KAPAU PEDAGOGICAL GRAMMAR

by

W. Oates

L. Oates

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INTRODUCTION

1. COMPILATION OF GRAMMAR

This Grammar was compiled by members of the Summer Institute of Linguistics in response to an invitation from the Lutheran Mission to undertake linguistic studies in language spoken around Aseki. As the New Tribes Mission had spent several years studying the same dialect and as they also were desirous of technical linguistic assistance, it was agreed to work on the materials already gathered and make them available to all concerned when they were written up. It is based on a Grammar by Mr Charles Driver of the New Tribes Mission. Other members of the Mission, notably Mr and Mrs Tom Palmer and Mr Peter Banfield, who have a good speaking knowledge of the language, supplied the materials from which the Grammar was composed. Because the work has been done rapidly over a short space of time, much could not be checked with an informant. Thus, there are bound to be errors in spelling and inadequacies in analysis. However, it was felt better to cover as wide an area as was possible rather than reaching absolute certainty over a smaller area.

2. NATURE OF THE GRAMMAR

This Grammar is a pedagogical one, its aim being to present the grammatical structure in such a way as to facilitate rapid speaking ability in the dialect. The following procedure has been followed in the presentation of the material:

1. The aim has been to reveal the grammatical structure of Kapau in progressive stages, the simplest grammatical feature being dealt with first, then progressively more complex features.

2. Each chapter seeks to present just one grammatical feature so that the language learner will have only one major grammatical point to assimilate at a time.

3. Language learning is most successful if the language is learnt in actual conversational sentences. Consequently we have employed the syntactic approach and analysed the language in sentences. Each smaller 'chunk' is seen in relation to the whole meaningful utterance. It is little help knowing the conjugation of a verb. What must be known is the type of utterance in which it can be used.

4. There has been an attempt to list a number of examples of the particular sentence type under discussion at the end of each section, to assist in a speaking knowledge of the language.

5. Each illustration sentence contains only features already dealt with in the Grammar.

6. Parts of speech have been discussed from two angles:
   1. What 'spot' do they fill in the sentence and what other similar things fill that 'spot'; e.g. subject 'spot' noun 'spot'.
   2. What does the particular part of speech 'signal' grammatically, that is, what meaning does it carry apart from its lexical meaning?

A basic part of language learning is to master those aspects of a language which carry structural, functional or grammatical meaning, as distinct from learning just vocabulary. For instance, the following English sentence has only a vague meaning, though the meaning of each word is quite clear:

"Bird fly overhead." (Sentence 1)

To have meaning we must say something like one of the following:

'The bird is flying overhead.' (Sentence 2)
'A bird flies overhead.' (Sentence 3)
'Birds are flying overhead.' (Sentence 4)

The vital signalling units which give meaning to sentences 2-4 are:

The....is...ing (Sentence 2)
A.....s....... (Sentence 3)
....s....are...ing (Sentence 4)

The words that fill in Sentence 1 are those which carry a strong lexical meaning, a lesser grammatical meaning. These we are calling class words. In Kapau we have four kinds of class words:

1. NOUNS
2. ADJECTIVES
3. VERBS
4. ADVERBS
The words in Sentence 2-4 like 'the, is, are' we are calling FUNCTION words. In Kapau we have listed ten groups of them.

A Verb Particles  
B Subject and 'Group Pronouns'  
C Possessive Pronouns  
D Object Pronouns  
E Modifier  
F Noun, Pronoun Ligature Words  
G Clause Ligature Words  
H Verbal Particles  
I 'qomā'  
J Exclamations

It is these (plus the suffixes and prefixes like 's' plural in English) that give Kapau its characteristic structure. These are what we are primarily concerned with in a Grammar because they carry the structural meaning of the language.

Once they are learned correctly, the speaker 'knows' Kapau, though of course, increasing vocabulary will increase the range of subjects the speaker may discuss.

3. EXPLANATION OF TERMS

'Root' is the term used to distinguish all forms which may occur as 'free' (that is, undeclined) forms. In Kapau this covers nouns, adjectives, pronouns, and particles. (All of these except particles may also, of course, take affixes, in which case the resultant form is composed of a root + non-root, as hope'a-ma 'concerning kakau').

'Stem' is the term used to distinguish the 'core' of a word which never occurs without affixes. In Kapau this includes all verb stems. For example, -i- 'do' never occurs alone. It must always be declined for person and/or tense and/or aspect, etc.

'Spot' refers to a syntactic position in the language which may be filled by one or more types of expression, either simple or complex.

'Expression' is used to refer to any word or group of words that express a noun, idea, verb idea, adjective idea, e.g.

hampu 'come here' is a verb expression;  
so is wamngqi'i (noun root + verb) 'he is working'.

'Phrase' is used to refer to a group of two or more words that fall
together and are bound together to express a close knit idea; e.g.

amā'ā awa ti 'good man', where the noun is a centre of the phrase.

**Emphasis**

Throughout the Grammar the following system of emphasizing in sentence illustrations has been followed:

1. all verb roots wherever they occur are in capitals;
2. the particular word or morpheme that the sentence is designed to illustrate is in capitals. If both features happen to concern the verb, then the illustrated word or morpheme is in capitals, and the verb root in lower case.

The initials of the various tense/aspect has been bracketed after each sentence.

### 4. Abbreviations and Symbols

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>+</td>
<td>plus</td>
</tr>
<tr>
<td>-</td>
<td>minus</td>
</tr>
<tr>
<td>±</td>
<td>with or without</td>
</tr>
<tr>
<td>‡</td>
<td>between morphemes means allomorphs</td>
</tr>
<tr>
<td>N.</td>
<td>noun</td>
</tr>
<tr>
<td>Adj.</td>
<td>Adjective</td>
</tr>
<tr>
<td>Pron.</td>
<td>Pronoun</td>
</tr>
<tr>
<td>Obj.</td>
<td>Object</td>
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<td>Poss. Pron.</td>
<td>Possessive Pronoun</td>
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<td>P.V.</td>
<td>Primary Verb</td>
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<td>Int.</td>
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<tr>
<td>Trans.</td>
<td>Transitive</td>
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<tr>
<td>Subj.</td>
<td>Subject</td>
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<td>V.P.</td>
<td>Verb Particle</td>
</tr>
<tr>
<td>0</td>
<td>Zero allomorph</td>
</tr>
<tr>
<td>Lit.</td>
<td>Literally</td>
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<tr>
<td>(I.F.)</td>
<td>Immediate Future</td>
</tr>
<tr>
<td>(P.C.)</td>
<td>Present Continuous</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<td>--------------</td>
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<td>P.S.</td>
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<td>S.C.</td>
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<tr>
<td>D.P.</td>
<td>Distant Past</td>
</tr>
<tr>
<td>F.</td>
<td>Future</td>
</tr>
<tr>
<td>I.P.</td>
<td>Immediate Past</td>
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<td>P.2.</td>
<td>Past Tense No.2</td>
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<td>Hab.</td>
<td>Habitual</td>
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<td>D.P.Hab.</td>
<td>Distant Past Habitual</td>
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<tr>
<td>M.</td>
<td>Masculine</td>
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<td>F.</td>
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<tr>
<td>N-Vx</td>
<td>Noun-Verb Expression</td>
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<td>V1-V2x</td>
<td>Verb-Verb Expression</td>
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<td>F.Imp.</td>
<td>Future Imperative</td>
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<td>Adv.</td>
<td>Adverb</td>
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<td>Inter.Adv.</td>
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<td>Subj.</td>
<td>Subjunctive</td>
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<tr>
<td>S.T.</td>
<td>Sentence Type</td>
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<td>Pt.V.</td>
<td>Particular Verb</td>
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<td>V.A.V.</td>
<td>Repetitive Action Verb</td>
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<td>Neg.</td>
<td>Negative</td>
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<tr>
<td>S.</td>
<td>Singular</td>
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<tr>
<td>Pl.</td>
<td>Plural</td>
</tr>
<tr>
<td>Act.</td>
<td>Active</td>
</tr>
<tr>
<td>Stat.</td>
<td>Stative</td>
</tr>
<tr>
<td>S.V.</td>
<td>Secondary Verb</td>
</tr>
<tr>
<td>T.V.</td>
<td>Tertiary Verb</td>
</tr>
</tbody>
</table>

5. **GENERAL REMARKS ABOUT KAPAU SYNTAX**

Sentence order in Kapau as in most Highland languages is usually as follows: **Subj. + Obj. + Adv. + Verb.**
Subject and Object may consist of $N$, $N + \text{Adj.}$, $Pn$, $N. + PN$, or $N + N$. But this order is changed when one part of the sentence is emphasised; then the emphasised word, phrase or clause usually occurs sentence initially.

6. MORPHOPHONEMICS

No time has been spent on analysing the morphophonemics, which are complex. Below are a few tentative general rules about which morphophonemic changes observed in passing. Other changes have been noted in the text of the Grammar as they occur.

(1) Loss of Vowel

There is a strong tendency for one vowel to be lost when two come together. It appears that if one of the vowels is $a$, that is the one that is lost, e.g.

- $a$ lost before $o$
  
  $fa'na$ 'road' + -on 'I, the one' is $fa'non$ 'I am the way'.

- $a$ lost following $e$
  
  $oe$- stem 'lie', -$a$ 'he'; 'he lies', 3rd P. Stative is qoe, not qoea

But $a$ is not lost following $i$. $i$- stem 'to do' since a $y$ offglide from the $i$ is written between. $qiya$ 3rd P. Stative 'he' is in a state of doing.

* And $a$ is not lost before $u$; temo'angota 'when it arrives' + -u 'at that time' is temo'angotau

When two identical vowels come together, one is lost.

- ni 'I' + -i Object marker is ni 'me'.

(2) Vowel Harmony

- na'a 'big' + -on 'the one' is no'on 'I am the big one.'

(3) Back Sounds

- $n$ always becomes $ng$ before $k$ and $q$
  
  $mä'än + qa$ is $mä'änqa$ 'I don't know'

Glottal sometimes becomes $q$ following $ng$. It appears that sometimes $ng$ becomes ' between homophonous vowels except when the morpheme is re-duplicated: $nuta + nga + nga$ becomes $nuta'anga$.

(4) Nasals

When two identical nasals come together, one is lost:
ym 'below' + m 'out of sight' is ym 'below out of sight'

(5) Verb Prefixes

qa- + na- lose the vowel when prefixed to a stem beginning with a vowel.
- qa + oeäpa becomes qoeäpa 'He came down'
- na + itna becomes nitna 'You sg. will soon come down'

(6) Split Morphemes

Frequently the person morphemes -hi (2nd and 3rd P.Dual) and -hu (2nd and 3rd P.Plural) split, and h- occurs before the final vowel, so that both stem and person morphemes are discontinuous ones (this seems to occur mostly, but not exclusively in the Future and Immediate Future Tenses), e.g.

Stem: ka + -hi is k-h-a-i-na 'You two will ford water'
      ka + -hu is k-h-a-u-na 'They two will ford water'

But this does not happen with hi- when the stem ends in i or with hu when the stem ends in u, because two homophonous vowels reduce to one.

Stem: w-, u- + -hi is Whina 'You two will go'
       + -hu is hUna 'You all will go'

7. ORTHOGRAPHY

The following symbols have been used to represent the following sounds:

u as 'oo' in 'boot'
á as 'a' in 'father'
a as 'u' in 'hut'
ng as the 'ng' in 'sing'
q a very back 'k' sometimes with friction
' for glottal stop
f for 'f'
s as the 'sh' in 'ship'
wh for a voiceless 'w' in 'whale' of some English speakers
i as 'ee' in 'beet'
e as the 'a' in 'hate'
o as the 'o' in 'note'
p as the 'p' in 'spit' ( unaspirated) becomes aspirated when followed by 'h'
also unaspirated becoming aspirated followed by 'h' thuna
'they all will speak' Imm.Fut. The stops sometimes freely
fluctuate to voiced stops.

v, w, y Similar to English usage.
'y' sometimes becomes frictionized to 'z' as in 'azure'.

m, n As in English
h As in English
PART ONE:

SIMPLE SENTENCES
### 1. SIMPLE ti SENTENCES

**SENTENCE TYPE L. Subject (Noun Phrase) + V.B. (ti)**

This sentence type consists of a subject, a noun phrase, which may consist of a noun, pronoun, or adjective, or any combination of these three parts of speech, plus ti. The adjectives never precede the noun that it qualifies, but other than that, the parts of speech that fill the subject spot may occur in any order. In all subsequent sentences, subject may be comprised as it is in this sentence type.

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<tr>
<th>SUBJECT</th>
<th>V. PARTICLES</th>
<th>Meanings</th>
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</thead>
<tbody>
<tr>
<td>N.</td>
<td>änäa</td>
<td>ti</td>
</tr>
<tr>
<td>N. + Adj.</td>
<td>änäa na'a</td>
<td>ti</td>
</tr>
<tr>
<td>Adj.</td>
<td>na'a</td>
<td>ti</td>
</tr>
<tr>
<td>Pron.</td>
<td>ni</td>
<td>ti</td>
</tr>
<tr>
<td>Pron. + Adj.</td>
<td>ni na'a</td>
<td>ti</td>
</tr>
<tr>
<td>N. + Pron.</td>
<td>amā'ā ni</td>
<td>ti</td>
</tr>
<tr>
<td></td>
<td>or ni amā'ā</td>
<td>ti</td>
</tr>
<tr>
<td>N. + Pron. + Adj.</td>
<td>amā'ā na'a</td>
<td>ti</td>
</tr>
<tr>
<td></td>
<td>or amā'ā na'a ni</td>
<td>ti</td>
</tr>
</tbody>
</table>

#### 1.1. VERB PARTICLES (STRUCTURAL CLASS A)

**ti** is a verb particle which in the above construction carries verbal status. Though it is undeclined for tense, person, etc. it carries the meanings of the verb 'to be' in English: 'I am', 'it is', 'they are', etc., but its most frequent meaning is 'it is' or 'it exists that way'. Its position as sentence final establishes an important pattern in Kapau sentence structure, viz. that the main verb of a sentence is always sentence final. Future examples will show that ti usually occurs as a verb particle following a primary verb where it means Indicative Mood...
and where in other moods it has other substitutable verb particles. In the above sentence 'spot', ti and a few other verb particles may occur.

1.2. NOUN CLASS (WORD CLASS 1)

Noun roots are numerically the biggest word class in Kapau. Words in this class are single-morpheme, free forms which in the above sentences occur in subject position in the sentence. Some examples of Kapau nouns are as follows:

<table>
<thead>
<tr>
<th>Kapau 1</th>
<th>English</th>
<th>Kapau 2</th>
<th>English</th>
</tr>
</thead>
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<tr>
<td>hope'a</td>
<td>kaukau</td>
<td>qanäni</td>
<td>older sister</td>
</tr>
<tr>
<td>nanqa</td>
<td>banana</td>
<td>qanäpi</td>
<td>younger sister (his)</td>
</tr>
<tr>
<td>hamänga</td>
<td>mareta</td>
<td>qanmqo</td>
<td>his father</td>
</tr>
<tr>
<td>hauka</td>
<td>fruit</td>
<td>amä'ä</td>
<td>man, person</td>
</tr>
<tr>
<td>qu'wa</td>
<td>leaf</td>
<td>ime'ä</td>
<td>child</td>
</tr>
<tr>
<td>iya</td>
<td>tree, wood, pole, stick</td>
<td>hempa</td>
<td>hand, arm</td>
</tr>
<tr>
<td>qova</td>
<td>kunai</td>
<td>yanga</td>
<td>leg, foot</td>
</tr>
<tr>
<td>kita</td>
<td>bamboo</td>
<td>hingo</td>
<td>eye</td>
</tr>
<tr>
<td>qata'ä</td>
<td>flower</td>
<td>yäwa</td>
<td>rib</td>
</tr>
<tr>
<td>inga</td>
<td>bird</td>
<td>änga</td>
<td>house, village</td>
</tr>
<tr>
<td>e'ä</td>
<td>water</td>
<td>fa'na</td>
<td>trail, road</td>
</tr>
<tr>
<td>aita</td>
<td>food (cooked)</td>
<td>qämngä</td>
<td>moon</td>
</tr>
<tr>
<td>tiyä'ä</td>
<td>sky</td>
<td>* mapa</td>
<td>sun</td>
</tr>
<tr>
<td>qawa</td>
<td>cloud</td>
<td>wä</td>
<td>light (phenomena)</td>
</tr>
<tr>
<td>qoä</td>
<td>ground</td>
<td>ta</td>
<td>firewood</td>
</tr>
<tr>
<td>hipka</td>
<td>ridge</td>
<td>hive'ä</td>
<td>dog</td>
</tr>
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<td>yaqoe'a</td>
<td>pig</td>
<td>inkuma</td>
<td>tin, container</td>
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<tr>
<td>hiyamta</td>
<td>cassowary</td>
<td>wamnga</td>
<td>garden</td>
</tr>
<tr>
<td>sa'a</td>
<td>possum, rodent</td>
<td>hännga</td>
<td>goods, cargo</td>
</tr>
<tr>
<td>mataka</td>
<td>rat</td>
<td>pane'a</td>
<td>talk, conversation</td>
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<tr>
<td>äpaka</td>
<td>woman, girl</td>
<td>sää'ä</td>
<td>sleep</td>
</tr>
<tr>
<td>qanäi</td>
<td>mother</td>
<td>äpä'a</td>
<td>sing-sing, song, celebration</td>
</tr>
</tbody>
</table>

Note: Kapau nouns end in a vowel, mostly -a. (A large percentage of Kapau words end in -a.)

1.2.1. SENTENCES

mataka ti It is a rat.
qämngä ti It is the moon.
inga ti It is a bird.
1.2.2. NOUN PLUS ATTRIBUTIVE NOUN

Sometimes two noun roots occur together, the second one an attributive noun to the first. The second noun acts as a type of qualifier of the first noun. Either noun may occur independently of the other.

**NOUN**  **ATTRIBUTIVE**  **ti**
yoka  u'wa  ti  It is a pitpit plant.

**OTHER EXAMPLES:**

yäqoe'a änga ti  It is a pig house.
ime'a äpaka ti  The child is a girl.
ime'a qoka ti  He is a boy (child).

Frequently different kinds of a species or different parts of a larger whole (as a house) are differentiated by an attributive noun following the general noun, e.g.

änga = house
änga qâ'ä  floor
änga tuwa  (back) ridge pole
änga smnga  (wall) wall
änga qânga  (walk) door
änga hingo  (nose stick) rafter

nga = bird
inga qâtawa  cockatoo
inga kâkâto  hen
inga qapte'a  kind of hawk
inga âma  bush fowl

iya = tree
iya yanga  (leg) tree trunk
iya qu'wa  (leaf) leaf
iya täta  woodchips
iya iwânga  sawdust

knogo = sugar cane
knogo mave'a  different
knogo mhâ'na  varieties
knogo navi'ya  sugar cane

1.3. ADJECTIVES (WORD CLASS 2)

Adjectives qualify Class 1 Words (Nouns). As far as our analysis has led us, they appear usually to consist of only one root, and usually follow the noun to which they are tied. Adjectives may occur with nouns in all positions in which they occur. The following are some of the common single root adjectives.

na'a  big
awa  good
ninqa  many
neäinqa  light in weight
koe'a  dry, i.e. not green

fi  some, another
yanga  strong
qeta  clean, tidy
qhouka  tall, long
mqá  ripe
wanqa  small  qainga  different
me'ää  small  hämnga  soft, pliable, weak
quyvä  bad  pamka  round
hänga  heavy  phi'ya  rotten
yeä  dry (not wet)  awi'ya  sweet

1.3.1. SENTENCES

hava me'ä ti  It is a small knife./The knife is small.
nanqa fi ti  They are another kind of banana.
iya kukingo ti  The tree is rotten./It is a rotten tree.
matä'o qhouka ti  He is a tall master.
mqa ti  It (fruit) is ripe.
fa'na ktakta'va ti  The trail is a zig-zag one.
neïnaq ti  The (pack) is light.
* äpa hanaqa ti  The song is new.

1.3.2. COMPLEX ADJECTIVES

The following adjectives appear to comprise more than one morpheme but the meaning of each part (inmost cases) has not been determined.

yangamaknqa  strong  papawaha'a  black
hä'aknga  higher, upper  namtanqa  dark blue
qoö'aknga  lower  miyomtanqa  light blue
mhaknga  lower  hauyainqa  green
äwaknga  middle, central  qunminqa  many
qapähe'ä  white  tapango  half-full (ta means measure)
tifa'a  black

1.3.3. SENTENCES

mpokisi hä'aknga ti  It is the upper box.
tiyää namtanqa ti  The sky is dark blue.
hiwavä'ä qunminqa ti  There are many ants.
inkuma e'ä tapango ti  The tin is half full (of water).

1.3.4. DEMONSTRATIVE ADJECTIVES

These usually function like ordinary adjectives and follow the noun, but in a sentence such as ta hope'a ti 'This is kaukau.' where the emphasis is on the 'This', ta precedes the noun.
1.3.4.1. **Simple Demonstrative Adjectives**

These are: ta, tita this

a that, it

änga TITA awamanga ti This house is good.
qoä tita nta ti This is your ground.
TA inga ti This is a bird.
wamnga a awa ti That garden is good.

1.3.4.2. **Simple Demonstrative Adjectives suffixed by -nga**

-nga suffix appears to give emphasis and to mean 'this or that thing I'm referring to'.

\[\text{ta + nga becomes } \text{tanga} \]
\[\text{a + nga becomes } \text{anga} \]

\[\text{tanga yi ti } \text{This is an arrow.} \]
\[\text{anga yi ti } \text{It's an arrow.} \]
\[\text{anga mpuka ti } \text{This (that I'm speaking of) is a book.} \]
\[\text{anga awa ti } \text{That's good.} \]
\[\text{anga mpuka hamäta ti } \text{That book is red.} \]

1.3.4.3. **Complex Demonstrative Adjectives**

These are composed of the demonstrative prefixes:

\[\text{t-, ta } \text{this, specific one} \]
\[\text{h-, f- } \text{some, one, a, indefinite one} \]

being prefixed to the personal pronouns particularly aqo 'he', aqoä 'they'.
\[\text{taqo } \text{this particular 'he'} \]
\[\text{faqo } \text{an unspecified 'he'} \]
\[\text{fakoä } \text{some unspecified man} \]

1.3.5. **ADJECTIVE SUFFIXES**

1.3.5.1. **'Qualify' Suffixes**

There are two forms which appear to be sometimes suffixed to adjectives and at other times they appear to be an independent word (see Appendix A). They are:

\[-nanga \text{ partaking of the nature of, like} \]
\[-manga \text{ implying an emphasis on the quality of, may be translated by 'very'} \]
ya'ananga steep-like upwards (ya'ana 'steep upwards' + -nanga)
imananga steep-like downwards (imana 'steep downwards' + -nanga)
aqananga steep togetherness (aq'a 'together' + -nanga free translation 'permanently')
awananga of the nature of goodness (awa 'good' + -nanga)
awamanga very good (awa 'good' + -manga)
awa very clean (*qeta 'clean' + -manga)

1.3.5.2. SENTENCES

* akisi awamanga ti It is a really good axe.
* änga qetamanga ti The house is really clean.

1.3.5.3. Measurement Suffixes

These are as follows:

- iwa having to do with length. Only one form of this has been found thus far: wanqa WA ti 'It's short in length' (wanqa 'small')

- pun Singular

- piyä'u Dual 'having to do with size, portion, amount, number, quantity, or pieces of a thing'

- piyä Plural

- pi seems to carry a prepositional idea meaning 'a small measure, amount, etc. OF, IN, ON a thing' but its meaning has not been fully established. Some feel it is just an alternative form of piyä. The above forms are suffixed to demonstratives and adjectives and the resultant form is always an adjective. Below is a chart of the various forms found to date. Only two examples of -piyä'u 'dual' have been noted, viz.:

inkuma wanqa piyä'u ti There are two small things.
näi na'apiyä'u ti There are two big knives.

Dual forms are not included in the chart.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>-pu (S.)</th>
<th>-piyä (Pl.)</th>
<th>-pi (Prep.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a that</td>
<td>aPU that size, etc.</td>
<td>taPIYÄ these ones</td>
<td>taPI on, in this small thing</td>
</tr>
<tr>
<td>ta this</td>
<td>taPU this size, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h- some, one, a</td>
<td>hmPU some measure, section part</td>
<td>haPIYÄ some</td>
<td>hmPI particular sizes</td>
</tr>
</tbody>
</table>
ADJECTIVE                   -pu  (S.)                  -piyā  (Pl.)                  -pi (Prep.)

aqa  all                     aqaPU  all  the  amount           aqaPI
quyv'a  good,  size  small     quyv'APIYĀ  no          quyv'APIYĀ  no
me'a  small  amount          me'APIYĀ  small          me'APIYĀ  small  pieces
wanqa  wanqaPU               wanqaPIYĀ                      wanqaPI  in  the  small  one

1.3.5.4.  SENTENCES

inga  WANQĀPU  ti           It  is  a  small  bird.
tanga  ME'ĀPU  ti           The  sickness  is  (only)  a  small  one.
ta  ME'APIYĀ  ti            This  is  a  bunch  of  little  ones.
nti  su'u  HINQAPI  ti       You  are  short.  (su'u  means  'not  able  to  reach')

For  other  examples  of  these  more  forms  in  complex  sentences  see  Appendix  H.

1.4.  SUBJECT  PRONOUNS  (FREE  FORMS.  STRUCTURAL  CLASS  B)

Subject  pronouns  are  an  important  word  class  in  Kapau  since  subject  pronominal  suffixes  on  the  verbs  carry  only  a  general  and  not  very  specific  person  meaning.  Kapau  in  its  pronouns  distinguishes  1st,  2nd,  and  3rd  persons,  singular,  dual,  and  plural  -  nine  persons  in  all.

Subject  Pronouns  are  as  follows:

1S.  ni       I
2S.  nti      You
3S.  aqo,  i   He,  she
1DL.  yāi     We  two
2DL.  qi      You  two
3DL.  aqoā'u,  isā'u  They  two  (male,  female)
1PL.  nai     We  all
2PL.  hai     You  all
3PL.  aqoā,  i'yoā  They  all  (male,  female)

It  will  be  noted  that  third  person  has  a  feminine  form  in  each  number.
1.4.1. SENTENCES

I apiyangti She is an old woman.
AQOA amâ'â awati They are good men.
ISA'U âpaka qhouka ti They two are tall women.
QI ime'â quyv'a ti You two are naughty children.

1.4.2. PRONOUN + NOUN

It is usual in the type of construction under consideration for the pronoun to precede the noun. When it follows the noun it acts as a type of noun qualifier or attributive noun just as an adjective following the noun does. Plurality (not expressed by the nouns) may be expressed in this... -ime'â aqoa... 'the children' (lit. 'child they').

1.4.3. SENTENCES

ime'â aqoa qiypi The two children are coming.
apaki'yoâ hope'a qani'ya The women are eating.
hopeca tagoa'u nanma I'll eat these two kaukau.

1.4.4. GROUP PRONOUNS (See Appendix E)

These fill the same 'spot' as do subject pronouns, and so also belong to Structural Class B.

2. POSSESSIVE ti SENTENCES

SENTENCE TYPE 1B. Subject (Possessive Phrase) + ti

The above is an extension of Sentence Type I.A. which includes as subject what has been termed 'The Possessive Phrase'.
Possession may be expressed in any one of the forms listed below, any one of which may fill the subject 'spot' in the above sentence type.

2.1. POSSESSIVE PRONOUN PHRASE


nqa hope'a ti hope'a tanga nqa ti
It is my KAUCAK.
This is MY kaukau.
The possessive pronoun phrase consists of a possessive pronoun either before or after the noun in the subject position. When the possessive pronoun occurs before the noun the emphasis is on the noun; when it occurs after the noun, the emphasis is on the pronoun, as indicated by the capitals in the examples above. The noun may also be qualified by an adjective in which case the possessive pronoun usually follows the noun-plus-adjective phrase, though it may precede it. An attributive noun may follow the possessive phrase as illustrated by the first sentence in 2.1.2.

2.1.1. POSSESSIVE PRONOUNS (STRUCTURAL CLASS C)

<table>
<thead>
<tr>
<th>Case</th>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>nqa</td>
<td>My, mine</td>
</tr>
<tr>
<td>2S.</td>
<td>*nta</td>
<td>Your, yours</td>
</tr>
<tr>
<td>3S.</td>
<td>aqoi'ya, qai'ya, i'ya, qai'ya</td>
<td>His, hers, n.</td>
</tr>
<tr>
<td>1DL.</td>
<td>ye'a</td>
<td>Our two, ours</td>
</tr>
<tr>
<td>2DL.</td>
<td>qi'ya</td>
<td>Your two, yours</td>
</tr>
<tr>
<td>3DL.</td>
<td>aqoa'u'ya, isä'u'ya, qi'ya</td>
<td>Their two, theirs</td>
</tr>
<tr>
<td>1PL.</td>
<td>nai'ya</td>
<td>Our, ours (P.)</td>
</tr>
<tr>
<td>2PL.</td>
<td>hai'ya</td>
<td>Your, yours (P.)</td>
</tr>
<tr>
<td>3PL.</td>
<td>aqoi'ya, i'yoai'ya, qu'ya to'oi'ya haqi'ya</td>
<td>Their, theirs Whose? Some ones</td>
</tr>
</tbody>
</table>

It will be noted that these forms are similar to the subject pronouns (with a few root changes) plus the addition (except in 1S. and 2S.) of the 'possessive' morpheme -i'ya or -'ya where the pronoun root already ends in an -i. The form haqi'ya 'belonging to some (unspecified) one' also occurs.

2.1.2. SENTENCES

amä'ä AQOI'YA imaiyuka ti It's the man's hat.
amä'ä HAQOI'YA imaiyuka ti It is someone's hat.
hope'a na'a ta NTA ti This big kaukau is yours.
or
* ta NTA hope'a na'a ti (emphasis on 'THIS' big...)
hope'a a NQA ti That is my kaukau.
QAI'YA ime'a ti It is her child.
mnga ta AQOAI'YA ti There are their axes.
daniel AQOI'YA yäqoe'a ti It is Daniel's pig.
2.2. "sä'ā" PHRASE

Subj. (± N + Subj.Pron. + "sä'ā") + ti

SUBJECT
Subj.Pron. + sä'ā ti
ni sä'ā ti It's mine.

This phrase carries the same meaning as the possessive pronoun phrase and may be substituted for it. It consists of a subject pronoun + "sä'ā" 'belonging to'. The subject pronoun may be preceded by a noun as in the first sentence in 2.2.2. below.

2.2.1. sa'a 'belonging to' (FUNCTIONAL CLASS B)

sä'ā is the only word in this class, i.e. no other word fills this 'spot' in the language. It only occurs tied to a subject pronoun which it always follows.

2.2.2. SENTENCES

kiapo aqo SÄ'Ä fa'na ktakta'va ti The Kiap's (his) trail is zig-zag.
ta YÄI SÄ'Ä änga ti This is the house belonging to us two.
taxi SÄ'Ä ita ti This food belongs to you two.

2.3. POSSESSIVE NOUN PHRASE

Subject (N + -i'ya) + ti

* kiāpói'ya iya ti It is the Kiap's wood.

A noun may show possession by the addition of -i'ya 'possessive' suffix. This phrase may also substitute for the possessive pronoun phrase as kiāpo aqoi'ya iya ti 'It is the Kiap's wood'.

2.3.1. SENTENCES

MATÄ'OI'YA hänga ti It is the master's cargo.
piya ta ĀPAKI'YA ti Those nuts belong to the woman.

2.4. RELATIONSHIP PHRASE

Subject (Poss.Pron. + Relationship Noun) + ti
2.4.1. RELATIONSHIP NOUNS

These nouns are the terms used for the kinds of relationship distinguished in this society. They consist of root plus personal possessive prefix.

2.4.1.1. Relationship Noun Roots

The following list is relationship terms:
(Note: All the forms listed below have 3rd Pers. Sing. masculine (-'o, o) or feminine (-i) suffixed to them)

* -nmqo father, father’s brother
* -mqo mother’s brother, mother’s sister’s husband
-äi mother, mother’s sister, mother’s brother’s wife, father’s brother’s wife
-wo'o grandfather’s brother, grandfather, grandson, paternal father-in-law
-ääi grandmother, granddaughter, paternal mother-in-law
-tä'o elder brother, male parallel cousins
-näni elder sister, female parallel cousins
-inkoä'o younger brother, male parallel cousins
-näpi younger sister, female parallel cousins
-tawä'o male cross cousins
* -näinko maternal father-in-law (wife’s father)
-tiyavi female cross cousins
* -näinku maternal mother-in-law (wife’s mother)
-impo'o sister’s husband, wife’s brother, brother-in-law
-tiya'ui brother’s wife
* -näinko son-in-law
* -iväko son, nephew
-ime'ä daughter, niece
* -iyänko husband
-pai wife

NOTE: -iyänko'o, -pai only with 3rd Pers. Sing. suffixes meaning 'her husband', 'his wife'. The use of 1st or 2nd Pers. implies the speaker is angry with wife or husband.
2.4.1.2. Relationship Prefixes

1S. 1L. Pl. n-
2S. t-, t
3L. q-
Pl. he-
3S. 3L. Pl. qa-

These prefixes added to the roots, -näpi 'younger sister' and -nmqo 'father' give the following forms:

näpi, äpiko my, our (1L. Pl.) younger sister, father
tnäpi, tunmqo your (S.) younger sister, father
qnäpi, qnmqo your (3L.)
henäpi, henmqo your (Pl.)
qanäpi, qanmqo his, her, their (3L. and Pl.) younger sister, father

NOTE: äpiko = when not direct address;
äpiko when direct address.

3. SIMPLE INDICATIVE MOOD SENTENCES (non-ti)

SENTENCE TYPE 2A. ±Obj. (N.) + P. V. (Int.)

This sentence type may or may not have a subject (noun or pronoun) and an object (noun), but it always has an intransitive primary verb. An intransitive verb is one which does not take object prefixes. Nouns in object position have the same form as nouns in subject position.

Subject Int. Verb
amä'ä * qapi A man is coming.

3.1. VERBS (Class 3 Words)

Verbs are by far the most important word class in Kapau as the multiplicity of their forms will demonstrate. Kapau verbs appear to distinguish three different ranks or 'grades' of importance according to the function of the verb part, the first rank having the most important function in Kapau sentences. This matter of 'rank' is distinguished in three verbal things:

1. Verb stems
2. Types of verb expressions
3. Types of verb clauses.
3.1.1. VERB STEMS

(a) Simple and Complex Verb Stems

Verb stems may be simple (of one morpheme) or complex (of more than one morpheme).

**SIMPLE**

- **p-** come
- **weāp-** come down
- **quyāp-,** **'uyāp-** come inside, outside, through
- **u-** go
- **qui,** **'ui-** go outside, inside, through
- **i-** go up
- **ipā-** go down
- **tau** cut down
- **tawi-** cut off
- **mā-** get (things)
- **tmā-** get (persons)
- **ve-** grow

(For fuller treatment of the more complex forms see Appendix C.)

(b) Active and Statative Verb Stems

Kapau makes a clear-cut distinction between those stems that express the action of doing and those that express the state of being. This is the first clear-cut dichotomy (or two-fold distinction) to be noted in Kapau.

**ACTION STEMS**

<table>
<thead>
<tr>
<th>Rank 1.</th>
<th>i-</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank 2.</td>
<td>u-</td>
<td>go ) and their compounds</td>
</tr>
<tr>
<td></td>
<td>p-</td>
<td>come</td>
</tr>
<tr>
<td></td>
<td>t-</td>
<td>speak</td>
</tr>
<tr>
<td></td>
<td>mā-</td>
<td>get</td>
</tr>
</tbody>
</table>

**STATATIVE STEMS**

- **hai-,** **he-** be
- **we-,** **o-** lie, sleep
- **pma-,** **pmeā** sit, live
- **mt-** think, feel
- **mā-** have (when used of a man having a wife)

**OTHERS**

- **ka-,** **ke-** ford water
- **yamak-** make, mix
- **uyät-** let go of, loosen
- **qat-,** **'at-** hold, grasp
- **mā'ät-** catch
- **hai,** **he-** put
- **tāp,** **wi** give to a person (wi- occurs with 3rd P. Object)
(c) 'Rank' in Verb Stems

Of primary rank is the -i- 'do' stem and its stative counterpart, hai-, he- 'be'. These are of first importance because they carry such a heavy functional load. It is hardly possible to express any but the simplest sentence without using some verb form whose stem is either of these two.

Of secondary importance are verb stems as most of those listed above, which by themselves carry full verb status. Of tertiary importance are the above stems when they combine with a noun or another verb stem to express the verbal idea (to be elucidated later). It appears that a noun-verb expression seldom takes precedence over a straight verb expression (i.e. never occurs sentence final), if the latter is also present in the same sentence.

(d) Morphophonemic Changes in Verb Stems

These are often complex and no easy rules can be formulated for many of the changes. It is recommended that the declensions be learnt by row rather than memorising the changes. It is suggested that the Imperative Stem, or the second person singular form of the Immediate Future Tense may be regarded as the basic form (see Appendix A).

The following types of verb stems have been noted:

(1) Almost regular - that is, a few changes in the stem, e.g. p- 'come', weäp- (see Appendix A.1). It has u in 2S.Imp.

(2) Stems beginning with q' which remains q initially and becomes glottal stop between vowels; e.g.
   qi-, 'i 'strike', qan-, 'an- 'look', qat-, 'at 'hold'
   ipka Qlma I'll hit it.
   ipka na'ilyatmng ti I hit it.
   hingo QAñma I'll look.
   * hingo na'anata ti He looked.

(3) Stems beginning with a semi-vowel which becomes y and w initially, and i and u when prefixed by a consonant, e.g.
   i, y 'do'; iyäp, yëp 'come up'; iyamak, yamak 'make' (see Appendix 4.3.), u, w 'go' (see Appendix 4.4.)
   aqo qi'i He's doing (it).
   aqo yana He'll do (it).
   aqo qiypse He's coming up.
   aqo yüpana He'll come up.
aqo qu'wi He's going.
aqo wana He'll go.

(4) Fused stems, that is, stems whose two vowels at times fuse to one:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Becomes</th>
<th>Vowel Change</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>imau-</td>
<td>becomes</td>
<td>fill with food</td>
<td></td>
</tr>
<tr>
<td>tau-</td>
<td>&quot;</td>
<td>cut trees</td>
<td></td>
</tr>
<tr>
<td>hai-</td>
<td>&quot;</td>
<td>put</td>
<td></td>
</tr>
<tr>
<td>iya haTAU</td>
<td></td>
<td>Cut the tree!</td>
<td></td>
</tr>
<tr>
<td>iya qaTO'A</td>
<td></td>
<td>I'm cutting the tree.</td>
<td></td>
</tr>
<tr>
<td>pnqa HAI</td>
<td></td>
<td>Put it away!</td>
<td></td>
</tr>
<tr>
<td>pnqa qHE'A</td>
<td></td>
<td>I'm putting it away.</td>
<td></td>
</tr>
</tbody>
</table>

(5) Other vowels also change. In certain declensions, the final vowels of the stem change. Including those above the changes could be charted as follows:

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Becomes</th>
<th>Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>e</td>
<td>ford water (see A.2.)</td>
</tr>
<tr>
<td>ai</td>
<td>e</td>
<td>hai- put (&quot; A.4.12.)</td>
</tr>
<tr>
<td>au</td>
<td>o</td>
<td>tau- cut down trees (&quot; A.4.9.)</td>
</tr>
<tr>
<td>äi</td>
<td>eä</td>
<td>pmä- sit (&quot; A.4.10.)</td>
</tr>
<tr>
<td>äu</td>
<td>eä</td>
<td>ngunäi- swallow (&quot; A.4.7.)</td>
</tr>
<tr>
<td>o</td>
<td>oe, we, wa</td>
<td>o- sleep (&quot; A.4.13.)</td>
</tr>
<tr>
<td>oi</td>
<td>oe</td>
<td>'nhoi- finish (&quot; A.4.14.)</td>
</tr>
<tr>
<td>ou</td>
<td>ov</td>
<td>'you- take off (&quot; A.4.15.)</td>
</tr>
</tbody>
</table>

(See Appendix A.4. for paradigms showing changes.)

(6) t- 'speak' before vowels, h or 't, or sometimes ti- before stops and pause, which would be 2S.Imm.Fut., 2S.Fut., 2S.Past, Pres.Cont. declension and the imperative. See A.4.1.

(7) ki before pause (Imp.2S.Past and k- elsewhere)

ki " k

(8) Stems ending in äu or ou, the u in some places becomes v. See A.4.8. and A.4.15.

(Information by Corinne Palmer.)

3.2. PRIMARY (OR SENTENCE FINAL) VERBS

Kapau, as other Highland languages, has a set of verbs which occur only in sentence final position. (Dr Wurm calls them 'sentence final
verb forms'). Amongst the types of verb expressions these are of primary rank because:

1) they always occur sentence final (except in parenthetical sentences).
   In Kapau things of most importance tend to occur more at the end of the sentence than at the beginning.

2) they express tense, aspect, subject and object persons and other types of verbal action as repetitive action.

3) they distinguish mood, either by a verb particle following the verb, or by a verb prefix.

4) in most cases of tenses they carry verb prefixes, usually a whose meaning has yet not been fully identified. (In some cases it appears to mean a completion of action.)
   As far as we have been able to ascertain all verb stems may occur with all tense/aspects except that stative aspect occurs only on stative verb stems.
   Note: the first two sections (except for the verb particle ti) dealt with words that fill the Subject position (nouns and associated words: pronouns and adjectives). This section and the next one deal with words that fill the predicate position, e.g. verb.

3.3. INDICATIVE MOOD

This mood is indicated by the presence or absence of the verb particle ti according to the tense and/or aspect of the verb. Indicative mood is the most commonly used mood since it is employed in the statement of facts (ti may be freely translated 'it is a fact that way').
We have thus used this mood to distinguish the two following types of primary verbs:

(1) those whose tense/aspect take ti and its substitutes.
(2) those whose tense/aspect do not take ti.

We have thus called these two types of primary verbs the ti tense type and the non-ti tense type. This is the second dichotomy to be noted in Kapau. It will be seen as we proceed that the behaviour of ti tenses is quite different to that of the non-ti tenses.

3.4. NON-ti TYPE PRIMARY VERB TENSES

These verbs are those that take the following tense/aspect: Immediate Future, Present Continuous, No.1 Past Tense and The Stative Aspect.
3.4.1. IMMEDIATE FUTURE

This tense means immediate future time, up to twelve hours hence, usually within the one day, i.e. not from one evening into the next day, just from one morning to the end of that day.

This time tense consists of a verb stem, subject person suffix (which distinguishes Singular, Dual and Plural, 2nd and 3rd Dual and Plural being identical forms) + na 'Immediate Future'.

wea:p-m-na  I will soon come down.

(a) Immediate Future Conjugation of wea:p- 'come down'

1S.  wea:p-mna  I will come soon.
2S.  wea:p-tna  You will come soon.
3S.  wea:p-a  He will come soon.
1DL.  wea:p-o  We, two, will come soon.
2,3DL.  wea:p-ana  You, they, two, will come soon.
1PL.  wea:p-  We all will come soon.
2,3PL.  wea:p-whana  You, they, all will come soon.

(b) Pronoun Suffixes

(m) series are as follows:

1S.  -m  I
2S.  -t  You
3S.  -a  He, she
1DL.  -i...o  We two
2,3DL.  -hi  You, they two
1PL.  -ä...o  We all
2,3PL.  -hu  You, they all

In first person dual and plural there is a discontinuous morpheme i...o, a...o, which is split by the -na morpheme which loses its vowel in conformity with the usual Kapau pattern: when two vowels, one of which is a, come together, the a tends to be lost. This is the first of three slightly different series of pronominal suffixes which we will call the (m) series (after 1st person singular morpheme). This series usually occurs with tenses that express future time or time close to the future (as Immediate Past), so it seems to signal future time as well as person.

(c) n- Prefix

Immediate Future may sometimes take the n- verb prefix: noea:p-mna 'I
will very soon come down'. The area of meaning of this prefix has not yet fully been determined, but it appears that when it occurs on primary verbs the n- prefix gives a sense of immediacy and may be translated 'JUST done' or 'JUST about to be done'. In the immediate Future tense the addition of n- prefix may mean a closer immediacy (say ten minutes hence) in comparison with a further immediacy (say four hours hence).

(d) SENTENCES

ni Umna  I will go soon.
ni Ptna  You will come soon.
aqo YÄpana  He will come up soon.
yäi (ita) Nino  We two will eat (food) soon.
nai QUYÄPÄNO  We all will come inside soon.
aqoa'u QUYÄPHINA  They two will come inside soon.

3.4.2. PRESENT CONTINUOUS TENSE

This tense carries the usual Present Continuous meaning: 'I am doing', etc. An exceptional usage of this tense is that it is used for an act just completed (within a matter of minutes). For instance, someone has just arrived, maybe is sitting down talking, and someone will say about him, ako qapi (lit. He's coming). Present Continuous consists of a verb prefix q-, a stem, glottal stop, Present Continuous morpheme (hard to hear on stems ending in stops), and pronominal suffixes.

ni q-oëp-a  I come down-am-I  I am coming down.

(a) Present Continuous Conjugation of weäp- 'come down' and we- 'go down'

* 1S.  qoeäpa  qoe'a  I am coming, going down.
* 2S.  qoeäpn  qoe'n  You are coming, going down.
* 3S.  qoeäpi  qoe'i  He is coming, going down.
* 1DL.  qoeäpo  qoe'o  We two are coming, going down.
* 2,3DL.  qoeäpi  qoe'i  You, they two are coming, going down.
* 1PL.  qoeäpo  qoe'o  We all are coming, going down.
* 2,3PL.  qoeäpa  qoe'a  You, they all are coming, going down.

(b) Pronoun Suffixes

(n) series are as follows:

1S.  -a  I
2S.  -n  You
3S.  -i  He, she
1Dl.  -o  We two
2,3Dl.  -i  You, they two
1Pl.  -o  We all
2,3Pl.  -a  You, they all

It will be noted that these pronoun suffixes are a different series to the Immediate Future series. This series is named the (n) series after 2nd person, singular morpheme. It occurs (with the exception of Past Tense) with tense/aspects that indicate present time so these suffixes seem to indicate present time as well as personal pronoun.

(c) Verb Prefix q-

All except three tenses of the primary verbs carry the q- prefix. Its meaning has not yet been fully determined. The closest we have come to it thus far is that (except for the tense in question) it seems to indicate that the action is a complete act. Thus it will be necessary to learn by heart the occurrence of q- prefix.

(d) SENTENCES

* amä'ä QIYAPI  A man is coming up.
  amä'ä QOE'I  A man is going down.
  amä'ä qaPU'wi  A man is going by (level).
  amä'ä qapoe'i  A man is going by (down).
* amä'ä aqoa qaPa  The men are coming.
  ápaki qapmeä'i  A woman is sitting down.
  ime'ä (ita) qani'ya  The children are eating (food).
  nai qi'yo  We are going up.
  e'ä havåka qaPOE'I  The flood water is flowing down.
* piya qaPi  The rain is coming.

3.4.3. PAST TENSE NO.1. PRESENT STATIVe, PRESENT STATIVe CONTINUOUS ASPECTS

These three are dealt with here together because in either moods they function alike. They all take q prefix and (n) series pronoun suffixes.
### Past Tense No. 1

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>1s.</th>
<th>2s.</th>
<th>3s.</th>
<th>1dl.</th>
<th>2,3dl.</th>
<th>1pl.</th>
<th>2,3pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>qoeäpmanga</td>
<td>qoeäpmang</td>
<td>qoeäpm</td>
<td>qoeäpmango</td>
<td>qoeäpmangi</td>
<td>qoeäpmango</td>
<td>qoeäpmanga</td>
<td>qoeäpmanga</td>
</tr>
<tr>
<td>qoeenga</td>
<td>qoeengn</td>
<td>qoe</td>
<td>qoengo</td>
<td>qoengi</td>
<td>qoengo</td>
<td>qoenga</td>
<td>qoenga</td>
</tr>
</tbody>
</table>

#### 3.4.3.1. Past Tense No. 1

nti q-oëäp-mang-n  You came down.

-`mang` following the verb stem is the distinctive morpheme of this tense. There are two past tenses in Kapau (as well as an Immediate and a Distant Past) but the usage of these two forms has not yet been determined through both seem to refer to time between one and four days distant. No.1 Past is not used as frequently as No.2 Past which is the usual past tense form. It has been suggested No.1 Past may be Past Narrative but this has not been fully established. This tense has been heard to be used with a Present Continuous meaning (as children watching their mother in the process of coming to them). But this usage is rare.

#### 3.4.3.2. Sentences (S. + V.)

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>1s.</th>
<th>2s.</th>
<th>3s.</th>
<th>1dl.</th>
<th>2,3dl.</th>
<th>1pl.</th>
<th>2,3pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>qoeäpmang</td>
<td>qoeäpmang</td>
<td>qoeäpm</td>
<td>qoeäpmango</td>
<td>qoeäpmangi</td>
<td>qoeäpmango</td>
<td>qoeäpmanga</td>
<td>qoeäpmanga</td>
</tr>
<tr>
<td>qoenga</td>
<td>qoenga</td>
<td>qoe</td>
<td>qoeno</td>
<td>qoengi</td>
<td>qoeno</td>
<td>qoenga</td>
<td>qoenga</td>
</tr>
</tbody>
</table>

**You two came.**

**You all went.**

**His mother came.**

#### 3.4.3.3. Present Stative

aqoa'u q-oë-ŋ-i  They two are lying down.

The `-ŋ` morpheme following the stem is the distinctive one in this conjugation. In form it is thus like the Present Continuous aspect that `-ŋ` substitutes for glottal stop. The Stative Aspect expresses a state of being such as sitting, which is distinctive from action of doing. It occurs only with Stative verb stems and `-i 'do' verb stem which, although it is really an active stem, carries such an important place in Kapau structure, that it also occurs in the Stative Aspect. Kapau thus
distinguishes between the action of doing, and the state of being.

3.4.3.4. SENTENCES (S. + V.)

*aqoa qapMEANga They are living (in this place).
*ni qatonga I am standing.

3.4.3.5. Stative Continuous Aspect

*nai q-oæp-ato-ng-o We are in a state of coming down.

This tense adds the morpheme -at*o to active verb stems changing them from active into stative verbs. The tense is used whenever something which is usually an action becomes a state. Its usage will only be learnt by observing its occurrence in real language situations. It is difficult to put into words what Kapau regards as a 'state of being', but it is essential to understand the Kapau mind in this matter in order to be able to correctly use this and related aspect. For instance, actions which take place over a period of time, as singing, building, gardening, frequently occur in this tense when speaking of a person in the 'state' of performing one of these actions.

3.4.3.6. SENTENCES

*nai ânga qIYAMAKAtongo We (plural) are building a house.
**aqo âpa qatato He is singing a song.

4. SIMPLE INDICATIVE MOOD SENTENCES (ti)

SENTENCE TYPE 2B. ± Subj. ± Obj. + P.V. (Int.) + V.P. (ti)

This sentence type is an extension of 2A., the only difference being that the intransitive primary verb is followed by a verb particle; in the case of Indicative Mood it is ti. (Note: all subsequent sentence types begin with ± Subject. It shall be taken for granted from this point that a subject may or may not be expressed according to whether it is self-evident or not.)

SUBJECT VERB VERB PARTICLE
nti *pta ti.
4.1. ti TYPE PRIMARY VERB TENSES

These comprise the remainder of the primary tense/aspects: Future, Immediate Past, Past No.2, Distant Past, Habitual, Past Completed Habitual, and Past Completed Stative Habitual.

4.2. FUTURE TENSE AND IMMEDIATE PAST TENSE

These two tenses are considered together because they both take the (m) series pronoun and neither take q-, qa- prefix.

<table>
<thead>
<tr>
<th>Future Tense 'weāp'</th>
<th>Immediate Past Tense 'weāp'</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will come down, etc.</td>
<td>I have just come down, etc.</td>
</tr>
</tbody>
</table>

1S. weāpmqa ti  noeāpatmnga ti
* 2S. weāpta ti  noeāpatnga ti
* 3S. weāpata ti  * noeāpata ti
* 1DL. weāpito ti  noeāpată'ă ti
* 2,3DL. weāphita ti  noeāphinga ti
* 1PL. weāpito ti  noeāpată'ă ti
* 2,3PL. weāphuta ti  noeāphaunga ti

4.2.1. FUTURE TENSE

aqo weāp-a-ta ti  He will come down.

Future tense is indicated by -ta morpheme which substitutes for the -na of the Immediate Future. (qa in the case of 1S.) -ta also carries a future time meaning in other verb constructions. This tense may also take the n-, na- 'Immediacy' prefix.

Future tense more generally indicates future time; it concerns time later than twelve hours hence.

4.2.1.2. SENTENCES (S. + V.)

* aqo HUYĀVata ti  He'll get up.
* yai WAito ti  We (DL.) will go down.
* ime'ā napata ti  The child will come (immediately).
* huta ti  They will go.
* aqo NOEĀPata ti  He will come down soon.

4.2.2. IMMEDIATE PAST TENSE

yāi n-oeāp-at-ā'ă ti  We two have just come down.

The tense is distinguished by the fact that it always takes the n-
prefix, and the morpheme -at (meaning not known) which occurs between
the stem and person suffixes. -nga alternating with a ñ'ã seems to
mean 'Immediate Past'.

Immediate Past occurs when speaking of an action which went on in
the near past, e.g. something done this morning spoken of this after-
noon. It usually refers to actions which have taken place within the
past twelve hours.

4.2.2.1. SENTENCES

nai ita naNatã'ã ti We just ate food.
aqoá nuWhaunga ti They (Pl.) just went.
hänga neáinqa piya na'iyata ti It rained on the light cargo.

4.3. PAST TIME ti TENSES

The remaining ti tenses (Past No.2 Distant Past, Habituative, Past
Completed Habituative, Past Completed Stative Habituative) are like in
the following details:

(1) they all indicate past time, expressly or by inference (e.g.
Habituative aspect implies acts done in the past and continuing to be
done).

(2) they all take a third series of pronoun suffixes (a) series,
which series seems to mean past time as well as personal pronoun (as the
other two series seems to mean also Future and Present time, respective).

(3) they all take q-, qa prefix.

4.3.1. PAST TENSE No.2

q-oeap-a ti He came down.
q-i-'ya ti He did.

This is the regular Past Tense. In form it is similar to the Present
Continuous except it has the (a) series pronoun suffixes. As with the
Present Continuous this tense has q-, qa- prefix, and what is apparently
the tense morpheme, glottal stop (which is very lenis and hard to hear
after verb stems ending in stops).

4.3.1.1. Pronoun Suffixes (a) Series, are as follows:

1S. -a (-qa in the case of D.P. and Hab.) I
2S. -a (kngá in the case of Past No.2) You
3S. -a (-qa in the case of D.P. and Hab.) He, she
1DL. -o (-qo in the case of D.P. and Hab.) We two
2,3DL. -iya You, they two
1PL. -o (-qo in the case of D.P. and Hab.) We
2,3PL. -uwa You, they.

Past Tense No. 2 'weap'

* 1S. qoeäpa ti I came down.
  2S. qoeäpkg nga ti You came down.
* 3S. qoeäpa ti He came down.
* 1DL. qoeäpo ti We two came down.
* 2,3DL. qoeäpiya ti You, they came down.
* 1PL. qoeäpo ti We all came down.
* 2,3PL. qoeäpuwa ti You, they all came down.

4.3.2.1. DISTANT PAST HABITUATIVE

Both these conjugations have 1 and 3 Singular, 1 Dual and Plural person morphemes (-qa, -qo, -qa) which differ from these morphemes in the other tenses.

Distant Past 'weap'

I came down some time ago, etc.  Habitulative 'weap'

I am in the habit of coming down, etc.

1S. qoeäpanqa ti  1S. qoeäpmanga ti
2S. qoeäpanqa ti  2S. qoeäpmanga ti
3S. qoeäpanqa ti  3S. qoeäpmanga ti
1DL. qoeäpanqo ti  1DL. qoeäpmango ti
2,3DL. qoeäpangiya ti  2,3DL. qoeäpmangiya ti
1PL. qoeäpanqo ti  1PL. qoeäpmango ti
2,3PL. qoeäpanguwa ti  2,3PL. qoeäpmanguwa ti

4.3.2.2. Distant Past

ni q-oeäp-ang-qa ti It came down long time ago.

The distinctive morpheme in this conjugation is -ang following the stem. Distant Past speaks of any time before or about four days ago.
4.3.2.2. SENTENCES

isä'u qu'wanangiya ti  They (F.) saw it.
ni qapmeänqa ti  I sat down.
aqoa iya qätawiyanguwa ti  They (Pl.) cut the tree.

4.3.2.3. Habitual Tense

hai q-oëap-mang-uwat i  You are always coming down.

The habitative morpheme appears to be a combination of -mang (same morpheme as for Past Tense No.1) and (a) series pronoun morpheme. Habitative Aspect has to do with an action which is done habitually and may be translated by 'always'. It is used to express actions which are done habitually as sleeping, working, etc.

4.3.2.4. SENTENCES

uka quyätmanqa ti  He always unties the rope.
sä'ä qomanqo ti  We always sleep.
aqoa qänga qumanguwa ti  They always walk.

4.3.3. PAST COMPLETED HABITUATIVE AND HABITUATIVE STATIVE

These are two tenses Past Tense counterparts of the Present Tense Stative and Stative Continuous.

Past Completed Habitual 'weëp' Past Compl. Habitual Stative 'weëp'

I used to come down, etc. I always sleep, etc.

* 1S. qoeäpä'na ti  qoetä'na ti
* 2S. qoeäpänä ti  qoetänä ti
* 3S. qoeäpä'na ti  qoetä'na ti
* 1Dl. qoeäpänö ti  qoetänö ti
* 2,3Dl. qoeäpänägyä ti  qoetänägyä ti
* 1Pl. qoeäpänö ti  qoetänö ti
* 2,3Pl. qoeäpänöguwa ti  qoetänöguwa ti

4.3.3.1. Past Completed Habitative

qi q-oëap-'ä-ng-iyä ti  You two have always come down.

'-ä or 'ä'ä following the stem appears to carry the 'completed' meaning, and -ng appears to mean Past Habitulative in this construction.
4.3.3.2. SENTENCES

* nti änga qiyamakánga ti  You used to build houses.
* aqo qa'uyapä'na ti  He used to come in.

4.3.3.3. Past Completed Habituative Stative

yäi q-iy-atä-'-n-o ti  We used to be in the habit of doing.

-atä is possibly an allomorph of the -ato 'to make Stative' (see Past Stative Continuous Tense), glottal possibly signals 'completed' in this construction, and -n or -ng, Past Habituative.

4.3.3.4. SENTENCES

nai qapmetä'na ti  We used to live (there).

5. THE VERB PHRASE: NOUN-VERB EXPRESSION

The verb phrase consists of more than one word which may substitute for a single verb in a sentence. The verb centre (that which carries tense/aspect and person) is the basic unit of the verb phrase; the other word or words are subordinate to this centre. An example of this has already been seen where the particle 'ti' (Indicative Mood) is added to the verb centre in expressions as ni weämpqa ti... 'I will come down'.

SENTENCE TYPE 3.  t Subject + N-Vx

The above sentence type may have a subject occurring before the noun-verb expression.

5.1. NOUN-VERB EXPRESSION

SUBJECT  N-Vx

ni  wamnga qi'ya  I am working.  P.C.
I  garden am doing-I

N-Vx is a very common one in Kapau. It consists of a noun plus a verb centre which together form the verb thought, as illustrated above. The verb centre may be any type of verb expression such as the primary verb form just discussed. The noun is not declined and it functions as
the object of the verb (as in the sentence above), except with nouns which have to do with the forces of nature, when the noun is the subject of the verb. The N-Vx is not a close-knit expression structurally as the noun can be separated from the verb by object, adverb and other things as future examples will show. But it close-knit semantically.

5.2. NOUN ROOTS WHICH OCCUR IN 'N-Vx'

(a) Noun roots which occur elsewhere in other noun 'spots'

These comprise the majority of nouns in the N-Vx including all the nouns listed below for which a meaning has been given, except mta 'hunger', and quno 'thoughts'.

5.2.1. (b) Nouns which never occur except in a N-Vx construction

(1) Nouns which occur with a wide variety of verb stems

Only a very general meaning can be given for each of these verb stems.

5.2.1.1. ya Noun Root which seems to indicate an action from a stationary position to movement

ya -pmä- sit down
ya *-tau- stand up

Note: ya also means 'fear' and occurs with the following verb stems: u 'go'; i- 'do'; in- 'feel'.

5.2.1.2. SENTENCES

qi YA Pmäiina (I.F.) You two will sit down.
aqoa YA qapmeänga (P.S.) They are seated.

5.2.1.3. ä Noun Root attached to verbs dealing with handling and feeling

ä -imak- to hold with hot pad
ä -määt- catch
ä -mai- feel with hand
ä -mi- plait bamboo
ä -qat- hold
ä -tä- help a person
ä -tau- count, read
5.2.1.4. SENTENCES

haka ā qâMI'ya ti I plaited bamboo.
aqo ā qATO'i He is counting.

5.2.1.5. Noun Root attached to verb stems dealing with washing

i -pa- wash
i -pe'wät- cleanse with water

5.2.1.6. SENTENCES

ni l qapAni'ya I'm bathing.
hope'a l qape'wäti'ya I'm washing the kaukau.

5.2.1.7. ti Noun Root which indicates blackness or burning caused by fire

ti -mtāu- sugar cane split by sun
ti -kutmau- to cook by boiling
ti -okāwi to have a hole burnt through a bamboo (when being heated on fire)
ti -pt to break or split (when a bamboo is weak from being burned and breaks when dropped)
ti -he- to put something on the shelf above the fire; also to burn stumps of trees
ti -kaiyā -i- to throw a live insect (nango) on the fire (in order to roast and eat it)
ti -aita -i- to set kunai on fire (etc.) with a flare, going from one spot to another
ti -pakma -i- to scorch insects with a flare

Note: this noun may also occur in compound noun formations.

* titōwa fireplace
  tipiso'o shelf above the fire
tivāka smoke
tikāuka haze

5.2.1.8. The following four noun roots also occur with quite a wide variety of verb stems:

ta fire
ita food
mtīnga breath
yānga gift
5.2.2. (2) Nouns which occur with i- 'do' stem only

<table>
<thead>
<tr>
<th>Noun</th>
<th>Stem (Verbal Form)</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>mta</td>
<td>(hunger)</td>
<td>-i- <em>be hungry</em></td>
</tr>
<tr>
<td>* äpa</td>
<td>(sing-sing)</td>
<td>-i-<em>dance as at a sing-sing, circle as a plane or bird</em></td>
</tr>
<tr>
<td>tpe'a</td>
<td>(laughter)</td>
<td>-i-<em>be amused</em></td>
</tr>
<tr>
<td>qango</td>
<td></td>
<td>-i-<em>dislike</em></td>
</tr>
<tr>
<td>to'ā</td>
<td></td>
<td>-i-<em>show</em></td>
</tr>
<tr>
<td>qiyāfa</td>
<td>(joy)</td>
<td>-i-<em>praise</em></td>
</tr>
<tr>
<td>se'ā</td>
<td></td>
<td>-i-<em>happy</em></td>
</tr>
<tr>
<td>* yātanga</td>
<td></td>
<td>-i-<em>ask</em></td>
</tr>
<tr>
<td>qamta</td>
<td></td>
<td>-i-_ 1. do wrongly 2. not to recognise</td>
</tr>
</tbody>
</table>

5.3. VERB STEMS WHICH OCCUR IN 'N-Vx'

5.3.1. (a) i- 'do' stem

i- 'do' stem is by far the most common verb stem in N-Vx. Many of these forms expressed Kapau idiom (and it is wise to learn the phrase as entity). For example, many physical needs and attributes and the forces of nature are expressed in a N-i-Vx: hunger, hearing, water in flood, wind all 'do'.

- mta qanl'ī I'm hungry (lit. 'the hunger is doing to me').
- e'ā havāka q1'i The water is in flood.

These expressions which deal with the forces of nature, obviously occur only in 3rd person singular, e.g.

<table>
<thead>
<tr>
<th>3S.</th>
<th>Stem (Verbal Form)</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>inavā</td>
<td>(lightning)</td>
<td>-i-_to be lightning</td>
</tr>
<tr>
<td>ymnga</td>
<td>(wind)</td>
<td>-i-_to be windy</td>
</tr>
<tr>
<td>quymnga</td>
<td>(pus)</td>
<td>-i-_to ooze pus</td>
</tr>
</tbody>
</table>

With the -i- 'do' stem also occur some adjective roots which function the same way as the nouns do.

<table>
<thead>
<tr>
<th>3S.</th>
<th>Stem (Verbal Form)</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>yea</td>
<td>(dry)</td>
<td>-i-_to be drying (as clothes)</td>
</tr>
<tr>
<td>mqa</td>
<td>(ripe)</td>
<td>-i-_to ripen</td>
</tr>
</tbody>
</table>

5.3.1.1. SENTENCES

- wamnga ql'ya ti She worked.
- * qi wamnga qlyatangi You (Dl.) are working.
- qaka yeā q1'ī The pants are drying.
- aqoā'u se'ā nisainga ti They (Dl.) were happy.
5.3.2. (b) Other verb stems which occur in \( N-V_x \)

**t-, ti-** to speak, utter: occurs with nouns which deal with uttering or making a noise and with nouns dealing with natural phenomena, or the emotions.

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pane'a (talk)</td>
<td>t-</td>
<td>speak, talk</td>
</tr>
<tr>
<td>* wipa (whistle)</td>
<td>t-</td>
<td>whistle</td>
</tr>
<tr>
<td>* mapa (sun)</td>
<td>mt-</td>
<td>sun to shine</td>
</tr>
<tr>
<td>* āpa (song)</td>
<td>i-</td>
<td>sing</td>
</tr>
<tr>
<td>hinko (thunder)</td>
<td>i-</td>
<td>thunder</td>
</tr>
</tbody>
</table>

**mt-, mti** to think (or utter from within): occurs with nouns dealing with that which proceeds from inside a person.

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>quno (thought)</td>
<td>mt-</td>
<td>to think</td>
</tr>
<tr>
<td>* qotā</td>
<td>mt-</td>
<td>to vomit</td>
</tr>
</tbody>
</table>

**in-** to feel

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>quno (thoughts)</td>
<td>in-</td>
<td>to remember</td>
</tr>
</tbody>
</table>

**qi-, i-** to hit, strike: occurs with nouns which have to do with striking.

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ipka (stick for hitting)</td>
<td>qi-</td>
<td>to hit</td>
</tr>
<tr>
<td>tuwāmnga (mark, charcoal)</td>
<td>qi-</td>
<td>to write</td>
</tr>
<tr>
<td>piya (rain)</td>
<td>qi-</td>
<td>to rain</td>
</tr>
</tbody>
</table>

**mau, mo-** to throw away, thrust away from

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mtnga (breath, steam)</td>
<td>mau-</td>
<td>to breathe</td>
</tr>
<tr>
<td>hawa (stone)</td>
<td>mau-</td>
<td>to throw a stone</td>
</tr>
</tbody>
</table>

**u-** go

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>qānga (door, walk)</td>
<td>u-</td>
<td>to walk</td>
</tr>
<tr>
<td>ha'va (sorrow, heart)</td>
<td>un-</td>
<td>to be sorrowful</td>
</tr>
</tbody>
</table>

**yamak-** to make

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ānga (house)</td>
<td>yamak-</td>
<td>build house</td>
</tr>
<tr>
<td>mnga (egg)</td>
<td>yamak-</td>
<td>beat eggs</td>
</tr>
</tbody>
</table>

**n-** eat, devour

<table>
<thead>
<tr>
<th>Verb (English)</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ita (food)</td>
<td>n-</td>
<td>to eat</td>
</tr>
<tr>
<td>ta (fire)</td>
<td>n-</td>
<td>to burn</td>
</tr>
</tbody>
</table>
5.3.2.1. SENTENCES

- nai pane'a qaTi'yo (P.C.) We (Pl.) are talking.
- ni pane'a qaTmanga I spoke (lit. 'talk uttered').
* - nai qaTa Yâto ti We'll listen (lit. 'ear will do').
* - hinko qaTi (P.C.) It is thundering (lit. 'thunder is uttering').
* - mapa qâTanqa ti (P.2) The sun shone.
- ânga ta qâ'na ti The house burned (lit. 'house fire consumed').
- ni să'â qoenga (P.S.) I'm sleeping.
- hai să'â qomanguwa ti You (Pl.) are always sleeping.

6. THE VERB PHRASE: VERB-VERB EXPRESSION

SENTENCE TYPE 4A. ± Subject + V1-V2x

This sentence type is also a common one in Kapau, though it is limited to two distinct types, both of which may or may not occur with subject expressed. This expression means 'intention of doing' or 'purposing to do'. The first expression what the purpose is, e.g. (so that) I will eat... 'I'm coming'. It will be remembered that Immediate Future is a non-ti, non q- prefix tense, e.g. Umna or numna 'I will go soon'.

6.1. TYPE 1. V.1. IMMEDIATE FUTURE; V2 -i- 'do', he 'be' STEM EXPRESSING INTENTION

SUBJECT V.1. (I.F.) V.2 (P.C., I.P., S.)

ni Umna qi'ya (P.C.) I'm going (lit. 'I will go; I am going').

6.1.1. V.1. IMMEDIATE FUTURE

Any verb stem may occur in this position, meaning 'I will do; I will eat; I will hit; etc.' and expresses the action, that is to be performed in the near future.
6.1.2. V.2. i- 'do' STEM IN PRESENT CONTINUOUS AND IMMEDIATE PAST TENSES: he- 'be' STEM IN STATIVE ASPECT

The stem of the second verb of the construction is always i- 'do' stem, expressing action, or he- 'be' expressing state. (Another example of the action-stative dichotomy mentioned earlier.) If the action is past time the tense of V.2. is Immediate Past; if the action is present time, the tense of V.2. is present Continuous. If the verb expresses state the he-stem always occurs and in Stative Aspect, frequently 3.P.S. for qhe. These three tense/aspects are only ones that occur in this spot in the above construction.

6.1.3. THE MEANING OF THIS CONSTRUCTION is rather difficult to pin down though the broad meaning expresses the intention of performing the action of the Immediate Future Verb. Present Continuous seems to suggest present intention of doing; Immediate Past seems to express past intention of doing, and Stative carries seemingly some idea of certainty of accomplishment with it. The uses of these three will only be learned in 'live' language situations. The three sentences listed below all mean 'I will go'. The free translation is an attempt to differentiate the three.

umna qi'ya (P.C.) I will go - I'm doing or I'm planning to do.
umna niyatemga ti (I.P.) I had been going to go.
umna qhe (S.) I will go for sure.

6.1.4. SENTENCES

aqo NUTMEĀNA QU'WI
nti NO'ITNA QHE
yā'ā NUMA QI'YA
ha YMNA NIYATMNGA TI
aqa WINO NIYATA'Ā TI
anga YAMAKMNA QI'YA
sā'ā WAMNA QHE
YMNA NOEĀPATMNGA TI (I.P.)
mnga fi MĀMA QU'WA

He's gone to fetch him (lit. 'he will pick-him-up-en-route, he is going').
You are going to fall off there.
I'm going to go now.
I had planned to do that.
We had planned to go together.
I'm going to build a house.
I'll go to sleep for sure.
I came down to do it.
I'll go and get a knife.

6.2. TYPE 2. V.1. IMMEDIATE FUTURE: V.2. p- 'come', u- 'go', t- 'speak' AND STATIVE STEMS EXPRESSING PURPOSE
SUBJECT  V.1. (I.F.)  V.2. (any tense)
ni  ita Nmna (N-Vx)  qUwanqa ti (D.P.)  I went to eat (for purpose of eating).
ni  ita Nmna  qU'wa  I am going to eat.
ni  ita Nmna  qatI'ya  I'm speaking about eating.
ni  ita Nmna  qaPa  I'm coming to eat.

6.2.1. V.1. IMMEDIATE FUTURE

Again any verb stem expressing Immediate Future time may occur here.

6.2.2. V.2. p- 'come', u- 'go', t- 'speak' AND STATIVE STEMS

An exhaustive analysis has not been made of the type of verb stems that occur in this spot, but from a superficial glance it appears that generally they are limited to what we might call 'motion' stems (i.e. those associated with coming and going), the t- 'speak' stem, and stative verb stems (pmä- 'sit', *tau- 'stand', etc.). Unlike the other type expressing Intention, the tenses of the V.2. verb are not limited; any tense may occur in this position.

6.2.3. MEANING OF THE CONSTRUCTION

It is to do with actions which are performed while planning to do something else, as 'I went (action performed) to eat' (other action planned to be done). Or a purposing to do the action of the Immediate Future Verb.

6.2.4. SENTENCES

* pane'a tino qapa  I'm come that we might talk.
  ipka qä'imma qati'ya  I'm speaking of hitting you.
* äpa täno qaapmeängo  We're sitting here with the intention of singing.
* mpa ino qu'wo ti  They go to get water.
e'ä suna qumanguwa ti  We went to buy.
matasn'a qatäpmna yäpmqa ti  I'll come to give you medicine.
iya tamna qu'wa  I'm going to cut a tree.
6.3. SUMMARY

<table>
<thead>
<tr>
<th>TENSE</th>
<th>STEM</th>
<th>TENSE</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-Vx (Intention)</td>
<td>I.F. any stem</td>
<td>P.C. i-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I.P. i-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S. he-</td>
<td></td>
</tr>
<tr>
<td>V-Vx (Purpose)</td>
<td>I.F. any stem</td>
<td>any tense u-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>p-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>t-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stative as pmä-</td>
<td></td>
</tr>
</tbody>
</table>

7. SIMPLE TRANSITIVE VERB SENTENCES

Brief mention has been made in discussing Sentences Type 2 and 3 of the object position, as filled by nouns. The following two sections focus more attention on the object position which may be filled by an adjective phrase (N. + Adj.), object pronouns, or indirect object (personal) nouns, as well as by nouns.

SENTENCE TYPE 2C. ± Subject ± Object ± Ind. Obj. ± P.V. (Trans.)

Sentence Type 2C differs from 2A and 2B in that the primary verb is a transitive one; that is, it takes objective pronoun prefixes. It may also take a direct and/or indirect object (noun or objective pronoun in each case). Direct and indirect object may follow or precede each other.

SUBJECT OBJECT TRANS. VERB (N-Vx)

± aqo ± ni ipka qanQi'i He is hitting me.

7.1. TRANSITIVE VERB STEMS

These are of two kinds:

(a) Those which are always transitive, i.e. never occur without object prefixes. Only the two following stems have been noted: tāp-, wi- 'give'. (Note: the stem wi- occurs when the object is third person; the w- of the stem means third person object.)

The two following stems may be used intransitively, but most often they occur with object prefixes:

hingo (eye) qan-, 'an- (N-Vx) see, look
qata (ear) i- (N-Vx) hear
(b) Those which may sometimes occur as intransitive and sometimes as transitive, i.e. they may or may not take object prefixes. Some of these are listed below:

\[\begin{array}{ll}
i-, y- & \text{do} \\
qi-, 'i- & \text{strike} \\
t-, ti- & \text{utter} \\
\end{array}\]

7.2. **OBJECT PRONOUN PREFIXES**

(a) **Order:** They attach directly to the verb stem, so that if other verbal prefixes occur as well as object pronoun prefixes, the latter are joined to the stem first, then the other prefixes, such as q-, qa-, n-, na-.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TRANSITIVE VERB (N-Vx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni</td>
<td>ymnga qa-n-ti</td>
</tr>
</tbody>
</table>

(b) **Objective Prefixes** are as follows:

- **1S.** n-, ng- to, on me
- **2S.** qä-, ä- " you
- **3S.** u-, w- " him
- **1DL.** eä-, e...ä " us two
- **2DL.** qä'-, qä-, ä- " you two
- **3DL.** u-, w- " they two
- **1PL.** nä- " us all
- **2PL.** he- " you all
- **3PL.** u-, w- " they all

(c) **Rules of Occurrence** of the different objective prefix forms:

- **1S.** ng- occurs before k- and q; n- elsewhere; qiyan 'He will soon hit' plus n- is nqiyan 'He will soon hit me'.
- **2S.** a- occurs following q- prefix; qä- elsewhere. * qati 'He speaks' plus -ä- is *qäti 'He is speaking with you'.
- **3S., DL. PL.** u- occurs before stems beginning with a consonant; w- before stems beginning with a vowel.
1DL.  e...ä occurs before q; eä- elsewhere; qiyanä 'He will soon hit' plus e...ä is e'äyanä. (qi- root changes to '...y').

2DL.  qä- before stems beginning with q-; otherwise qä'-except ä- occurs following a verb prefix such as n-qiyanä plus qä is qä'iyanä 'He will soon hit you two'.

7.3. OBJECT PRONOUNS - STRUCTURAL CLASS D

1S.  ni  
     me

2S.  nti  
     you

3S.  aqoi, i  
     him, her

1DL.  yäi  
     us two

2DL.  qi  
     you two

3DL.  aqoi'ui, isä'ui  
     them two

1PL.  nai  
     us all

2PL.  hai  
     you all

3PL.  aqoii, i'yoäi  
     them all (m. and f.)

These are free forms similar to the subject pronouns but distinguished from them: (1) by the different position in the sentence, they occupy (object position), and (2) by the addition of -i object person morpheme. This latter only becomes apparent in 3rd person singular, dual and plural (3S., 3DL., 3PL.) since all the other subject forms end in -i, and two homophonous vowels coming together always reduce to one.

7.4. SENTENCES

* mä'ä qaNTi (N-Vx) (P.C.)  
He is calling me.

* aqo ymnga qaTi (P.C.)  
He is cold (lit. 'cold is uttering on him').

ni mta qani'i (P.C.)  
I am hungry (lit. 'hunger is doing to me').

aqo mta na'a qUw1'i (P.C.)  
He is very (big) hungry.

quno naNina ti (N-Vx) (I.P.)  
I remembered (lit. 'thought did to me').

aqo qata ni qaNiya (P.S.)  
He is listening to me.

* aqo aqoi ipka na'iyaNta ti (I.P.)  
He hit him.
(In this case the object prefix is u- lost when added to a stem beginning with '...')

aqo hingo qu'WANA (P.C.)  
He sees it.
7.5. INDIRECT OBJECT NOUNS

Only personal nouns (relationship terms and people) occur as indirect objects of a verb. They are suffixed by the object person morpheme, -i.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>INDIRECT OBJ.</th>
<th>OBJECT</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>nti</td>
<td>hope'a AQO! wi</td>
<td>You give him some kaukau.</td>
<td></td>
</tr>
<tr>
<td>aqo amāi'ā ninqa aqoāi qu'watonga ti</td>
<td>He bossed many men.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* pane'a awi'ya nanātata ti</td>
<td>He told us good (sweet) talk.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. SIMPLE IMPERATIVE MOOD SENTENCES

SENTENCE TYPE SA. ± Subj. ± Obj. + P.V. (Imp.Intrans.)


This sentence type reveals the usual Kapau sentence structure: Subject, Object, Verb. Subject and Object both consist of Noun ± Adjective ± (Subject or Object) pronoun. Imperative Mood, like all other moods, occurs in primary (sentence final) verb. It distinguishes Intransitive verbs (which never take Objective prefixes) and Transitive verbs (which may take Objective prefixes).

8.1. IMPERATIVE MOOD IN INTRANSITIVE VERBS

SUBJECT OBJECT P.V. (Imp.Mood;Intrans.)

nti qānga hav! You open the door!

Imperative Mood is signalled by h-, ha-, meaning Imperative, being prefixed to the verb stem, and in the case of 2nd person dual and plural (2Dl. and 2Pl.) -i is suffixed to the stem. There is no morpheme to indicate 1st person singular. Imperative Mood prefixes occur as follows:
ha- before consonants (except some h- initial stems). ha- + hu- or
hi becomes hau- and hai the h of the stem metathasizing over the
a of the prefix and the two h's reduce to one.
h- before vowels and w (in which latter case the w and h change
positions with one another).
o- before h when followed by any vowel other than i or u.

<table>
<thead>
<tr>
<th>STEM</th>
<th>Single Imp.</th>
<th>Dual and Plural Imp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tka-</td>
<td>to peel</td>
<td>hatkä</td>
</tr>
<tr>
<td>-mä-</td>
<td>to get</td>
<td>hamä</td>
</tr>
<tr>
<td>-o-</td>
<td>to go down</td>
<td>ho</td>
</tr>
<tr>
<td>-i'yai-</td>
<td>to cook</td>
<td>hi'yai</td>
</tr>
<tr>
<td>-iyamaki</td>
<td>to build</td>
<td>hiyamaki</td>
</tr>
<tr>
<td>-weäpu-</td>
<td>to come down</td>
<td>wheäpu</td>
</tr>
<tr>
<td>-hoe'äti-</td>
<td>to pour</td>
<td>hoe'äti</td>
</tr>
<tr>
<td>-hai-</td>
<td>to put</td>
<td>hai</td>
</tr>
<tr>
<td>-huyäu-</td>
<td>to get up</td>
<td>hauyäu</td>
</tr>
<tr>
<td>-n-</td>
<td>to consume</td>
<td>han</td>
</tr>
</tbody>
</table>

8.2. RULES CONCERNING STEM CHANGES IN IMPERATIVE MOOD

1. When ha- is prefixed to a stem beginning with q, the latter be­
comes glottal, e.g. -qi- (stem for 'to hit') plus ha- becomes ha'i
(imp.) '(You) hit!'.

2. When ha- is prefixed to the following stems -pu 'to come' and
-pän- 'to put bark cape on', the stop of the stem is prenasalised and
becomes -mpu and mpän.

   hampu  | hampi    | You (S. and Pl.) come.
   hampän | hampäni  | You (S. and Pl.) put on your bark cape.

3. When the plural suffix -i is added to stems ending in u the lat­
ter becomes v: The Imp. Plural forms of -ktau 'to slice' and -ptau 'to
obstruct' are haktavi and haptavi. An exception to the rule is -mau 'to
throw' where the final u of the stem is lost giving the Imp. Plural form
hamai 'You (Pl.) throw it'. The above two examples can also fluctuate
to haktäÎ, haptäÎ.

4. When the plural suffix -i is added to stems ending in pu, then
-i replaces the u of the stem.
STEM | Plural Imperative
---|---
-pu | to come | hampi | You (Pl.) come.
-weapu | to come down | hoeapi | You (Pl.) come down.
-iyapu | to come up | hiyapi | You (Pl.) come up.

5. When the plural suffix -i is added to stems ending in i there is a loss of one i (Morphophonemic Rule (I.). So -ti- (stem for utter) plus ha...i becomes hati 'You (Pl.) speak!'.

6. Other stem irregularities:

STEM | Sing.Imp. | Dual and Plural Imp.
---|---|---
-pu- | come by going level | pau | pauwi
-pi- | come by going up | pavi | pavi
-po- | come by going down | pawo | pawai

8.2.1. SENTENCES

hava haMÄ | You (S.) get the knife!
pane'a haTi | You talk!
änga haUYAPNÄI | You (Pl.) demolish the house!
ita haNi | You (Dl.Pl.) eat!
ita hakhai | You (S.) serve the food!
iya UYÄ'ÄTI | Let go of the wood!
dä haMti | Put him in the bag!
ää haMÄ'ÄTI | Catch it!

8.3. IMPERATIVE MOOD IN TRANSITIVE VERBS

OBJECT | P.V. (Imp.Mood; Trans.)
---|---
hope'a | NATÄPU | Give us the kaukau!

As noted previously most verb stems may be used:

(a) intransitively, as above;
(b) transitively by adding object person prefix.

In Imperative Mood object person prefixes replace the h-, ha-, Imp. prefix of the intransitive sentences. Both object prefixes and ha- prefix have been found in just a few forms, but these only are variations and may be purely dialectal, viz. hanqi 'Hit me!'; hanguiti 'Stick into me!'; hanMANTÄVI 'Take it from me!'.

The suffixes however function in the same way as for Intransitive verbs.
8.3.1. SENTENCES

pane'a uTi Talk to him!
ni hingo nqan Look at me!
nti ä uTÄ You give him a hand!
aqoi qata WI Hear him!
aqoi yänga WI Give it to him!
hempä yänga nTÄPU Shake hands (lit. 'hand give me')!

8.4. IMPERATIVE V1-V2x SENTENCES

The V1-V2x (Sentence Type 4) may also occur with V1 in the Imm.Fut. and V2 in the Imp.

OBJECT V1 (I.F.) - V2 (Imp.)

hope'a mätna hu Go get the kaukau!
e'ä yutna hu Go get (draw) the water!
im'e'ä mätna hu Go get the child!

8.5. FUTURE IMPERATIVES

In addition to the Imperative forms already given, there are others which are used concerning a command to be carried out in future time, and we might call these Future Imperatives.

However, these may be used on not only the 2nd person, but also in 1st and 3rd persons, although the 2nd person forms are the most common.

ym'mna I must do it!

8.5.1. FUTURE IMPERATIVE CONJUGATION OF i- 'do' STEM

1S. ym'mna I must do.
2S. ya'atna You must do.
3S. yo'ona He must do.
1DL. i'ino We two must do.
2,3DL. i'hina You, they two must do.
1PL. yo'äna We all must do.
2,3PL. yu'huna You, they all must do.

Note: the pronoun suffixes are the (m) future series with a few changes.

8.5.2. 2nd PERSON FUTURE IMPERATIVE FORMS OF OTHER VERBS
(listed because they are most common)
2S. ta'atna You (S.) must say. to'otna You (S.) must cut (it).
2DL. ti'hina You (DL.) must say. to'hina You (DL.) must cut (it).
2PL. tu'huna You (Pl.) must say. to'huna You (Pl.) must cut (it).

tau- 'cut'

2S. pme'atna You (S.) must sit down.
2DL. pme'ähina You (DL.) must sit down.
2PL. pme'ähuna You (Pl.) must sit down.

pmä- 'sit down'

2S. tawi'atna You (S.) must cut it across.
2DL. tawi'hina You (DL.) must cut it across.
2PL. tawi'huna You (Pl.) must cut it across.

tawi- 'cut across'

8.5.3. SENTENCES

änkinä posi fi to'otna Tomorrow YOU WILL CUT some posts.
ti patea wa sì YA'ATNA YOU WILL WASH the dishes.

9. SIMPLE ADVERBIAL SENTENCES

SENTENCE TYPE 6A. ± Subj. ± Obj. ± Modifier + Adverb + ti

SENTENCE TYPE 6B. ± Subj. ± Obj. ± Modifier + Adverb + P.V.

The next two sections deal chiefly with words that fill the adverb position, adverbs and adverbial phrases. Both occur immediately before the verb. Adverbs may be preceded by an adverb modifier. There are two types of adverbial sentences:

(a) Adverb plus verb particle ti
(b) Adverb plus primary verb.

Both may or may not contain Subject, Object, and Adverb Modifier.

SUBJECT MODIFIER ADVERB V.P. or VERB

* yapa quyyv'a ti Sulking is bad.
hope'a tiyä qöä (S.) The kaukau is (lit. 'lying here').

haka okä quyyv'a qami'ya (P.C.) I'm plaiting it very badly.
9.1. **ADVERBS (WORD CLASS 4)**

Adverbs are a large class of words which modify Class 3 words (verbs) and always precede the verb they modify.

They consist of three types:

(a) words which function as adjectives when bound to a noun but as adverbs when bound to a verb. They take exactly the same form as the adjective.

(b) words which only occur bound to a verb.

(c) interrogative adverbs (see 10.5.).

The following table illustrates the same word functioning both as adjective and adverb.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ADVERB</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>iya HämNGA</td>
<td>ti</td>
<td>It is soft wood.</td>
</tr>
<tr>
<td>aqo HämNGA</td>
<td>qi'i (P.C.)</td>
<td>He is weak (lit. 'soft he is doing').</td>
</tr>
<tr>
<td>iya NA'A</td>
<td>ti</td>
<td>The tree is big.</td>
</tr>
<tr>
<td>iya NA'A</td>
<td>hatawi (Imp.)</td>
<td>Cut off a big piece of wood!</td>
</tr>
<tr>
<td>amä'ä QUYV'A</td>
<td>ti</td>
<td>The man is no good.</td>
</tr>
<tr>
<td>amä'ä QUYV'A</td>
<td>qi'i (P.C.)</td>
<td>The man is doing badly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OBJECT (N.+Adj.)</th>
<th>ADVERB</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni pane'a TAWA'TA</td>
<td>qat'I'ya</td>
<td>I'm speaking the truth (true talk).</td>
<td></td>
</tr>
<tr>
<td>ni ta ninqa (or QO ÄPA)</td>
<td>qat'I'ya</td>
<td>qOÉ</td>
<td>There is plenty of fire-wood.</td>
</tr>
<tr>
<td>qOÖPA</td>
<td>pme'ätNA</td>
<td>Sit down for a long time.</td>
<td></td>
</tr>
</tbody>
</table>

Frequently adverbs of place function as adjectives as the following sentences illustrate.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OBJECT (N.+Adj.)</th>
<th>ADVERB</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaqoe'a SO hava NTÄ</td>
<td>na'a ti</td>
<td>The pig up there is big.</td>
<td></td>
</tr>
<tr>
<td>inkumä MHA e'ä</td>
<td>nmahäi qina</td>
<td>Give me the knife over there.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The tin down there has water in it.</td>
<td></td>
</tr>
</tbody>
</table>
9.1.1. SINGLE ROOT ADVERBS

There are only a few of these as far as our analysis has gone, but they are amongst the most commonly used adverbs. These are mostly adverbs of manner as:

<table>
<thead>
<tr>
<th>Single Root</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>* aqo</td>
<td>together</td>
</tr>
<tr>
<td>aqo</td>
<td>yet, still</td>
</tr>
<tr>
<td>aqa</td>
<td>temporarily</td>
</tr>
<tr>
<td>yako</td>
<td>when</td>
</tr>
<tr>
<td>* āta</td>
<td>again</td>
</tr>
<tr>
<td>awa</td>
<td>well</td>
</tr>
</tbody>
</table>

9.1.1.1. SENTENCES

<table>
<thead>
<tr>
<th>Sentence</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yā'ā na'a ti</td>
<td>He's now big.</td>
</tr>
<tr>
<td>ni yā'ā nOEÅPmqa ti</td>
<td>I'll be coming right away.</td>
</tr>
<tr>
<td>yā'ā hI (Imp.)</td>
<td>Do it now!</td>
</tr>
<tr>
<td>aqo YĀ'Ā nuWat*a ti</td>
<td>He's actually gone.</td>
</tr>
<tr>
<td>ita AWl'YA ql'i</td>
<td>The food is sweet (lit. 'is doing sweetness').</td>
</tr>
<tr>
<td>aqo YĀ'Ā qu'wa ti (P.2)</td>
<td>He's already gone.</td>
</tr>
<tr>
<td>YĀ'Ā numa (I.F.)</td>
<td>I'm going soon.</td>
</tr>
<tr>
<td>a YĀ'Ā awa ti (Idiom)</td>
<td>It is enough.</td>
</tr>
<tr>
<td>YĀ'Ā qāpenqa ti (D.P.)</td>
<td>He's dead already.</td>
</tr>
<tr>
<td>** ATA nOEta ti (I.P.)</td>
<td>He has just gone down again.</td>
</tr>
<tr>
<td>yāi AQA Wino (I.F.)</td>
<td>We will two go together.</td>
</tr>
<tr>
<td>* HNA nOEta ti (I.P.)</td>
<td>He's only just gone (lit. 'still just gone').</td>
</tr>
<tr>
<td>awa ql'i (P.C.)</td>
<td>He's doing it well.</td>
</tr>
<tr>
<td>nti QĀM hu, ni TUWA pMna</td>
<td>You go first, I'll come later!</td>
</tr>
<tr>
<td>* ĀTA hmpu han (Imp.) (I.F.)</td>
<td>Drink some more (lit. 'again').</td>
</tr>
<tr>
<td>ĀTA ĀTA hi</td>
<td>Do it again!</td>
</tr>
</tbody>
</table>

9.1.2. ADVERB ROOT + PREFIX

- **ti-** 'this' and **f-** 'some', Demonstrative prefixes are the chief prefixes.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>t-</td>
<td>+ inā later</td>
</tr>
<tr>
<td>t-</td>
<td>+ e'a there</td>
</tr>
<tr>
<td>t-</td>
<td>+ a'i there</td>
</tr>
<tr>
<td>t-</td>
<td>+ am there</td>
</tr>
<tr>
<td>f-</td>
<td>+ inā now</td>
</tr>
<tr>
<td>f-</td>
<td>+ inā inā</td>
</tr>
</tbody>
</table>

- **fā** 'sometime', **fām** 'often'
9.1.3. ADVERB ROOT + SUFFIX

(a) Adverbs of place are suffixed by:

- 'i, -i 'in sight' (-i occurs following consonants;
  -'i " " vowels)
- m, -o 'out of sight' (-m occurs everywhere except following m
  when two homophonous nasals reduce to
  one)

<table>
<thead>
<tr>
<th>'in sight'</th>
<th>'out of sight'</th>
</tr>
</thead>
<tbody>
<tr>
<td>nTä (over there)</td>
<td>ntä'i</td>
</tr>
<tr>
<td>mha (below)</td>
<td>mha'i</td>
</tr>
<tr>
<td>so (above)</td>
<td>so'i</td>
</tr>
<tr>
<td>a (that)</td>
<td>a'i</td>
</tr>
<tr>
<td>quwa (near)</td>
<td>quwa'i</td>
</tr>
<tr>
<td>ymi (below)</td>
<td>ymqi</td>
</tr>
<tr>
<td>y âm (above)</td>
<td>yâmqi</td>
</tr>
<tr>
<td>yani (yonder)</td>
<td>yanqi</td>
</tr>
<tr>
<td>hä'ä (above)</td>
<td>hä'ä'i</td>
</tr>
</tbody>
</table>

(b) Adverbs of time are suffixed by -inä 'time, before, after, later,
now'.

- änkinä yesterday, tomorrow
- soinä day after tomorrow or day before yesterday
- ikopainä time between dark and sunset
- äwinä time between sunrise and 10 a.m.
- * smtöinä time between 10 a.m. and 4 p.m.
- qa'afainä time between 4 p.m. and sunset
- sofiyau two days after tomorrow or before yesterday
- * hipinä time between sunset and dark
- äusainä time of full darkness
- quwafa close to
- yangainä long time ago
- qamqaminqinä very many days, always
- iyä huyainä just before dawn

9.1.3.1. SENTENCES

ANUWA nUma q'i'ya (V1-V2x) I'm going today.
piya INÄINÄ q'â'lmanqa ti (Hab.) It rains now and again.
9.1.4. COMPOUND ROOT ADVERBS

(a) Noun Root plus Verb Expression

quono 'thought' + mämTa 'not utter' = qunmämta 'quickly'
hanga 'play' + mëla 'not doing' = hangami'ya 'quickly'
aqa 'with' + mëla 'not doing' = aqami'ya 'gently, silently'
yangä 'strength' + maqnaqa 'strong' = yangamaqnaqa 'strongly'

The last three words may consist of two words rather than one compound word.

(b) Noun or Adverb Root plus Noun Root, hintä 'side'

These two words together fill an adverb spot.

hima (nose) hima hintä in front
tuwa (back) tuwa hintä behind
qonä'ma (left) qonä'ma hintä left side
angä'ä (right) angä'ä hintä right side
yäm (above) yäm hintä above side

(c) Adverb Root plus Adverb Root plus Suffix

hää 'above' + so 'above' + -i 'in sight'; hää so'i 'way above in sight' + -m 'out of sight'; hää som 'way above out of sight'

hawi + ym 'below' + o 'out of sight'; hawi ym 'below out of sight'
hawi + yäm 'above' + o 'out of sight'; hawi yäm 'above out of sight'
hawi + yani 'yonder' + -m 'out of sight'; hawi yanim 'yonder out of sight'

(d) Other Compound Roots

Most adverbs of manner (other than those already listed) appear to be compound roots but morphemes have not been specifically identified.

tutu'wa walking noisily
* tawata truthfully
* atata untruthfully
quyya badly
9.1.4.1. SENTENCES

amā'ā TUTU'WA fa qU'wi (P.C.) The man is treading noisily (lit. 'with noise').

* pane'a TAWATA qaTI'ya I'm speaking truthfully.

* amā'ā TU TU 'W A qa qU 'wi (P.C.)

Build the fire quickly!

wamnga yangamaqngā hi (Imp.) Work hard!

9.2. ADVERBIAL AND ADJECTIVAL MODIFIER (STRUCTURAL CLASS E)

Only one word has been found in this class to date: okā 'very, really'. okā modifies both adverbs and adjectives which it always precedes.

* aqo OKĀ na'a ti He is very big.

* amā'ā OKĀ qunmānta qU'wi The man is going really fast.

9.3. ADVERB PLUS ADVERB

Sometimes two adverbs of close meaning are used to express the adverbial idea. The three examples of this all have similar meaning as indicated below.

hā'ā (above) yām (above) up above
hā'ā (above) so'i (above) up above
hā'ā (above) som (above) up above

10. INTERROGATIVE SENTENCES

Interrogative sentences are of five different types:

1. Sentences Type 1A occurring with ti sentences.
2. " " 2B " " ti tenses.
3. " " 2A " " non-ti tenses.
4. " " 4A " " V1, V2x.
5. " " 6 " " Interrogative Adverbs.

10.1. SIMPLE tā SENTENCES

SENTENCE TYPE 1A. Subject + V.P. (tā)

ta ānga tā Is this a house?

10.1.1. tā VERB PARTICLE

In the above construction tā functions similarly to ti in Sentence Type 1A except that tā means Interrogative where ti means Indicative.
tä thus substitutes for ti to form as Interrogative sentence, and so belongs to the same word class (Structural Class A).

10.1.2. SENTENCES

* wamngä tā nta tä Is this garden yours?
* anga mpuka hamäta tä Is that book red?
i apiyängi tä Is she an old woman?
nqa hope'a tä Is it my kaukau?
* kiäpoi'ya iya tä Is it the Kiap's wood?

10.2. ti TENSE INTERROGATIVE SENTENCES

SENTENCE TYPE 2B. ± Obj. + P.V. + V.P. (tä)

In an Interrogative sentence the verb particle is tä 'Interrogative' which substitutes for the Indicative ti. A rising intonation signalling question also distinguishes these sentences from Indicative Sentences which have a falling intonation.

SUBJECT  P.V.  V.P.
aqo  weäpat*a  ti  He will come down.  (Compare)
aqo  weäpat*a  tä  Will he come down?

10.2.1. SENTENCES

* aqo änkînä qäPa tä Did he come yesterday?
* nai soinä Wäto tä Are we all going the day after tomorrow?
ita yã'ã nannaunga tä Have you all eaten?
ntinga ha qimanga tä Is that the way you do it?
yesu suo nti'na qäPenqa tä Did Jesus die for you?
nti ym'na Ut*a tä Are you going down there?
nti pt*a tä Will you come?

10.3. NON-ti TENSE INTERROGATIVE SENTENCES (SIGNALLING BY t- PREFIX)

SENTENCE TYPE 2A. ± Subj. ± Obj. + P.V.

Only P.C. Past No.1, Stative and Stative Continuous Tense/Aspect are included in the sentence type under discussion. It will be noted that as well as not taking the ti verb particle, these four have the following things in common:

(1) they all take q- verb prefix;
(2) they all take (n) present tense pronoun series.
To form the interrogative, these tenses lose the q- prefix and substitute t- interrogative prefix. They are thus the same sentence type as Indicative Mood sentences (2A) except that they also have rising Interrogative intonation.

**SUBJECT**

P.V.

nti qoeäpn (P.C.) You are coming down.
nti tooëpn (P.C.) Are you coming down?

10.3.1. **SENTENCES**

mpuka nti ä TÄ'ätangn (S.) Is that a book you are holding?
apu'na TÄntil'in (P.C.) Is that the part (of the sentence) you are talking to me about?
nti wamnga Tl'in (P.C.) Are you working?

10.4. **INTERROGATIVE VI-V2x SENTENCES**

**SENTENCE TYPE 4A.** ± Subj. ± Obj. + VI-V2x

The Immediate Future is the other non-ti tense not included in 10.3. It forms the Interrogative by following the Immediate Future form with another verb which -

(1) is always -i-'do' stem;
(2) is always present continuous tense;
(3) is prefixed by t- 'Interrogative'.

This construction exactly parallels the VI-V2x of Section 4., except that it also has rising Interrogative intonation. It also frequently carries a question as to the intention of performing some action.

VI

V2

Compare weäpmna I will come down.
weäpmna ti'ya Shall I come down? (lit. 'I'll come down am I doing?').

10.4.1. **SENTENCES**

pusi navana tl'i Will he kill the cat?
nutna tl'in Are you going? (lit. 'to go').
äsägä YAMAKtna tl'in Are you going to build houses?
* pane'a Tino täPn Are you coming that we might talk?
* äpa Täño tapMEänngo Are we sitting here with the intention of singing?
Are you going to cut a tree?
Shall I cook food in the small saucepan?
Shall we eat together?

10.5. INTERROGATIVE ADVERB SENTENCES

SEN TENCE TYPE 6A. ± Subj. ± Obj. + Inter. Adv. + ti

" " 6B. ± Subj. ± Obj. + Inter. Adv. + P.V.

Interrogative Adverbs function the same way as other adverbs as illustrated in the following sentences:

nti wamnga quv' a qi' in You are working badly. (Statement)
nti wamnga PI' YA'M A i ' in Why are you working? (Question)

They thus belong to the same Word Class (4) as adverbs. In these sentences Interrogative is signalled by the Interrogative Adverb and loss of the verb prefix.

Inter. Adv. VI
pi'ya'ma p*n (P.C.) Why did you come?

10.5.1. INTERROGATIVE ADVERBS

These are as follows:

pi'ya what?
pi'ya'ma why (who)?
äinä when?
to'o who (S.)?
to'okä who (P.l.)?
to'ol'ya whose?
atita how, how much?
ä'i where (in sight)?
äm where (out of sight)?
äi which?

Note: 1) It is probable that ä- in äm, ä'i, äi, äinä means 'Interrogative'.

2) It will be noted that to'o 'who' may take the following suffixes to more exactly specify which 'who':

-kä 'plural'
-i'ya 'possessive'

1 -qä 'plural' also occurs on some relationship nouns to make them plural. The following have been noted:

* äto 'my grandfather'; ätokä 'my ancestors'
qainkoä 'his younger brother'; quinkokä 'his younger brothers'
tänpi 'your younger sister'; tänpakä 'your younger sisters'.
10.5.2. SENTENCES

* TO'O PI (P.C.)
  * ÄINÄ WEÄpta ti (F.)
  ÄINÄ Ut na l'in (I.F.: V-Vx)
  ÄMNA U'un (P.C.)
  * nt i PI'YA'MA WEÄpn (P.2.)
  nt i wam nga PI'YA'MA l'in (P.C.: N-Vx)
  ime'ā kn go PI'YA'MA qi'i (P.C.: W-Vx)
  * Ä'I WE (P.S.)
  hānga to'o namā yāpana i'i (I.F.: V-Vx) Who is bringing the cargo up?

Who is coming?
When will you come down?
When are you going?
Why did you come down?
Why are you going?
Why is the child crying (lit. 'striking')?
Where is it (lying)?
What is this lying here?

10.5.3. INTERROGATIVE ADVERB PLUS ti

These sentences are an interrogative variety of Sentence Type 6A
(± Subject + Adverb + ti).

A ti Which is it?
hope'a ta to'oi'ya ti Whose kaukau is that?

10.6. ADVERB PLUS INTERROGATIVE ADVERB

If a sentence contains both adverb and interrogative adverb the adverb
usually occurs just before the interrogative adverb which is always just
before the verb.

* HANGAMI'YA TO'O PI
  ipka QOĀPA TO'O QI'i
  qunmānta pi'ya'ma u'un
  inkumā TAU e'a PI'YA'MA yu'un
  * AQAnanga ÄINÄ WEÄpta ti

Who is that coming quickly?
Who is hitting it hard?
Why are you going quickly?
Why are you drawing water in this tin?
When are you coming down for good?

11. NEGATIVE AND CONTRADICTIVE MOOD SENTENCES

Kapau distinguishes between negatives that are a straight negation of
facts and those which contradict either a statement recently made or a
mood of a speaker that is apparent. The latter are strictly response
type utterances. In both cases there are two ways of expressing nega­
tion and contradiction.
11.1. NEGATIVE VI + V2x

SENTENCE TYPE 4B. ± Subj. ± Obj. + Neg. VI-V2x + ti

SUBJECT VI (Neg.) V2
aqa'a moeap'a qi'ya (P.C.) They are not coming down (lit. 'not coming down they are doing').

This sentence type is an extension of Type 4A (VI-V2x) + the verb particle ti. In this construction VI is a negative auxiliary verb and in V2 spot, any tense may occur. Thus, if a ti tense occurs in this construction, ti is expressed; if a non-ti tense, there is no ti.

11.1.1. VI NEGATIVE AUXILIARY

The negative auxiliary verb carries the semantic meaning and the negation of the negative expression. It consists of prefix m- (before vowels), mä- or ma- (before consonants), -'a following all but -n. -qa follows -n.

Thus we can say that m...'a (and its varieties) signals Negative Mood.

Note: -'a has been postulated as part of the Negative Morpheme. It may possibly be the same morpheme as we have described elsewhere (16.2.) as a descriptivizer, and the negative may act as a type of adverb. We are calling the above construction a Negative Auxiliary because it is not the primary verb as far as function is concerned though it does carry the meaning of the Negative utterance. It can be translated freely as 'not coming', 'not doing', 'not eating', etc. This is another feature of Kapau; meaning is often carried by a form which is subordinate functionally, while the primary verb form carries the main verbal weight of the sentence.

11.1.2. V2 -i- 'do' STEM IN ANY TENSE/ASPECT

The stem V2 is always i- 'do' which may occur in anyone of its tenses or aspects. This VI-V2 is the usual way of expressing the negative in Kapau.

11.1.3. PRESENT CONTINUOUS NEGATIVE CONJUGATION OF -weap 'come down'

1S. * moeapa qi'ya I am not coming down.
2S. * moeapa qi'in You are not coming down.
11.1.4. SENTENCES

* aqo mu'wa niYata ti (I.P.)  He didn't go.
  yäi mHE'ä qi'yo ti (P.2.)  We (Dl.) didn't put it.
* ni mäTa q!'ya (P.C.)  I'm not speaking.

11.1.5. IMPERATIVE NEGATIVE SENTENCES are the same type as the above, consisting of VI negative auxiliary, and V2 is the Imperative form of the 'do' verb hi.

Note the following Intransitive Verb sentences:

* MOEÄPA hi  Don't come down!
  mU'wa hi  Don't go!
  au mAPMe'ä hi  Don't sit there!
* änga niYAMAKa hi  Don't build the house!

and the following Transitive Verb sentences where the object pronoun, as well as the object prefix, occur:

* ni mänTa hi  Don't talk to me!
* ni manTäPa hi  Don't give it to me!
aqo muwl'ya hi  Don't give it to him!

11.1.6. INTERROGATIVE NEGATIVE SENTENCES

Interrogative Negative sentences of types 1A, 2A and 2B, are formed as the positive sentences are formed, viz. tä substituting for ti in the ti tenses and t- prefix occurring in the non-ti tenses.

* aqo mu'wa niyata tä  Did he not go?
* aqo mäTa t'ä  Isn't he speaking?
  yäi mHE'ä qi'yo tä  Didn't we two put it there?

In sentence type 6B the interrogative adverb occurs following the negative auxiliary and before the verb, i.e. it occurs in usual adverb position immediately before the verb.

wamnga ml'ya Pl'YA'MA. l'in  Why are you not working?
* aqo muTa Pl'YA'MA qi'iwa ti  Why did you (Pl.) not tell him?
11.1.7. CONTRACTION OF NEGATIVE FORMS

Sometimes in the future negative the two verbs of the negative expression are contracted into one form, comprising m- or mā- negative prefix, verb stem, and the tense and person endings usually carried by the i- 'do' stem, e.g. the usual form of 'I will not be (or receive) is mHE'ā lmqạ, the contracted form is mHāimqa.

Other examples are as follows:

<table>
<thead>
<tr>
<th>USUAL FORM</th>
<th>CONTRACTED FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>mU'wa lmqạ</td>
<td>ni mHumqa ti</td>
</tr>
<tr>
<td>ml'ya lmqạ</td>
<td>ni mlmqa ti</td>
</tr>
<tr>
<td>**mame'ā hiuta</td>
<td>aqoa mHāHuta ti</td>
</tr>
</tbody>
</table>

11.2. NEGATIVE ti SENTENCES

This is an extension of Sentence Type I where ti is the head of the construction. It consists of the negative auxiliary followed not by a form of the i- 'do' verb but by ti.

SUBJECT ADVERB NEG. AUX. ti
aqo hna moeā*pā ti He is still not come down.

It is difficult to analyse the difference between the above sentence and the Negative V1-V2x Sentence (which is the usual way of forming the negative in Kapau). But it seems that the above occurs when the thought expressed is that of a present fact. The other construction seems to express rather the action of 'not doing'. Compare the above sentence with: aqo moēpa qi'ya ti [P.2.] 'He did not come down'. The first could be freely translated 'He's still not come it is a fact', and the second, 'He not come, he did'. Only hearing each used in real language situations will teach the difference.

11.2.1. SENTENCES

* hna pata mi'ya ti It is still undone.
  ni mnga mhe'ā ti I don't have a knife.
11.3. SIMPLE mä SENTENCES

SENTENCE TYPE 1A

SUBJECT mä
i'ya mä (No) it's not a tree!

11.3.1. mä VERB PARTICLE

mä 'contradictive' verb particle (Structural Class A) may occur with a noun, pronoun, adjective (or combination of these) as ti can. Very frequently mä utterances occur in sentences like the following where the contradictory statement is followed by an indicative statement.

Noun anga hope'a Mä, pätate ti That's not kaukau, it's potato.
Poss.Pron. aqoi'ya mä, nqa ti It's not his; it's mine.
** Adj. hiviyata mä, hamäta ti It's not yellow; it's red.

11.4. ti TENSE CONTRADICTIVE SENTENCES

SENTENCE TYPE 2B

In these sentences mä contradictory verb particle substitutes for the Indicative ti. The mä particle almost always occurs in response utterances and so signals a contradiction of the previous statement.

11.4.1. SENTENCES

änga tita awamanga Mä (No) this house is not good.
* aqo nUwata mä, ni nUwatmnga ti (I.P.) He didn't go; I did.
Compare the same sentence expressed negatively:
aqo mU'wa niyata ti, ni nUwatmnga ti He didn't go; I went.

11.5. NON-ti TENSE CONTRADICTIVE SENTENCES

SENTENCE TYPE 2A

These sentences are like 2A except that m- 'contradictive' prefix replaces the q- prefix, of the non-ti tenses.

SUBJECT P.V.
ni mäti'ya (P.C.) I'm not telling you (not talk you-am)
Compare ni qati'ya I'm speaking to you.

This often occurs in a sentence where the positive statement is expressed first, followed by a contradiction of it:
11.6. OBJECTIVE CASE IN NEGATIVE AUXILIARY

Object prefixes may occur with the negative auxiliary form.

* mUTa hi Don't speak to him!
* maNATāPa qiyangiya ti They (Dl.) didn't give it to us.
* aqoā'u yāi mēNTa qi'i They are not speaking to us.

12. SIMPLE CLITIC SENTENCES

12.1. CLITICS

(a) A clitic in Kapau is a suffix which may be affixed to all parts of speech. Clitics occur with Nouns, Pronouns, Adjectives, Demonstrative and Adverbs to form a simple sentence, and with Verbs to form more complex sentences. (These latter are dealt with in section 19.)

(b) Clitics may be suffixed to more than one part of speech in a particular utterance. Their grammatical attachment is to the expression as a whole to form a phrase (or in the case of verbs a clause), rather than to the word to which they are actually affixed.

(c) Clitics are always to the last suffix of a word, so may be called closing morphemes.

(d) In simple sentence the occurrence of a clitic does not form any new sentence type, rather the extension of any one 'spot' in the language to form a phrase. A phrase may consist of one or more words expressing more than one thought, concept, e.g. 'house' expresses just the name of a thing, but 'to the house' expresses location as well as object of that location; the latter is a phrase, the former, a word.

(e) Because clitics occur with such a wide variety of word classes, their occurrence is frequent and their importance high in Kapau sentence structure.

(f) There are four different types of clitics:

1. 'Concerning' clitics
2. Location clitics (locative).
3. Qualifying clitics.
4. Personalising clitics.
12.2. 'CONCERNING' CLITICS

There are just two of these clitics:

- 'ma  'concerning', or about a thing; 'also; for; because; for that purpose' (latter meanings more frequently occurring when attached to verbs).

- 'na  'concerning' for, to a person.

The head of a 'concerning' clitic construction is almost always a noun or pronoun. Insufficient analysis has been done on this as yet but it appears that the resultant phrase occurs as object of the verb. We are thus tentatively postulating this as an object phrase. Study of the following sentences where object phrases are formed as a result of the above clitics being suffixed to nouns, adjectives, adverbs, demonstrative and pronouns will give you a bit of the workings of clitics.

CLITICS PLUS: OBJECT PHRASE P.V.

N. änga 'MA qanT* i He spoke to me about the house
     (lit. 'house about to-me-spoke-he').

Adj. änga quyv'a 'MA qanT* i He spoke to me about the old house (lit. 'no good').

CLITICS PLUS: OBJECT PHRASE P.V.

Adv. änga ntä 'MA qanT* i He spoke to me about the old house
     over there.

Dem. ü 'MA qanTi He spoke to me about that.

Pron. äqoi 'NA qanTi He spoke to me about him.

12.2.1. SENTENCES

äpa 'MA qU 'wa I'm going for the sing-sing.
smita 'MA ya qanl'ni I'm feeling frightened of snakes.
nti 'NA ya ql' i He is being afraid of you.
yesusu aqoi 'NA qanätanka ti He told us about Jesus.
kiāpoi 'NA ho You go down to the Kiap.
* yäi hänga 'MA qaPo We two are coming for the cargo.
mpuka 'MA qaMTanga I want a book.
12.3. LOCATIVE CLITICS

Most clitics fall in this group. They are as follows:

- **u**  
  on; at the time; at the place

- **i, -'i**  
  at; on; in sight

- **m**  
  in; inside; out of sight

- **'na**  
  to (never occurs without another morpheme) (See 12.6.1.)

- **ntä, -tä**  
  from (never occurs without another morpheme)

It will be noted that -i, -'i and -m have already been dealt with as adverbial suffixes (see 9.1.3.).

When attached to a noun, pronoun, etc. these clitics form what we call in English an adverbial prepositional phrase, which occurs in adverb position. Hence, this sentence type is an extension of Sentence Type 6.

**CLITICS PLUS:**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ADVERBIAL PHRASE</th>
<th>P.V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. inga</td>
<td>ängaU</td>
<td>qapMEä ti (P.2.) (1)</td>
</tr>
<tr>
<td>qasmpna</td>
<td>ängaM</td>
<td>qoe (S.)</td>
</tr>
<tr>
<td>Adj. inga</td>
<td>änga na'aU</td>
<td>qapmeä ti (P.2.) (2)</td>
</tr>
<tr>
<td>Adv. inga</td>
<td>iya hā'ā yāM</td>
<td>qapmeñ (P.C.)</td>
</tr>
<tr>
<td>Dem. nai</td>
<td>tāU</td>
<td>qapmeñango (S.)</td>
</tr>
</tbody>
</table>

(1) The bird sat on the house.
(2) The spear is (lit. 'lies') in the house.
(3) The bird sat on the big house.
(4) The bird is sitting right up in the tree.
(5) We are sitting on this.

12.3.1. SENTENCES

qoā mhaM hai (Imp.)  Bury it in the ground!
ime'ā aqoā wamngaU hanga  The children (they) are playing in the garden.
* qiyatonga (S.C.)
inkumā e'āU haMAU (Imp.)  Throw the tin in the water!
änga taM HAI (Imp.)  Put it in this house!
pmauka ta'I HAI (Imp.)  Put the lid on here!
mpeso mpokisi aU qOE (S.)  The pencil is on that box.

12.4. QUALIFYING CLITICS

These are:

- **nga**  
  emphasises the thought expressed by the noun, adjective, adverb
and pronoun.

-\textit{ma} only (a thing)
-\textit{na} only (a person)

These clitics do not alter the word class, sentence type when they are affixed to the above parts of speech.

It is difficult to give an English meaning to -\textit{nga} but the following free translation (Italics capitals) are as close as we can get to the type of emphasis denoted by this morpheme. It can sometimes be translated as 'that one'.

**CLITIC PLUS:**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OBJECT</th>
<th>ADVERB</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. hope'anga</td>
<td>nt\text{\textau}</td>
<td>qOE (S.)</td>
<td>(1)</td>
</tr>
<tr>
<td>hope'ama</td>
<td></td>
<td>qOE (S.)</td>
<td>(2)</td>
</tr>
<tr>
<td>Pron. ninganga</td>
<td>haka na'a</td>
<td>q\text{\textam{\textit{I}}'ya} ti (P.2.)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>aqona</td>
<td>q\text{\textam{\textit{I}}'ya} (S.)</td>
<td>(4)</td>
</tr>
<tr>
<td>Adv. \textit{ä}</td>
<td>quyv'anga ni</td>
<td>q\text{\textam{\textit{I}}'ya} (P.C.)</td>
<td>(5)</td>
</tr>
<tr>
<td>Adj.</td>
<td>haka na'anga ni</td>
<td>q\text{\textam{\textit{I}}'ya} ti (P.2.)</td>
<td>(6)</td>
</tr>
</tbody>
</table>

(1) \textbf{THAT KAUKAU I'M TALKING ABOUT is (lies) over there.}
(2) Only the kaukau is there.
(3) As for me I plaited a big bamboo.
(4) Only he is sitting.
(5) I'm plaeting badly.
(6) As for the big bamboo, I plaited that.

It will be noted that in the last two sentences, the subject occurs immediately before the verb. From a superficial analysis it appears that it is not possible to have an adverb or adjective suffixed by -\textit{nga} contiguous to a verb; some other part of speech must separate the two.

The reduplication of the -\textit{nga} as in ninganga above, gives added emphasis. It seems to occur as a hesitancy of speech similar to English 'error'. It may be reduplicated up to four times in rapid fire conversation, especially with some speakers.

12.4.1. **SENTENCES**

$q$au'ya nqaMA qi'ya (P.C.) I'm searching to no avail (lit. 'search my-only I'm doing').

* hangoNA qaPi Some one man only is coming.

haka na'anga, ni qaMI'ya The big bamboo; I plaited it.
aqo qa'aväi ql'i, ma He is doing it slowly; I am the one
hangami'yanga ni ql'ya doing it quickly.

12.5. PERSONALISING CLITICS

These may also be added to the above parts of speech, but they differ from the other clitics in that they are declined like pronominal suf­fixed for person and number, and also for gender, though unlike pronom­inal suffixes, they attach to all the major parts of speech as the other clitics do. They are called 'personalising' clitics because they change the noun, pronoun, adjectives, etc. into person possessing the quality of that noun, pronoun, adjective, etc. They may be translated 'I am the one...', 'You are the one...', etc.

12.5.1. THE PERSONALISING CLITICS are as follows:

<table>
<thead>
<tr>
<th></th>
<th>MASCULINE</th>
<th>FEMININE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>-on</td>
<td>-n</td>
</tr>
<tr>
<td>2S.</td>
<td>-oi</td>
<td>-i</td>
</tr>
<tr>
<td>3S.</td>
<td>-o, -qo, -o</td>
<td>-i</td>
</tr>
<tr>
<td>1DL.</td>
<td>-qōi</td>
<td>-sāi</td>
</tr>
<tr>
<td>2DL.</td>
<td>-qāNGui</td>
<td>-sāNGui</td>
</tr>
<tr>
<td>3DL.</td>
<td>-qō'U</td>
<td>-sā'u</td>
</tr>
<tr>
<td>1PL.</td>
<td>-ona</td>
<td>-iyona</td>
</tr>
<tr>
<td>2PL.</td>
<td>-ohen</td>
<td>-iyohen</td>
</tr>
<tr>
<td>3PL.</td>
<td>-o'ä, -'oä</td>
<td>-i'yoa</td>
</tr>
</tbody>
</table>

From the above it appears that -o is the masculine marker, and i the feminine.

Note: The personalising clitics added to the following parts of speech:

Personal N. aqo amā'o ti He is a man.

N. ni fa'nON ti I am the way (lit. 'trail').

Adj. ni tawat+aON ti I am the one who is true.

amā'ä awo'0 ti He is a good man.

Compare the second and third sentences above with the following:

fa'na ha'otna ti The road is straight.
anga pane'a tawata ti This is true talk.
12.5.2. SENTENCES

aqo väng0 ti  
He is the one who gives.

aqo qai'yo ti  
He is the one who is light.

nti amâ'â qhouk01 ti  
You are a tall man.

ni wamnga hangON ti  
I am the one who has work.

hainga okâ no'OHEN ti  
You all are big.

ni âton ti  
I am Äto.

qinga amâ'â awaqoângui ti  
You two are good men.

i'yoä åpaki'YOÄ ti  
They are women.

12.6. MULTIPLE CLITICS

Sometimes two or even three clitics may be suffixed one after the other to a word.

12.6.1. COMBINATIONS OF TWO CLITICS

(a) Combinations of Locative Clitics

Those we have noted to date mostly comprise the locative clitics, 
-u, -'i, -m 'on; at; in', as the first suffixial clitics and -ntä, -tä, 'from' or -'na 'to' as the second.

-INTÄ  from; at; somepoint
-
untä, utä  from; at; on
-
mtä  from; within; out of sight
-
u'na  to a place

These clitics frequently occur suffixed to the Demonstratives as ä 'that'; ta 'this'; fa 'some' and to adverbs of place.

Note: the following resultant forms:

aUNTÄ  from; at that one (lit. 'that-at-from')
aMÄ  from in there ( " 'in-from')
tAUNTÄ  from here ( " 'this-at-from')
hMÄ  from somewhere ( " 'this-at-from')
ntäAUNTÄ  from over there ( " 'some-in-from')
mhâ'INTÄ  from (that place) down below ( " 'below-at-from')

-u plus -'na (u'na) is another common multiple clitic form meaning 'to a place' and -i plus -'na (i'na) 'to the person', e.g. aqo åNGA'UNA NÚWATA ti 'He went to the house'.

(b) Combinations of Personalising and Locative Clitics

The personalising clitic is always in first order, e.g. -qo 'he' +
i'na 'concerning' becomes -qoi'na.
ntäqoi'na means 'the male one over there'
amä'ä qoeänga ntäqoi'na qant*i He spoke to me about the man over there.

12.6.2. SENTENCES
hai'ya ängau'NA tu'wa Are you (Pl.) going to your houses?
ta'INTÄ qanU'NI (P.C.) I pain here (lit. 'I pain from at this point').
aqo änga quyv'AU'NA nüwata ti He went to the old (no good) house.
aqo ängau'NA quyv'ä * nuwata ti It is a bad thing that he went to the house.
pitotou'NA qu'wa I'm going to Bulolo.
*nqa ängiaU'TA QOEÄPA I'm coming from my house.
apa änga ymiUNTÄ Täno We'll sing (from) at that place.
a'INTÄ qu'wa They went from there.
aqo AMTÄ na'UYÄPata ti He came out of there.
* AMTÄ Pn Where are you coming from?
ejä pnga yämiu'NA nuWätä'ä We went up to the Lake.

ti

12.6.3. Combinations of three clitics have been noted as follows:

(1) The above multiple clitics suffixed by -nga 'emphatic' (usually meaning 'the one' in this occurrence) as the third suffixial clitic, e.g. a-m-tä-nga 'the one from in there'.

(2) Personalising clitics as the first of the series of three clitic suffixes, e.g. aw-o'o-i'na'nga 'good-he-for-emphasis'.
amä'ä AWO'Ol'NANGA fi mhe'ä qiya As for the good man there's none for him.

12.6.4. SENTENCES
AMTÄNGANGA yämiu'NA wat*ä ti That one from in there will go up there.
amtänqoi ti Where are you from?

13. OBVITATIVE MOOD
Obvitative Mood is the name we have given to another mood which reflects the psychological attitude of the speaker. It usually expresses
the 'thought or course' or 'it's an obvious statement to make', though it also expresses emphasis and often something else whose meaning is elusive and has not yet been isolated. The correct use of this mood will only be obtained by observing the type of language situation in which it occurs.

13.1. **NON-ti TENSE OBVITATIVE MOOD SENTENCES**

**SENTENCE TYPE 2A.** + Subject + P.V.

As with Interrogative Mood (see 10.3.) just the (n) pronoun series tenses occur in the above sentence type. Obvitative Mood is formed simply by a change of pronoun series. Present Continuous tense changes to the straight (a) series, the other three tenses/aspects to the (qa) series.

Compare the following:

<table>
<thead>
<tr>
<th>OBVITATIVE</th>
<th>INDICATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.C. qoeäpⁿa I'm coming down (of course).</td>
<td>qoeäpⁿ You are coming down.</td>
</tr>
<tr>
<td>P.I. qoeäpmanqa I came down.</td>
<td>qoeäpmanga I came down.</td>
</tr>
<tr>
<td>P.S. qoenqa I am obviously lying down.</td>
<td>qoenqa I am lying down.</td>
</tr>
<tr>
<td>S.C. qiyatⁿonda I am obviously in a state of doing.</td>
<td>qiyatⁿonga I am in a state of doing.</td>
</tr>
</tbody>
</table>

Note: The Present Continuous Obvitative form is the same as Past 2 Form, but without the ti.

13.1.1. **SENTENCES**

ankina qoeäpmanqa He came yesterday (it's an obvious fact).
aqoā sā'āqōenguwa They are sleeping (can't you see it)?
wamnga qiyatⁿonda Sure, I'm working.
hai atāta qāṭuwa They are surely lying.
aqo yāmi qu'wa There he goes, up there!

13.2. **OBVITATIVE VI-V2 SENTENCES**

**SENTENCE TYPE 4A.** + Subject + VI-V２x

<table>
<thead>
<tr>
<th>VI</th>
<th>V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>noeäpmna qi'ya</td>
<td>I'm surely going to come down.</td>
</tr>
</tbody>
</table>
Again, as with Interrogative sentences (see 10.4.) the Immediate Future is the only non-ti tense not included in 13.1. In the Obvitatative it is the same sentence type as that discussed in 6.1. where \( V1 \) is the Immediate Future and \( V2 \) the Present Progressive.

13.2.1. SENTENCES

\[
\text{ita \text{N}na \text{t}l'\text{in}? \text{ma, naNma ql'ya} \quad \text{Are you going to eat it?} \\
\quad \text{Yes, of course, I'll eat it.}
\]

13.3. ti OBVITATIVE MOOD SENTENCES

SENTENCE TYPE 2B. + Subject + P.V. + V.P. (heänqa)

\[
\text{nti q'l\text{manga} heänqa \quad \text{You surely always do it.}}
\]

This construction occurs with all the ti tenses which form the Obvitatative Mood by the substitution of heänqa for ti.

13.3.1. heänqa

The alternate (Stativte) form for ti is qhe in all ti tenses. When ti occurs in the Obvitatative Mood it changes to heänqa in the following way: it takes on the (a) series pronouns as the other (n) series do. Thus ti becomes qhe becomes qheänqa, but the q is usually dropped thus, heänqa.

13.3.2. SENTENCES

\[
\text{nti wamnga ita HEÄNQA \quad \text{You are going to work. (Statement of an obvious fact.)}}
\]

\[
\text{awa HEÄNQA \quad \text{It's good.}}
\]

\[
\text{ya'a nU\text{whainga HEÄNQA} \quad \text{They (Dl.) have already gone.}}
\]

\[
\text{nti no'o\text{i QHEÄNGA} \quad \text{You are big (obvious fact so, of course, you can't get in the jeep).}}
\]

14. PARTICLES

A particle is a word which is frequently not closely connected with any other part of speech. There are several different types of particles in Kapau. We have already discussed the very particles, ti, tä, and mä (Structural Class A). Those listed below are other kinds of particles, though only a brief study has been made so the analysis is tentative only. It is often difficult to attach a meaning to many of them.
14.1. LIGATURE WORDS

14.1.1. WORDS WHICH JOIN NOUNS AND PRONOUNS TOGETHER (STRUCTURAL CLASS F)

fa, ha with; and (referring to things)
ta with; and (referring to persons together, accompanying)
qi suppose (often 'suppose this or that')

The above three words usually occur following both (or all) nouns or pronouns which they join, though when qi means 'suppose' usually it occurs just once in the sentence, following the noun it 'supposes'.

Compare the three following sentences:

hope'a fa pätate fa tamato fa Kaukau and potato and tomato.
hope'a qi pätate qi tamato qi Suppose (you eat) kaukau or tomato or potato...
amä'ä qoka TA äpaka TA qu'wi The man and the woman are going together.

14.1.2. OTHER SENTENCES

ta: ni TA nti TA aqa wino You and I will go together.
* ta: nti wamnga ni TA itna taPn Are you coming to work for (with) me?
qanäi TA qai'ya ime'ä TA qu'wi The mother is going accompanied by her child.
aqo TA aqoi'ya hive'ä FA yä'ä He and his dog are going together.
qu'wi
qi: nqa QI ōTm Let me speak (lit. 'suppose I have my say')!
fa: hope'a FA kapisi FA hi'YAI Cook kaukau and cabbage!
mpeso FA nkumi fa nTÄPu Give me the pencil and eraser!
yäqoe'a FA hive'ä FA qu'wi The pig and the dog are going.

Note: inä (usually meaning 'when' or 'then' also occurs meaning 'and' though when it occurs, rather than fa is not clear.

qav'amnga qoka, hinmpaika, INÄ In the forest there stands Koka, hinmpaika and qopa trees.
** qopa qato
hope'a FA, e'ä FA, yäqoe'a, INÄ Bring me kaukau, water, pigs, shorts arrows, bamboo and spoons! I will qäka INÄ yi, haka, ketuwa see them. (Kiap to the people.) namä hämpi, ni hingo wa'anma
14.1.3. WORDS WHICH JOIN CLAUSES OR UTTERANCES (STRUCTURAL CLASS G)

ä or
ma introductory conversational word
ha like that
anga that thing or clause first referred to

These words all occur at the beginning of a clause or utterance joining it to another or referring back to a previous utterance. ma occurs at the beginning of almost any conversation.

14.1.4. SENTENCES

ä: nti hope'a fi nantna ti'in, Will you eat some kaukau or won't you eat any?
Ä MÄNQA itna ti'in
ä nti äñkinä Uta tä, Ä soinä going the day after?
uta tä
ma: MA, qoä awa ti My, the ground is good!
MA, hampu
ma, nümqa HEänqa
ha: aqo HA quTma
anga: ANGA quyv'a ti He said thus to him...
ANGA nta tä
anga ni qI'ya ti That's no good.

14.2. VERBAL PARTICLES (STRUCTURAL CLASS H)

ipäka finished
iwa must not
hanga have, possess
ata don't know
qamta lack of knowledge

The above words modify the verb (which they precede) but in a different way to adverbs as the following sentences should illustrate:

ipäka: wamnga IPÄKA niyatmnga I've just finished the work.
ti (I.P.)

hanga: aqo wamnga HANGA ti He has work.
ni änga HANGA ti I have a house.
nqa hempä ä HANGA ti My arm has hair on it ('ã means 'hair').
iwa: (possibly only occurs with future tense verbs but this has not been checked)
nti natiyänqa IWA utä You mustn't go slowly, go quickly!
(F.) *qunmämä hu
hangami'ya hu, apāi IWA
* pmāta (F.)

Note: apāi in the above sentence seems to mean 'here and there'. 'in one place and another place', e.g.
qu'ya wamngā APĀI qapmeānga

ata: ATA, ni mā'ānqati
qamta: ni QAMTA qi'ya
aqo QAMTA qanīya

Compare: ni mā'ānqat i
ni na'ānqat i

14.3. qomā 'only, simply, just' (STRUCTURAL CLASS I)

qomā appears to be the only word that fills this position in the language. It appears to qualify the noun or pronoun in Subject position which it seems to always follow.

mpuka QOMĀ tifā'amā hamāta ama tiya QHE
ya QOMĀ ānga tam PMĀma
* ni QOMĀ yā'ā yānga qatāpa
aqo QOMĀ yāko niyāpati ti

The book is just black and red.
I will simply sit down in the house.
I am simply giving you this knife.
He only came up temporarily.

14.4. hintā 'side' (STRUCTURAL CLASS J)

hintā appears to be a qualifier word meaning 'side', 'side of'. It follows the word which it qualifies which may be a noun, adjective or adverb (more analysis needed here).

hope'a ānga ym HINTĀ qOE
* aqoi'ya tuwa HINTĀ qato
qonā'ma HINTĀ hingo ha'ani
* yāi hatoō HINTĀ wito ti
hatoō HINTĀ hapmā
THINTĀ PĀVĪ

The kaukau is lying on the lower side of the house.
He is standing behind (backside) him.
Look to the left side!
We two will go this side.
Turn round!
Come along here (this side)!

Note: hatoō frequently refers to something two sided, though it may refer to something with more than two sides, e.g.
mpokisi tanga HATOA hiviyat'a This box is yellow on one side; red
ti; HATOA hamat'a ti; ma on another and white on the
HATOA qapâhe'a ti other.
hatoa -tau- to turn inside out
hatoa -mhai- to turn something over

14.5. EXCLAMATION (STRUCTURAL CLASS K)

(a) Signalling Words to gain attention:
   to hey to, hampu Hey, you come!
wai hey
   ntawae friend

(b) Response Words, i.e. uttered in response to some previous utter-
   ance:
   e yes
   heo yes
   hawai no
   a'a no A'Aninga ya'a noma No, I'm not going down soon.
wai what in answer to a call
   a pi'ya of course
   manau goodbye (lit. 'you go')

(c) Exclamations of Fear, Anger, Surprise, etc.:
   oä spoken with falling intonation means disgust; with rising
      intonation it means sympathy
   äi expresses surprise, often at pain
   äi, äi'na to okä ta hanga ti The iron is very hot.
o 0 ta nhe'opat'a ti O, the fire has gone out!
haka exclamation of surprise
iyai expresses pain or sorrow
   IYAI, tanga qanu'ni Oh, I'm in pain.

14.6. NUMERALS

Numerals function as adjectives following the noun. They are as fol-
   lows (it is not known when each form is used):
14.7. MISCELLANEOUS OTHER PARTICLES

nqoe'a 'pause while thinking what to say'; similar to 'er':
niyāpm... nqoe'a... smt'inā 'I came up... er... arrived at noon'.

Here is nqoe'a used because smt'inā did not come to mind. Since it did not come to mind nqoe'a was used in its place. The above example is good of its use. Another is:

NQOE'A ntāpu, hva 'Give me the... what-do-you-call-it, ...the knife'.

15. SIMPLE SUBJUNCTIVE MOOD SENTENCES

15.1. SUBJUNCTIVE MOOD

Subjunctive Mood sentences are usually complex sentences, meaning something would have happened if some conditions had been fulfilled. These complex sentences contain one or two subordinate clauses and a main clause which carries the Subjunctive Mood. In this section, however, we are dealing with only the Subjunctive clause. For example, 'He would have gone.' (understood, 'if he had been asked').

Subjunctive Mood is characterised by the following things:

(1) different formation for ti and non-ti tenses (as in other mood);
(2) in all tenses except Immediate Future, the presence of the distinctive Subjunctive Mood marker -nhe;
(3) the (mao) pronoun series occurs throughout.

15.2. SUBJUNCTIVE MOOD IN THE NON-ti TENSES

15.2.1. (n) PRONOUN SERIES

...nai Wo'ānhe  We would be going.
Again in the four tenses/aspects function similarly. Their Subjunctive Mood characteristics are as follows:

(1) no verb prefix;

(2) presence of their characteristic tense/aspect morpheme, viz.

\[
\begin{array}{l}
\text{P.C.} -' \\
\text{Past} 1 -\text{mang} \quad \text{(see A.33. Past)} \\
\text{Stat. Pres.} -\text{ng} \\
\text{Stat. Cont.} -\text{at}^*\text{ong}
\end{array}
\]

(3) (mao) pronoun suffixes;

(4) -nhe subjunctive mood suffix.

Note the following paradigms:

\[
\begin{array}{ll}
\text{Present} & \text{Cont. Subj. of 'do'} \\
1S. & \text{yangmnhe} \quad \text{I would do,} \\
2S. & \text{yanganhe} \quad \text{etc.} \\
3S. & \text{yangonhe} \\
1Dl. & \text{yanginhe} \\
2,3Dl. & \text{yanghinhe} \\
1Pl. & \text{yangoänhe} \\
2,3Pl. & \text{yanghunhe}
\end{array}
\]

\[
\begin{array}{ll}
\text{Stat. Cont. Subj. of 'do'} \\
1S. & \text{yatongmnhe} \quad \text{I would be doing,} \\
2S. & \text{yatonganhe} \quad \text{etc.} \\
3S. & \text{yatongonhe} \\
1Dl. & \text{yatonginhe} \\
2,3Dl. & \text{yatonghinhe} \\
1Pl. & \text{yatangoänhe} \\
2,3Pl. & \text{yatonghunhe}
\end{array}
\]

15.2.2. IMMEDIATE FUTURE

The Immediate Future Subjunctive follows the usual V-Vx pattern, denoting purpose. V2 is the Stative Aspect of he-stem qhe. Thus Immediate Future Subjunctive is ...ima ymnhe 'I would be going to do'.

15.3. SUBJUNCTIVE MOOD IN ti TENSES

\[
i \text{qäpengot}^*\text{a hengonhe} \quad \text{She would have died.}
\]

The ti tense Subjunctive Mood verbs have the same form as in Indicative Mood with the following exceptions:

(1) all tenses except Future and Past 2 have (mao) pronoun series;

(2) it is usual for the (a) pronoun series to add the morpheme -t*\text{a} 'future' following the pronoun suffix;

(3) ti is replaced by hengonhe (Stative of he- 'be' stem plus -nhe).

Note the following forms:

\[
\begin{array}{l}
\text{weäpmqa hengonhe} \quad \text{I would come down. (F.)} \\
\text{noeäpatmnga hengonhe} \quad \text{I would have just come down. (I.P.)}
\end{array}
\]
15.3.1. SENTENCES

*...hingo qu'wanango'ata hengonhe ...we would have seen him.
   [D.P.]
*...yä'ä sää'ämWemmnhe {S.} ...I would still be sleeping.
*...äpa qäTanghuta hengonhe [D.P.] ...they would have sung.
*...aqananga qäPAmango'ata hengonhe [Hab.] ...we would have died altogether
   (lit. 'permanently').
*...ni sää'ämWAmna ymnhe {P.C.} ...I would be planning to
   sleep.

16. OTHER VERB CONSTRUCTIONS

16.1. THE -n VERB SUFFIX SIGNALLING INTRANSITIVE, REFLEXIVE, RECIPROCAL

The -n, (-ng) before back sounds, verb suffix has a wide area of
meaning which has not been completely satisfactorily determined. It ap­
pears to make a transitive expression intransitive, to suggest the pas­
sive, to mean reciprocal or reflexive. It is also closely associated
with the -'a verb morpheme. -n plus -'a becomes -nqa (see next section).

16.1.1. -n SIGNALLING INTRANSITIVE

Compare the following sentences:

(1) aqo e'ä QHOE'ÄT*i [P.C.] He spilled the water.
    e'ä qhoo'ät'Ni The water spilled.
(2) iya naikATNata ti [I.P.] He broke the tree.
    iya naikatNat*i ti The tree broke.
(3) iya qätawi'ya ti He cut the pole.
    iya awa qätaw'Ni The pole cut well.
(4) qänga vnaviyatmnga ti [I.P.] I opened the door.
    qänga nauNat*i ti The door opened.
(5) pmauka hi Put the lid on!
    pmauka qiNa The lid is put on.
(6) tuwämnga qa'i'iy a (P.C.) I am writing (a letter etc. understood).

tuwämnga qa'aNa It is written.

The second sentence in each case also suggests a state, i.e. 'the water is in a state of being spilled', 'the tree is in a state of brokenness', etc.

16.1.2. n- SIGNALLING REFLEXIVE

Study these sentences:

(1) ni pane'a qati'ya (P.C.) I'm speaking.
    nqa no qatni'ya I'm speaking to myself.
(2) pateää i hapa (Imp.) Wash the dishes!
    ni i panma (I.F.) I'll wash myself.
(3) soke'na qinángn You have socks on.
(4) i mnga qata'Ni She is cutting herself with a knife.
(5) pānisi naühätNana (I.F.) The bandage will unwrap itself.
(6) nta ntava qatni'in You are talking to yourself.

16.1.3. -n SIGNALLING RECIPROCAL

pane'a qati'yo We are talking.
pane'a qatni'yo We are talking to each other.
a'ma qatni'yo That's what we are talking about.

16.2. THE -'a VERB SUFFIX

When -'a is suffixed to a verb stem, several different kinds of constructions result. The form verb stem + -'a functions in each of the constructions as a type of descriptive so that we are calling the -'a morpheme a 'descriptiviser'. It may also occur with the n- intransitive suffix (the two morphemes coming to -nqa) and the expression then carries an intransitive idea.

16.2.1. -'a NOUN EXPRESSION

This consists of noun root + -'a which together form a noun.

hun- 'cut' + 'a becomes hunqà: mta hunqa 'razor'
qato 'cut across' + -'a becomes qato'a: iya qato'a 'saw'
In the above examples, '-a seems to mean the instrument that performs the action of the verb. Another different case is the following:

äsake pme'ä aqô;i wi Give it to the äsake people!
(pmeä 'live' + '-a becomes pme'ä 'the living one', i.e. 'people'.)

16.2.2. '-a DESCRIPTIVE EXPRESSION

This is a similar construction (Noun Root + 'a) except that the resultant form gives an adjectival idea, where the -'a seems to mean the same as the adjectival -y or -ed in English, as snow-y, pitted (skin). As with other adjectives this expression may function in a sentence as an adverb (if tied to a verb as in the sentences listed below, where its I.C. is the verb particle, ti).

STEMS

-i- do; hänga 'ya ti 'It is weighty'
-ki- pile; to eat in order; hawa yuyu qnqa qoe 'The stones are arranged'
ta to measure so much; äwa'i tanqa hayu 'Fill it (measure-ly) to the middle'

-`a construction may occur with the personalising clitic (-on) following, e.g. hu- 'to be light'. wä hunqon ti 'I am the lighted one (I am light)'. It may also occur prefixed by mä- (negative) + na- (positive) so it seems since it contrasts with mä-.

'n- know; ni MÄ'ÄNQA ti 'I don't know'; ni NA'ÄNQA ti 'I (do) know'
tawi- cut; NATAWNQA ti 'It is cut'; MÄTAWNQA ti 'It is not cut'; iya NATAWNQA nÄpu 'Give me the cut tree'
phik- tear; tÄpu nÄPHIKNQA ti 'It is a torn laplap'

16.2.3. -'a + '-ma MEANING POSSIBILITY

When the clitic, '-ma suffixed to '-a the resultant construction seems to mean 'might', 'possible', 'an action performed because of the possibility of something', 'in the case of something'.

y- 'do' + '-a + '-ma becomes 'ya'ma

phi'ya ya'ma a'í hai 'Put it there as it might get wet (or so that it does not get wet)' (lit. 'wet-do might-there-put-it')
w- 'go' + -'a + 'ma becomes 'wa'ma

änga tau'n'a wa'ma ya q'i'ya ti 'I was afraid of the possibility of going to the place of fire' (lit. 'place-burning-go-might-fear-do I')

NAIKATNQA'MA awa heta ti That is a good place to put it in case it might break.

quphingga nqa'ma qhe'ã'o ti We put it (there) in case the insects might eat it (lit. 'insects eat-might put it').

16.2.4. -'a CONSTRUCTION OCCURRING IN A SUBJUNCTIVE MOOD SENTENCE MEANING 'suppose'

When a -'a construction occurs in a Subjunctive Mood sentence it means 'suppose so and so happened (i.e. in the PAST) then...', i.e. it speaks of hypothetical case.

The -'a construction occurs in the subordinate clause tied to the tertiary he- stem verb which always occurs in Subjunctive Mood sentences (usually he'engotiyä).

hingo wa'angä he'engotiyä anga Suppose (or if-in the past) I had
ha utmangmnhe seen him I would have told him

ta'ma wa'a he'ënä, piya Suppose (in the past) we had gone
eä'i'yonhe (I.P.) for wood, it would be raining on

wamnga quyv'a nqa no mham mo'a If (in the past) I had thrown away
he'engotiyä hna mqamqa my sin myself, I would be proud
*yatongmnhe still.

16.3. ati VERB SUFFIX MEANING 'repeatedly'

Some verbs may take the suffix -ati immediately following the verb stem to indicate a repeated action. But the meaning is limited to that of going to do the action and then returning.

Compare the following:

(1) ni sä'ä änga ymiu wamqa ti I'll sleep at the house down below.
    ni sä'ä änga ymiu we'atimqa ti I'll keep going down to sleep below and returning.
(2) ivá'iva māino qi'yo
    We two will go get the things.
ivá'iva māino qi'yATl'YO
    We will keep going to and fro getting the things.

(3) ketoka whāintoka qi'yATimanga ti
    The pendulum is continually going back and forth.

In negative forms this suffix goes into the actual negative:

misisi'ya ānga ita mānATl'ya yata ti
    He won't be repeatedly going to the Missus' house to eat.

OTHER SENTENCES

mpātu āsakeu ita nhe'ATlyata qi'i
    The plane is taking food to āsake, repeatedly and putting it down.

ni yamiuntā ānga tau tok ples
    I'm working on language at this house (lit. 'I-up there from-house-this at language-I'm speaking').

qatATlyat'onga

16.4. -hai, -he VERB SUFFIX MEANING 'Completed Action'
    This morpheme occurs following the verb stem in future, past and auxiliary tenses to mean completed action, e.g.
    hi-, hiy- is stem for 'close the door'
    hiSē- means 'close the door finish' or 'completely'
It often occurs with the verbal particle, ipāka 'finish':
    aqo ipāka nisai'ma... 'He finishing doing then!...'
Note these sentences:
    qā ipāka niSē ita nana (I.F.) She will finish the billum and eat.
    ānga yā'i qāmatHENqa ti He finished building the house.

16.5. -pā VERB SUFFIX
    -pā occurs as final suffix on a verb construction. Note the following sentences:
    * yesusu'o qutampionship
    The thing that Jesus told them (to say), they said.
    ha qutangiya ti (P.2.)
    nqa niyatmngapā ha hi Do what I've just done!
    ākisi ti ta ni sā'ā qheāŋqaṭā
    This axe is like mine.
    ha'a ti (ha'a means 'similar, like')
16.6. ORDER OF VERB SUFFIXES

Little analysis has been done on this yet but the following has been observed:

1st order after the stem -n Reflexive, etc.
2nd " " " -ati Repeatedly
2nd " " " -hai, -he Completed Action
3rd " " " -at° Stative
4th " " " Tense/Aspect Morphemes
5th " " " Person Morphemes

NOTE: qa-PA-n-ati-'-ya 'I'm going down to wash myself all the time'
(i noun associated with washing).
PART TWO:

COMPLEX SENTENCES
INTRODUCTION

The sentences in this section introduce a new series of verb forms which we are calling Participial Verbs. They are of tertiary rank in Kapau sentences (secondary verb forms will be dealt with later), and are dependent verb forms, that is, they may not occur unless 'tied' to a primary (or secondary) verb form. Dr Wurm calls these forms 'sentence medial' verb forms, but because in Kapau we have three sets of verb forms (two occurring medially) and because these present forms may be translated by English participial phrases we feel 'participial verbs' may be a better name for them.

As in many other Highland languages these participial verbs are of two kinds:

TYPE A: those in which the subject of the participial verbs and of the primary verb is the same, as 'Coming he ate', i.e. 'He came and ate'.

TYPE B: those in which the subject of the participial verb and the subject of the primary verb is different, as 'He having come, we ate', i.e. 'After he had come, we ate'.

It will be seen later that the Different-Subject Participial Verbs behave quite differently to the Same-Subject Participial Verbs.

In the simple sentences discussed to date, we have noticed that the following constructions fill the verb 'spot':

1. Primary Verb (with or without verb particle following)
2. Noun-Verb expression
3. Verb-Verb expression
4. Imperative construction
5. Negative construction.

Primary verbs and imperative constructions always occur in primary verb position, though primary verbs have medial equivalents when they occur medially (secondary forms). But each of the other constructions
may occur in any verb 'spot' in the language including participial verb position. In most of the illustrations of the participial forms below only the simple participial form or N-Vx occurs (there has been no time to analyse and classify most of the other type verb constructions that may occur here), but be on the lookout for V-V and negative participial constructions.

17. SAME-SUBJECT PARTICIPIAL VERB SENTENCES

SENTENCE TYPE 7A. ± Subj. ± Obj. + Pt. V. (A.) ± Pt. V. (A.) + P. V.

Sentence Type 7A is an extension of Sentence Types 2A and 2B with the addition of one, two or three tertiary rank participial verb forms dependent upon the primary verb and occurring before it. The above sentence type deals with Same-Subject Participial Verbs (A).

17.1. SAME-SUBJECT PARTICIPIAL VERBS

These are alike in the following details:

(1) they all take n-prefix. It seems that when the n-prefix occurs with these verb forms it does not mean 'immediacy' (though it may) as with the primary verb forms, but rather it seems to indicate the subordinate rank of these verbs. It will be noted that the n-prefix even in the primary verbs occurs with those tenses that in various respects behave differently to the q-prefix tenses, not seeming to have the same structure primacy as q-prefix tenses. This whole matter, however, needs more careful analysis than has been given to it here.

(2) only one of them expresses tense or aspect. It is usually expressed in the primary verb the participial verb 'taking' in translation the same tense/aspect as the primary verb.

(3) two of the forms express person and two do not.

17.2. TYPES OF ACTION SIGNIFIED BY PARTICIPIAL VERBS

These forms express four different types of action:

(1) Successive Action (called in Kate 'Immediate Sequence') dealing with actions that immediately follow one another, as 'He came and ate'.

(2) Simultaneous Action dealing with actions that go on simultaneously as 'He whistled as he went'.

(3) Processive Action dealing with a series of actions that go to make up a process, as the process of making a billum, clearing land for a garden, etc. which requires many actions but just one process. Hence, there is a sense of continuity of action culminating in a finished article or process.

(4) Continuous Action having been terminated dealing with actions performed continuously, then concluded, as working in the garden all day and then going home. It also expresses continuing in a state and then completing an action.

17.3. SUCCESSIVE ACTION

There are two participial forms which express Successive Action, depending on whether or not a motion verb ('go' or 'come') occurs as the primary verb.

17.3.1. SUCCESSIVE ACTION associated with Motion Primary Verbs is expressed by the following verb form: n-stem-'ma.

SUBJECT Pt.V.(A) P.V.
nai äpa natM'Ä (N-Vx) Wäno (I.F.) We will sing and (then) go.

Thus the form n...'ma signals the action following is subsequent to and immediately following the action of the dependent verb.

17.3.2. SENTENCES

aqo hänga NAmä'MA qu'wi (P.C.) He is getting the cargo and going (lit. 'getting the cargo he is going').
aqoi NUWi'MA qu'wa ti (P.2.) I gave it to him and WENT (lit. 'giving it to him, I went').
ita NAM'MA qu'wi (N-Vx) (P.C.) He ate and went (lit. 'having eaten, he went').
quwa NAMä'MA qu'wa ti (N-Vx) (P.2.) He stole it and went away.

17.3.3. SUCCESSIVE ACTION ASSOCIATED WITH NON-MOTION PRIMARY VERBS

This is a very commonly used construction in Kapau. It is expressed by a form we have called 'Successive Action Participle' which consists of n-stem (-m) series pronoun suffixes declined for all persons.
SUCCESSIVE ACTION PARTICIPIAL CONJUGATION OF 'weap' -

1S. noeāpm I coming down.
2S. noeāpn You coming down.
3S. noeāpa He coming down.
1PL. noeāpā We two coming down.
2,3PL. noeāphi You, they two coming down.
1PL. noeāpā We all coming down.
2,3PL. noeāphu You, they all coming down.

Subject Pt.V.(A) P.V.

aqo NOEĀPA ita qantēpē a ti He came down and gave me food.

The primary verb in this construction may be any tense/aspect except Stative which when it occurs with this form means Simultaneous Action (see 17.4.4.).

17.3.4. SENTENCES

aqo Noeāpa ita ntēpāna (I.F.) He will come down and give me food.
ni NAPM tha qāTelma... (I.F.) I will come to you and say this (lit. 'coming like this will say').
ktosi NAKMAKN pqapqa nHAinya Fold (the clothes), put them and then
māā Ta'atna (Fu.t.Imp.)(N-Vx) call me!
finā NAPM ima (I.F.) I'll come and do it later.
änkinā āta tamato namā NAPM Tomorrow I'll bring you (lit. 'come
qaTāpqapqa ti (F.) and give') tomatoes.
Niyāphu ti nhuna They will come up and then drink tea.

17.3.5. SENTENCES CONTAINING TWO PARTICIPIAL VERBS

Both of the above forms may occur in one sentence, either one occurring before the other as follows:

ita NiyamakM amāā haqoi I made some food, gave it to the man
NUWI'MA qumanga and went (lit. 'food having made,
and-went (lit. 'food having made,
man a-one-to him-giving went I').

ni NUWIPAKATM'MA qaPa (P.C.) I'm coming from leaving him (lit. 'I
ni nutmā'ma napatmnga ti him-having-left I am coming').
(I.P.) I picked him up en route and have just

come (lit. 'him having-picked-up-
the-way-I-have-just-come').
17.4. **SIMULTANEOUS ACTION**

There are likewise two participial forms which express Simultaneous Action depending on whether or not a 'motion' verb occurs as the primary verb.

17.4.1. **SIMULTANEOUS ACTION ASSOCIATED with Motion Primary Verb is expressed by this form of verb:**

- n-, na- stem -ā or ('a)
- (-'a seems to occur after most stems and -ā after nasals.)

<table>
<thead>
<tr>
<th>Pt.V.</th>
<th>P.V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>əp'nə naT*ā (N-Vx)</td>
<td>qu'wa (P.C.)</td>
</tr>
</tbody>
</table>

This construction occurs very frequently with the mā 'get' stem in conjunction with the p- 'come' and u- 'go' stems meaning 'to bring' or 'carry'. That is, these verbs to the Kapau mind are two simultaneous actions 'get come' or 'get go' (like Pidgin 'Kisim i kam'). The full participial form is namā'ā but this is frequently shortened to namā.

- hope'nə namä qāpa ti  He brought the kaukau.
- ime'ā namā hapMā  Watch the baby (lit. 'sit and get')!

Other namā (namā'ā) expressions are as follows:

- namā pmā-  sit; look after, care for
- namā yap-  come up; bring up
- namā weāp-  come down; bring down

17.4.2. **OTHER INTERESTING EXAMPLES** of the above are as follows:

1. iyə NIWO'A RU'wa  I'm going carrying a pole.
   (-iwau- 'to put on one's shoulders)
2. ānga posi NA'utā uma (I.F.)  I'll go and put up posts (lit. 'house posts planting I will go').
3. tha ni'yā hu (Imp.)  Do this as you go (lit. 'this doing go')!
4. posi NA'utnā quwa (S.)  The posts are all planted.
   (Note: n- 'intransitive')
5. kngo NA'iVā nuwhaunga ti  They went away crying.
(6) aqo hänga NAmä qU'wi (P.C.) He's carrying the cargo.
(7) aqo wipÄ a NAfA qU'wi (P.C.) He's going along whistling.

but:

(8) aqo ya NAmpë'Ä pane'a qaTÄ He's sitting down talking.

17.4.3. SIMULTANEOUS ACTION ASSOCIATED WITH NON-MOTION PRIMARY VERBS

If the action of either participial or primary verb is stative, the Successive Action participial occurs. It is usually occurring when the primary verb has a stative stem (often expressed in Static Aspect, though it may carry any tense as well).

Pt.V. (A) P.V.

hingo näänä (N-Vx) qaTÄongo (S.) We are standing looking at you
(lit. 'eye looking we-are-standing').

17.4.4. SENTENCES

qomä hingo NA'an haTAU (Imp.) Just stand (there) and look!
aqo ängam NAmpmeÄTA qIKEä ti He being in the house, built a fire.
(P.2.)
aqo äto NUTA qapmeä (S.) He is sitting there helping him.
ni hingo NÄänM t^ama (I.F.) I'll stand and watch you.
panga NAkIYA qapmeä (S.) He's sitting chewing betel nut.
aqo nu'wa NimpnA qaTÄo (S.) He's standing there wearing shells.
(N-Vx)
aqo hingo NA'anA qaTÄo He's standing watching.
ta NIM T^AMA, à ta NIM T^AMA I will stand like this or like this (lit. 'this doing I will stand').
(I.F.)
(ta- Static Stem)

17.4.5. MORE COMPLEX PARTICIPIAL SENTENCES

Both the above participial forms may occur in the one sentence in either order. Study the following:

häka NAmpEÄ NAmä NA'uyäpa qU'wi She got the salt, brought it out and gave it to him.
(P.C.)

(Note: the act above has just been done, so the primary verb is Present Continuous Tense. (See 2.4.2.) Stem is wi- 3rd Person 'give' stem, u- 'to him'.)
ni ta NAmã'MA NiýãpM ta QIKE'Ä ti (P.2.)
I fetched some firewood and built a fire (lit. 'I firewood getting having brought up fire build I').
iya NAtaM NAmã Pma (I.F.)
I'll cut a tree and bring it.
ta NATawiyA NAmã naPa QHE'ä ti (P.2.)
He cut the firewood, brought it and put it (here).
aqo NAmã NoeãPA qhe'ä ti (P.2.)
He brought it down and put it (there).

17.5. PROCESSIVE ACTION

Processive Action is signalled by another participial form which appears to be formed from the Immediate Past Tense since it has the I.P. characteristic -at morpheme similar to the Successive Action participle, being prefixed by n-, na-, and suffixed by (m) series pronouns.

17.5.1. PROCESSIVE ACTION PARTICIPIAL FORMS OF weüp 'come down'

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>noeãpatm</td>
</tr>
<tr>
<td>2S.</td>
<td>noeãpatn</td>
</tr>
<tr>
<td>3S.</td>
<td>noeãpata</td>
</tr>
<tr>
<td>10È.</td>
<td>noeãpatä</td>
</tr>
<tr>
<td>2,30È.</td>
<td>noeãphai</td>
</tr>
<tr>
<td>1PÈ.</td>
<td>noeãpatä</td>
</tr>
<tr>
<td>2,3PÈ.</td>
<td>noeãphau</td>
</tr>
</tbody>
</table>

17.5.2. MEANING

It seems that this participial form expresses a processive action often occurring simultaneously with another action. Some things which are not a process to the English mind are a process to the Kapau mind. These things have to be learnt. In sentences studies to date the following processes have occurred. The process of housebuilding, talking, clearing ground, gathering food, living, working, fire making, raining, ironing, and doing. Any tense may occur in the primary verb, though it is frequently Habitual. Quite frequently the primary verb stem is Stative.

There are some occurrences of this form, however, that do not seem to mean process, for the successive action participial form any substitute in the same sentence. More analysis needs to be done on the comparison of sentences where the above two Participial forms occur.
17.5.3. SENTENCES

pane'a NAtlÄ qapmeängo
wamnga NIyATÄ qapmeängo
aqo pane'a NATATA wana
yap'a NIyATA pate'a qatäi
äm'na Nuwatn i'in
wekäntau'na Nuwatm q'i'ya
pi'ya NAtlATN i'in
pi'ya NIyAMATN i'in
ni hmpu NAnATM NApmÄM yma
qi'ya (V-Vx)
änga NIyamakATÄ PMEÄtäo ti
(F.)
ma, tha NATATA qanàTanqa ti
pi'ya'ma NIyATA l'í
pi'ya NIyATA qäpe'a ti (P.2.)

We're sitting talking.
We're sitting working.
He will talk as he goes.
He's sulking and being angry.
Where are you going?
I'm going to Wekanta.
What are you saying?
What are you (in the process of) building?
I'll sit here and eat a few.
We will live (there) building a house.
This is what he said to us...
Why is he doing it?
What happened that he died?

17.6. CONTINUOUS ACTION HAVING TERMINATED

Unlike the other name-action verbs discussed to date, the construction under discussion here distinguishes tense/aspect as well as person. Like the others, it also carried the n-prefix. There are four conjugations expressing future and past time, in active and stative aspects. The future tenses carry the (mao) pronoun series, and the past the (a) series. The first person singular of each declension is as follows:

<table>
<thead>
<tr>
<th>Future</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>-n-l-'i-m-ti-’yä</td>
</tr>
<tr>
<td>Static:</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>n-iy-ang-m-ti-’yä</td>
</tr>
</tbody>
</table>

1. and 2. means 'after doing awhile I will...' (active and stative); and 3. and 4. means 'after having done I did...' (active and stative). These conjugations are structurally like the different person participial forms discussed in the next chapter. Here note that 1. and 2. contain the -ti future tense morpheme, and 3. and 4. the -n past tense morpheme -ang means Static and -' (first one) probably means Active. The full declensions are as follows:
<table>
<thead>
<tr>
<th>Future Active</th>
<th>Future Stative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>n'i'Imti'yuä</td>
</tr>
<tr>
<td>2S.</td>
<td>n'i'yati'yuä</td>
</tr>
<tr>
<td>3S.</td>
<td>n'i'yotiyä</td>
</tr>
<tr>
<td>1PE.</td>
<td>n'i'iti'yuä</td>
</tr>
<tr>
<td>2,3PE.</td>
<td>n'i'hiti'yuä</td>
</tr>
<tr>
<td>1PL.</td>
<td>n'i'yoäti'yuä</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>n'i'huti'yuä</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Active</th>
<th>Future Stative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>n'i'ya'nä</td>
</tr>
<tr>
<td>2S.</td>
<td>n'i'i'nä</td>
</tr>
<tr>
<td>3S.</td>
<td>n'i'i'yuä</td>
</tr>
<tr>
<td>1PE.</td>
<td>n'i'yo'yuä</td>
</tr>
<tr>
<td>2,3PE.</td>
<td>n'i'yu'yuä</td>
</tr>
<tr>
<td>1PL.</td>
<td>n'i'yo'nuä</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>n'i'ya'nuä</td>
</tr>
</tbody>
</table>

17.6.1. SENTENCES
In the sentences listed below it will be noted that the Successive Action Processive participles frequently occur with these forms.

17.6.1.1. Future Tense Sentences
wamnga Ni'IHTI'YÄ ipäka ni'ma WE'ämna
ya NapeängHTI'YÄ Uma
ni sánti ktikau'n na nóm, maṭä
pi'yo ta NapeängHTI'YÄ atä
pä'tétau'na Imna
yäi wamnga Ni'IITI'YÄ napä
qämäito ti

I'll work awhile; when I've finished working I'll come down.
I'll sit down awhile; then go.
I'll go down to Sandy Creek, stay with Master Bill awhile, and go on up to the Race.
We two will work awhile and then come to you.

17.6.1.2. Past Tense Sentences
* aqo wamnga Ni'I'YÄ nUWata ti
Aqo wamnga Ni'I'YÄ ipäka ni'ma
* nUWata ti
nti änga ymi wamnga Ni'I'NÄ qa'affainä tIYÄPmangn (P.1.)

He worked awhile; then went.
He worked awhile; finished it; then went.
Were you working below (yesterday) and came up in the afternoon?
He came down and is going from our having sat down together for awhile.

Tobi came up from Tontameo yesterday stayed awhile at his house and went down again.

17.7. REPETITIVE CONSECUTIVE ACTION

SENTENCE TYPE 7B.  Subject ± R.A.V. + P.V.

Although this is not a participial construction like the three listed above, it is a similar two-verb construction, and it deals with type of action, in this case, repetitive, as they do. This construction deals with the actions which are done repeatedly and consecutively as shelling peas, picking fruit, cutting something into small pieces, stacking things one on top of the other, etc. The sentence consists of a verb form comprised of various types of reduplicated verb stems, with or without the suffix -ma (probably meaning 'repeatedly') and a primary verb carrying tense, etc. whose stem is always the i- 'do' stem (another example of the wide usage of the i-stem).

Object R.A.V. P.V.

hope'a kotakotama hi [Imp.] Break up the kaukau bit by bit!

The usage of this construction will be best seen by comparing the two following sentences:

hauka qaMTI'ya [P.C.] I am picking a fruit.

hauka MTMTma ql'ya [P.C.] I am picking fruit.

17.7.1. REPETITIVE ACTION VERBS

The following are a list found thus far:

1. Reduplication of Verb Stem + -ma

<table>
<thead>
<tr>
<th>Reduplication</th>
<th>Pres. Prog. Tense showing Verb Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>mtmtma</td>
<td>-i- pick, gather as fruit</td>
</tr>
<tr>
<td>paptama</td>
<td>-i- jerk loose by hitting, as food out of a bamboo</td>
</tr>
<tr>
<td>qapTI'ya</td>
<td>I am knocking the food loose.</td>
</tr>
</tbody>
</table>

I am picking the food loose.
phikaphikama -i- rip or tear qaPHIKi'ya I am tearing it up.
ktktma -i- chop small, slice as for beans qalKUTO'a I am cutting it up small.
kotakotama -i- break open as fruit qaKOTI'ya I am breaking it up.

2. Reduplication of (Verb Stem + -ma)

Reduplication Pres.Prog. Tense showing Verb Stem
ymayma -i- take from or off as water from river or scum off top of water qayv'a
TAUMaTAUMa -i- cut off bit by bit qatawi'ya
YAmaYAma -i- shell as beans qaYE'a, naYama (I.F.)

3. Reduplication of Verb Stem (without -ma)

Reduplication
kapakapa -i- walk about blindly, grope
mpampa -i- chew up banana, spit onto bark wrap with pit-pit shoots and cook
PPkau -i- stack one on top of other

Note: 'These are possibly plain nouns, but it is not certain as yet. Therefore, they are listed here.' (Tom Palmer)

17.7.2. SENTENCES

pisa hangami'ya YamaYama Ymna I will shell the beans quickly.
makutaiwa YmaYama hi Remove the scum from the water.
iya TAUMaTAUMa qi'yo ti We cut up the firewood.

17.8. OBJECT PREFIX IN PARTICIPIAL VERBS

Object prefixes may occur with participial verb forms:
itamniyamakm pusi nuwin, pasi I made some food, gave it to the
17.9. NEGATIVE PARTICIPIAL FORMS

aqoi nUwi'ma hampu (Imp.) Give it to him and come!

18. DIFFERENT-SUBJECT PARTICIPIAL VERB SENTENCES (ACTIVE VERBS)

SENTENCE TYPE 7c. ± Subj. ± Obj. + Pt.V.(B.) + P.V.

Here we deal with the same sentence type as the previous chapter except that these sentences contain Different-Subject Participial Verbs as 'HE having come WE all went together'. It seems that there is a different set of these 'different-subject' verb forms for active and stative verb stems. In this section we deal with active verb stems only.

18.1. DIFFERENT-SUBJECT PARTICIPIAL VERBS

In several respects these verbs function differently to the Same-Subject Participial Verbs but there needs to be much more analysis than has been done before their function can be described accurately.

The following observations are just tentative suggestions as to their function.

18.1.1. DIFFERENCE BETWEEN SAME-SUBJECT AND DIFFERENT-SUBJECT PARTICULAR VERBS

1. Different-Subject Pt.V. usually are not prefixed though they may take n- prefix, probably when they express immediacy of action as suggested before was the meaning of n- prefix.

2. All Different-Subject Pt.V. are fully declined for person, and tense, there being 18 declensions discovered thus far, 6 expressing action, their 6 counterparts expressing state and 6 appearing to mean continual action. It has not yet been ascertained accurately under what circumstances these 18 are used.

3. Nine of the 18 declensions are future tense declensions and seem to carry the following two distinctions:
   (a) a straight participial form meaning 'having done...(I will)'
(b) a participial form meaning 'WHEN having done...(I will)'.

Each of the two has an active, stative, and continuous counterpart, the continuous meaning being 'will continue to do'.

4. The remaining declensions express:

(a) Present Tense participles in active, stative, and continuous forms meaning usually 'if doing' (Active and Stative) and 'if continuing to do' (Continuous).

(b) Three past tenses, participles in active, stative, and continuous forms, whose meanings are yet very hazy. They may mean 'having continued to do' (Past Continuous), 'having done...I did' (Past); 'had done...I did' (Past Completed). The meaning of these three hasn't been found yet as they are very close and there are times when the two seem to be interchangeable.

5. Whether any of these tenses, express the four types of action (Successive, Simultaneous, Processive and Continuous Action having terminated) that the Same-Subject Pt.V. do, has not been determined. It appears that the 'having done' and 'when having done' declensions could indicate Successive Action and the 'if while having done' Simultaneous Action, but whether this is actually so, and what the other six declensions mean, has not been determined. But the feeling is that these declensions act differently to the Same-Subject Pt.V.

18.1.2. FORM OF DIFFERENT-SUBJECT PARTICULAR VERBS

Below is a chart of 1st person singular forms of i- 'do' verb (for full declension see Appendix A). Order of morphemes is as follows:

Stem-Act./Stat.-Tense-Person- -ti, -ta, etc.

<table>
<thead>
<tr>
<th></th>
<th>'having done'</th>
<th>when having done</th>
<th>'if while having done'</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Cont.)</td>
<td>3. yat*oängmtis</td>
<td>6. yat*oängmtisnä</td>
<td>9. yat*oängmtí</td>
</tr>
<tr>
<td>Pres. (Act.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Stat.)</td>
<td></td>
<td></td>
<td>10. y'mti</td>
</tr>
<tr>
<td>(Cont.)</td>
<td></td>
<td></td>
<td>11. Ya-ng-m-ti</td>
</tr>
<tr>
<td>(Cont.)</td>
<td>15. yat*oänna</td>
<td>18. yat*oänna</td>
<td>12. yat*oängmti</td>
</tr>
</tbody>
</table>
The following will be noted about the forms of the above:

(1) the stem occurs word initial (though it may take n- prefix).

(2) Future and Past Tense have a morpheme following the stem which seems to indicate action (-ā'ā-) or (-ā-) or state (åå). This latter is probably an allomorph of the Stative -ang, but this is not expressed in Present Tense.

(3) (a) -ng- may indicate Future tense, though -t*a and -ti both also mean future tense as they do in other future tenses.

(b) 'i- and -ng indicate present active and stative as they do in the primary tenses, and -n- appears to indicate past tense here.

(c) the -ti morpheme in future and present carries an 'if' or 'while' meaning in both cases, and the -nå, -inå morpheme a 'when' meaning (it is undoubtedly connected with inå 'when', 'time').

(d) 'i- probably means 'completed' in Past tense.

18.1.3. PERSON SUFFIXES follow the tense indicator in each case.

(a) Future and Present take a series of suffixes which is a type of the (m) series, but has several important differences, so we are designating it as a sub-type and calling it the (mao) series after the 1, 2, 3 singular suffixes. It is as follows:

1S. -m
2S. -a
3S. -o
1D. -i
2, 3D. -hi
1P. -oå
2, 3P. -hu

(b) Past tense takes the regular (a), third series (Past Tense) pronoun suffixes.

18.2. THE PRIMARY VERB IN THIS CONSTRUCTION

As illustrated in the following sentences the primary verb is always the same tense as the participial verb, i.e. future tense with the future forms, present tense with the present tense forms, and past tense with the past tense forms.
18.3. SENTENCES

18.3.1. FUTURE (ACTIVE) 'having done'

aqo weāŋtāngotā ita wima (I.F.)
When he comes down I'll give him food (lit. 'he having come down...').

nti weāŋtāngatā wamnga yatā
If you come down we will work (lit. 'you having come down we will work').

nti wamnga awa yā'āŋtāngatā mpa
If you work well I will pay you (lit. 'you work well having done pay to-you-give-will-I').

N..............Vx (pay)
aqāŋtāŋtā na pā'āŋtāngotā ni
If he comes to this house, I'll tell him that (ha).

ha utma (I.F.)

18.3.2. FUTURE (STATIVE) 'having done'

stopau weāŋtāngotā haMā
If it's on the stove, get it!

hingo WA'anATāŋtāngotā ya Wana
When he sees him he'll run away.

18.3.3. FUTURE ACTIVE 'when having done'

ita i'yai'yāŋgōātnā nhuna (I.F.)
When we have cooked the food you (Pl.) will eat it.
e'ā hāvāka poe'āŋgōtnā no'iyatā
When the water comes flooding it

ti (F.)
will fall down.

18.3.4. FUTURE (STATIVE) 'when having done'

sā'ā wetāŋgoātnā pana (I.F.)
He'll come when we are asleep.
yā'ā hipī'ya hetāŋgōtnā pma
I'll come when it gets dark.

(I.F.)

18.3.5. FUTURE (ACTIVE) 'if while having done'

aqo fa'na so wā'āŋgotā ni tau
While he goes that road, I'll go

uma
this way.

haqoa tau pme'āŋghutā, haqoā
These men will stay while we will
tana Wāno (I.F.)
go with them.
pmeákngō na'āŋgotā wa'antni'i
If the flies eat the sore, that
anga quv'ā ti
is bad.

18.3.6. FUTURE (STATIVE) 'if while coming down'
18.3.7. PRESENT ACTIVE AND STATIVE

aqo NoeämPO'TI ni ha uTma (I.F.)
sä'ä wengHUTI muTa hi (Imp.Neg.)
[N-Vx] (to-them-not-talk-do)
aqo wamngwa y0'OTI ni mi'ya ima
aqo tau'na yäp0'OTI ni wilma

If he is coming down I will tell him.
If they are sleeping, don't (YOU) talk to them.
If he's working I won't.
If he comes here I'll give it to him.

18.3.8. PAST ACTIVE AND STATIVE

e'a ankaiyau yäp'NA amä'ä
haqo waimpoka qanTapangat
i (P.2.)

ni aqoi Wi'YÄ'NA nanat'a ti (I.P.)
a'i pmetÄ'NA quwAME'ä ti
aqo ha yä'Ä'NA ni kngo qä'l'ya
ti (P.2.)

am napmeä ta ike'Ä'NA tiväka
ti (P.C.)

As I was coming up Angaya River a man gave me a fish.
I having given to him, he ate it.
I came to him (he) sitting there.
When he did that, I cried (lit. 'he-like-that-having-done he-I-cry
struck').
As he sat in there he built a fire
which is smoking.

18.4. MORE COMPLEX SENTENCES

It is possible to have both participial forms A (Same-Subject) and
participial forms B (Different-Subject) present in the one sentence, but
no analysis has been done on these sentences. A few examples are listed
below:

ita Wi'YÄ'NA naNm'a quma
(P.I.)

ni yänge Wi'YÄ'NA au nHE ät'ä
qainga fi qaMEÄ' i (P.C.)

I gave him food, he ate it and went
(lit. 'food to him-having-given
I-he-having-eaten went-he').
I gave it to him, he put it here,
and took another (lit. 'I-gift-
19. COMPLEX CLITIC SENTENCES

From this part of the Grammar onward little time has been spent on analysis, so what is written is in the nature of suggestions only. Conclusions need to be tested and much more work needs to be done.

As mentioned before clitics may be added to verb forms. This construction (verb form plus clitic) is very important structurally. Clitics may be added to:

1. primary verbs (a relatively infrequent use);
2. tertiary verbs;
3. secondary verbs Type 1, as will be seen later.

19.1. CLITICS SUFFIXED TO PRIMARY VERBS

Only the personalising clitics and -ma 'only' have been found suffixed to primary verbs, but only to the ti tense verbs and their occurrence is infrequent. This is a tentative analysis only, as it seems possible that the addition of the clitic changes these verbs to a medial form with the verb particle ti becoming the sentence final form.

qi'mqon ti (Hab.) I am the one who always does.

19.1.1. SENTENCES

aqoa äñkinä qäPu'wOÄ ti (P.?.) They are the ones who came yesterday.
yangäinä qUWanqON ti (D.P.) I went a long time ago.
ni hope'a qänmanqON ti (Hab.) I am one who is always eating kaukau.

19.1.2. GROUP PRONOUN SUFFIXES

To give some idea of the wide usage of personalising clitics and their compounds there are listed below two paradigms with masculine and feminine personalising clitics, plus, in dual and plural numbers, group pronoun suffixes (for Group Pronouns see Appendix E). These suffixes show the group relationship of two or more persons concerned. In the above cases, the group pronoun suffixes of brothers and sisters has been outlined. The paradigms are of Habitulative Aspect of -i 'do' stem. The meaning is, for dual, 'We, you, they two brothers/sisters, are the ones who always do', and, for plural, 'All we, you, they, brothers/sisters
are the ones who always do'.

<table>
<thead>
<tr>
<th>MASCULINE (BROTHERS)</th>
<th>FEMININE (SISTERS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. qimangon ti</td>
<td>qimangon ti</td>
</tr>
<tr>
<td>2S. qimangoi ti</td>
<td>qimangi ti</td>
</tr>
<tr>
<td>3S. qimango ti</td>
<td>qimangqi ti</td>
</tr>
<tr>
<td>1Dl. qimangoei ti</td>
<td>qimangosqi ti</td>
</tr>
<tr>
<td>2Dl. qimangiyaoqangi ti</td>
<td>qimangiyasangi ti</td>
</tr>
<tr>
<td>3Dl. qimangiyaoq'ui ti</td>
<td>qimangiyas'ui ti</td>
</tr>
<tr>
<td>1P. qimangonai ti</td>
<td>qimanqi'yonai ti</td>
</tr>
<tr>
<td>2P. qimanguwo'hen ti</td>
<td>qimanguwi'yohe ti</td>
</tr>
<tr>
<td>3P. qimanguwo'yi ti</td>
<td>qimanguwi'yoai ti</td>
</tr>
</tbody>
</table>

19.2. CLITICS SUFFIXED TO TERTIARY VERBS

Clitics added to tertiary verbs do not alter the sentence structure; they add some slight meaning to the overall sentence meaning.

19.2.1. TERTIARY VERBS SUFFIXED BY -nga

The most common clitic occurring with tertiary verb forms is -nga. It adds emphasis to the tertiary verb, giving something of the following meaning: 'having done THAT, then so and so'. -nga also acts as a sentence pause (like a comma) especially when it is reduplicated several times. The following paradigm of -nga suffixed to the 'do' stem of the Successive Action particle may prove helpful to learn:

| 1S. nimnga            |
| 2S. ningga            |
| 3S. ni'ya             |
| 1Dl. niyä'ä ni'ya     |
| 2,3Dl. nhingga        |
| 1P. niyä'ä, ni'ya     |
| 2,3P. nhipanga        |

It will be noted that -nga becomes -'a in places.

19.2.1.1. SENTENCES

- ita ha name'änGA, mp'ä maME'ä qimanga hëänga (Hab.)
  Getting your food that way, you didn't get much pay.
  (process of food getting)

- aqo ha Yä'ä'naNGA, ni pate'a qut'ä ti
  He having done that, I got angry with him.
ha nHE'aNGANGA, ita ha nAME'ATNGANGA, mpanganga na'a maME'ä qimanga heänqa, qämnga hivä'u'na aqo yäp'ängot'anga ni wi'ma

aqo wamnga hanga nHE'aNGA moeä'ä ya'tä'a ti (F.)

If you get your food that way, obviously you didn't get much pay for two months. If he comes up I'll give it to him. Since he has work he will not come down.

19.2.2. OTHER CLITICS SUFFIXED TO TERTIARY VERBS

19.2.2.1. -untä 'from'

änga YAMAKä'naUNTä qoäpta ql'YAI'ya ti (-untä here means 'from that time')

He made the house and from thence he dug a hole.

19.2.2.2. -'ma 'concerning'

ntä pate'a Tä'änga'MA qaTl'ya I'm speaking of your talking angrily.

aqo weäpä'MA qaTl'ya I'm speaking about his coming down.

19.2.2.3. -inä 'when', 'then'

This suffix has been discussed in Appendix F.1. It is not strictly a clitic but is discussed here because it behaves in much the same way as the clitics do.

piya na'YatiNä änga tau piya qä'Imanga ti (Hab.)

When it rains, the rain comes in this house.

pqä haitna niyatngINä atita qimanga ti (Hab.)

When you put it away, how do you always do it?

qatä'ä hna niyatä'INä qOl'Yanqa ti (D.P.)

When we were still cutting grass, I fell off (the hillslope).

qänga nuwatmngINängA qofe'ä qINmanqa ti

When I go walking I put on shoes.

ni namä nOEÄPm ta'i nHAImngINä yä'ä nü'ma (I.F.)

When I've brought it down and put it here, I'll go.

Note: clitics are never added to the Continuous Action having Terminated Tertiary forms.
PART THREE:

COMPOUND SENTENCES
INTRODUCTION

Compound sentences introduce secondary verb forms. These sentences differ from simple and complex sentences because they contain:

(1) verbs of secondary rank which form subordinate clauses of varying types;
(2) verbs of tertiary rank signifying type of action;
(3) verbs of primary rank which form the principal clause of the sentence.

In other words, compound sentences contain two or more clauses. Time has not permitted analysis in Sentence types for this section but below is a tentative analysis of the behaviour of secondary verbs.

SECONDARY VERBS

There are two types of secondary verbs.

TYPE 1. Primary Verbs occurring sentence medially (with some changes of form) and becoming secondary verbs, because
(1) they fill a secondary verb spot, and
(2) some of the changes in their form reveal they are now no longer of primary status.

These comprise all except two of the primary verb forms.
(Immediate Future and Past l never occur as secondary verbs.)

TYPE 2. q- Prefix Series. There are four conjugations in this series:
  Conditional (future tense plus q-)
  Distant Past
  Habituative
  Dubitative.

These tenses usually occur in conditional clauses and consequently are attached to a clause carrying future meaning as 'If... had been, then... would be'.
20. COMPOUND SENTENCES: TYPE 1 - PRIMARY VERBS OCCURRING SENTENCE MEDIALLY

SENTENCE TYPE 8, Cl. 1: Subordinate Cl. (containing Secondary Verb) + Cl. 2 (containing Primary Verb)

20.1. FORM OF TYPE I. SECONDARY VERBS

The form of these verbs is like their primary verb form, but again there is a distinction between the ti and non-ti tenses.

20.1.1. NON-ti TENSES

Only three of the five non-ti tenses occur as Secondary verb forms: Present Continuous, Stative Present, and Stative Continuous. In each case the secondary sentence medial form differs from the (n) to the (a), (qa) series as happened in the obvitative mood with these tenses. In fact, these forms used sentence finally form Obvitative. Present Continuous changes to (a) series and the other two tenses to (qa) series. The secondary verb form of the three tense/aspects is as follows:

<table>
<thead>
<tr>
<th>P.C. of weáp-</th>
<th>S.P. we-</th>
<th>S.C. we-</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, the one that is coming down.</td>
<td>I, the one who is lying down.</td>
<td>I, who have been going down.</td>
</tr>
<tr>
<td>1S. qoeäp*</td>
<td>qoenqa</td>
<td>qoet*onqa</td>
</tr>
<tr>
<td>2S. qoeäp*</td>
<td>qoenqa</td>
<td>qoet*onqa</td>
</tr>
<tr>
<td>3S. qoeäp*</td>
<td>qoenqa</td>
<td>qoet*onqa</td>
</tr>
<tr>
<td>1PL. qoeäpo</td>
<td>qoenqo</td>
<td>qoet*onqo</td>
</tr>
<tr>
<td>2,3PL. qoeäpiya</td>
<td>qoengiya</td>
<td>qoet*ongiya</td>
</tr>
<tr>
<td>1PL. qoeäpo</td>
<td>qoenqo</td>
<td>qoet*onqo</td>
</tr>
<tr>
<td>2,3PL. qoeäpuwa</td>
<td>qoenuguwa</td>
<td>qoet*onguwa</td>
</tr>
</tbody>
</table>

The two Stative forms also have an n- prefixed form of this verb: noenqa 'I've been sleeping' and noet*onqa 'I've been going down'. These two forms could be called Immediate Past Perfect Stative and Immediate Past Perfect Stative Continuous.

20.1.2. ti TENSES

These tenses retain just the same form as they do when occurring as primary verbs except they drop the ti. These Secondary Verb forms then are as follows:
It will be noted that these are the same forms that occur with the Obvivative Mood (plus heänga). The Distant Past also has an n-prefix form niyanq which occurs as the V.2. in Negative constructions when the verb that takes the Negative is a Stative verb. aqm mapme'ā niyanqati 'he wasn't here' and ni sä'ā noenqatiti 'I've been sleeping'.

20.2. OCCURRENCE

Secondary forms occur sentence medially -
(a) without clitics;
(b) with clitics (these are in capitals in the sentences below); structurally both types are similar; the clitic just adds some slight difference of meaning.

20.3. CLAUSE TYPES FORMED BY TYPE 1 SECONDARY VERBS

From a hurried analysis it appears that secondary verb clauses fill either a noun or an adverb 'spot' in the language. The noun may be either subject or object of the verb. Hence, three distinct types of clauses result:

(1) noun clauses subject of verb;
(2) noun clauses object of verb;
(3) adverb clauses extensions of verb.

20.3.1. SENTENCES: NOUN CLAUSE SUBJECT OF VERB

<table>
<thead>
<tr>
<th>SUBJECT (S.V.)</th>
<th>PREDICATE (P.V.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun Clause</td>
<td></td>
</tr>
<tr>
<td>ankinā namā qāp*a (P.2.) tiya qoe</td>
<td>The one I brought yesterday is here (lit. 'lies').</td>
</tr>
<tr>
<td>ni ānga qiyamakanqaNGA quyv'a ti</td>
<td>The house I made is no good.</td>
</tr>
<tr>
<td>hope'a qoeāpanqaNGA a'li qoe</td>
<td>The kaukau I brought down is there.</td>
</tr>
<tr>
<td>kāta u'wa a qātat*onqa nqa ti</td>
<td>The car that is humming is mine.</td>
</tr>
</tbody>
</table>
SUBJECT (S.V.)  PREDICATE (P.V.)

Noun Clause

ipango namiyatmnga fa fi'ya ti The pitpit I plaited is holey.
(I.P.)

mpokisi ni namä qāp*AMA qoe Only the one box I brought is there.
(P.2.)

Compare the first sentence above with the following sentence where the verb carries a personalising clitic:
änkinä qāp*on ti I am one who came yesterday.

20.3.2. SENTENCES: NOUN CLAUSE OBJECT OF VERB

SUBJECT OBJECT PREDICATE

Noun Clause

nti hope'a a qOEnqa hamā (Imp.) Take the kaukau that lies there!
(S.)

ni aqo qoeqapqa'ma qati'ya I'm speaking of his coming down.
(D.P.)
inga mā'ā qātat=on- qaTi'yo We're talking about the bird that is calling.
qā'MA (S.C.)
wamnga qiyanqonqo wiTna namā Take it and give it to the one working!
(S.C.)

mpuka á qā'ätanga nTÄPU Give me the book you are holding!
(S.)

20.3.3. SENTENCES: ADVERB CLAUSE MODIFYING A VERB

ADVERB CLAUSE PREDICATE

aqo qapmeänqau (S.C.) hai Put it where he's sitting!
aqoa wamnga qiyanqonqo qu'wa They are going to the place
u'na (S.C.) (P.C.) where they work.
wamnga qiyanqa'UNA namā hu Take it to where he's working!
(S.C.)
änga qapmämanqau (Hab.) qoe (S.) It is on the house I live in.

20.4. TYPE 1. SECONDARY VERBS IN OTHER KINDS OF SUBORDINATE CLAUSES

Secondary Verbs also occur when two clauses come together, the second of which substitutes for ti. Study these sentences, ti and ti subst. clause.
nai ha qimango ti We used to do that.
nai ha QIMANQO anuwa fi qapmeængò We used to do that but now we
don't (lit. 'now-nothing-
drive').
änkinæ namæ qapa ti I brought it yesterday.
änkinæ namæ QAPA anuwa àta näma qu'wa I brought it yesterday, now I'm
taking it away again.

20.4.1. ANOTHER TYPE OF VI-V2x

Note loss of ti in the following new type of V-Vx where VI is Past
tense (without the ti) and V2 is Present Continuous tense.

<table>
<thead>
<tr>
<th>VI Past</th>
<th>V2 Pres.Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>wekæntau'na</td>
<td>qu'wa qap*i</td>
</tr>
<tr>
<td>ma, ya hivæ'u fati</td>
<td>qapme'ä qap*a</td>
</tr>
</tbody>
</table>

She's coming from going
to Wekanta.

I stayed three days and
then came (spoken as a
person arrives).

20.4.2. Note, too, clitic attached to VI of the regular V-Vx:

ha ymq'a'MA qi'ya I'm going for the purpose of doing it.

COMPARE:

ha yma qi'ya I'm going to do it.

21. COMPOUND SENTENCES: TYPE 2 - '- SERIES SECONDARY VERB SENTENCES

SENTENCE TYPE 8, Cl. 1: (S-V) + Cl.2: (P.V.)

21.1. CONDITIONAL OR FUTURE PERFECT

This has been called 'Future with q- prefix' since it is declined the
same as the future tense with the addition of q- prefix, and loss of ti
verb particle, viz.

CONJUGATION OF 'do' STEM

| 1S. | qimqa | 1PL. | qit*ø |
| 2S. | qit*a | 2,3PL. | qhit*a |
| 3S. | qiyat*a | 1PL. | qiyat*ø |
|     |       | 2,3PL. | qhiut*a |
It is difficult to pin the meaning down precisely but this form is often used if some conditions are fulfilled in the future, then as a result of that, or subsequent to it, something else will happen in the future, e.g. 'If you go to Bulolo to work (result) we won't see you'. Sometimes, as in the last two sentences listed below, the meaning is a straightforward future tense (F., I.F., Future Imperative, etc.). This tense has a very wide use as future examples will show.

21.1.1. SENTENCES

<table>
<thead>
<tr>
<th>Dative form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pitotou'na qi wamnga'ma QUT*A</td>
<td>If you go to work at Bulolo we won't see you.</td>
</tr>
<tr>
<td>hingo mā'änqa yāt'o ti</td>
<td>If I went to work I would not get knowledge (obviously).</td>
</tr>
<tr>
<td>wamnga'ma qi QUMQA sukuta na'anqa mhāimqa heānqa</td>
<td>We'll go in the morning; if we go at noon it might rain on us.</td>
</tr>
<tr>
<td>awinā wāt'o ti, ymtoinā QUWĀT<em>O piya nā'i'a'ma ni QUMQA āta natemō'āngmtnā weēp</em>atna</td>
<td>I'll go and when I return again, you come.</td>
</tr>
<tr>
<td>qavā QHĀĨMQANGANGA āta iwa nauyātn mautn'i'i (Prohibitive)</td>
<td>When I've bandaged it, don't you dare unravel it and throw it away!</td>
</tr>
<tr>
<td>sā'ā au QOMQA nauyā'ma menhiu'na umqa ti</td>
<td>I'll sleep there, then get up and go to Menhi.</td>
</tr>
<tr>
<td>ānkinā QAPMĀMQA soinā umqa ti</td>
<td>I'll stay here tomorrow and go the day after.</td>
</tr>
</tbody>
</table>

Frequently the particle qi 'suppose' occurs with this form as the following sentences show:

<table>
<thead>
<tr>
<th>Dative form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nai hintā qi quwāt*o...</td>
<td>...if we go there...</td>
</tr>
<tr>
<td>nai'ya wamnga quvy'a qi ā QATOĀT*O...</td>
<td>If we confess our sins to God...</td>
</tr>
<tr>
<td>(Stem: tau- 'count')</td>
<td></td>
</tr>
<tr>
<td>mataka qi QĀPĀT<em>A, ita QĀNAT</em>A...</td>
<td>If a rat comes, and eats food...</td>
</tr>
</tbody>
</table>

21.2. DISTANT FUTURE PERFECTIVE AND DISTANT FUTURE HABITUATIVE PERFECTIVE

The form of these two tenses is the same as that for the subjunctive (the mao) pronoun series plus the suffix -ta. They appear to refer to an act that will have been done in the future or will have been done habitually in the future.
21.2.1. Study the following sentences:

äp*a'ma QUMANGO'T*A'MA piyäto
tä, heve' nau' nanga

WILL WE GO TO HEAVEN BECAUSE WE HAVE ALWAYS GONE TO CHURCH
(lit. 'song-concerning because we have always gone up-
query-to Heaven')?

wamnga QIYANGMT*A'MA mp*a màmq ti
quyv'a QIMANGMT*ANGA mp'mame'á
imq a ti
ha QÄTMANGOT*ANGA ät*a fi màt*a
yat*a ti

I WILL GET PAY FOR HAVING WORKED.
IF I DO BADLY I WON'T GET ANY PAY.
AFTER HAVING ALWAYS SAID THAT HE WON'T SAY IT AGAIN.

21.3. DUBITATIVE

The form of the Dubitative is similar to Pres. Cont. tense but with
(mao) pronoun suffixes instead of (n) series, and -ti 'conditional,
dubitative' suffix.

CONJUGATION OF 'do' STEM

1S. qi'imti  I might do, etc.  1Dl. qi'iti
2S. qi'yati
3S. qi'yoti
1Pl. qi'yoäti
2,3Pl. qi'huti

The meaning always expresses doubt and may be translated 'I might',
'I doubt if I will or not', etc. This verb form is a common one, too,
occurring as a secondary verb, as in sentences below, or more frequently
expressing Dubitative Mood (see Section 22) in a V-Vx. As with the Con-
ditional, the primary verb is always in the future tense.

21.3.1. SENTENCES

ni mànqa ti, ha QI'IMTI wamnga
ni'imti'ýä napm yma
äpaka QÄT*OTI ã qoka QÄT*OTI ni
mànqa ti
aqoä wamnga QI' HUTI, wamnga mi'ya
QI' HUTI, nai mànqa ti

I DON'T KNOW AFTER WORKING AWHILE, WHETHER I'LL DO THAT.
I DON'T KNOW IF IT IS THE FEMALE OR MALE (BIRD) CALLING.
WE (ALL) DON'T KNOW IF THEY (ALL) ARE WORKING OR NOT.
22. DUBITATIVE MOOD SENTENCES

Dubitative Mood expresses doubt: 'I might...' or 'I don't know whether...'. These sentences frequently express parallel contrasting ideas in sentences such as 'I don't know whether A or B'. A and B are Dubitative verbs. As in other moods Dubitative Mood is formed differently according to whether a ti of non-ti tense is involved, but seeing doubt implies future time only the future and immediate future tenses are involved. In practically all the examples we have to date, the primary verb is mā'änqa ti 'I don't know'.

22.1. IMMEDIATE FUTURE DUBITATIVE MOOD (NON-ti) TENSES

SENTENCE TYPE: \((V_1-V_2x \pm ā) \pm (V_1-V_2x) + P.V.\)

Dubitative Subject \(V_1 \quad V_2\)

\(V_1-V_2\) ni nāma qi'imti... I might soon get it.

I.F.

Note that in this \(V-V\) construction the stem of \(V_2\) is always i- 'do' stem. When there are two \(V_1-V_2x\) they are frequently joined by ā 'or'.

22.1.1. SENTENCES

āinā weāpana Qi'YOTI ninga I don't know when he will come down.
mā'änqa ti

weāpana Qi'YOTI ninga mā'änqa I don't know if he will come down.
ti

wamnga YMA Qi'IMTI qānga uma I don't know if I'll work or go
qi'imti ni mā'änqa ti walkabout.

fa'na āyu umna Qi'IMTIYA namtm I'm standing here wondering which
qat'onga road to take.

22.1.2. STATIVE DUBITATIVE

There is a Static equivalent of qi'yoti, viz. qheängoti, as qhe is the static counterpart of qi'ya in the sentence final construction. This construction thus consists of \(V_1\) Immediate Future and \(V_2\) Static Dubitative of he- 'be' stem.

22.1.3. SENTENCES

nuwhainga QHEÄNGOTI mu'wa nisainga I don't know whether the two of
QHEÄNGOTI, ni mā'änqa ti them left or not.
22.2. FUTURE DUBITATIVE MOOD (ti TENSE)

SENTENCE TYPE: (Fut. + V.P. ta) t ä t (Fut.T. + V.P. ta) + P.V.

We don't know if we are God's children but we are thinking much about it.

A Dubitative ti clause is a simple sentence with 2B type ta 'dubitative' verb particle substituting for ti.

As with V-Vx above, frequently two similar dubitative clauses occur often joined by à 'or' comparing two or more possibilities.

22.2.1. SENTENCES

äinä WEAPAT*A TA, niga ma'änqa ti
When he will come down, I don't know.
aqoä'u yä'ä NUWHAINGA TA, mu'wa NISAINGA TA, ni ma'änqa ti
I don't know whether they went or didn't go.
änkinä UMQA TA, soinä UMQA TA, ni hna ma'änqa ti
I don't know if I'll go tomorrow or the next day.
finä QIYANQA TA, änkinä QI'YA TA, aqo ma'änqa ti
He doesn't know if he did it a long time ago or yesterday.

23. y- TERTIARY VERBS

23.1. OCCURRENCE

We have noted how frequently the y-, i- 'do' stem occurs in verb constructions. It occurs as the primary verb in:

(1) negative expressions;
(2) most of the verb-verb expressions;
(3) a big percentage of the noun-verb expressions;
(4) in the repetitive action verb expressions (see 17.7.).

When the above constructions occur sentence medially, they occur in a subordinate clause and the i-, y- stem is declined as a tertiary verb,
either same, or different person. The Tertiary forms of y-stem are listed in Appendix A.3.

**SENTENCE TYPE 9: Cl.1 (Tertiary Verb y-Stem) + Cl.2 (P.V.)**

The sentence type formed by the above constructions consists of one of the following subordinate clauses and a main clause:

<table>
<thead>
<tr>
<th>SUBORDINATE CLAUSE</th>
<th>MAIN CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SENTENCE TYPE 9A</strong></td>
<td>Cl.1 (Neg.Aux. + T.V. (y-)) + Cl.2</td>
</tr>
<tr>
<td>9B</td>
<td>Cl.1 (V + T.V. (y-)) + Cl.2</td>
</tr>
<tr>
<td>9C</td>
<td>Cl.1 (N + T.V. (y-)) + Cl.2</td>
</tr>
<tr>
<td>9D</td>
<td>Cl.1 (R.A.V. + T.V. (y-)) + Cl.2</td>
</tr>
</tbody>
</table>

23.2. **SENTENCE TYPES**

23.2.1. **9A: Cl.1 (Neg.Aux. + T.V. (y-)) + Cl.2**

(a) Different-Subject

- ma, ha qita piya MÄ’I’YA
- YÄ’ÄNGOTNÄNGA e’ä nayvatn qoä
- mhaq e’ä hoelätätna
- nkoto MUT*A YÄ’ÄNGOT*A anga
- tuwämnga MÄ’I’YA QIYANGHUT*A
- hengonhe
- ni MÄPE’A YÄ’ÄNGMT*ANGA anga
- nqa amä’ä aqananga phaut*a ti

You having done that then if it doesn’t rain, you can get water and pour it on the ground.

If God had not spoken to them, they would not have written anything.

If I don’t die the people will all die for good.

(b) Same-Subject

None to hand but be on the lookout for them.

23.2.2. **9B: Cl.1 (V + T.V. (y-)) + Cl.2**

This construction always means 'when one is about to do something, as smoke, eat, work, etc.'.

(a) Different-Subject

- wamnga ITNA YA’ATi ni ml’ya
- Ima

If you are going to work, I won’t.

When I’m preparing to work, he talks to me.
(b) Same-Subject
None to hand.

23.2.3. 9C: Cl.1 (N + T.V. (y-)) + Cl.2

(a) Different-Subject

\[
\text{WAMNGA ipäka YÄ'ÄNGHUT*A simpu aqoä niyäphu päipa namä hut*a ti nti pateä WÄSI YÄ'ÄNGATI aqo ymiu'na wana nti ÄP*A TÄ'ÄNGATNÄNGA, mät*a i'hina (Fut.Imp.)}
\]

When you're finished working the Chimbus will come and carry away the pipe.
While you wash the dishes, he will go down there.
When you are singing, they two should not talk to you.

(b) Same-Subject

\[
\text{MTA N'IYÄNGOTNÄ inä ita nmna mtmqä ti WAMNGA N'IIMTI'YÄ ipäka NIMNGA ita nmna}
\]

When I'm hungry then I will pick it and eat it.
I'll work awhile and when I've finished I'll eat.

23.2.4. 9D: No examples to hand.

24. he- TERTIARY VERBS

\text{SENTENCE TYPE 10: Cl.1 ((±Subj.etc. + S.V.) + he-) + Cl.2}

Sentence Type 10 consists of a subordinate clause containing a secondary verb joined to a main clause containing a primary verb by a tertiary verb stem he-.

The Stative stem he- 'be' occurs extensively in compound sentences. As far as a hurried analysis has gone, it seems that there are two different types of he-constructions each of which has a difficult function.

24.1. TYPE 1. he- TERTIARY FORMS

These appear to be a number of conjugations, which are the Stative equivalents to the y-'do' series discussed in Sections 17 and 18, i.e. they are Stative Same and Different-Subject tertiary verb forms.

To date four different conjugations have been noted, the 3rd P.Sing. of which are as follows:
24.1.1. OCCURRENCE

These forms occur sentence medially, when the tertiary form describes a state rather than an action, often the state is that of a physical universe, as the state of light or darkness. All he-forms carry the thought 'it is a fact' or 'since it is a fact'. Frequently a he-form is the sentence medial (stative) substitute for ti. Compare the pairs of sentences below (note clitic suffixation, too).

24.1.2. DIFFERENT-SUBJECT SENTENCES

<table>
<thead>
<tr>
<th>Active</th>
<th>Stative</th>
</tr>
</thead>
<tbody>
<tr>
<td>he'-äng-o-ta</td>
<td>he-tä-ng-o-ti</td>
</tr>
<tr>
<td>he'-ä-n-a</td>
<td>he-tä'-tä</td>
</tr>
</tbody>
</table>

1 and 2 mean 'if', 'when', 'having become'.
3 and 4 mean 'it became'.
The same subject form is nhe'a for both Future and Past.

24.1.3. SAME-SUBJECT SENTENCES (?)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nai mu'wa qimango ti</td>
<td>We did not always go.</td>
</tr>
<tr>
<td>nai mu'wa qimango ha</td>
<td>Even though we don't usually go, we will go.</td>
</tr>
<tr>
<td>nuwâño qi'yo</td>
<td>I'm speaking of the fact that I plaited the pitpit.</td>
</tr>
<tr>
<td>ipango ä namiyatmnga</td>
<td>I'm speaking of the fact that he is good.</td>
</tr>
<tr>
<td>HETÄ'NA qati'ya</td>
<td>Because the pitpit I plaited is holey, I won't put it on the wall.</td>
</tr>
<tr>
<td>aqo awo'o HETÄ'NA qati'ya</td>
<td>I have work.</td>
</tr>
</tbody>
</table>
umqa NHE'A wamnga hangon
hetāma mu'wa ima

I could go, but since I have work, I
won't go.

24.1.4. OTHER SENTENCES

hipi'ya HETĀ'NA mu'wa qi'ya ti
yā'ā hipi'ya HE'Ā'NAU qāp*a ti
(P.S.)

Since it was dark, I didn't go.
I came after it got dark (lit. 'be-
came to darkness').

When it is night, he will come.
If there's still sickness, he'll
come.

They (Bible authors) wrote even be-
fore Jesus came (lit. 'still-not-
come-down-when it was')

24.2. TYPE 2: OTHER he- FORMS

It seems that the other he- forms usually do not decline, but that
they act as function words in certain types of constructions.

he'engotiyā 'If it were a fact that' occurs in Subjunctive Mood sen-
tences.

hengotī 'If it is a fact'. This does decline regularly, as a
Present Stative Different-Person Tertiary form like
yangotī.

hetāngotī 'It being so'.

24.2.1. he'engotiyā SUBJUNCTIVE MOOD SENTENCES

he'engotiyā (or hengotiyā) frequently occurs with a negative clause
expressing the thought 'If something had not happened (which, however,
did happen) then...', as 'If it had not rained yesterday we would not
have got wet'. When he'engotiyā occurs with a positive clause, it means
'If such and such were an accomplished fact, then such and such would
follow as a fact', as 'If he had come, we would all have gone together'.
There are two slightly differing sentence types.

24.2.2. SENTENCE TYPE 10A: Cl.1 (± Neg.Aux. + S.V.) + he'engotiyā +
Cl.2 (Subj.Mood)

Cl.1 T.V. Cl.2 (P.V.)
aqo niyāp*a he'engotiyā hingo qu'wanāt*a hengonhe (P.2.)

If he had come up yesterday we would have seen him.
The secondary verbs occurring in this sentence type we have noted, have been q-series verbs (especially Dubitative and Conditional), the Immediate Past and also hanga 'have'. The second clause is always Subjunctive Mood as discussed, in Section 15, hengonhe occurring with ti tense verbs. It is interesting to note that in the above sentence both he-verb expressions are substitutes for ti; hengonhe on the primary level, and he'engotiya on the tertiary level.

24.2.3. SENTENCES

If we had not built the church we would not be coming to sing.

If he had not come down we would still know God.

If the masters had come up we would have had a singsing.

If Jesus had not died for us, when we died we would be dying permanently.

If I had not gone I would still be sleeping.

24.2.4. SENTENCE TYPE 10B: C1 (ti clause) + he'engotiya + C2 (Subj. Mood)

In the above sub-sentence type Clause 1 contains what would be a simple ti type sentence if uttered in isolation; he'engotiya is the medial substitute for ti.

24.2.5. SENTENCES

If he was working (lit. 'had work') he would not have come.

24.3. hengoti SENTENCES

Though hengoti can be declined, most sentences carry the 3rd P.Sing. form (as above). hengoti occurs linking three different types of C1 to a future tense primary clause.
24.3.1. DIFFERENT-SUBJECT SENTENCE TYPE 10A

Cl.1 (Conditional Verb) + hengoti + Cl.2 (Future Tense P.V.)

Cl.1 (Conditional) (T.V.) Cl.2 (Future)

hosi namä qāpatʰə hengoti ni hmpu māmqä ti If the horse will have brought it, I'll get one.

Pāsi qamoeaimqa HENGOTI aqo hingo If I send a letter he'll look at it.

wa'ananatʰə ti

ānkina qiyāpmqa HENGOTI hingo If I (will have) come up tomorrow, I'll see you.

qā'ānmqa ti

matā'omātemo'aqiyatʰə HENGOTI If the master does not arrive, we two will go together.

anga qa wito ti

ni nomnga HENGOTI ita nmnə (I.F.) If I go down I can eat.

niyāpmnga hengoti hingo qā'ānmnə (I.F.) If I come up I will see you.

ta niKāmnga HENGOTI ita Y'A'mqa ti If I light a fire, I can cook a meal.

24.3.2. SAME-SUBJECT SENTENCES TYPE 10C

Cl.1 (Participial Verb A) + hengoti + Cl.2 (Future Tense)

In this construction the participial form is frequently suffixed by the clitic, -nga.

Pāsi NA'IMNGA HENGOTI nameoaimqa ti If I write a letter I'll send it.

qaqà'omo pem'ā haqo hingo NU'wanā'Ā If we see a Kapau man we will say that to him.

HENGOTI ha utitʰo ti

ni wamnga hanga NIMNGA HENGOTI If I have work, I won't come down.

moēapʰa imqa ti

24.3.3. SENTENCE TYPE 10B: Cl.1 (ti Clause) + hengoti + Cl.2 (Fut.)

Clause 1 is similar to Sentence 10B discussed in 24.2.4. except that hengoti replaces he'engotiyā and Cl.2 is Future Tense, not Subjunctive Mood.

nti mā'āngna HENGOTI qai̱vā'o nate- mo'āngotnā inā yāltʰanga wimqa ti Since you don't know, when the owner comes back I'll ask him.

sopa hanga HENGOTI hewa i panma If I have soap, I'll wash.
ma, nti na'anqa HENGO TI, anga okã If you understand, that is good.
awa ti

24.4. hetångoti SENTENCES

SENTENCE TYPE II: Phrase + hetångoti + P.V.

This sentence type consists of a phrase (yet unanalysed) joined to a primary verb (frequently Imp. of Future tense) by hetångoti.

häwa awa manga HETÅNGOTI au hai Put it where there is a level place!
a qi HETÅNGOTI ta hamã Leave that one there and take this one!
ma, qatã'ã qi HETÅNGOTI anuwa The grass can stay. I'm going to cut down timber and work a fence.
iya naTÖtm qonö'ã awa qima When the food is cooked, I'll call you.
Ita patã HETÅNGOTI inä mä'ã (I.F.)
qäTma (I.F.)

25. QUOTATIVES

In Kapau there are morphemes which take the place of the quotation marks in English. These morphemes are suffixed to the last word of a quotation which is always a verb (unless a subordinate phrase is put after the primary verb as yã'ã qu'wana nga änga'm'naVA qatãi). They occur as the final suffix. They occur in what to us is both direct and indirect speech, because in Kapau you quote your thoughts, and wonderings as well as your words.

25.1. QUOTATIVE MORPHEME S

There are five quotative suffixes: -na, -ya, -va, -ea, and the word qana composed of root qa- plus suffix -na sometimes reduced to qo.

25.2. OCCURRENCE OF THE MORPHEMES

qana substitutes for ti sentence medially, so we have termed it a Verb 'Particle' though it actually comprises two morphemes. Study the following sentences:

ni na'anqa ti I know.
ni na'anqa QANA quTanqa ti 'I know you', he said to him.
weāpqqa ti
I will come down.
aqo weāpqqa QANA qat*i 'I will come down', he said.
qo also occurs as a substitute for ti when a person is calling out
or shouting his message. The -na of qana is dropped and qa becomes qo.
ni ōnkina yāpqqa QO I'll come up tomorrow! (man shouting)
The occurrence of the three suffixes has not been fully analysed but
the following are tentative rules for their occurrence:

-ya  after verb forms ending in u, i, and sometimes o.
-va " Obvitatite verb forms; 2nd and 3rd Person Pl. of Pres.
Stative, Pres.Cont., and Past 1 tenses; and Fut. tense
used without ti (26.2.).
-ea " some Imperative verb forms ending in ā or õ or a.
-na " Nasals, and all vowels except u and i in all other end
quotative positions (except for qana).

25.3. SENTENCES

awa qimangmt*a hengoti awa
If I've worked well, he'll say, 'You
qimanga QANA ntag*t*a ti
did well'.
ānga quyya qana qat*i
'The house is no good', he said.
fa'na āyu umna qi'imtiYA namtm
I'm standing here wondering which
qat*onga
road to take.
hampu
Come!
hampuYA qantma (P.1.)
'sCome', he said to me.
awa heānqaVA natata pāutäși
Saying, 'It is good', he baptized
qiyanqa ti (Obv.)
her.
awa qāpiyaVA neātat*a ti
He said to us two, 'It is good that
(Obv.)
you have come'.
aqoā hangaī'ya qāpaVA qat*i
'They are coming quickly', he said.
(P.C.) (3PL.)
(Obv.)
ni qapaNA qati'ya (P.C.)(1S.)
'I am coming', I am saying.
a hamāEA, qati'ya
'Take it', I am saying.
a hamāiYA qati'ya
'You (Pl.) take it', I am saying.
sā'ā ho
Go to sleep!
sā'ā hoEA tātn
'Go to sleep!', did you say?
toYA qat*i
'Hey, you!' he said.
apikoEA, qat*i
'Father (direct address)', he said.
ntawāEA qat*i (ntawāe + -ea
'My cousin!' he said.
one e is lost)
26. THE DIFFERENT USES OF VARIOUS VERB CONSTRUCTIONS

There is a conversational use of Present Continuous Tense, prefixed not by q- but by t- which seems to mean 'the granting of a request', or 'the seeking of permission'. Study these sentences:

atäta iwa tit^aVA qat^i 'Don't you lie (Fut.)!' he said.
nti hingo tu'wanangn Do you see?
nti hingo tu'wanangnA qati'ya 'Do you see?' I'm saying.
yäl^ä qu'wiYA qat^i, fa'namNA 'He's going', he said, 'on the road'. (expressing an afterthought)
äm'na nuwatn i'linA qat^i 'Where are you going?' he said.
Speaker: ni änkinä umqa ti I'm going tomorrow.
Interpreter: ni änkinä umqa qaNO 'I'm going tomorrow', he said.

NOTE: -na becomes -no when utterance is a restating of speech just made. Also the qano is usually followed by a glottal.

26.1. FUTURE TENSE WITHOUT THE VERB PARTICLE ti

Future tense may occur as a primary verb without the verb particle ti. Its meaning is elusive but it seems to mean something like the following:

Negatively, 'You wouldn't dare' or 'You wouldn't be purposing to do', and positively, 'It is for you to do'.

Study the following sentences:

atäta iwa tiTA (F. -ti) You wouldn't be lying, would you?
qui'i pi'ya niyamaktna pTA You wouldn't be coming to do me harm, would you (lit. 'harm what making you will come')?
aqa awa wito wamngga hangon I could go, but since I've got work, I won't go.
nhaimnga'na mu'wa Yma
nti ufi
hawai, nti utita heänqa You tell him!
No, you should tell him!
26.2. SUCCESSIVE ACTION PARTICIPLE WITHOUT n-PREFIX

This construction has a hortatory meaning, 'let us', though sometimes it seems to mean obligation or allowance. This construction is usually prefixed by ä- if the verb stem begins with a stop or nasal, otherwise, there is no prefix. The following is the conjugation:

t- 'speak'

1S. ätm Shall I speak?
2S. ätn Shall you speak?
3S. äta Shall he speak?
1DL. ätá Shall we two speak?
2,3DL. äthi Shall you, they two speak?
1PL. ätá Shall we all speak?
2,3PL. äthu Shall you, they all speak?

NOTE: the above forms can also mean 'Let me', 'Let him', etc.

Other forms are as follows:

yügo'ea ä'lm Shall I hit the pig? or Permit me to...
äpm Shall I come?
ita änm Let me eat!
äp'näm Permit me to sit!
um Shall I go?
ym Let me do it!
yäpm Allow me to come up!

A person may interrupt another's conversation with:

nqa qi ätm 'Let me have my say!' and someone else may agree with
aqoi'ya qi äta 'Yes, let him have his say!'
äpa'ätä hmpu ätá 'Let us sing some more!'

26.3. OCCURRENCE OF SUCCESSIVE ACTION PARTICIPLES WITH -t AND -mt STEMS

From a hurried analysis it appears that when this participial form occurs with its stem either -t 'think' or -mt 'think from within; wonder; consider; etc.' that it carries the specialised meaning of 'desiring; wondering; wishing; intending; concluding incorrectly from evidence given'. The 'thinking about' or 'desiring' is of the action of the subordinate verb. In this construction the participle still carries the idea that the action of the main verb follows that of the participial verb.
26.3.1. SENTENCES

(a) EXPRESSING WONDER

ni mà'änqa hetā'na'ma pi'yati qhoe'āt*otiya NATM hingo qu'wananga hope'a fi qheāngotiya TM ha qātma qap*a

Because I don't know and am wondering, what is he pouring out, I'm watching.

I wondered if there were any kaukau so I came to ask you.

(b) EXPRESSING INTENTION

ni MĀma TM nimn̄a qa'ana hetāni qau'ya nina qi'ya
te'a pmāma NATM ni'ya'nā qoā qa'ani'ya (P.C.)

I said to myself, I will get it but it wasn't there. I searched to no avail.

I went to sit here but I fell.

(c) EXPRESSING DESIRE

ma, ni fi namn̄ana namtn̄a'ma qatil'ya

I'm saying it because I want to eat some. Or: I'm talking about my wanting to eat some.

I came because I want to work.

wamn̄a imana natn̄a'ma qāp*a ti

(d) EXPRESSING INCORRECT DEDUCTION

e'ā minga qoena TM, qoāpa name'ā'n̄a qhoe'ātn̄i

Thinking that it had no water I took it quickly and it spilled.
APPENDIXES
## APPENDIX A

**SUPPLEMENTARY VERB CONJUGATIONS**

A.1. **weäpa- VERB STEM - 'to come down'** (Compiled by P. Banfield)

### A.1.1. PRIMARY FORMS - NON-ti TENSES

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Immed.</td>
<td></td>
<td>No.1 Past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1S.</td>
<td>weäpmna</td>
<td>qoeäp:a</td>
<td>qoeäpmanga</td>
<td>qoeäpat:onga</td>
</tr>
<tr>
<td>2S.</td>
<td>weäpntna</td>
<td>qoeäpn</td>
<td>qoeäpmangn</td>
<td>qoeäpatongn</td>
</tr>
<tr>
<td>3S.</td>
<td>weäpana</td>
<td>qoeäpi</td>
<td>qoeäpma</td>
<td>qoeäpato</td>
</tr>
<tr>
<td>1PL.</td>
<td>weäpino</td>
<td>qoeäpo</td>
<td>qoeäpmango</td>
<td>qoeäpatongo</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>weäphina</td>
<td>qoeäpi</td>
<td>qoeäpmangi</td>
<td>qoeäpatongi</td>
</tr>
</tbody>
</table>

### A.1.2. PRIMARY FORMS - ti TENSES

<table>
<thead>
<tr>
<th>Future</th>
<th>Immediate</th>
<th>Immed. Past Perf.</th>
<th>No.2 Past</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Past</td>
<td>Cont. Stative</td>
<td></td>
</tr>
<tr>
<td>1S.</td>
<td>weäpmqa</td>
<td>ti noeäpatmnga</td>
<td>ti qoeäp:a</td>
</tr>
<tr>
<td>2S.</td>
<td>weäpt:a</td>
<td>ti noeäpatnga</td>
<td>ti qoeäp:kn</td>
</tr>
<tr>
<td>3S.</td>
<td>weäpata</td>
<td>ti noeäpata</td>
<td>ti qoeäpata</td>
</tr>
<tr>
<td>1DL.</td>
<td>weäpito</td>
<td>ti noeäpatä'ä</td>
<td>ti qoeäpatono</td>
</tr>
<tr>
<td>2,3DL.</td>
<td>weäphita</td>
<td>ti noeäphainga</td>
<td>ti qoeäpatongi</td>
</tr>
<tr>
<td>1PL.</td>
<td>weäpäto</td>
<td>ti noeäpatä'ä</td>
<td>ti qoeäpatongo</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>weäphuta</td>
<td>ti noeäphaunga</td>
<td>ti qoeäpatongo</td>
</tr>
</tbody>
</table>

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**Distant Past**  |  **Habituative**  |  **Past Completed Hab.**
---|---|---
1S. qoeäpanqa ti  |  qoeäpmanqa ti  |  qoeäpä'na ti
2S. qoeäpanga ti  |  qoeäpmanga ti  |  qoeäpanga ti
3S. qoeäpanqa ti  |  qoeäpmanqa ti  |  qoeäpä'na ti
1DŁ. qoeäpanqo ti  |  qoeäpmanqo ti  |  qoeäpä'no ti
2, 3DŁ. qoeäpangiya ti  |  qoeäpmangiyqa ti  |  qoeäpangiya ti
1PL. qoeäpanqo ti  |  qoeäpmanqo ti  |  qoeäpä'no ti
2, 3PL. qoeäpanguwa ti  |  qoeäpmanguwa ti  |  qoeäpanguwa ti

**A.1.3. SECONDARY FORMS - q- SERIES**

|---|---|---|---|
1S. qoeäpmqa  |  qoeäpmti  |  qoeäpamgintegration  |  qoeäpängintegration  |
2S. qoeäpêta  |  qoeäpêtti  |  qoeäpangatëta  |  qoeäpangata  |
3S. qoeäpata  |  qoeäpoati  |  qoeäpangota  |  qoeäpăngota  |
1DŁ. qoeäpîto  |  qoeäpîtti  |  qoeäpangita  |  qoeäpîngita  |
2, 3DŁ. qoeäphîta  |  qoeäphîtti  |  qoeäpanghîta  |  qoeäpånghîta  |
1PL. qoeäpîto  |  qoeäpoqîti  |  qoeäpangoata  |  qoeäpangoqata  |
2, 3PL. qoeäphuta  |  qoeäphutî  |  qoeäpanghuta  |  qoeäpånghuta  |

**Fut. Habit. Perfect**

1S. qoeäpamintegration  |  (Since -weäp- 'come down' will not occur in these Stative Forms I am substituting -we- 'go down' which can be Stative when used with "sâ'ä meaning 'to sleep'.)  
2S. qoeäpamgata  
3S. qoeäpamgota  
1DŁ. qoeäpamgita  
2, 3DŁ. qoeäpamghîta  
1PL. qoeäpamgoata  
2, 3PL. qoeäpamghuta

**A.1.4. TERTIARY FORMS - CONTINUOUS ACTION HAVING TERMINATED SERIES**

<table>
<thead>
<tr>
<th>Future Active</th>
<th>('go down')</th>
<th>Past Active</th>
<th>('go down') Past Stative</th>
</tr>
</thead>
</table>
1S. noeäpmti'yâ  |  noengmti'yâ  |  noeäpa'nä  |  noenga'nä
2S. noeäpêati'yâ  |  noengatîyi'yâ  |  noeäpênä  |  noengo'nä
3S. noeäpîti'yâ  |  noengîti'yâ  |  noeäpi'yâ  |  noengi'yâ
1DŁ. noeäpito'yâ  |  noengîto'yâ  |  noeäpo'nä  |  noengo'nä
2, 3DŁ. noeäphîti'yâ  |  noenghîti'yâ  |  noeäphî'yâ  |  noengi'yâ
<table>
<thead>
<tr>
<th>Future Active</th>
<th>Fut. Stative</th>
<th>Past Active</th>
<th>Past Stative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1PL. noeāpōati'yā</td>
<td>noengoātī'yā</td>
<td>noeāpō'nā</td>
<td>noengo'nā</td>
</tr>
<tr>
<td>2,3PL. noeāphuti'yā</td>
<td>noenghuti'yā</td>
<td>noeāp'a'vā</td>
<td>noenga'vā</td>
</tr>
</tbody>
</table>

**A.1.5. TERTIARY FORMS - SAME ACTOR PARTICIPIAL FORMS**

<table>
<thead>
<tr>
<th>Successive Action</th>
<th>Processive Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. noeāpm</td>
<td>noeāpatm</td>
</tr>
<tr>
<td>2S. noeāpn</td>
<td>noeāpatn</td>
</tr>
<tr>
<td>3S. noeāpa</td>
<td>noeāpata</td>
</tr>
<tr>
<td>1PL. noeāpā</td>
<td>noeāpatā</td>
</tr>
<tr>
<td>2,3PL. noeāphi</td>
<td>noeāphai</td>
</tr>
<tr>
<td>1PL. noeāpā</td>
<td>noeāpatā</td>
</tr>
<tr>
<td>2,3PL. noeāphu</td>
<td>noeāphau</td>
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</table>

**A.1.6. TERTIARY FORMS - DIFFERENT ACTOR PARTICIPIAL FORMS**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>'being come down'</td>
<td>'being in the state of coming down'</td>
<td>'when come down'</td>
<td>'in the state of coming down'</td>
</tr>
<tr>
<td>1S. weāpāngmta</td>
<td>weāpatoāngmta</td>
<td>weāpāngmtānā</td>
<td>weāpatoāngmtānā</td>
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<td>2S. weāpāngata</td>
<td>weāpatoāngata</td>
<td>weāpāngatnā</td>
<td>weāpatoāngatnā</td>
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<tr>
<td>3S. weāpāngota</td>
<td>weāpatoāngota</td>
<td>weāpāngotnā</td>
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<tr>
<td>1PL. weāpāngita</td>
<td>weāpatoāngita</td>
<td>weāpāngitinā</td>
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<td>2,3PL. weāpānghi</td>
<td>weāpatoānghi</td>
<td>weāpānghitnā</td>
<td>weāpatoānghitnā</td>
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<tr>
<td>1PL. weāpangoa</td>
<td>weāpatoāngoa</td>
<td>weāpangoatnā</td>
<td>weāpatoāngoatnā</td>
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<td>2,3PL. weāpangoht</td>
<td>weāpatoānght</td>
<td>weāpangohtnā</td>
<td>weāpatoānghtnā</td>
</tr>
<tr>
<td>'while coming down'</td>
<td>'while being in state of coming down'</td>
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<tr>
<td>1S. weāpāngmti</td>
<td>weāpatoāngmti</td>
<td>weāpmti</td>
<td></td>
</tr>
<tr>
<td>2S. weāpāngati</td>
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<td>weāpati</td>
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</tr>
<tr>
<td>3S. weāpāngoti</td>
<td>weāpatoāngoti</td>
<td>weāpoti</td>
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<td>weāpiti</td>
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<td>weāphiti</td>
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<td>weāpoa</td>
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<tr>
<td></td>
<td>Pres. Cont.</td>
<td>Past Active</td>
<td>Past Continuous</td>
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A.1.7. Future Imperative

<p>| | |</p>
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<td>weāpu'huna</td>
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A.2. qa- VERB STEM - 'to ford water'

A.2.1. PRIMARY FORMS - NON-ti TENSES

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A.2.2. PRIMARY FORMS - ti TENSES
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<tr>
<td>2S. kat*a ti</td>
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<tr>
<td>3S. keta ti</td>
<td>naketa ti</td>
<td>naketonqa ti</td>
<td>qake'a ti</td>
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<td>naketongiya ti</td>
<td>qake'iya ti</td>
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<tr>
<td>1PL. keito ti</td>
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<td>qake'o ti</td>
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<tr>
<td>2, 3PL. khauta ti</td>
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<tr>
<th>Distant Past</th>
<th>Habitual Form</th>
<th>Past Completed Hab.</th>
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<tbody>
<tr>
<td>1S. qakenqa ti</td>
<td>qākamanga ti</td>
<td>qake'a'na ti</td>
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<td>2S. qākenqa ti</td>
<td>qākamanga ti</td>
<td>qake'ā'na ti</td>
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<td>qākamanga ti</td>
<td>qake'ā'na ti</td>
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<td>1DL. qākenqa ti</td>
<td>qākamanga ti</td>
<td>qake'ā'na ti</td>
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<td>2, 3DL. qākenqa ti</td>
<td>qākamangiya ti</td>
<td>qake'ā'ngiya ti</td>
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<tr>
<td>1PL. qākenqa ti</td>
<td>qākamanga ti</td>
<td>qake'ā'ngno ti</td>
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<td>qākamangwua ti</td>
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A.2.3. SECONDARY FORMS - q- SERIES

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<th>Dubitative</th>
<th>Dist. Future Perfect</th>
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<tbody>
<tr>
<td>1S. qākāma</td>
<td>qāke'enti</td>
<td>qākengmt*a</td>
</tr>
<tr>
<td>2S. qākat*a</td>
<td>qāke'ati</td>
<td>qākengata</td>
</tr>
<tr>
<td>3S. qāketa</td>
<td>qāke'oti</td>
<td>qākengota</td>
</tr>
<tr>
<td>1DL. qākaito</td>
<td>qāke'iti</td>
<td>qākengita</td>
</tr>
<tr>
<td>2, 3DL. qākhaita</td>
<td>qāke'hiti</td>
<td>qākenghita</td>
</tr>
<tr>
<td>1PL. qākeāeto</td>
<td>qāke'o'iti</td>
<td>qākengoāta</td>
</tr>
<tr>
<td>2, 3PL. qākhauata</td>
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<table>
<thead>
<tr>
<th>Distant Future Comp.Habit.Perf. Future Habit.</th>
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<tr>
<td>1S. qāke'āngmt*a</td>
<td>qākamangmt*a</td>
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<tr>
<td>2S. qāke'āngata</td>
<td>qākamangata</td>
</tr>
<tr>
<td>3S. qāke'āngota</td>
<td>qākamangota</td>
</tr>
<tr>
<td>1DL. qāke'āngita</td>
<td>qākamangita</td>
</tr>
<tr>
<td>2, 3DL. qāke'ānghita</td>
<td>qākamanghita</td>
</tr>
<tr>
<td>1PL. qāke'āngoāta</td>
<td>qākamangoāta</td>
</tr>
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<td>2, 3PL. qāke'ānghuata</td>
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A.2.4. TERTIARY FORMS - CONTINUOUS ACTION HAVING TERMINATED

<table>
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<tr>
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<th>Past Active</th>
<th>Past Habit.</th>
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<td>nake'ängmti'ya</td>
<td>nake'a'na</td>
<td>nake'änga'na</td>
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<tr>
<td>2S.</td>
<td>nake'ati'ya</td>
<td>nake'ängati'ya</td>
<td>nake'e'na</td>
<td>nake'ängn'a</td>
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<tr>
<td>3S.</td>
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<td>nake'i'ya</td>
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<tr>
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<td>nake'o'na</td>
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A.2.5. TERTIARY FORMS - SAME ACTOR PARTICIPIAL FORMS

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<td>naketm</td>
</tr>
<tr>
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<td>naketn</td>
</tr>
<tr>
<td>3S.</td>
<td>nake</td>
<td>naketa</td>
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<tr>
<td>1DL.</td>
<td>nakea</td>
<td>naketä</td>
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<td>2,3DL.</td>
<td>nakhai</td>
<td>nakhei</td>
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<td>1PL.</td>
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<td>naketä</td>
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<td>nakheu</td>
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A.2.6. TERTIARY FORMS - DIFFERENT ACTOR PARTICIPIAL FORMS

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<th>Fut. Cont. Stative</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>'having forded'</td>
<td>'being in the state of fording'</td>
<td>'when having forded'</td>
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<tr>
<td>1S.</td>
<td>ke'ängmt*na</td>
<td>ketoängmt*na</td>
<td>ke'ängmt*na</td>
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<tr>
<td>2S.</td>
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<td>ketoängata</td>
<td>ke'ängatnä</td>
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<tr>
<td>3S.</td>
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<td>ketoängota</td>
<td>ke'ängotnä</td>
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<td>ketoängita</td>
<td>ke'ängitnä</td>
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<td>ketoänghita</td>
<td>ke'änghitnä</td>
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<tr>
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<td>ketoängoata</td>
<td>ke'ängoatnä</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>ke'änghuta</td>
<td>ketoänghuta</td>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'when being in state of fording'</td>
<td>'while fording'</td>
<td>'while being in state of fording'</td>
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<td>1S.</td>
<td>ket*oängmtnä</td>
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<td>3S.</td>
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<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Fut.Cont.</td>
<td>ke'emti</td>
<td>ke'atì</td>
<td>ke'otì</td>
</tr>
<tr>
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<td>nake'ängotì</td>
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<td>nake'ângito</td>
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</tbody>
</table>

A.2.7. Future Imperative

2S. ke'atìna or ke'ana
2,3DL. ke'hìna
2,3PL. ke'huna

A.3. PRIMARY FORMS: -i VERB STEM - 'to do'; NON-ti TENSES

<table>
<thead>
<tr>
<th>Tense</th>
<th>1S.</th>
<th>2S.</th>
<th>3S.</th>
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<th>2,3DL.</th>
<th>1PL.</th>
<th>2,3PL.</th>
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<td>ino</td>
<td>hina</td>
<td>yano</td>
<td>hiuna</td>
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<td>qi'in</td>
<td>qi'i</td>
<td>qi'yo</td>
<td>qi'i</td>
<td>qi'yo</td>
<td>qi'ya</td>
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<td>Obvitative</td>
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<td>qiyat*onga</td>
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<td>qiyatongqa</td>
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<td>qiyatonguwa</td>
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A.3.1. PRIMARY - ti TENSES

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<td>niyanqa ti</td>
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<td>2S. it+a ti</td>
<td>niyatnga ti</td>
<td>niyanqa ti</td>
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<td>3S. yata ti</td>
<td>niyata ti</td>
<td>niyanqa ti</td>
</tr>
<tr>
<td>1DL. ito ti</td>
<td>niyatäl'ä ti</td>
<td>niyanqo ti</td>
</tr>
<tr>
<td>2,3DL. hita ti</td>
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<td>niyangiya ti</td>
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<td>niyatäl'ä ti</td>
<td>niyanqo ti</td>
</tr>
<tr>
<td>2,3PL. hiuta, sut a ti</td>
<td>nisaunga ti</td>
<td>niyanguwa ti</td>
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<table>
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<tr>
<td>1S. niyat*onga ti</td>
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<td>qiyanqa ti</td>
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<td>qiyangga ti</td>
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<td>qiyanqa ti</td>
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<td>qiyanqo ti</td>
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<td>qiyangiya ti</td>
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<tr>
<td>1PL. niyatongo ti</td>
<td>qi'yo ti</td>
<td>qiyanqo ti</td>
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<th>Past Comp. Habituative</th>
<th>Past Comp. Hab. Stative</th>
</tr>
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<tr>
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<td>qiyatâ'na ti</td>
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<tr>
<td>2S. qimanqa ti</td>
<td>qi'yânga ti</td>
<td>qiyatâñgâ ti</td>
</tr>
<tr>
<td>3S. qimanqa ti</td>
<td>qi'yâ'na ti</td>
<td>qiyatâ'na ti</td>
</tr>
<tr>
<td>1DL. qimanqo ti</td>
<td>qiyâ'no ti</td>
<td>qiyatâ'no ti</td>
</tr>
<tr>
<td>2,3DL. qimangiya ti</td>
<td>qi'yångiya ti</td>
<td>qiyatangiya ti</td>
</tr>
<tr>
<td>1PL. qimanqo ti</td>
<td>qi'yâ'no ti</td>
<td>qiyatâ'no ti</td>
</tr>
<tr>
<td>2,3PL. qimanguwa ti</td>
<td>qi'yânguwa ti</td>
<td>qiyatânguwa ti</td>
</tr>
</tbody>
</table>
### A.3.2. SUBJUNCTIVE - NON-\(\text{ti}\) TENSES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>ymnhe</td>
<td>imangmnhe</td>
<td>yangmnhe</td>
<td>yat(\text{ng}m)hne</td>
</tr>
<tr>
<td>2S.</td>
<td>ya'anhe</td>
<td>imanganhe</td>
<td>yanganhe</td>
<td>yat(\text{ng}h)anhe</td>
</tr>
<tr>
<td>3S.</td>
<td>yo'onhe</td>
<td>imangonhe</td>
<td>yangonhe</td>
<td>yat(\text{ng}h)onhe</td>
</tr>
<tr>
<td>1(\text{st})</td>
<td>i'inhe</td>
<td>imanginhe</td>
<td>yanginhe</td>
<td>yat(\text{ng}h)inhe</td>
</tr>
<tr>
<td>2,3(\text{nd})</td>
<td>i'inhe</td>
<td>imanghinhe</td>
<td>yanghinhe</td>
<td>yat(\text{ng}h)hinhe</td>
</tr>
<tr>
<td>1(\text{pl})</td>
<td>yo'änhe</td>
<td>imangoänhe</td>
<td>yangoänhe</td>
<td>yat(\text{ng}h)oänhe</td>
</tr>
<tr>
<td>2,3(\text{pl})</td>
<td>yu'unhe</td>
<td>imanghunhe</td>
<td>yanghunhe</td>
<td>yat(\text{ng}h)hunhe</td>
</tr>
</tbody>
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### A.3.3. SUBJUNCTIVE - \(\text{ti}\) TENSES

<table>
<thead>
<tr>
<th></th>
<th>Future</th>
<th>Immediate Past</th>
<th>Past 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>ymqa hengonhe</td>
<td>niyatmnga hengonhe</td>
<td>qimqa hengonhe</td>
</tr>
<tr>
<td>2S.</td>
<td>it(\text{m})a</td>
<td>niyatng(\text{a})</td>
<td>qit(\text{m})a</td>
</tr>
<tr>
<td>3S.</td>
<td>yata</td>
<td>niyata</td>
<td>qiyata</td>
</tr>
<tr>
<td>1(\text{st})</td>
<td>ito</td>
<td>niyat(\text{a})(\text{\text{\text{a}}}</td>
<td>qito</td>
</tr>
<tr>
<td>2,3(\text{nd})</td>
<td>hita</td>
<td>nisainga</td>
<td>qhi(\text{a})ta</td>
</tr>
<tr>
<td>1(\text{pl})</td>
<td>y(\text{t})o</td>
<td>niyat(\text{a})(\text{\text{\text{a}}}</td>
<td>qi(\text{y})(\text{t})a</td>
</tr>
<tr>
<td>2,3(\text{pl})</td>
<td>hiuta</td>
<td>nisaunga</td>
<td>qhiuta</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Distant Past</th>
<th>Habituation</th>
<th>Past Comp. Habit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>qiyangmt(\text{a}) hengonhe</td>
<td>qimangmt(\text{a}) hengonhe</td>
<td>qi'yangmt(\text{a}) hengonhe</td>
</tr>
<tr>
<td>2S.</td>
<td>qiyangata</td>
<td>qimangata</td>
<td>qi'yangata</td>
</tr>
<tr>
<td>3S.</td>
<td>qiyangota</td>
<td>qimangota</td>
<td>qi'yangota</td>
</tr>
<tr>
<td>1(\text{st})</td>
<td>qiyangita</td>
<td>qimangita</td>
<td>qi'yangita</td>
</tr>
<tr>
<td>2,3(\text{nd})</td>
<td>qiyanghita</td>
<td>qimanghita</td>
<td>qi'yanghita</td>
</tr>
<tr>
<td>1(\text{pl})</td>
<td>qiyangoätä</td>
<td>qimangoätä</td>
<td>qi'yangoätä</td>
</tr>
<tr>
<td>2,3(\text{pl})</td>
<td>qiyanghuta</td>
<td>qimanghuta</td>
<td>qi'yanghuta</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Distant Past Completed</th>
<th>Habituation Perfect</th>
<th>Stative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>qiyatängmt(\text{a}) hengonhe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S.</td>
<td>qiyatängata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3S.</td>
<td>qiyatängota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(\text{st})</td>
<td>qiyatängita</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,3(\text{nd})</td>
<td>qiyatänghita</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(\text{pl})</td>
<td>qiyatängoätä</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,3(\text{pl})</td>
<td>qiyatänghuta</td>
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<td></td>
</tr>
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</table>
### A.3.4. SECONDARY FORMS - q- SERIES

<table>
<thead>
<tr>
<th>Future Perf. or Conditional</th>
<th>Present Act.</th>
<th>Pres. Stative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. qimqa</td>
<td>qi' inti</td>
<td>qiyangmti</td>
</tr>
<tr>
<td>2S. qita</td>
<td>qi' yati</td>
<td>qiyangati</td>
</tr>
<tr>
<td>3S. qiyata</td>
<td>qi' yoti</td>
<td>qiyangoi</td>
</tr>
<tr>
<td>1Dl. qito</td>
<td>qi' iti</td>
<td>qiyangiti</td>
</tr>
<tr>
<td>2,3Dl. qhita</td>
<td>qi' hiti</td>
<td>qiyanghiti</td>
</tr>
<tr>
<td>1Pl. qiyato</td>
<td>qi' yoati</td>
<td>qiyangoati</td>
</tr>
<tr>
<td>2,3Pl. qhiuta</td>
<td>qi' huti</td>
<td>qiyanghuti</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. qiyangmt a</td>
<td>qi' yangmt a</td>
<td>qimangmt a</td>
</tr>
<tr>
<td>2S. qiyangta</td>
<td>qi' yangta</td>
<td>qimangta</td>
</tr>
<tr>
<td>3S. qiyangota</td>
<td>qi' yangota</td>
<td>qimangota</td>
</tr>
<tr>
<td>1Dl. qiyangita</td>
<td>qi' yangita</td>
<td>qimangita</td>
</tr>
<tr>
<td>2,3Dl. qiyanghita</td>
<td>qi' yanghita</td>
<td>qimanghita</td>
</tr>
<tr>
<td>1Pl. qiyangoa ta</td>
<td>qi' yango a ta</td>
<td>qimango a ta</td>
</tr>
<tr>
<td>2,3Pl. qiyanghuta</td>
<td>qi' yangh u ta</td>
<td>qimangh u ta</td>
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### A.3.5. TERTIARY FORMS - CONTINUOUS ACTION HAVING TERMINATED

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1S. ni' imti yā</td>
<td>niyangmti yā</td>
<td>ni' yaa nā</td>
<td>niyanga nā</td>
</tr>
<tr>
<td>2S. ni' yati yā</td>
<td>niyangati yā</td>
<td>ni' i' nā</td>
<td>niyang' i' a</td>
</tr>
<tr>
<td>3S. ni' yoti yā</td>
<td>niyangoti yā</td>
<td>ni' i' yā</td>
<td>niyang' i' yā</td>
</tr>
<tr>
<td>1Dl. ni' iti yā</td>
<td>niyangiti yā</td>
<td>ni' yo' nā</td>
<td>niyango' nā</td>
</tr>
<tr>
<td>2,3Dl. ni' hiti yā</td>
<td>niyanghiti yā</td>
<td>ni' i' yā</td>
<td>niyang' i' yā</td>
</tr>
<tr>
<td>1Pl. ni' yoāti yā</td>
<td>niyangoāti yā</td>
<td>ni' yo' nā</td>
<td>niyango' nā</td>
</tr>
<tr>
<td>2,3Pl. ni' huti yā</td>
<td>niyanghuti yā</td>
<td>ni' ya' vā</td>
<td>niyanga' vā</td>
</tr>
</tbody>
</table>

### A.3.6. TERTIARY FORMS - SAME ACTOR PARTICIPIAL FORMS

<table>
<thead>
<tr>
<th>Successive Action</th>
<th>Processive Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. nim</td>
<td>2,3Dl. nsi</td>
</tr>
<tr>
<td>2S. nin</td>
<td>1Pl. niyā</td>
</tr>
<tr>
<td>3S. niya</td>
<td>2,3Pl. nsiu</td>
</tr>
<tr>
<td>1Dl. niyā</td>
<td>1Dl. niyatā</td>
</tr>
</tbody>
</table>
### A.3.7. TERTIARY FORMS - DIFFERENT ACTOR PARTICIPIAL FORMS

<table>
<thead>
<tr>
<th>Future Act. 'being done'</th>
<th>Future Stat. 'being done'</th>
<th>Fut. Cont. Stat. 'being in state of doing'</th>
<th>Future Active 'when done'</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.  yä'ängmtä</td>
<td>yatängmtä</td>
<td>yat*öängmtä</td>
<td>yä'ängmtñä</td>
</tr>
<tr>
<td>2S.  yä'ängata</td>
<td>yatängata</td>
<td>yatoängata</td>
<td>yä'ängatñä</td>
</tr>
<tr>
<td>3S.  yä'ängota</td>
<td>yatängota</td>
<td>yatoängota</td>
<td>yä'ängotñä</td>
</tr>
<tr>
<td>1DL. yä'ängita</td>
<td>yatängita</td>
<td>yatoängita</td>
<td>yä'ängitñä</td>
</tr>
<tr>
<td>2,3DL. yä'änghita</td>
<td>yatänghita</td>
<td>yatoänghita</td>
<td>yä'änghitñä</td>
</tr>
<tr>
<td>1PL. yä'ängoäta</td>
<td>yatänngoäta</td>
<td>yatoänngoäta</td>
<td>yä'änngoätnä</td>
</tr>
<tr>
<td>2,3PL. yä'änghutña</td>
<td>yatänghutña</td>
<td>yatoänghutña</td>
<td>yä'änghutñä</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Stative 'when done'</th>
<th>Fut. Cont. Stative 'when being done'</th>
<th>Fut. Act. Cond. 'while doing'</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.  yatängmtñä</td>
<td>yatoänmtñä</td>
<td>yä'ängmtñä</td>
</tr>
<tr>
<td>2S.  yatängatñä</td>
<td>yatoängatñä</td>
<td>yä'ängatñä</td>
</tr>
<tr>
<td>3S.  yatängotñä</td>
<td>yatoängotñä</td>
<td>yä'ängotñä</td>
</tr>
<tr>
<td>1DL. yatängitñä</td>
<td>yatoängitñä</td>
<td>yä'ängitñä</td>
</tr>
<tr>
<td>2,3DL. yatänghitñä</td>
<td>yatoänghitñä</td>
<td>yä'änghitñä</td>
</tr>
<tr>
<td>1PL. yatänngoññä</td>
<td>yatoänngoññä</td>
<td>yä'änngoññä</td>
</tr>
<tr>
<td>2,3PL. yatänghutññä</td>
<td>yatoänghutññä</td>
<td>yä'änghutññä</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Active</th>
<th>Past Stative</th>
<th>Past Cont. Stative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.  yä'ä'na (yä'äna)</td>
<td>yatä'na</td>
<td>yat*oä'na</td>
</tr>
<tr>
<td>2S.  yä'ä'ng (yä'äni)</td>
<td>yatänga</td>
<td>yatoänga</td>
</tr>
<tr>
<td>3S.  yä'ä'ni (yä'äni)</td>
<td>yatä'na</td>
<td>yatoä'na</td>
</tr>
<tr>
<td>1DL. yä'ä'no (yä'äno)</td>
<td>yatä'no</td>
<td>yatoä'no</td>
</tr>
<tr>
<td>2,3DL. yä'ängiya (yä'äni)</td>
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<td>yatoängiya</td>
</tr>
<tr>
<td>1PL. yä'ä'no (yä'äno)</td>
<td>yatä'no</td>
<td>yatoä'no</td>
</tr>
<tr>
<td>2,3PL. yä'änguwa (yä'äna)</td>
<td>yatänguwa</td>
<td>yatoänguwa</td>
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</table>

### A.3.8. OTHERS

<table>
<thead>
<tr>
<th>Fut. Imp.</th>
<th>Prohib. Mood</th>
<th>Two Other Future Forms (meaning unknown)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.  ym'mna</td>
<td>imni'i</td>
<td>ymenka ti ymne'a ti</td>
</tr>
<tr>
<td>2S.  ya'atna</td>
<td>itni'i</td>
<td>itnenka ti itne'a ti</td>
</tr>
<tr>
<td>3S.  yo'ona</td>
<td>yani'i</td>
<td>yanenka ti yane'a ti</td>
</tr>
<tr>
<td>1DL. i'ino</td>
<td>inoi'i</td>
<td>inoenka ti inoe'a ti</td>
</tr>
<tr>
<td>2,3DL. i'hina</td>
<td>hin'i</td>
<td>hinena ti hine'a ti</td>
</tr>
<tr>
<td>1PL. yo'âna</td>
<td>yâni'i</td>
<td>yânoenka ti yâne'a ti</td>
</tr>
<tr>
<td>2,3PL. yu'huna</td>
<td>hiuni'i</td>
<td>hiunena ti hiune'a ti</td>
</tr>
</tbody>
</table>
A.4. OTHER CONJUGATIONS SHOWING STEM CHANGES (Compiled by Corinne Palmer)

A.4.1. -t- 'speak' pane'a hati Imperative: hati (S. and Pl.)

<table>
<thead>
<tr>
<th></th>
<th>Imm. Fut.</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habituaative</th>
<th>Pres. Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S</td>
<td>tmna</td>
<td>tmqa ti</td>
<td>qatmanga</td>
<td>qätmanqa ti</td>
<td>qatı'ya</td>
</tr>
<tr>
<td>2S</td>
<td>titna</td>
<td>tit*a ti</td>
<td>qatmangn</td>
<td>qätmanqa ti</td>
<td>qati'in</td>
</tr>
<tr>
<td>3S</td>
<td>tana</td>
<td>tata ti</td>
<td>qatma</td>
<td>qätmanqa ti</td>
<td>qat*i</td>
</tr>
<tr>
<td>1DL</td>
<td>tino</td>
<td>tito ti</td>
<td>qatmango</td>
<td>qätmanqo ti</td>
<td>qati'yo</td>
</tr>
<tr>
<td>2,3DL</td>
<td>thina</td>
<td>thita ti</td>
<td>qatmangi</td>
<td>qätmangiya ti</td>
<td>qat*i</td>
</tr>
<tr>
<td>1PL</td>
<td>tano</td>
<td>tato ti</td>
<td>qatmango</td>
<td>qätmanqo ti</td>
<td>qati'yo</td>
</tr>
<tr>
<td>2,3PL</td>
<td>thuna</td>
<td>thuta ti</td>
<td>qatmanga</td>
<td>qätmanguwa ti</td>
<td>qati'ya</td>
</tr>
</tbody>
</table>

Past No.2  Distant Past  Immed. Past

|      | qät*a ti | qätanqa ti | natatmanga ti |
| 1S   |          |            |               |
| 2S   | qätiknga ti| qätanga ti | natatnga ti |
| 3S   | qät*a ti | qätanqa ti | natat*a ti |
| 1DL  | qäto ti | qätanqo ti | natatä'ä ti |
| 2,3DL | qätiya ti| qätangiya ti| nathainga ti |
| 1PL  | qäto ti | qätanqo ti | natatä'ä ti |
| 2,3PL | qätuwa ti| qätanguwa ti| nathaunga ti |

NEGATIVE: mäta Fut. Imp. 2S. ta'atna 2DL. ti'hina 2PL. tu'huna

A.4.2. -tit*i- 'cover sweet potatoes' hope'a hawa Imp. hatit*i

<table>
<thead>
<tr>
<th></th>
<th>Imm. Fut.</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habituaative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S</td>
<td>tit*i tina</td>
<td>tit*i mqa ti</td>
<td>qatit*imanga</td>
<td>qätit*imanqa ti</td>
</tr>
<tr>
<td>2S</td>
<td>ttitina</td>
<td>ttit*a ti</td>
<td>qatitimangn</td>
<td>qätitimanga ti</td>
</tr>
<tr>
<td>3S</td>
<td>ttiyana</td>
<td>ttiyata ti</td>
<td>qatitima</td>
<td>qätitimanga ti</td>
</tr>
<tr>
<td>1DL</td>
<td>titino</td>
<td>tito ti</td>
<td>qatitimango</td>
<td>qätitimango ti</td>
</tr>
<tr>
<td>2,3DL</td>
<td>titinha</td>
<td>titita ti</td>
<td>qatitimangi</td>
<td>qätitimangiya ti</td>
</tr>
<tr>
<td>1PL</td>
<td>ttiyano</td>
<td>ttiyato ti</td>
<td>qatitimango</td>
<td>qätitimango ti</td>
</tr>
<tr>
<td>2,3PL</td>
<td>ttihiuna</td>
<td>ttihiuta ti</td>
<td>qatitimanga</td>
<td>qätitimanguwa ti</td>
</tr>
</tbody>
</table>

Pres. Cont.  Past No.2  Distant Past  Immed. Past

|      | qatit*i'ya| qätit*i'ya ti| qätit*i'yanqa ti| nätit*i'yatmnga ti |
| 1S   | qatiti' in | qätitiknga ti| qätitiyanga ti| nätitiyatnga ti |
| 2S   | qatiti' i   | qätiti'ya ti| qätitiyanqa ti| nätitiyat*a ti |
| 3S   | qatiti' i   | qätiti'ya ti| qätitiyanqa ti| nätitiyatä'ä ti |
NEGATIVE: mātītīya

Future Imp.
2S. titi'iyatna
2DL. titi'hina
2PL. titi'huna

A.4.3. -yamak-, iyamak- 'make' Imperative: hiyamaki
A.4.4. -u-'go' Imperative: hu (S.); huwi (Pl.)

<table>
<thead>
<tr>
<th>Immed. Future</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habituaive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. umna or numna</td>
<td>umqa ti</td>
<td>qumanga</td>
<td>qumanqa ti</td>
</tr>
<tr>
<td>2S. utna &quot; nutna</td>
<td>ut&quot;a ti</td>
<td>qumangn</td>
<td>qumanga ti</td>
</tr>
<tr>
<td>3S. wana &quot; nuwana</td>
<td>wata ti</td>
<td>quma</td>
<td>qumanga ti</td>
</tr>
<tr>
<td>1DL. wino &quot; nuwino</td>
<td>wito ti</td>
<td>qumango</td>
<td>qumanqo ti</td>
</tr>
<tr>
<td>2,3DL. whina &quot; nuwhina</td>
<td>whita ti</td>
<td>qumangí</td>
<td>qumangiya ti</td>
</tr>
<tr>
<td>1PL. wáno &quot; nuwáno</td>
<td>wáto ti</td>
<td>qumango</td>
<td>qumanqo ti</td>
</tr>
<tr>
<td>2,3PL. huna &quot; nhuna</td>
<td>huta ti</td>
<td>qumanga</td>
<td>qumangúwa ti</td>
</tr>
</tbody>
</table>

Pres.Cont. Past No.2 Distant Past Immed. Past

| 1S. qu'wa | qu'wa ti | quwanqa ti | nuwatmnga ti |
| 2S. qu'un | qu'knga ti | quwanga ti | nuwatnga ti |
| 3S. qu'wi | qu'wa ti | quwanqa ti | nuwat*á ti |
| 1DL. qu'wo | qu'wo ti | quwanqo ti | nuwatá'á ti |
| 2,3DL. qu'wi | qu'wiya ti | quwangiya ti | nwhainga ti |
| 1PL. qu'wo | qu'wo ti | quwanqo ti | nuwatá'á ti |
| 2,3PL. qu'wa | qu'wa ti | quwangua ti | nuwhaunga ti |

NEGATIVE: mu'wa

Future Imp.
2S. wa'atna
2DL. wi'hina
2PL. u'huna

A.4.5. pāu 'come by going level' Imp. pāu (S.); pāwi (Pl.)

<table>
<thead>
<tr>
<th>Imm.Fut.</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habituaive</th>
<th>Pres.Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. pumna</td>
<td>pmqa ti</td>
<td>qapmanga</td>
<td>qapmanqa ti</td>
<td>qapu'wa</td>
</tr>
<tr>
<td>2S. putna</td>
<td>put*a ti</td>
<td>qapmangn</td>
<td>qapmanga ti</td>
<td>qapu'un</td>
</tr>
<tr>
<td>3S. puwana</td>
<td>puwata ti</td>
<td>qapuma</td>
<td>qapumanqa ti</td>
<td>qapu'wi</td>
</tr>
<tr>
<td>1DL. puwino</td>
<td>puwito ti</td>
<td>qapmango</td>
<td>qapmanqo ti</td>
<td>qapu'wo</td>
</tr>
<tr>
<td>2,3DL. puwhina</td>
<td>puwhita ti</td>
<td>qapmangi</td>
<td>qapmangiya ti</td>
<td>qapu'wi</td>
</tr>
<tr>
<td>1PL. puwáno</td>
<td>puwáto ti</td>
<td>qapmango</td>
<td>qapmanqo ti</td>
<td>qapu'wo</td>
</tr>
<tr>
<td>2,3PL. phuna</td>
<td>phuta ti</td>
<td>qapmanga</td>
<td>qapmanuwa ti</td>
<td>qapu'wa</td>
</tr>
</tbody>
</table>

Past No.2 Distant Past Immediate Past

| 1S. qapu'wa ti | qapuwanqa ti | napuwatmnga ti |
| 2S. qapuknga ti | qapuwanga ti | napuwatnga ti |
### Past No.2

<table>
<thead>
<tr>
<th></th>
<th>Distant Past</th>
<th>Immediate Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>3S.</td>
<td>qapu'wa ti</td>
<td>qapuwanqa ti</td>
</tr>
<tr>
<td>1DL.</td>
<td>qapu'wo ti</td>
<td>qapuwanqo ti</td>
</tr>
<tr>
<td>2,3DL.</td>
<td>qapu'wiya ti</td>
<td>qapuwangiya ti</td>
</tr>
<tr>
<td>1PL.</td>
<td>qapu'wo ti</td>
<td>qapuwanqo ti</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>qapu'uwa ti</td>
<td>qapuwanguwa ti</td>
</tr>
</tbody>
</table>

**NEGATIVE:** mapu'wa

**Future Imp.**
- 2S. pu'watna
- 2DL. pu'wihina
- 2PL. pu'huña

### Past No.1

<table>
<thead>
<tr>
<th></th>
<th>Habituative</th>
<th>Pres.Cont.</th>
</tr>
</thead>
</table>

#### A.4.6. pāwo or pāwa 'come by going down'

**Imp. pāwo (S.); pāwoï, pāwai (PL.)**

<table>
<thead>
<tr>
<th></th>
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<th>Future</th>
<th>Past No.1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>pomna</td>
<td>pomqa ti</td>
<td>qapomanga</td>
<td>qāpomanga ti</td>
<td>qapoe'a</td>
</tr>
<tr>
<td>2S.</td>
<td>potna</td>
<td>pot'a ti</td>
<td>qapomangn</td>
<td>qāpomanga ti</td>
<td>qapoe'en</td>
</tr>
<tr>
<td>3S.</td>
<td>poena</td>
<td>poeta ti</td>
<td>qapoma</td>
<td>qāpomanga ti</td>
<td>qapoe'i</td>
</tr>
<tr>
<td>1DL.</td>
<td>poino</td>
<td>poito ti</td>
<td>qapomango</td>
<td>qāpomango ti</td>
<td>qapoe'o</td>
</tr>
<tr>
<td>2,3DL.</td>
<td>phoina</td>
<td>pholta ti</td>
<td>qapomangi</td>
<td>qāpomangiya ti</td>
<td>qapoe'i</td>
</tr>
<tr>
<td>1PL.</td>
<td>poeànno</td>
<td>poe'ato ti</td>
<td>qapomango</td>
<td>qāpomango ti</td>
<td>qapoe'o</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>phouna</td>
<td>phouta ti</td>
<td>qapomanga</td>
<td>qāpomanguwa ti</td>
<td>wapoэ'a</td>
</tr>
</tbody>
</table>

### Past No.2

<table>
<thead>
<tr>
<th></th>
<th>Distant Past</th>
<th>Immediate Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>qapoe'a ti</td>
<td>qapoenqa ti</td>
</tr>
<tr>
<td>2S.</td>
<td>qapoe'k nga ti</td>
<td>qapoenqo ti</td>
</tr>
<tr>
<td>3S.</td>
<td>qapoe'a ti</td>
<td>qapoenqa ti</td>
</tr>
<tr>
<td>1DL.</td>
<td>qapoe'o ti</td>
<td>qapoenqo ti</td>
</tr>
<tr>
<td>2,3DL.</td>
<td>qapoe'iy a ti</td>
<td>qapoenqya ti</td>
</tr>
<tr>
<td>1PL.</td>
<td>qapoe'o ti</td>
<td>qapoenqo ti</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>qapoe'uwa ti</td>
<td>qapoenuguwa ti</td>
</tr>
</tbody>
</table>

**NEGATIVE:** mapoe'a

**Future Imp.**
- 2S. poe'atna
- 2DL. poe'hina
- 2PL. poe'huña
### A.4.7. -nkunäi- 'swallow' Imperative: hankunäi (S. and Pl.)

<table>
<thead>
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<th>Future</th>
<th>Past No.1</th>
<th>Habituative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>nkunäimna</td>
<td>nkunäimqa ti</td>
<td>qankunäimanga</td>
<td>qankunäimanqa ti</td>
</tr>
<tr>
<td>2S.</td>
<td>nkunäitna</td>
<td>nkunäita ti</td>
<td>qankunäimangn</td>
<td>qankunäimanga ti</td>
</tr>
<tr>
<td>3S.</td>
<td>nkuneänna</td>
<td>nkuneäta ti</td>
<td>qankunäima</td>
<td>qankunäimanqa ti</td>
</tr>
<tr>
<td>1Dl.</td>
<td>nkunäino</td>
<td>nkunäito ti</td>
<td>qankunäimango</td>
<td>qankunäimanqo ti</td>
</tr>
<tr>
<td>2,3Dl.</td>
<td>nkunhäina</td>
<td>nkunhäita ti</td>
<td>qankunäimangi</td>
<td>qankunäimangiya ti</td>
</tr>
<tr>
<td>1Pl.</td>
<td>nkuneäno</td>
<td>nkuneäto ti</td>
<td>qankunäimango</td>
<td>qankunäimanqo ti</td>
</tr>
<tr>
<td>2,3Pl.</td>
<td>nkunhäiuna</td>
<td>nkunhäiuta ti</td>
<td>qankunäimanga</td>
<td>qankunäimanguwa ti</td>
</tr>
</tbody>
</table>

**Present Cont.**

<table>
<thead>
<tr>
<th></th>
<th>Past No.2</th>
<th>Distant Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>qankuneä'ä</td>
<td>qankuneä'ä ti qankuneänqa ti</td>
</tr>
<tr>
<td>2S.</td>
<td>qankuneä'tän</td>
<td>qankuneäkgna ti qankuneänqa ti</td>
</tr>
<tr>
<td>3S.</td>
<td>qankuneä'ëi</td>
<td>qankuneä'ë ti qankuneänqa ti</td>
</tr>
<tr>
<td>1Dl.</td>
<td>qankuneä'ëö</td>
<td>qankuneä'ëö ti qankuneänqo ti</td>
</tr>
<tr>
<td>2,3Dl.</td>
<td>qankuneä'ëi</td>
<td>qankuneä'ëiya ti qankuneängiya ti</td>
</tr>
<tr>
<td>1Pl.</td>
<td>qankuneä'ëö</td>
<td>qankuneä'ëö ti qankuneänqo ti</td>
</tr>
<tr>
<td>2,3Pl.</td>
<td>qankuneä'ë</td>
<td>qankuneä'ëua ti qankuneänguwa ti</td>
</tr>
</tbody>
</table>

### A.4.8. -hauyäu- 'get up' Imperative: hauyäu (S.); hauyävi (Pl.)

<table>
<thead>
<tr>
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<th>Immed. Fut.</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habituative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>nauyämna</td>
<td>nauyämqa ti</td>
<td>qauyämanga</td>
<td>qauyämanka ti</td>
</tr>
<tr>
<td>2S.</td>
<td>nauyättna</td>
<td>nauyättna ti</td>
<td>qauyämangn</td>
<td>qauyämanga ti</td>
</tr>
<tr>
<td>3S.</td>
<td>nauyävana</td>
<td>nauyyavata ti</td>
<td>qauyäma</td>
<td>qauyämanka ti</td>
</tr>
<tr>
<td>1Dl.</td>
<td>nauyävino</td>
<td>nauyävito ti</td>
<td>qauyämango</td>
<td>qauyämanko ti</td>
</tr>
<tr>
<td>2,3Dl.</td>
<td>nauyävina</td>
<td>nauyävita ti</td>
<td>qauyämangi</td>
<td>qauyämangiya ti</td>
</tr>
<tr>
<td>1Pl.</td>
<td>nauyävino</td>
<td>nauyävito ti</td>
<td>qauyämango</td>
<td>qauyämanko ti</td>
</tr>
<tr>
<td>2,3Pl.</td>
<td>nausäuna</td>
<td>nausäuta ti</td>
<td>qauyämanga</td>
<td>qauyämanguwa ti</td>
</tr>
<tr>
<td>Pres. Cont.</td>
<td>Past No. 2</td>
<td>Distant Past</td>
<td>Immediate Past</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>--------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>1S.</td>
<td>qauyä'vqa</td>
<td>qauyä'vqa ti</td>
<td>qauyävanka ti</td>
<td></td>
</tr>
<tr>
<td>2S.</td>
<td>qauyä'un</td>
<td>qauyäunka ti</td>
<td>qauyävanga ti</td>
<td></td>
</tr>
<tr>
<td>3S.</td>
<td>qauyä'vi</td>
<td>qauyä'vi ti</td>
<td>qauyävanqa ti</td>
<td></td>
</tr>
<tr>
<td>1Dl.</td>
<td>qauyä'vo</td>
<td>qauyä'vo ti</td>
<td>qauyävanqo ti</td>
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</tr>
<tr>
<td>2,3Dl.</td>
<td>qauyä'viya</td>
<td>qauiya'viya ti</td>
<td>qauiyavangiya ti</td>
<td></td>
</tr>
<tr>
<td>1Pl.</td>
<td>qauiya'vo</td>
<td>qauiya'vo ti</td>
<td>qauiyavango ti</td>
<td></td>
</tr>
<tr>
<td>2,3Pl.</td>
<td>qauiya'vua</td>
<td>qauiya'vua ti</td>
<td>qauiyavanguwa ti</td>
<td></td>
</tr>
</tbody>
</table>

**NEGATIVE:** mäto'a

(The na- can be omitted in the Imm. Fut. and Fut. tenses; the /h/ of the stem would in that case not be lost: huyämna, huyäutna, etc. There are many alternate pronunciations of the forms of this verb.)

**A.4.9. tau- 'out down trees'**

<table>
<thead>
<tr>
<th>Imperative: hatau (S.); hatai (Pl.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imm. Fut. Future Past No. 1 Habituative Pres. Cont.</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>1S. tamna tamqa ti qatamanga qatamanqa ti qato'a</td>
</tr>
<tr>
<td>2S. tautna tauta ti qatamangn qatamanqa ti qato'a</td>
</tr>
<tr>
<td>3S. tona tota ti qatama qatamanqa ti qato'i</td>
</tr>
<tr>
<td>1Dl. taino taito ti qatamango qatamanqo ti qato'o</td>
</tr>
<tr>
<td>2,3Dl. thaina thaita ti qatamangi qatamangija ti qato'i</td>
</tr>
<tr>
<td>1Pl. toäno toäto ti qatamango qatamango ti qato'o</td>
</tr>
<tr>
<td>2,3Pl. thuna thauta ti qatamanga qatamanguwa ti qato'a</td>
</tr>
</tbody>
</table>

**NEGATIVE:** mäto'a
### A.4.10. mæ- 'get' Imperative: hamæ (S.); hamæi (Pl.)

<table>
<thead>
<tr>
<th></th>
<th>Immed. Future</th>
<th>Past No.1</th>
<th>Habituative</th>
<th>Pres. Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1S.</td>
<td>mæmna mæmqta ti qamæmanga qamæmanga ti qame'ä</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S.</td>
<td>mætna mætna ti qamæmangn qamæmanga ti qame'än</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3S.</td>
<td>mænna mænta ti qamæma qamæmanga ti qame'äi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D.</td>
<td>mætno mænto ti qamæmango qamæmango ti qame'äo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,3D.</td>
<td>mæina mæinta ti qamæmanggi qamæmangiya ti qame'äi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1P.</td>
<td>mænno mænta ti qamæmango qamæmango ti qame'äo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,3P.</td>
<td>mænuna mænta ti qamæmanga qamæmanguwa ti qame'ä</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Past No.2</strong></th>
<th>Distant Past</th>
<th>Immed. Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>qame'ä ti qameänqa ti nameätmanga ti</td>
<td></td>
</tr>
<tr>
<td>2S.</td>
<td>qameäknga ti qameännga ti nameätnga ti</td>
<td></td>
</tr>
<tr>
<td>3S.</td>
<td>qameä ti qameänqa ti nameät*ä ti</td>
<td></td>
</tr>
<tr>
<td>1D.</td>
<td>qameäöo ti qameänqa ti nameätä'ä ti</td>
<td></td>
</tr>
<tr>
<td>2,3D.</td>
<td>qameä'iyiya ti qameänqiya ti namheäinga ti</td>
<td></td>
</tr>
<tr>
<td>1P.</td>
<td>qameäöo ti qameänqa ti nameätä'ä ti</td>
<td></td>
</tr>
<tr>
<td>2,3P.</td>
<td>qameä'uwuiwa ti qameänquwa ti namheäunga ti</td>
<td></td>
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</table>

**Present Stative**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>NEGATIVE: mæm'eä</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future Imp.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1S.</td>
<td>qameänga</td>
<td></td>
</tr>
<tr>
<td>2S.</td>
<td>qameängn</td>
<td>2S. me'ättna</td>
</tr>
<tr>
<td>3S.</td>
<td>qameä</td>
<td>2D. me'ähina</td>
</tr>
<tr>
<td>1D.</td>
<td>qameängo</td>
<td>2P. me'ähuna</td>
</tr>
<tr>
<td>2,3D.</td>
<td>qameängi</td>
<td></td>
</tr>
<tr>
<td>1P.</td>
<td>qameängo</td>
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</tr>
<tr>
<td>2,3P.</td>
<td>qameänga</td>
<td></td>
</tr>
</tbody>
</table>

### A.4.11. khai- 'dish up' Imperative: hakhai (S. and Pl.)

<table>
<thead>
<tr>
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<th>Future</th>
<th>Past No.1</th>
<th>Habituative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1S.</td>
<td>khamna khamqa ti qakhamanga qakhamanga ti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S.</td>
<td>khaïtna khaïtna ti qakhamangn qakhamanga ti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3S.</td>
<td>khené khetta ti qakhaïma qakhamanga ti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D.</td>
<td>khanï xoïto ti qakhamango qakhamango ti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,3D.</td>
<td>khanï xoïta ti qakhamanggi qakhamangiya ti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1P.</td>
<td>kheëno kheëto ti qakhamango qakhamango ti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,3P.</td>
<td>khaluna khaluta ti qakhamanga qakhamanguwa ti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tense</td>
<td>Person</td>
<td>Full Form</td>
<td>Short Form</td>
<td>Habitual Form</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Pres. Cont.</td>
<td>Past No.2</td>
<td>Distant Past</td>
<td>Immediate Past</td>
<td></td>
</tr>
<tr>
<td>1S.</td>
<td>qakhe'a</td>
<td>qakhe'a ti</td>
<td>qakhenqa ti</td>
<td>nakhetmnga ti</td>
</tr>
<tr>
<td>2S.</td>
<td>qakhe'en</td>
<td>qakheknga ti</td>
<td>qakhenga ti</td>
<td>nakhet nga ti</td>
</tr>
<tr>
<td>3S.</td>
<td>qakhe'i</td>
<td>qakhe'a ti</td>
<td>qakhenqa ti</td>
<td>nakhet'a ti</td>
</tr>
<tr>
<td>1DL.</td>
<td>qakhe'o</td>
<td>qakhe'o ti</td>
<td>qakhenqo ti</td>
<td>nakhet'a ti</td>
</tr>
<tr>
<td>2,3DL.</td>
<td>qakhe'i</td>
<td>qakhe'iya ti</td>
<td>qakhengiya ti</td>
<td>nakheinga ti</td>
</tr>
<tr>
<td>1PL.</td>
<td>qakhe'o</td>
<td>qakhe'o ti</td>
<td>qakhenqo ti</td>
<td>nakhet'a ti</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>qakhe'a</td>
<td>qakhe'uwa ti</td>
<td>qakhunguwa ti</td>
<td>nakhunga ti</td>
</tr>
</tbody>
</table>

NEGATIVE: mäkhe'a

Future Imp.
2S. khe'atna
2DL. khe'hina
2PL. khe'huna

A.4.12. hai- 'put; exist' Imperative: hai (S. and Pl.)

<table>
<thead>
<tr>
<th>Tense</th>
<th>Person</th>
<th>Full Form</th>
<th>Short Form</th>
<th>Habitual Form</th>
<th>Past Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immed.</td>
<td>Future</td>
<td>Past No.1</td>
<td>Immed. Past</td>
<td>Present</td>
<td>Stative</td>
</tr>
<tr>
<td>1S.</td>
<td>haimna</td>
<td>haimqa ti</td>
<td>qhaimanga</td>
<td>qhaimanga ti</td>
<td>qhe'a</td>
</tr>
<tr>
<td>2S.</td>
<td>haitna</td>
<td>hait'a ti</td>
<td>qhaimangn</td>
<td>qhaimanga ti</td>
<td>qhe'en</td>
</tr>
<tr>
<td>3S.</td>
<td>hena</td>
<td>heta ti</td>
<td>qhaima</td>
<td>qhaimanga ti</td>
<td>qhe'i</td>
</tr>
<tr>
<td>1DL.</td>
<td>haino</td>
<td>haito ti</td>
<td>qhaimango</td>
<td>qhaimango ti</td>
<td>qhe'o</td>
</tr>
<tr>
<td>2,3DL.</td>
<td>haina</td>
<td>haita ti</td>
<td>qhaimangi</td>
<td>qhaimangiya ti</td>
<td>qhe'i</td>
</tr>
<tr>
<td>1PL.</td>
<td>heäno</td>
<td>heäto ti</td>
<td>qhaimango</td>
<td>qhaimango ti</td>
<td>qhe'o</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>haiuna</td>
<td>haiuta ti</td>
<td>qhaimanga</td>
<td>qhaimanguwa ti</td>
<td>qhe'a</td>
</tr>
</tbody>
</table>

Past No.2 | Distant Past | Immed. Past | Present | Stative |
| 1S. | qhe'a ti | qheänqa ti | nhetmnga ti | qhenga |
| 2S. | qheäknga ti | qheänga ti | nhetnga ti | qhengn |
| 3S. | qhe'a ti | qheänqa ti | nhet'a ti | qhe |
| 1DL. | qheä'o ti | qheänqo ti | nhetä'ä ti | qhengo |
| 2,3DL. | qheä'iya ti | qheängiya ti | nheinga ti | qhengi |
| 1PL. | qheä'o ti | qheänqo ti | nhetä'ä ti | qhengo |
| 2,3PL. | qheä'uwa ti | qheänguwa ti | nheunga ti | qhenga |

NEGATIVE: mhe'ä

Future Imp.
2S. he'atna
2DL. he'hina
2PL. he'huna
A.4.13. -'go down' Imperative: ho (S.); hoi (Pl.)

<table>
<thead>
<tr>
<th>Immediate Future</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habitual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. wamna nomna</td>
<td>wamqa ti qomanga</td>
<td>qomanga ti</td>
<td></td>
</tr>
<tr>
<td>2S. watna notna</td>
<td>wat'a ti qomangn</td>
<td>qomanga ti</td>
<td></td>
</tr>
<tr>
<td>3S. wena noena</td>
<td>weta ti qona</td>
<td>qomanga ti</td>
<td></td>
</tr>
<tr>
<td>1DL. waino noino</td>
<td>waito ti qomango</td>
<td>qomango ti</td>
<td></td>
</tr>
<tr>
<td>2,3DL. whaina nhoi na</td>
<td>whaita ti qomangi</td>
<td>qomangiya ti</td>
<td></td>
</tr>
<tr>
<td>1PL. weano noeāno</td>
<td>weāto ti qomango</td>
<td>qomango ti</td>
<td></td>
</tr>
<tr>
<td>2,3PL. whauna nhouna</td>
<td>whauta ti qomanga</td>
<td>qomanguwa ti</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Stative</th>
<th>Past No.2</th>
<th>Distant Past</th>
<th>Immed. Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. qoe'a</td>
<td>qoe'a ti</td>
<td>qoenga ti</td>
<td>noemanga ti</td>
</tr>
<tr>
<td>2S. qoe'en</td>
<td>qoeknga ti</td>
<td>qoenga ti</td>
<td>noetanga ti</td>
</tr>
<tr>
<td>3S. qoe'i</td>
<td>qoe'a ti</td>
<td>qoenga ti</td>
<td>noet'ā ti</td>
</tr>
<tr>
<td>1DL. qoe'o</td>
<td>qo'o ti</td>
<td>qoengo ti</td>
<td>noet'ā ti</td>
</tr>
<tr>
<td>2,3DL. qoe'i</td>
<td>qoe'ya ti</td>
<td>qoengiya ti</td>
<td>nhoeinga ti</td>
</tr>
<tr>
<td>1PL. qoe'o</td>
<td>qo'o ti</td>
<td>qoengo ti</td>
<td>noet'ā ti</td>
</tr>
<tr>
<td>2,3PL. qoe'a</td>
<td>qo'wuwa ti</td>
<td>qoengwuwa ti</td>
<td>nhoeunga ti</td>
</tr>
</tbody>
</table>

NEGATIVE: moe'a

A.4.14. -'anhoi- 'to finish' Imperative: ha'anhoi (S. and Pl.)

<table>
<thead>
<tr>
<th>Immediate</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habitual</th>
</tr>
</thead>
</table>
| 1S. qanhoi mana | qanhoimqa ti | qa'anhoimanga | qā'ānhoimanga ti |}
| 2S. qanhoi tna | qanhoi'ta ti | qa'anhoimangn | qā'ānhoimanga ti |}
| 3S. qanhoena | qanhoeta ti | qa'anhoima | qā'ānhoimanga ti |}
| 1DL. qanhoi no | qanhoi to ti | qa'anhoimango | qā'ānhoimango ti |}
| 2,3DL. qanhoi na | qanhoi ta ti | qa'anhoimangi | qā'ānhoimangiya ti |}
| 1PL. qanhoeāno | qanhoeāto ti | qa'anhoimango | qā'ānhoimango ti |}
| 2,3PL. qanhoi una | qanhoiuta ti | qa'anhoimanga | qā'ānhoimanguwa ti |}
A.4.15. `-you- 'take off shoes; peel bark off a tree'
  Imperative: ha'you (S.); ha'youi (Pl.)

Immediate Future Future Past No.1 Habituation
1S. 'yomna na'youmna 'yomqan ti qa'ymonga qa'ymonga ti
2S. 'youtna na'youtna 'yout'na ti qa'ymangna qa'ymanga ti
3S. 'yovanana na'yovanana 'yovatana ti qa'ymangan qa'ymanga ti
1DL. 'yovineno na'yovineno 'yovitana ti qa'ymangno qa'ymangno ti
2,3DL. 'yofinta na'yofinta 'yofitana ti qa'ymanggi qa'ymanggi ti
1PL. 'yovana na'yovana 'yovitana ti qa'ymangna qa'ymangno ti
2,3PL. 'yohuna na'yohuna 'yohutana ti qa'ymangna qa'ymangngna ti

(The '/' word initially is there with some speakers when the word is spoken in isolation but is always there when another word precedes - by far the most common occurrence of these verbs.)
### A.4.16. pāvi 'come by going up'  Imperative: pāvi (S. and Pl.)

<table>
<thead>
<tr>
<th>Imm.Fut.</th>
<th>Future</th>
<th>Past No.1</th>
<th>Habituative</th>
<th>Pres.Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>pimna</td>
<td>pimqa ti</td>
<td>qapimanga</td>
<td>qapimanga</td>
</tr>
<tr>
<td>2S.</td>
<td>pitna</td>
<td>pit'a ti</td>
<td>qapimangn</td>
<td>qapimanga</td>
</tr>
<tr>
<td>3S.</td>
<td>piyana</td>
<td>piyata ti</td>
<td>qapima</td>
<td>qapimanga</td>
</tr>
<tr>
<td>1PL.</td>
<td>pino</td>
<td>pito ti</td>
<td>qapimango</td>
<td>qapimangiya</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>phiuna</td>
<td>phiuta ti</td>
<td>qapimanga</td>
<td>qapimanguwa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past No.2</th>
<th>Distant Past</th>
<th>Immediate Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S.</td>
<td>qapi'ya ti</td>
<td>napiyatmnga ti</td>
</tr>
<tr>
<td>2S.</td>
<td>qapiknga ti</td>
<td>napiyatnnga ti</td>
</tr>
<tr>
<td>3S.</td>
<td>qapi'ya ti</td>
<td>napiyat'a ti</td>
</tr>
<tr>
<td>1PL.</td>
<td>qapi'yo ti</td>
<td>napiyat'ā ti</td>
</tr>
<tr>
<td>2,3PL.</td>
<td>qapi'iya ti</td>
<td>napisainga ti</td>
</tr>
</tbody>
</table>

**NEGATIVE:** mapi'ya

<table>
<thead>
<tr>
<th>Future Imp.</th>
<th>2S.</th>
<th>2DL.</th>
<th>2PL.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pi'yatna</td>
<td>pi'hina</td>
<td>pi'huna</td>
</tr>
</tbody>
</table>
APPENDIX B

LIST OF NOUNS (ADJECTIVES) AND VERB STEMS WHICH OCCUR IN N-Vx

B.1. NOUN PLUS '-i- 'do' STEM

<table>
<thead>
<tr>
<th>Noun</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>wamnga</td>
<td>-i-</td>
<td>work</td>
</tr>
<tr>
<td>qatä'ä</td>
<td>-i-</td>
<td>weed a garden</td>
</tr>
<tr>
<td>ñmnga</td>
<td>-i-</td>
<td>nurse (feed) a baby</td>
</tr>
<tr>
<td>qā</td>
<td>-i-</td>
<td>make a bag</td>
</tr>
<tr>
<td>hinga</td>
<td>-i-</td>
<td>have hiccoughs</td>
</tr>
<tr>
<td>mpa</td>
<td>-i-</td>
<td>buy, sell</td>
</tr>
<tr>
<td>sukuta</td>
<td>-i-</td>
<td>do schooling</td>
</tr>
<tr>
<td>uyawa</td>
<td>-i-</td>
<td>plant</td>
</tr>
<tr>
<td>qata</td>
<td>-i-</td>
<td>hear, listen to, believe</td>
</tr>
<tr>
<td>maka</td>
<td>-i-</td>
<td>fight</td>
</tr>
<tr>
<td>qofe'ä</td>
<td>-i-</td>
<td>put on shoes, socks</td>
</tr>
<tr>
<td>hätnga</td>
<td>-i-</td>
<td>bundle up</td>
</tr>
<tr>
<td>hepä</td>
<td>-i-</td>
<td>smoke cigarettes, tobacco</td>
</tr>
<tr>
<td>quymnga</td>
<td>-i-</td>
<td>ooze pus</td>
</tr>
<tr>
<td>tiväka</td>
<td>-i-</td>
<td>be smoking</td>
</tr>
<tr>
<td>itmqa</td>
<td>-i-</td>
<td>wrap up in cloth, etc. (choke worn around shoulders)</td>
</tr>
<tr>
<td>inavä</td>
<td>-i-</td>
<td>3S. be lightning</td>
</tr>
<tr>
<td>memawa</td>
<td>-i-</td>
<td>3S. be lightning</td>
</tr>
<tr>
<td>ymnga</td>
<td>-i-</td>
<td>3S. be windy</td>
</tr>
<tr>
<td>mta</td>
<td>-i-</td>
<td>3S. be hungry</td>
</tr>
<tr>
<td>ya</td>
<td>-i-</td>
<td>be afraid</td>
</tr>
<tr>
<td>äpaäa</td>
<td>-i-</td>
<td>dance as at a sing-sing, to circle as a plane or bird</td>
</tr>
</tbody>
</table>
hingo tiväka (eye, smoke) -i- 3S. get smoke in one's eyes
qoä iwänga (ground, fine -i- particles) loosen or turn over dirt for garden
ta yatewä (firewood, pile up) pile up firewood
iwhäintoka (swing) -i- swing
pp‡a (shaking) -i- be frightened, startled
yangp ppa (leg) -i- shiver with fever
to'ä (image) -i- show
qi�äfa (pleasure) -i- pleased
yätanga (question) -i- ask
se'ä (happiness) -i- be happy
mängiyä (yawn) -i- to yawn
hankiya (medicine) -i- dress a sore
hata -i- straighten something crooked
hiyamta'ä -i- sit over fire
yä'ä -i- shiver (as with a fever)
imaima -i- sprinkle
qamta (irrecognition) -i- 1. do wrongly 2. not to recognise

B.1.1. ADJECTIVE PLUS -i- 'do' STEM

hämnga (weak, soft) -i- be weak
neäinqa (light) -i- be light in weight
yeä (dry) -i- 3S. be drying (as clothes)
koetä (dry) -i- 3S. be drying (as grass)
qhekänga (smooth) -i- be smooth
qui'i (badly) -i- break down (as a machine)
yap‡a (jealous) -i- be jealous, rebel, sulk
mqa (ripe) -i- 3S. ripen
mänko -i- be full (of liquid)

These expressions may also occur with a noun root:

nkunka yeä (throat dry) -i- be thirsty
yi yanga (arrow, strong) -i- pull back the bowstring and aim strong)
B.2. NOUN PLUS -ti-, -t-, 'speak, utter' STEM

<table>
<thead>
<tr>
<th>Noun</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>wipəa</td>
<td>-ti-</td>
<td>whistle</td>
</tr>
<tr>
<td>mä'ä</td>
<td>-ti-</td>
<td>to call</td>
</tr>
<tr>
<td>äpəa</td>
<td>-ti-</td>
<td>to sing</td>
</tr>
<tr>
<td>qhoä</td>
<td>-ti-</td>
<td>to converse</td>
</tr>
<tr>
<td>tpe'a</td>
<td>-ti-</td>
<td>to laugh</td>
</tr>
<tr>
<td>atätəa</td>
<td>-ti-</td>
<td>speak falsehood, lie</td>
</tr>
</tbody>
</table>

There are some nouns dealing with natural phenomena or the emotions that also occur with the -ti- stem. (Note that the first one also occurs with -i- 'do' stem.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ymnga</td>
<td>-ti- 3S.</td>
<td>be cold</td>
</tr>
<tr>
<td>hinko</td>
<td>-ti- 3S.</td>
<td>thunder</td>
</tr>
<tr>
<td>pate'a</td>
<td>-ti-</td>
<td>talk angrily, be cross</td>
</tr>
<tr>
<td>mapəa</td>
<td>-ti-</td>
<td>sun to shine</td>
</tr>
<tr>
<td>qe'a</td>
<td>-ti-</td>
<td>experience feeling of sudden fright</td>
</tr>
<tr>
<td>hæppəa</td>
<td>-ti-</td>
<td>be tired</td>
</tr>
</tbody>
</table>

Also:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>phu'wa</td>
<td>-ti-</td>
<td>blow</td>
</tr>
<tr>
<td>u'wa</td>
<td>-ti- 3S.</td>
<td>roar</td>
</tr>
<tr>
<td>mamai'ya</td>
<td>-ti- 3S.</td>
<td>sting</td>
</tr>
<tr>
<td>äto</td>
<td>-ti-</td>
<td>help</td>
</tr>
</tbody>
</table>

B.3. NOUN + -in- 'think' VERB STEM

<table>
<thead>
<tr>
<th>Noun</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>quno</td>
<td>-in- 3S.</td>
<td>remember</td>
</tr>
<tr>
<td>wampä</td>
<td>-in-</td>
<td>ashamed</td>
</tr>
<tr>
<td>yo or qamta</td>
<td>-in-</td>
<td>forget</td>
</tr>
<tr>
<td>qai ngo</td>
<td>-in-</td>
<td>dislike</td>
</tr>
<tr>
<td>e'ä'ma</td>
<td>-in-</td>
<td>thirsty</td>
</tr>
<tr>
<td>tpe'a</td>
<td>-in-</td>
<td>amused</td>
</tr>
</tbody>
</table>

B.4. NOUN + -qi- 'hit' VERB STEM

<table>
<thead>
<tr>
<th>Noun</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ipka</td>
<td>-qi-</td>
<td>to strike, hit</td>
</tr>
<tr>
<td>tuwäm nga</td>
<td>-qi-</td>
<td>to write</td>
</tr>
<tr>
<td>kn go</td>
<td>-qi-</td>
<td>to cry</td>
</tr>
<tr>
<td>piy a</td>
<td>-qi-</td>
<td>to rain</td>
</tr>
<tr>
<td>päsi tuwäm nga</td>
<td>-qi-</td>
<td>to write a letter</td>
</tr>
</tbody>
</table>
piya tätvanga -qi- to rain heavily
qämnga äivä -qi- be full moon
hiw'lamqa (hail) -qi- to hail
ipta (morning twilight) -qi- sun to rise light from
ipka (action of hitting) -qi- hit (with stick)
qofe'a (foot) -qi- kick
äika (stone with crisscross marks) -qi- beat bark cape
kukisa'a (knot) -qi- tie knot
pt* a (knock) -qi- knock, tap, pat with hands
su'wa pta (tail knock) -qi- wag tail on ground
kuntu (drum) -qi- beat a drum
qonä'ā (fence) -qi- build a fence
pisängä (smell) -qi- smell
kinängä (smell) -qi- smell
titnängä (smell) -qi- smell
äifä -qi- swim
äiwa (tongue) -qi- lick
häpnga (finger-nails) -qi- scratch with fingers
hewa (skin), hava (knife) -qi- peel skin (with knife)
huyahuya -qi- shake out

B.5. NOUN + -u- 'go' STEM
imaima -u- go backwards
tuwahintä (back, side) -u- go backwards
himahima -u- be scattered about
ime'ä namnqa (baby within) -u- carry baby in bag
kinkä -u- roll
gänga (door, walk) -u- walk
fafä'uta -u- limp
mtnga (spirit, life) -u- die
hikeka -u- limp
aqami'ya -u- go quietly
quwa (stealth) -u- sneak
qu'upka -u- slide accidentally
qiyaqiya -u- walk around a house

8.6. NOUN + OTHER VERB STEMS

ym -mau- throw away
mtnga -mau- breathe
mäkuka -qut- spit
uyawa -qut- plant
iyanga -qut- give injection, be pierced by thorn, splinter, etc.
iya (tree) mnga -qut- be pierced by sharp point of a piece of wood or tree

(NOTE: -qut- appears to mean go through something, as spitting saliva through the mouth.)

watänwa (sore) -it- heal sore
ta (fire) -it- fire lit
kngo fa (cry with) -u- (go) go crying
änga (house) -yamak- (make) build a house
yi (arrow) -yamak- make an arrow
mnga (egg) -yamak- beat eggs
susu (milk) -yamak- mix milk
ita (food) -n- (eat) eat
ta (fire) -n- burn
mänga (mouth teeth) -eäu- open mouth
qova (kunai grass) -eäu- pull up kunai
iya (tree) -tau- cut down a tree
mänga (teeth) -tau- pull teeth
ä -tau- read, recite, count
haqöanga (teeth) -tau- bite
tuwa (behind) -tau- follow (behind on trail)
koikoi -tau- rotate, twist
kopakopa -tau- wrap (as in bark) something for cooking
ya -tau- stand
tanga -un- pain, sick
ha'va -un- sorry for
hipi'ya -hai- (put, be) night falls
hangä (play) -mai, -i- play with
yänga (gift) -mai- break loose, move, offer
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Root</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ituka</td>
<td>(braided</td>
<td>-mi-</td>
<td>braid bands</td>
</tr>
<tr>
<td></td>
<td>bands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>qoä</td>
<td>(ground)</td>
<td>-qan-</td>
<td>fall down</td>
</tr>
<tr>
<td>qoä</td>
<td>(ground)</td>
<td>-hai-</td>
<td>bury a person</td>
</tr>
<tr>
<td>sä'ä</td>
<td></td>
<td>-o-</td>
<td>sleep</td>
</tr>
</tbody>
</table>
APPENDIX C

OTHER NOUNS WHICH OCCUR WITH A VARIETY OF VERB STEMS IN N-vx

C.1. ta 'fire'

- ta -n- eat (Int.) consume as burned
- ta -t- give off heat [Trans.]
- ta -ve- be feverish
- ta -matau- set fire to
- ta -mangi- ignite
- ta -it- be alight
- ta -ikä- build fire

C.2. ita 'food'

- ita -n- eat
- ita -mi- get food
- ita -i'yai- cook

C.3. mtnga 'breath, steam'

- mtnga -mau- breathe
- mtnga -i- steam
- mtnga -pi- steam rises
- mtnga -hin- be warm

C.4. yänga 'gift'

- yänga -täp- give
- yänga -wi- give him, them
- yänga -mäi- offer
APPENDIX D

HUMAN RELATIONSHIP CHARTS AND TERMS

D.1. DEDUCTIONS FROM RELATIONSHIP CHARTS

Below is listed a number of charts showing the Kapau relationship system. Only a very cursory study has been made but the charts suggest the following interesting things (several of which seem to show the much lower place accorded to women in Kapau culture):

1. Ego's father's relations (2, 3, 4, 5) each have a separate relationship term, but Ego's mother's sisters (12, 15 - Chart 1) are all qanäi, 'mother', and her brothers, qämêq (11) qänmq*o (16 - Chart 1). This suggests the father's line is of greater importance than the mother's, so this is probably a patrilineal society.

2. Two names (male and female) for the spouse of Ego's sibling (1, 2 - Chart 4), but none for the sibling of Ego's spouse.

3. Daughter-in-law grandmother, and granddaughter contain the root morpheme -i- 'female' only which indicates they are of little importance in Kapau culture.

4. There is no differentiation made between the grandparents (19-22 - Chart 1) and grandchildren (3-6 - Chart 2); that is, alternate generation levels, two above Ego and two below, are the same.

5. In-law terms appear to be related morphologically to the term for husband.

Δ stands for male, 0 for female; = means 'married to'. All terms listed are prefixed by qa- 3rd P.Sing., so literally mean 'his brother, his wife, etc.'
D.2. CHART 1: Ego's grandparents, parents, uncles, aunts, cousins, brothers, sisters

Grandfather's brother is qā'wo (qāwo'o), same as grandfather.

D.3. CHART 2: Ego's grandchildren, husband, sons, daughters

12 - man = qāivāk*o
D.4. CHART 3: Ego's nephews, nieces, wife

0  △ EGO  △ = 0
5
1. qaivākā o
2. qaime'æ
3. qaivākā o
4. qaime'æ
5. qāpai

D.5. CHART 4: Ego's in-laws

0  △ EGO  △ = 0
3
1. qāimpā o
2. qatiya' u i
3. qanāinkā o
4. qanāinkui
5. qanāinkā o
6. qāi

D.6. FURTHER LISTING OF 1, 2, 3, P. RELATIONSHIP TERMS

<table>
<thead>
<tr>
<th>Grandfather</th>
<th>Grandmother</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. Dl. Pl.</td>
<td>äto'o</td>
<td>äti</td>
<td>äpikāo, āpo'o</td>
</tr>
<tr>
<td>2S.</td>
<td>tā'wo(tāwo'o)</td>
<td>tāi</td>
<td>tnmqāo</td>
</tr>
<tr>
<td>3S. Dl. Pl.</td>
<td>qā'wo(qāwo'o)</td>
<td>qāi</td>
<td>qānmqāo</td>
</tr>
</tbody>
</table>

Older Brother Younger Brother Older Sister Younger Sister

<p>| tātkāo, tātā o | nkoā'o | näni | nāpi |
| tūtā' o | tinkoā'o | tūnāni | tūnāpi |
| qatā'o | qainkoā'o | qanāni | qanāpi |</p>
<table>
<thead>
<tr>
<th>Father-in-law</th>
<th>One-Talk (M)</th>
<th>One-Talk (M, Pl.)</th>
<th>One-Talk (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S. D. Pl.</td>
<td>nāinkxo</td>
<td>ntawā'o</td>
<td>ntwakā</td>
</tr>
<tr>
<td>2S.</td>
<td>tnāinko</td>
<td>titawā'o</td>
<td>titawakā</td>
</tr>
<tr>
<td>3S. D. Pl.</td>
<td>qanāinko</td>
<td>qatawā'o</td>
<td>qutawakā</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One-Talk (F, Pl.)</th>
<th>Aunt (Father's side)</th>
<th>Uncle (Mother's side)</th>
</tr>
</thead>
<tbody>
<tr>
<td>nawi'yā</td>
<td>awinko (awi)</td>
<td>ā'mo (āmo'o)</td>
</tr>
<tr>
<td>tiyavi'yā</td>
<td>tiyai</td>
<td>tāmqo</td>
</tr>
<tr>
<td>qātiyavi'yā</td>
<td>qayai</td>
<td>qāmqo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brother-in-law</th>
<th>Sister-in-law</th>
<th>Father-in-law</th>
</tr>
</thead>
<tbody>
<tr>
<td>naimp'o</td>
<td>na'u</td>
<td>nāink'o</td>
</tr>
<tr>
<td>timpo'o</td>
<td>tiya'u</td>
<td>tānink'o</td>
</tr>
<tr>
<td>qāimp'o</td>
<td>qātiya'u</td>
<td>qanāink'o</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mother-in-law</th>
<th>Son, Nephew</th>
<th>Daughter, Niece</th>
</tr>
</thead>
<tbody>
<tr>
<td>nāinkui</td>
<td>nivāk'o, ime'a</td>
<td>ime'a</td>
</tr>
<tr>
<td>tnāinkui</td>
<td>tivāko</td>
<td>tīme'a</td>
</tr>
<tr>
<td>qanāinkui</td>
<td>qaivāko</td>
<td>qaime'a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>āto saink'o</th>
<th>Great-grandfather</th>
</tr>
</thead>
<tbody>
<tr>
<td>āto sainki</td>
<td>Great-grandmother</td>
</tr>
</tbody>
</table>

Material supplied by Peter Banfield.
APPENDIX E

GROUP PRONOUNS

E.1. USAGE

In dual and plural forms, the pronouns can be made more "colourful", expressing more than just plain 'you all' or 'they two'.

These pronouns are for use where they refer to people related to one another, as for instance, meeting a father and his son, instead of addressing them just as 'qi' 'you two', you can say qimatängi 'you-father and son'. The first is acceptable but the second is more personal and friendly.

These 'group pronouns' are of necessity only for referring to two or more people within the same relationship and there cannot be any singular forms.

It will be noted below that there is one set of these pronouns used between men, another set used between women or men and women. It needs the presence of just one woman in a group for the change to be made to the 'mixed' pronoun, an indication of the woman's lower rank. A study of these terms reveals that the most important relationships in Kapau are between sibling, parent and child, and siblings-in-law as the sex dichotomy is only expressed in these three (see below).

E.2. BROTHER-SISTER GROUP PRONOUNS

1. Brother and Brother

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1DL. yeqoa'i(yañkoyäi)</td>
<td>(yäi)</td>
</tr>
<tr>
<td>2DL. geqoängui</td>
<td>(qi) taqoängui (D.A.)</td>
</tr>
<tr>
<td>3DL. aqoä'u</td>
<td>(aqoä'u)</td>
</tr>
<tr>
<td>1PL. naink=onai</td>
<td>(nai)</td>
</tr>
<tr>
<td>2PL. haink=ohen</td>
<td>(hai) (tank=ohen)</td>
</tr>
<tr>
<td>3PL. aqoa</td>
<td>(aqoa)</td>
</tr>
</tbody>
</table>

1A. Sister and Sister or Brother and Sister

<table>
<thead>
<tr>
<th>Stem: -isä</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. yasäi (D.A.)</td>
<td>qisäungi (tisäungi)</td>
</tr>
<tr>
<td>2A. isä'u, apiyä'u</td>
<td></td>
</tr>
<tr>
<td>3A. naimpiyänai</td>
<td>haimpiseän (tampiseän)</td>
</tr>
<tr>
<td></td>
<td>apiyä</td>
</tr>
</tbody>
</table>
E.3. STRUCTURE

From the above two sets, it can be seen that these group pronouns have a stem plus a prefix and suffix, both of which are some form of the subject person pronoun (often there are some morphophonemic changes, either of stem or affixes), e.g. 1st Dual Subject Pronoun is ṣa; yāi + qoā + yāi becomes ye-qoā-i where the -yāi- becomes ye before q of stem and the 2nd yāi becomes -i.

E.4. MEANINGS

These may best be understood by giving some illustrations. Take 2nd plural:
If you meet five people and -
a. they are all brothers you use...
   b. they are all sisters you use...
   c. they are two brothers and three sisters use...
   d. they are four brothers and one sister use...

In other words, it only takes one female in the group to change the pronoun you use from Set (Male Group Pronouns) to Set 1A ('Mixed' or Female Group Pronouns).

E.5. PARENT AND CHILD GROUP PRONOUNS

2. Father and Son

   Stem: mat
   yāimatiyāi
   qimatāngi (tamatāngi)
   amatā'i
   naimatsonai
   haimatsohen (tamatsohen)
   amato'

2A. Father and Daughter, Mother, and Son, Daughter

   Stem: -mp
   yāimpiyāi
   qimpāngi (tampāngi)
   ampā'i
   naimpsonai
   haimpsohen (tampsohen)
   ampo'

In 2 and 2A we have introduced another form, given in parentheses. These are used when calling out to the people you are referring to, so we can name them 'Calling' Pronouns. They are necessarily just in the second number, and they differ from the normal form, by a change of prefix, the prefix always beginning with a t- prefix, meaning 'you'.

E.6. IN-LAW GROUP PRONOUNS
### E.7. FATHER-IN-LAW AND SON-IN-LAW GROUP PRONOUNS

**Stem:** -enat

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yenatìyìi</td>
<td>qenatìangi (tenatìangi)</td>
<td>enatìi</td>
<td>netonai</td>
</tr>
<tr>
<td></td>
<td>henatìohen (tenatìohen)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E.8. GRANDPARENTS AND GRANDCHILD GROUP PRONOUNS

Grandfather and Grandson, Granddaughter, Grandmother and Grandson, Granddaughter

**Stem:** -et

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yetìyìi</td>
<td>qetìangi (tetìangi)</td>
<td>etìi</td>
<td>netonai</td>
</tr>
<tr>
<td></td>
<td>hetohen (tetohen)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E.9. SPOUSE GROUP PRONOUNS

Man and Wife (or Wives)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1Dl.</td>
<td>yài, yàsåi</td>
<td></td>
</tr>
<tr>
<td>2Dl.</td>
<td>qi, qisåungi</td>
<td></td>
</tr>
<tr>
<td>3Dl.</td>
<td>eå'u, iså'u</td>
<td></td>
</tr>
<tr>
<td>1Pl.</td>
<td>nai, naimpiyåi</td>
<td></td>
</tr>
<tr>
<td>2Pl.</td>
<td>hai, haimpiseån</td>
<td></td>
</tr>
<tr>
<td>3Pl.</td>
<td>e'uyå, apiyå</td>
<td></td>
</tr>
</tbody>
</table>

(Second set has only recently come into usage. It was not used before.)
NOTE: When speaking of one's own or one's hearer's relationship no distinction is made between a spouse and a sibling relationship. But when speaking of the other person's relationship it is specified whether the relationship is sibling or spouse.

Material supplied by Peter Banfield.
APPENDIX F  
SUPPLEMENTARY INFORMATION CONCERNING CERTAIN WORDS

F.1. inä, -inä, -nä 'TIME' MORPHEME MEANING when; then; later; before; now.

This morpheme has three different functions and falls into three different word classes.

F.1.1. ADVERB. inä 'later', 'before', 'now'

Occurs before the verb in regular adverb position. When it occurs with a verb in the Future Tense it means 'later'. When it occurs with a verb in the Past Tense it means 'before'. When it occurs with a verb in the Present Tense it means 'now', e.g.

INÄ pat' a ti He will come later.
INÄ qāp'a ti He came before.
INÄ ya hu Now move!

finä 'another time' may substitute for inä.
tinä 'now, this time
hna inä 'long time ago'
hna 'yet'.

F.1.2. CONJUNCTION. inä 'then'

Occurs between two clauses linking them, e.g.
aqo weáp'ängotnä INÄ wimq'a ti When he comes down THEN I'll give it to him.

yoän aqo qata nuwiya INÄ John listened to Jesus and THEN bap-
yesu'oi wāsi quwiyanq'a ti tized Him.
...pane'a INÄ qutanq'a ti ...THEN he spoke to them.
F.1.3. CLITIC. -inä, -nä 'when', 'after'

Occurs chiefly as a verb suffix but a few examples have been found of
-inä suffixed to nouns and adjectives, e.g.

ni hna ime'ä -INÄ qäpanqa ti I came WHEN I was still a child.
ni hna quyv'a-inä qäpanqa ti I came WHEN I was still very small.

In the above constructions hna 'yet' appears to be obligatory (i.e.
must also occur). Note hna inä means 'a long time ago'. -inä also oc­
curs in most adverbs of time (q.v.), e.g.

finä 'sometime'
änkinä 'yesterday, tomorrow'
yangainä 'long time ago, etc.'

When -inä or -nä occurs as a suffixial verb morpheme it means 'when'.
It would appear that inä was once always a free form, but because of
heavy pressure of verb suffixation, the tendency now is to attach it to
the verb form, e.g. yä'ängot*inä 'when he having done' appears to be
yä'ängot*a + inä with final -a of verb form lost. Tom has heard this
form many times, but our informant Haywota will not have it. He says
yä'ängotnä where it appears that -nä is a shortened form of -inä.

aqo weäp*ängotnä wimqa ti when he comes I'll give it to him.

Quite often inä as a conjunction 'then' occurs following such a con­
struction as the above (see first example in 2 above).

ta nikängINÄ hope'a hewa hava When you've built the fire peel the
ha'í
ha ningINÄ INÄ ptna WHEN you've done that, THEN come!

It seems that -inä suffixed to a Past Tense means 'after', and when
suffixed to a Future Tense means 'when', e.g.

noeäpmnqiniä [Immediate Future] When I come, etc.
noeäpninginiä [
noeäpainä [
noeäpa'iniä [
noeäphinginiä [n
noeäphunginiä [
qätemamqiniä (Future)
qätemaut*iniä [ ]
F.2. nanga 'partaking of the nature of; like; partly'. manga 'emphasizing quality of'

1.3.4. discussed these two forms as suffixes to adjectives. In the following sentences (several of which are idiomatic) they appear to be independent words, not suffixes.

peso na'a NANGA ti The pencil is more 'biggish'.
hiviya'ta mä. qomä hiviya'ta It is not yellow; it's only yellow-
NANGA ti
qoä NANGA'I qoe ish.
mheka hamät'a NANGA ti It is lower down (lit. 'it lies (on)
nti yä'ä MANGA qäpknga ground-like').
ta nqa MANGA ti

F.3. COMPARISON OF fi 'some' AND fi 'a female one, or person'

F.3.1. fi 'some', 'a' is a free form comprising one morpheme with an indefinite meaning of 'some' or 'a' as opposed to the specific meaning of 'the'.

nanqa fi nTëPu Give me a (or some) banana(s)!
F.3.2. fi meaning a 'female person' is also a free form but it is comprised of two morphemes:

- f 'person', 'one', 'a'
- i 'a female person, another woman'

Compare the following:

- aqo 'he, him, the he or male one'  i 'she, her, the she or female one'
- taqo 'this he'  ti 'this female one'
- fanqo (haqo, hanqo) 'a he, another fi, hi 'a female one'
- he'

äpaka F1 QIYAP*1 'A woman is coming'.

Compare: äpaka T1 WI 'Give it to this woman!'
- i WI 'Give it to her!'

NOTE: It is possible to say wi 'Give it to her!' in isolation, but in a full sentence it must be i wi.
APPENDIX G

VARIOUS IDIOMS

G.1. qaingo -in- 'to dislike' (V.)

The only occurrence of this word is with the -in- 'think' verb in the following construction:
qaingo qan'i'ni 'I don't like it.'

G.2. qainga 'different, another, another kind'

Does not appear to be related to qaingo:
aqonga amä'ä qainga ti 'He is a different kind of man.' (as from another tribe)

G.3. qan'i'ni 'it is doing to me'

Occurs to express the thought of human emotions and physical needs which arise as something outside of the person, something that can't be helped, as thirst, amusement, dislike, remembrance.
quono qan'i'ni
I've just thought of it. (as of sudden remembrance)
e'ä'ma qan'i'ni
I want water.
tpe'a qan'i'ni
I want to laugh.
setā nga aqoi'na qaingo qan'i'ni
I don't like Satan (lit. 'Satan him-concerning dislike it-is-doing-to-me').

G.4. mta i 'to be hungry'

mta qan'i'i I'm hungry.
mta quwi'i He's hungry.
mta'ma qoe He's lying there because he's hungry.
mta'ma qi'i He is suffering hunger. (said of a man who is going about acting as if he's hungry)
No, we have no kaukau; we are living in a state of hunger.

G.5. yanga 'strong'

(yanga as a Noun means 'leg' or 'bone'; there may be some connection of meaning.)

yanga qa'a'ni It is tough. (as firewood that won't break)
aqo yanga maqngo ti He is a strong man.
yanga ha'an Be strong, resist!
aqo yanga qa'a'ni He is obstinate, stubborn, or resisting.
yi yanga hi Pull back the arrow and aim!

G.6. qama'i'ya 'struggling to do something, having a hard time doing it'

The stem of this verb is mai- which seems to have something to do with handling things. It is used for playing with a ball, or baby. The suffix is -'a. The expression has been found with the three nouns listed below:

hänga 'weight' qama'i'ya I'm having a hard time to lift, move it.
yanga 'strength' " I'm having a hard time to break, loosen, move it.
haowawa 'bit' " I'm having a hard time to bite it.

G.7. mpa'a -i- 'buy and sell'

It is not clear when mpa -i- means 'buy' and when 'sell' except 'sell' often takes the Objective Prefixes (what one is going to buy often has the -'ma suffix).

iva'ma hāka mpa yana He is going to sell salt for a bark cape.
nai hope'a mpa yāno qoe'o We are going to sell kaukau to Master Frank.
mata' patāng'oi
nai nāi'ma MPA YĀNO qoe'o We are going to buy a knife.

G.8. -tan 'to measure up, level' (hard to define meaning)

waimpoka tha TANQA ti The fish is this big. (of THIS measurement - showing with hands)
äwa'i TANQA hayu Only fill it up to the middle (lit. 'middle measure pour it')!
APPENDIX H

SUPPLEMENTARY SENTENCES

1. apu'na tänTl'in
2. äta hmpu han
3. e'ä me'ä hmpu qina
4. äta hmpu namä napn ta'i hai
5. ta wanqapu qita
6. me'äpiyä hatawi
7. sospä'na wanqapi hamau
8. i hna mtangapu ti
9. NOTE: apuna tä seems to
mean . . . . . . . . . . . . . . .
10. qamqaminqinä noeäpata hope'a
mamä qoeäpMANa ti
11. noeäpata'änga anga wamnga
awa yät'o ti
12. aqa wäna ut*ä'na qaingo
wî'näni nu'ma qap*ä

Is that the part (of the sentence you are talking about)?
Drink some more!
There's a little water in it.
You bring some more and put it here!
A little fire is burning.
Cut the firewood small!
Put it in the small saucepan!
She's still a small child.
Is that all there is?
When he came down each day he brought kaukau.
If we come down every day, we will be able to work.
I saw he didn't want to and I came.
APPENDIX I

The following tables give some idea of how the Reflexive is expressed in Kapau:

<table>
<thead>
<tr>
<th>nqa</th>
<th>no</th>
<th>nqa</th>
<th>nona</th>
<th>I myself, only myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>nta</td>
<td>nto</td>
<td>nta</td>
<td>ntona</td>
<td>You &quot;yourself</td>
</tr>
<tr>
<td>aqoi'ya</td>
<td>qaiva</td>
<td>aqoi'ya</td>
<td>qaivana</td>
<td>He &quot;himself</td>
</tr>
<tr>
<td>ye&quot;a</td>
<td>y&quot;iva</td>
<td>ye&quot;a</td>
<td>y&quot;ivana</td>
<td>We (Dl.) &quot;ourselves</td>
</tr>
<tr>
<td>qi'ya</td>
<td>qiva</td>
<td>qi'ya</td>
<td>qivana</td>
<td>You (Dl.) &quot;yourselves</td>
</tr>
<tr>
<td>aqoa&quot;u'ya</td>
<td>qiva</td>
<td>aqoa&quot;u'ya</td>
<td>qivana</td>
<td>They (Dl.) &quot;themselves</td>
</tr>
<tr>
<td>nai'ya</td>
<td>naiva</td>
<td>nai'ya</td>
<td>naivana</td>
<td>We (Pl.) &quot;ourselves</td>
</tr>
<tr>
<td>hai'ya</td>
<td>haiva</td>
<td>hai'ya</td>
<td>haivana</td>
<td>You (Pl.) &quot;yourselves</td>
</tr>
<tr>
<td>aqoa&quot;i'ya</td>
<td>quiva</td>
<td>aqoa&quot;i'ya</td>
<td>quivana</td>
<td>They (Pl.) &quot;themselves</td>
</tr>
</tbody>
</table>

* * *

SPECIAL NOTE

Glottal stop (') often occurs simultaneously with another stop (p, t, k, q) and it is very difficult to hear.

EXAMPLES:  qoapa 'many'  mta 'hair'
            qoap'a 'star'  mt'a 'quail'

Even though it is phonemic and is the only difference between some words, for practical reasons these glottals are not being written in reading materials for natives.
However, in this Grammar an asterisk (*) is being placed by the stop to alert the missionary to the presence of the glottal. Sometimes the asterisk is placed on the proper stop. On other words, those which have only one stop, the asterisk is placed at the beginning of the word. In verb declension lists where every form in that tense has a glottal stop, the asterisk is placed on the first word in the list.