	@baakuru	di@tede@robi	di@tede@dilibi	too
two	HUM-	*Sen*	LOC.NPS	*Bangkur*	*Robi Sen*	*Dilip Sen*	and

‘two Sen’s are in Bangkur: Robi Sen and Dilip Sen’

(D.6) “I’m watching the sun.” (5MOYD #2006)

réé váá aɭo góɭága

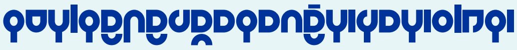


réé	váá	aɭo	go-	ɭága
1SG	LOC.NPS	watch	ANI-	sun

‘I’m watching the sun’

(D.7) “That cat grabbed one of his legs.” (5MOYD #1960)

gudii gólo vái ágátóó diba díkíí égi



g-	udii	go-	lo	vái	ágátóó	di-	ba	di-	kíí	égi
ANI-	cat	ANI-	DST	LOC.PST	grab	HUM-	3	HUM-	leg	one

‘that cat grabbed at one of his legs’

To do...

- ☐ TODO pst asr makes compile so slow. note to self: xytree? (page 7)
- ☐ TODO examples (page 7)
- ☐ TODO these (page 12)
- ☐ TODO why? also this page break is annoying. also also why doesnt this todo show up in the margin (page 14)
- ☐ TODO idk. affectedness. smth smth sensory verbs also (page 15)
- ☐ TODO statives use non-finite, dynamics irrealis, copulas ??? (page 19)
- ☐ TODO interrogatives? (page 19)