

PUTTING THE WORDS TOGETHER

SECTION 7. A BRIEF SURVEY OF THE GRAMMAR.

In the "everyday speech" of the Desert people there are two major divisions;

1. Stimulus speech, the speech which initiates conversation and certain actions;
2. Response speech, being the reply or response to oral or gesticular stimulus.

These two divisions have within them various sentence types, which will be briefly set forth in this section.

Speech may be oral or gesticular, for there is a complex system of hand gesture speech in the Desert country.

There is also a "ceremonial" language which, although grammatically similar, differs greatly in vocabulary from the "everyday" speech of the people.

The present study introduces the normal oral speech of every day and leads on to "narrative" speech, which is especially useful to missionaries and Bible translators.

A. STIMULUS SENTENCE TYPES.

1. THE INTRANSITIVE SENTENCE: which does not have a direct object.

SUBJECT	VERB
<u>wati</u> 'man'	<u>pitja-ngu.</u> 'to come' 'past tense'

'The man came.'

2. THE TRANSITIVE SENTENCE, which has a direct object, stated or implied.

SUBJECT	OBJECT	VERB
<u>wati-lu</u> 'man'-'subject indicator'	<u>tjitji</u> 'child'	<u>pu-ngu.</u> 'hit' 'past tense'

'The man hit the child.'

NOTE: Hyphens are used in these illustrations to indicate morpheme boundaries (i.e. to divide the meaningful parts of words.)

3. THE EQUATIONAL SENTENCE

in which the subject is balanced with an expression which is its equal or description. This may be named "The Verbless Sentence", as it has no verbal form or indication of tense.

SUBJECT	EQUATION
<u>wati</u> 'man'	<u>pika.</u> 'sick'
<u>nga:nya</u> 'this'	<u>kuka.</u> 'meat'

'The man is sick.'

'This is meat.'

NOTE: Each of these three sentence types may occur in an Interrogative form, a Negative form, a Dubitative form (expressing doubt), an Emphatic form, or as Reported Speech.

NOTE ALSO: Each of these sentences may be expanded; the simplest (or unexpanded) forms only having been used for illustrative purposes.

B. RESPONSE SENTENCE TYPES.

Oral responses may occur in various forms.

1. SPECIFIC RESPONSE TYPES: mostly single words that may be expanded by suffixes.

MINIMAL SPECIFIC RESPONSE
<u>yuwa.</u>
<u>wiya.</u>

'Yes.'

'No.'

2. EXCLAMATIONS or INTERJECTIONS: not expandable.

SIMPLE EXCLAMATION
<u>lara.</u>
<u>munta.</u>

'Oh!'

'Sorry.'

3. SUBSTITUTION RESPONSES: In this type of response
- a concrete form (such as a Noun or Pronoun) may be supplied for an Interrogative form in the Stimulus sentence, or
 - an Interrogative form may be substituted for an item in the Stimulus sentence which is queried. This latter response may be termed a "stimulus response", in that it stimulates a further response.

SUBSTITUTION RESPONSE (a)
<u>yala-ku.</u> 'all of 'us'-possessive sfx.

'It is ours.'

This would substitute for ngana-ku ('whose') in such a sentence as nga:nya nganaku mirka? 'Whose food is this?'

SUBSTITUTION RESPONSE (b)
<u>ngana-nya?</u> 'who'-'object indicator'

'Whom?'

This could substitute for the proper name Nunu-nya in such a sentence as watilu Nununya pungu. 'The man hit Nunu.' if
(man-sbj.) "(obj)(hit)
a repetition of this word is desired.

4. COMPLETE STIMULUS TYPE SENTENCE AS RESPONSE.

This also may be termed a "stimulus response", unless it is preceded by one of the Specific response type sentences.

Example:

SPECIFIC RESPONSE	STIMULUS TYPE
<u>yuwa.</u> 'yes'	<u>ngankulu pukulpa.</u> 'I'(subj) 'happy'

'Yes. I am happy.'

C. SHORTER FORMS OF THE SENTENCE TYPES.

Whenever a sentence has a Pronoun (I, you, he, they, &c.) for its Subject or Object, the sentence may become "shortened", that is, the Pronouns may become suffixes to the other parts of speech.

Compare the example of a Long Form of a Transitive sentence with the example of its Shortened Form below.

In the Long Form the Pronouns are "free", in the Short Form they may be said to be "bound".

FREE FORM OF TRANSITIVE SENTENCE		
SUBJECT	OBJECT	VERB
<u>nganku-lu</u> 'I' (subj.)	<u>nyuntu-nya</u> 'you' (obj.)	<u>pu-ngu.</u> 'hit'(past)
SHORTENED FORM OF TRANSITIVE SENTENCE		
VERB.	SUBJECT.	OBJECT.
<u>pu-ngu</u> 'hit'(past)	<u>-na</u> 'I'	<u>-nta.</u> 'you'

'I hit you.'

'I hit you.'

This would be written pungunanta.

D. COMBINATION OF SENTENCES.

In "everyday" conversational speech there is a tendency towards brevity of expression. Single sentences are most frequently used.

When the speaker wishes to express a number of thoughts he may employ one or more of the following combinations:

1. SENTENCE plus SENTENCE.

There may be two or more sentences following each other with pauses only between them.

2. SENTENCE- conjunction -SENTENCE.

The use of a conjunction may or may not involve a change in the construction of one of the sentences.

3. SENTENCE plus VERBS.

When the Subject does not change, many thoughts may be expressed by Verbs only, or Verbs plus their Objects, following the initial sentence.

EXAMPLE:

minyma miriringu, wankaringu, katuringu.

'the woman' 'died' 'awoke' 'arose'

'The woman died. Then she became alive again and rose from the dead.'

In NARRATIVE SPEECH combinations of these methods of joining sentences may be used.

E. SENTENCE MODIFIERS AND EMBELLISHERS.

1. SENTENCE MODIFIERS.

These are suffixes or particles that may be added within the sentence and which add "flavour" to the whole sentence.

EXAMPLE:

pitja. 'Come here.' (Now add the Reported Speech suffix-)

pitjanya. 'He says you have to come here.'

2. SENTENCE "EMBELLISHERS".

These are free forms that may be added outside the sentence, but do not change the internal meaning of the sentence.

In this class may be included Conversation Openers and Closers.

EXAMPLES:

kuṭa. nyuntulu kanintjara? 'Brother. Are you inside?'
'brother' 'you' 'inside'

lara. ngankulu yalta. 'Oh! I am cold.'
'Oh!' 'I' 'cold'

As the Grammar is intended to be of practical use to the beginner on the field, features mentioned in this survey have been introduced where they are likely to be most useful, rather than in isolated "compartments". For example, immediately following the study of Intransitive Sentences, Bound forms of, and possible Responses to, Intransitive sentences are described.

SECTION 8. ONE-WORD SENTENCES. A STUDY OF THE VERBS.

The Verbs are so important in the Desert language, many sentences being composed of Verbs only, that it will prove most profitable for the student to master this part of speech first.

A. THE INTRANSITIVE COMMAND (MINIMAL FORM).

The Intransitive Command is one which does not demand a direct Object. E.g. pitja. 'Come.'

In its minimal (i.e. its simplest or unexpanded) form, this sentence type occurs as a Verb only. There is no STATED Subject; but a Second Person Subject is IMPLIED.

E.g. pitja. 'Come.' means 'You come.' (or 'Come thou.')

NOTE: These Commands can become Requests by a change of intonation. See Section 4.

kumpila. 'Hide.' (i.e. 'Hide thou.')

kukurala. 'Run.'

yinka. 'Sing.'

katuriwa. 'Arise.'

ma-pitja. 'Go away.'

pitja. 'Come.'

B. THE TRANSITIVE COMMAND (MINIMAL FORM).

The Transitive Command is one which demands both a Subject and a direct Object.

In its minimal form the Verb may occur alone, but both Subject and Object are implied. E.g. kultula. 'Spear.' means 'You spear it.', and by 'it' a kangaroo is usually implied.

The difference between Transitive and Intransitive Verbs is not revealed by the form of the Verb. Only when the sentence is expanded is the nature of the Verb revealed -- its Subject always takes a Subject Indicator. This means that the student must learn empirically which verbs are Transitive and which are Intransitive, that is, which verbs demand both Subject and Object and those which demand Subject only.

MINIMAL TRANSITIVE COMMANDS:

puwa. 'Hit it.'

kulila. 'Hear it.' 'Listen.'

kati. 'Bring it.'

tjura. 'Put it.'

tjarpa-tjura. 'Insert it.' 'Put it in.'

mantjila. 'Get it.'

Before going any further, write these two lists of Commands on a piece of card with their English meanings on the reverse side of the card. Here are 12 sentences that can be used immediately. Memorize them and try them out.

C. ANALYSIS OF THE SIMPLE COMMAND.

1. COMMAND SUFFIXES REVEAL FOUR VERB CLASSES.

By comparing the Command puwa. ('Hit.') with the Verb in the sentence watilu tjitji pungu. 'The man hit the child.' (See Section 7.), it will be seen that the Stem of this Verb is pu-, and that the Command suffix is -wa, thus:

THE TRANSITIVE COMMAND.	
VERB STEM	COMMAND SUFFIX
<u>pu-</u>	<u>-wa.</u>

By a series of comparisons and contrasts it will be seen that the Command suffix occurs in four different forms, thus:

VARIOUS COMMANDS.		
VERB STEM.	COMMAND SUFFIX.	
<u>kumpi-</u>	<u>-la</u>	'Hide.' (Intransitive)
<u>kuli-</u>	<u>-la</u>	'Hear it.' (Transitive)
<u>pitja-</u>	<u>-(zero)</u>	'Come.' (Intransitive)
<u>kati-</u>	<u>-(zero)</u>	'Bring it.' (Transitive)
<u>katuri-</u>	<u>-wa</u>	'Arise.' (Intransitive)
<u>pu-</u>	<u>-wa</u>	'Hit it.' (Transitive)
<u>tju-</u>	<u>-ra</u>	'Put it.' (Transitive)

The zero suffix has been stipulated because the absence of a suffix here is as significant as its presence on the other verbs.

For the Warburton Ranges dialect the form of the Command suffix which each Verb Stem takes must be memorized.

In the Ooldea dialect there is a certain amount of predictability, in that two syllable stems take either -la or zero, one or three syllable stems take either -wa or -ra.

This rule does not hold good at the Ranges, although the examples above appear to support it.

It will be seen that these differing forms of the Command suffix divide Verbs into FOUR CLASSES.

These VERB CLASSES may be labelled according to the form of the Command suffix which each takes, e.g. "The -la Class", "The zero Class", etc. Verbs must be memorized according to their classes, as the predictability of all other suffixes, such as Tense and Aspect, is dependent upon these class distinctions.

2. THE VERB STEMS: SIMPLE AND COMPOUND.

The study of the Command suffixes has revealed four verb classes. Turning now to the Verb Stem, it will be seen that there are two major types, namely, "simple" (or non-compounded) stems and "compound" stems. The "simple" verb stems cannot conveniently be broken down into smaller meaningful parts.

SIMPLE VERB STEMS (from the list on page 21.)

<u>-la</u> Class.	<u>kukura-</u>		<u>kati-</u>
	<u>kuli-</u>		<u>wangka-</u>
	<u>kumpi-</u>		<u>yula-</u>
	<u>mantji-</u>	<u>-wa</u> Class.	<u>pu-</u>
	<u>tati-</u>		<u>warpu-</u>
zero Class.	<u>yinka-</u>	<u>-ra</u> Class.	<u>tju-</u>
	<u>pitja-</u>		

COMPOUND VERB STEMS (from the list)

zero Class.	<u>ma-pitja-</u>		<u>ninti-pu-</u>
	<u>pukulari-</u>	<u>-ra</u> Class.	<u>tjarpa-tju-</u>
<u>-wa</u> Class.	<u>katuri-</u>		<u>kumpi-tju-</u>
	<u>nintiri-</u>		<u>pinyma-</u>

a. ANALYSIS OF COMPOUND VERBS.

There are two types of Compound Verb Stems:

- (1) There are those which have as their second part FREE verb stems, and
- (2) those which have as their second part BOUND verb stems (or Verbalizing Suffixes). These types will now be described.

(1) COMPOUNDING WITH FREE VERB STEMS.

Free Verb Stems, such as ngari- 'to lie down', ngara- 'to stand', pu- 'to hit', tju- 'to put', frequently occur as the second part of Compound verbs. This type of compounding is indicated in writing by the use of the hyphen between the first and second parts of the verb, thus:

COMPLETE COMMAND VERB		
COMPOUND STEM		SUFFIX
1st. PART	2nd. PART.	COMMAND SUFFIX
<u>tjarpa-</u>	<u>-tju-</u>	<u>-ra.</u>

'Insert it.'

is written: tjarpa-tjura.

NOTE REGARDING THE USE OF PROPER NAMES.

Care should be exercised when using names of people. One does not ask a person directly for his or her name. Another person is asked, and the reply is usually the "child name" of the person.

At initiation the young man is given a new name. This name is very difficult to discover, mainly owing to the fear of sorcery. To a stranger the name of a man may be given as

- (a) his "whitefella" name, as for example: Tjali(nya) 'Charlie',
- (b) his dog's name, such a name as Yitari(nya) or
- (c) his "child name", that is, the name he had as a boy, or
- (d) a compound name meaning 'The son of(his mother)', e.g. Mangkatikunu(nya) = 'The son of Mangkaṭi(nya)'.

Relatives do not use the names of the dead, so, out of respect for the bereaved, other members of the tribe refrain from using the names of deceased persons.

2. THE PRONOUN SUBJECT.

INTRANSITIVE SENTENCE.		
SUBJECT		VERB.
PRONOUN STEM	SUFFIX	
<u>nyuntu</u>	<u>-lu</u>	<u>yulangu.</u>
<u>nyara</u>	<u>-nya</u>	<u>yulangu.</u>

'You cried (wept).'

'That (distant) person
cried.'

PRONOUN SUBJECTS in Intransitive Sentences have suffixes also. These are the same as for Proper nouns, i.e. words ending with a vowel take -nya, words ending with a consonant take -nga.

Except for the First and Second Person Pronouns, which take -lu.

The following are the most frequently used Pronouns. The suffix indicating that the Pronoun is the Subject of an Intransitive sentence is shown, and it will be noted that another suffix indicating either duality or plurality follows in the appropriate places.

THE PRONOUNS, SHOWING SUFFIXES FOR SUBJECT OF INTR. SENTENCE.

No.	PERSON	ENGLISH TRANS.	STEM	SUFFIXES
S	1st.	'I'	<u>nganku</u>	<u>-lu</u>
I	2nd.	'you'('thou')	<u>nyuntu</u>	<u>-lu</u>
N	3rd. Near.	'He, she, it here'	<u>nga:</u>	<u>-nya</u>
G			<u>pala</u>	<u>-nya</u>
U	Mid-distant	'He, she, it there'	<u>nyara</u>	<u>-nya</u>
L	Distant	'He, she, it yonder'	<u>palunya</u>	<u>-nya</u>
A				
R	Not visible	'person previously referred to'		

No.	PERSON	ENGLISH TRANS.	STEM	SUFFIXES
D	1st.	'we two'	<u>yali</u> *	(zero)
U	2nd.	'you two'	<u>nyuntu</u>	- <u>lu</u> <u>pula</u>
L	3rd.	'they two'	<u>kutjara</u> <u>pula</u>	- <u>nya</u>
P	1st.	'we all'	<u>yala</u> *	(zero)
L	2nd.	'you all'	<u>nyuntu</u>	- <u>lu</u> - <u>ya</u>
U	3rd. Near	'all these persons'	<u>nga:</u>	- <u>nya-ya</u>
R	Mid-distant	'all those persons'	<u>pala</u>	- <u>nya-ya</u>
A	Distant	'all yonder " '	<u>nyara</u>	- <u>nya-ya</u>
L	Not visible	'persons previous-referred to'	<u>palunya</u>	- <u>nya-ya</u>

*NOTES ON THE PRONOUNS (to be read at your leisure).

yali (1st. Person dual) and yala (1st. Person plural) are shorter forms of ngankululitju and ngankululatju respectively.

There are a number of meaningful parts in these pronouns:

- ya is a personal pluralizer. (See all the plural pronouns.).
- la refers to 1st. Person plural. This is a Pronominal suffix.
- li refers to 1st. Person dual. This is a Pronominal suffix.
- lu is the Subject Indicator for 1st. and 2nd. Person Pronouns in Intransitive sentences.
- nya is the Subject Indicator for all 3rd. Person Pronouns in Intransitive sentences.
- tju is the Subject Indicator following the Pronominal Suffixes.

In rapid speech, an m occurs between nyuntulu and pula in the 2nd. Person ~~plural~~, thus:

nyuntulumpula.

dual

For the 3rd. Person dual a number of variations have been recorded, including the form occurring in this sentence: kutjara-pula kuti-pitjangu. 'They two have gone away.'

OTHER FORMS OF THE SUBJECT PRONOUN WIDELY USED.

All these forms are used at Ooldea.

<u>ngayulu</u>	1st. Person sing.	(Also used at Ernabella, Mt. M.,)
<u>nyura</u>	2nd. Person sing.	(Ooldea to Mt. M. Ernab. has <u>nyuntu</u>)
<u>paluru</u>	3rd. Person sing.	(Ernabella. [Mt. Marg. has <u>palu</u>])
<u>panya</u>	" Not visible.	
<u>ngali</u>	1st. Person dual.	
<u>nyupali</u>	2nd. Person dual.	
<u>pula</u>	3rd. Person dual.	
<u>nganana</u>	1st. Person plural.	(Mt. M. has <u>ngalipaka/ngalipa:.</u>)
<u>nyuramuka</u>	2nd. Person plural.	(Mt. M. has <u>nyurapuka.</u>)
<u>tjana</u>	3rd. Person plural.	

3. THE OBJECT OF THE TRANSITIVE SENTENCE.

Any Noun or Pronoun may occur as the Object of a Transitive sentence, but again, the Class of the Noun determines the form of the suffix which occurs with it. The suffix which follows the Object may be called the OBJECT INDICATOR.

This Object Indicator occurs in four forms, viz. -pa, -nya, -nga and zero. The table below shows how these suffixes occur with the Noun Classes already described.

FORMS OF THE OBJECT INDICATOR.

TYPE OF NOUN.	SUFFIX	EXAMPLE
COMMON [Ending with a Vowel..... Ending with a Consonant..	-zero <u>-pa</u>	wati 'man' <u>mukulpa</u> 'barb'.
PROPER [Ending with a Vowel..... Ending with a Consonant..	<u>-nya</u> <u>-nga</u>	<u>Yipatina</u> <u>Yanurnga</u>

It will be noted that the Object of a Transitive Sentence takes the same suffix as the Subject of an Intransitive sentence. This is the case with Nouns, but with Pronouns the 1st. and 2nd. Person, as well, become involved in the change from Subject to Object.

All Pronouns ending with a vowel take -nya.

All Pronouns ending with a consonant take -nga.

EXAMPLES OF PRONOUN OBJECTS.

SINGULAR.

watilu <u>ngankunya</u> <u>nyangu</u> .	'The man saw me.'
watilu <u>nyuntunya</u> <u>nyangu</u> .	'The man saw you (singular).'
watilu <u>nga:nya</u> <u>nyangu</u> .	'The man saw this person.'
watilu <u>palanya</u> <u>nyangu</u> .	'The man saw that (mid-distant)!'.
watilu <u>nyaranya</u> <u>nyangu</u> .	'The man saw that distant one.'
watilu <u>palunyanya</u> <u>nyangu</u> .	'The man saw the one mentioned.'

DUAL

watilu <u>yalinya</u> <u>nyangu</u> .	'The man saw us two.'
watilu <u>nyuntunyapula</u> <u>nyangu</u> .*	'The man saw you two.'
watilu <u>kutjaranyapula</u> <u>nyangu</u> .*	'The man saw them two.'

PLURAL

watilu <u>yalanya</u> <u>nyangu</u> .	'The man saw us.'
watilu <u>nyuntunyaya</u> <u>nyangu</u> .	'The man saw you (plural).'
watilu <u>nga:nyaya</u> <u>nyangu</u> .	'The man saw these persons.'
watilu <u>palanyaya</u> <u>nyangu</u> .	'The man saw those mid-dist. ones.'
watilu <u>nyaranyaya</u> <u>nyangu</u> .	'The man saw those (dist.) ones.'
watilu <u>palunyanyaya</u> <u>nyangu</u> .	'The man saw the mentioned persons'
watilu <u>nyaratjinnga</u> <u>nyangu</u> .	'The man saw those distant ones' ('that other mob').'

*As nyuntunya pulanya / kutjara pulanya infrequently.

C. NEGATIVE FORM OF TRANSITIVE SENTENCE.

The Negative as for Intransitive sentences may be used with Transitive sentences. The simple Negative changes only when the Positive Verb of the sentence (stated or implied) changes from Intransitive to Transitive.

1. WHEN THE POSITIVE VERB IMPLIED IS INTRANSITIVE:-ntjama:lpa.

E.g. watilu yamatji kulintjama:lpa. (kuti-pitjangu).

'The man did not listen to his friend.' (Followed by the possible positive verb 'He went away.')

2. WHEN THE POSITIVE VERB IMPLIED IS TRANSITIVE: -ntjama:ltu.

E.g. watilu mantjintjama:ltu. (wantingu).

'The man did not get it.' ('he left it')

See Section 9F for other notes on the Negative.

DIALECTICAL VARIATIONS FOR OOLDEA AND ERNABELLA.

-wiya when the Positive verb is Intransitive:

E.g. ngayulu ngariwiya, ngayulu kuti-pitjaku.

'I will not lie down. I will go away.'

-wiyangu when the Positive verb is Transitive.

E.g. ngayulu wangkawiyangu, ngayulu pungku.

'I won't talk, I will hit him.'

Following -la Class verbs this Negative drops its initial consonant and takes the -l which usually follows the verb, thus ngayulu mantjiliyangku wantiku. 'I won't get it, I'll leave it.'

D. SHORTENED FORMS OF THE TRANSITIVE SENTENCE.

As there are shortened forms of the Intransitive sentence, involving the use of Pronominal suffixes, so Transitive sentences may be shortened. For example, 'I hit you.' may be translated into the language thus:

1. With free pronouns: ngankulu nyuntunya pungu. Or...

2. With bound pronouns: pungunanta.

The latter construction is made up of the following parts:

pu- verb stem meaning 'to hit',

-ngu past tense suffix,

-na 1st. Person (sing.), Subject of the sentence, and

-nta 2nd. Person (sing.), Object of the sentence.

Compare this with the sentence: pungunin. 'You hit me.'

pu- 'to hit',

-ngu 'past tense',

-ni 1st. Person singular, Object of the sentence.

-n 2nd. Person singular, Subject of the sentence.

Note that the 1st. Person, when it occurs, always takes the position closest to the verb.

In the table which follows, the most frequently used Pronominal suffixes are given as they occur in Transitive sentences. For 'every possibility' see Section 26B diagram.

PRONOMINAL SUFFIXES COMMONLY USED IN TRANSITIVE SENTENCES.

PERSON	SUBJECT SUFFIX	OBJECT SUFFIX.
1st. Person singular.	- <u>na</u>	- <u>ni</u>
2nd. Person singular.	- <u>n</u>	- <u>nta</u>
3rd. Person singular.	-(zero)	-(zero)/- <u>lu</u> *
1st. Person dual.	- <u>litju</u>	- <u>linya</u>
2nd. Person dual.	- <u>pulan</u>	- <u>pulanyanta</u>
3rd. Person dual.	- <u>tjanapula</u>	- <u>tjananya-pulanya</u>
1st. Person plural.	- <u>latju</u>	- <u>lanya</u>
2nd. Person plural.	- <u>yan</u>	- <u>ntaya</u>
3rd. Person plural.	- <u>ya</u> /- <u>tjana</u> **	- <u>tjananya</u>

* -lu occurs following the verbs 'to see' and 'to tell'. E.G.
palunya watjanulu, ma-pitja. 'He said to him, Go away.'
 ** -tjana refers more specifically to 'outsiders' (the other mob).

EXAMPLES:

<u>punguna</u> . 'I hit him.'	<u>pungunin</u> . 'You hit me.'
<u>nyangun</u> . 'You saw it.'	<u>kulinunanta</u> . 'I heard you.'
<u>yaltiranta</u> . 'He is calling you.'	<u>watjanulu</u> . 'He told him.'
<u>nyakulalitju</u> . 'We two are watching it.'	<u>ngurinulinya</u> . 'He found us two.'
<u>mantjilkulatju</u> . 'We will get it.'	<u>ninti-pungkulalanya</u> . 'He is teaching us.'
<u>nyanguyan</u> . 'You all saw it.'	<u>nyangunatjananya</u> . 'I saw them.'

FREE PRONOUNS AND BOUND PRONOUNS MAY OCCUR TOGETHER:

in which case the bound form usually occurs as a suffix to the first declinable word.

The 1st. Person singular suffix may follow the verb when emphatic.

EXAMPLES:

FREE SUBJ.+BOUND OBJ.	<u>Nyuntulun</u> <u>pungu</u> . 'You hit me.'
FREE SUBJ.+BOUND OBJ. emph.	<u>watilunta</u> <u>nyangu</u> . 'The man saw you.'
BOUND SUBJ.+FREE OBJ.	<u>nyaralu</u> <u>punguni</u> . 'That one hit me.'
	<u>nyuntunya</u> <u>kulinu</u> . 'It was you I heard.'
	<u>malikilatju</u> <u>nyangu</u> . 'We saw the stranger.'
BOUND SUBJ.+FREE OBJ. emph.	<u>maliki</u> <u>nyanguna</u> . 'I saw the stranger.'

FREE and BOUND PRONOUNS UNITED FOR EMPHASIS.

<u>ngankuluna</u> <u>nyangu</u> .	'I saw him.' (=ngankulu+na)
<u>nyuntulun</u> <u>kurana</u> .	'You spoiled it.' (=nyuntulu+n)

SECTION 13. EXPANSION OF SUBJECT IN TRANS./INTRANS. SENTENCES.

A. EXPANSION OF SUBJECT IN INTRANSITIVE SENTENCE.

The Subject of an Intransitive Sentence may be expanded to include Descriptive words, as indicated in the last Section.

1. EXAMPLES OF NOUN SUBJECT EXPANSIONS.

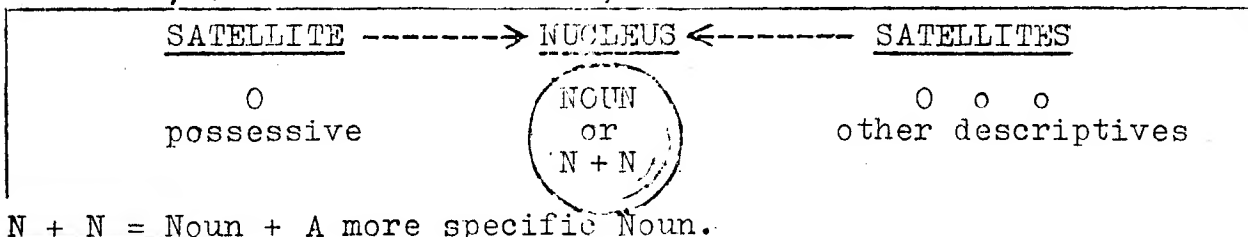
Descriptives seldom occur with Pronoun or Proper Name Subjects in verbal sentences. Noun Subject expansions only will be described.

The rules applying to Intransitive Subjects (§ 9 C.) remain unaltered.

S U B J E C T				INTRANSITIVE VERB.		
POSSESSIVE	NOUN	SP.NOUN	OTHER DESCRIPTIVES	VERB STEM	TENSE	Ref.
	tjitji		kulunypa	yula-	-ngu.	1.
	tjitji		mara-mara	yula-	-ngu.	2.
	tjitji		nganya	yula-	-ngu.	3.
	tjitji		mankurpa	yula-	-ngu.	4.
	tjitji	malanypa		yula-	-ngu.	5.
nyuntuku	tjitji			yula-	-ngu.	6.
Ref.	Type of Descriptive.			Translation.		
1.	Non-derived Adjective			'The young child cried.'		
2.	Derived Adjective			'The crawling child cried.'		
3.	Demonstrative Adj.			'This child cried.'		
4.	Quantitative Adj.			'The three children cried.'		
5.	More Specific Noun.			'The child, who is a younger brother/sister, cried.'		
6.	Possessive Adj.			'My child cried.'		

2. ANALYSIS OF EXPANDED SUBJECT.

It will be noticed that the Subject is composed of a nucleus, which may be a single noun or a noun plus a more specific noun. That is, the NUCLEUS may be a Simple or a Compound Nucleus, and it may be surrounded by certain peripheral elements, or "satellite" words, thus:-



This ORDER for the occurrence of Descriptives with Nouns should be observed.

It is possible to have each of these elements occurring in the one expanded Subject, thus:-

S U B J E C T			INTRANSITIVE VERB	
POSSESSIVE	NOUN NUCLEUS	OTHER DESCRIPTIVES	V.S. TENSE	Ref.
<u>ngankuku</u>	<u>tjitji</u>		<u>yula-</u> <u>-ngu.</u>	1.
<u>ngankuku</u>	<u>tjitji</u> <u>pilyirpa</u>		<u>yula-</u> <u>-ngu.</u>	2.
<u>ngankuku</u>	<u>tjitji</u> <u>pilyirpa</u>	<u>kutjara</u>	<u>yula-</u> <u>-ngu.</u>	3.
<u>nyuntuku</u>	<u>tjitji</u> <u>pilyirpa</u>	<u>palanya</u>	<u>yula-</u> <u>-ngu.</u>	4.

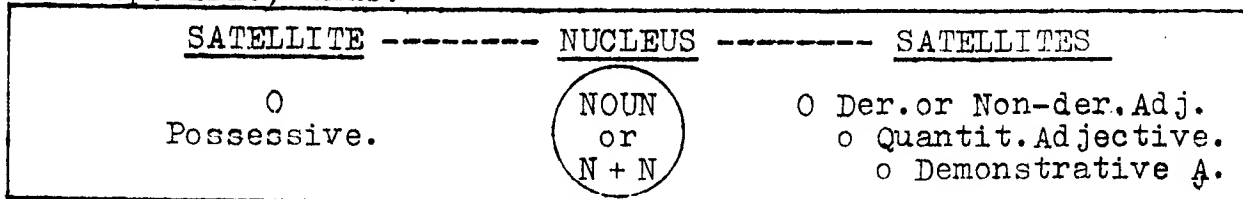
TRANSLATION:

- Ref.1. 'My child cried.'
 2. 'My baby child cried.'
 3. 'My two baby children cried.'
 4. 'That baby of yours cried.'

3. PREFERENTIAL ORDER OF SATELLITES (DESCRIPTIVES).

The preference of the native is for SHORT SENTENCES. However, long sentences do occur. When it is desired to introduce more than one descriptive in the subject, the order of their occurrence must be observed.

The diagram of the Nucleus and Satellites may be made more specific, thus:-



NOTE: The Possessive Adjective precedes the Noun Nucleus. Derived or Non-derived Adjectives occur in the FIRST position following the Noun. Quantitative Adjectives occur in the second order, and Demonstrative Adjectives occur in the third order following Nouns.

This does not mean that every position must be filled in every sentence; but, rather, that when a number of Adjectives do occur, the second order Adjectives must give place to the First order Adjectives, and so on.

ILLUSTRATION OF PREFERENTIAL ORDER OF ADJECTIVES.

tjitji palanya ngarira.

'That child is lying down.' (contd....)

tjitji kutjara palanya ngarira.

'Those two children are lying down.'

tjitji walykumunu kutjara palanya ngarira.

'Those two good children are lying down.'

tjitji pilyirpa walykumunu kutjara palanya ngarira.

'Those two good baby children are lying down.'

ngankuku tjitji pilyirpa walykumunu kutjara palanya ngarira.

'Those two good baby children of mine are lying down.'

FURTHER EXAMPLES FOR TRANSLATION AND PRONUNCIATION PRACTICE.

1. palaku kuri miriringu.
2. wati ngalyayala yayinintu kutjara nyinara.
3. yapu pulkanya nga:nya yuringu.
4. ngankuku tjitji kungka mankurpa nga:nyaya nguluringu.
5. palunyaku wati wanalpayi pini katuringu.
6. nyaraku tjitji pilyirpa walykumunu kutju punkanu.
7. nyuntuku papa pulkanya kutjara nga:nya* pikaringu.
8. ngankuku tjitji pika kutjara nyaranyaya yulara.

* NOTE: The -ya Pluralizer is used only for persons.

ENGLISH TRANSLATIONS OF THE ABOVE SENTENCES.

1. 'His wife (spouse) died.'
2. 'The two clever doctor-men are sitting down.'
3. 'This big rock moved.'
4. 'These three girl-children of mine are frightened.'
5. 'His many men-followers arose.'
6. 'That person's one good little baby fell.'
7. 'These two big dogs of yours have become sick.'
8. 'Those two sick children of mine are crying.'

B. EXPANSION OF SUBJECT OF TRANSITIVE SENTENCE.

The Subject of a Transitive Sentence may be expanded in exactly the same way as the Subject of an Intransitive Sentence, with this variation. All Intransitive suffixes are deleted, and the complete Subject must be followed by the Transitive Subject Indicators.

The Subject Indicator is affixed to the last item in the Subject position, and rules covering the use of -lu and -tu apply, as for Transitive Subjects already described, see Section 10 B2.

The following examples demonstrate both the method and the possibilities of Subject expansion in Transitive sentences.

EXAMPLES OF EXPANSION OF SUBJECT IN TRANSITIVE SENTENCES.

- tjitjilu nani pungu. 1.
- ngankuku tjitjilu nani pungu. 2.
- ngankuku tjitji minalilu nani pungu. 3.
- ngankuku tjitji minali pulkalu nani pungu. 4.
- ngankuku tjitji minali pulka kutjaralu nani pungu. 5.
- ngankuku tjitji minali pulka kutjara nyaraluya nani pungu. 6.
- nyuntuku katja mankurtu ngankunya payinu. 7.
- 'my' 'child' 'boy' 'big' 'two' 'those-subj.' 'rabbit' 'hit'

TRANSLATIONS AND NOTES:

1. 'The child hit (killed) a rabbit.'
2. 'My child hit a rabbit.'
3. 'My boy-child hit a rabbit.'
4. 'My big boy-child hit a rabbit.' (For 'big', pulkanyalu has been recorded in this position on rare occasions.)
5. 'My two big boy-children hit a rabbit.'
6. 'Those two big boy-children of mine hit a rabbit.' (Note that the Personal Pluralizer FOLLOWS the Demonstrative Adjective, as it does the Personal Pronouns, thus: nyara-lu-ya.)
7. 'Your three sons scolded me.' (Note the use of -tu as Subject indicator following a consonant. Note also the use of the Personal Object Indicator following the Pronoun nganku-.)

C. EXPANSION OF SUBJECTS INVOLVING OPEN APPOSITION.

Before leaving Subject expansions, reference should be made to a type of expansion which includes both NOUNS (Common and Proper) and PRONOUNS. This involves forms in open apposition, that is forms separated by a slight pause, indicated in the orthography by a comma (,).

EXAMPLES:

- Nununya, minali pulkanya, pitja:nyi. (Intrans.)
'Nunu, who is a big boy, is coming.'
- nyuntulu, wati nganyirilu, ngankuku tjitji pungu. (Trans.)
'You, you wild man, hit my child.'
- palalu, ngankuku katja walykumunulu, malu kultunu. (Trans.)
'That person, my good son, speared a kangaroo.'
- Lutjinya, minyma kurutjutu nyaranya, punkanu. (Intrans.)
'Lucy, that blind woman, fell.'

RULES: The first part of the Subject, preceding the first comma, carries the Transitive or Intransitive Subject indicator.

The second part of the Subject, equal to a normal Transitive or Intransitive Subject (expanded or unexpanded) agrees with the first part by carrying the same Subject Indicator. That is, if the first part of the Subject, preceding the first pause, carries a Transitive Subject Indicator; the second part of the Subject must agree with it by carrying a Transitive Subject Indicator also.

The second Subject Indicator, it will be noted, occurs at the end of the completed Subject and is followed by another pause.

Apply the rules governing the use of Subject Indicators -- depending on whether Nouns are "Common" or "Proper", and whether they end with a consonant or a vowel. (Sections 9C & 10B.)

SECTION 14. EXPANSION OF DIRECT OBJECT IN TRANSITIVE SENTENCES.

The Direct Object of a Transitive sentence is expandable in the same way as the Subject of an Intransitive sentence, although fully expanded Objects are rarely heard.

The rules governing the use of Object Indicators must be observed.

TRANSITIVE STATEMENTS.

<u>SUBJECT</u>	<u>DIRECT OBJECT EXPANDED.</u>			<u>VERB.</u>
<u>NOUN/PRN.</u>	<u>POSSESS.</u>	<u>NOUN NUCLEUS.</u>	<u>ADJ.1. ADJ.2. ADJ.3.</u>	<u>VERB.</u>
<u>watilu</u>	<u>malu</u>		<u>palanya</u>	<u>kultunu.</u> 1.
<u>watilu</u>	<u>papa</u>	<u>ngupanu</u>		<u>kultunu.</u> 2.
<u>watilu</u>	<u>papa</u>	<u>ngupanu</u>	<u>nganyiri</u>	<u>kultunu.</u> 3.
<u>watilu</u>	<u>ngankuku</u>	<u>miru</u>	<u>mukulpa</u>	<u>nganmanytjatja</u>
<u>watilu</u>	<u>ngankuku</u>	<u>kulata</u>	<u>wirmira</u>	<u>kutjara</u>
<u>watilu</u>	<u>ngankuku</u>	<u>tjitji</u>	<u>pika</u>	<u>mankurpa</u>
			<u>nga:</u>	<u>nyaya</u>
				<u>katingu.</u> 6.

TRANSLATIONS:

- 'The man speared that (mid-distant) kangaroo.'
- 'The man speared the dingo.' (papa ngupanu = 'dingo')
- 'The man speared the wild dingo.' (nganyiri = 'wild')
- 'The man found my old spear-thrower hook.' (miru mukulpa)
- 'The man broke my two long spears.'
- 'The man brought these three sick children of mine.'

Quite frequently, when a long Object occurs, the Subject and Verb will precede the Object, thus:

No.4.above becomes:

watilu ngurinu ngankuku miru mukulpa nganmanytjatja.
'man' 'found' 'my' 'spearthrower hook' 'old'

Both the Subject and the Object may be expanded. Here is an example based on analogy.

ngankuku tjitji walykumunu kutjaralu nyuntuku papa pulkanya
'my' 'child' 'good' 'two-subj.' 'your' 'dog' 'big'

kutju palanya nyangu.
'one' 'that' 'saw'.

'My two good children saw that one big dog of yours.'

NOTE ON BREVITY OF EXPRESSION.

While the native speakers can, and do, engage in long conversations, or may deliver long explanatory speeches or narratives, yet their choice for everyday conversation seems to be BREVITY OF EXPRESSION.

If a thought can be delivered with a few words, an involved sentence is not used. Most people are aware of the daily movements within the camp, so that long descriptions of a particular ACTOR (or Subject of a sentence) are unnecessary. In fact, quite frequently, the Subject or even the Object may be omitted, the items unknown to the listener being supplied in answer to questions.

EXAMPLE:

<u>malu</u> <u>pulkanya</u> <u>kultunu</u> .	'He speared a big kangaroo.'
<u>nganalu?</u>	'Who did?'
<u>wati</u> <u>malikilu</u> .	'The stranger-man did.'
<u>maliki</u> <u>wirmiralu?</u>	'The tall stranger?'
<u>wiya</u> . <u>Litjiku</u> <u>kamurulu</u> .	'No. Litji's uncle.'

SECTION 15. ADJECTIVES FUNCTIONING AS SUBJECTS / OBJECTS.

One or more Adjectives may function as the Subject and/or Object of a sentence, taking the place of Nouns and carrying the Subject/Object Indicators.

EXAMPLES:

<u>pulkalu</u> <u>tjitji</u> <u>pungu</u> .	'The big (one) hit the child.'
<u>pulkalu</u> <u>tjukuni</u> <u>pungu</u> .	'The big (one) hit the small(one).'
<u>kurutjutulu</u> <u>ngatjira</u> .	'The blind (person) is begging.'
<u>kurutjatu</u> <u>mankurpa</u> <u>pitjangu</u> .	'Three blind (persons) came.'
<u>mankurpa</u> <u>punkanu</u> .	'Three fell.'
<u>Kutjulu</u> <u>pana</u> <u>palyanu</u> .	'One (alone) made the earth.'
<u>tjitji</u> <u>pinilu</u> <u>kutjara-kutjara</u> <u>mulyataringu</u> .	'Many children stole four.'

It should be noted, however, that as soon as a Noun is added to the Subject (or Object) the adjective takes second place. E.g. wati pulkalu tjitji pungu. 'The big man hit the child

POSSESSIVES as such do not occur as Subjects. To translate the sentence: 'Yours took mine.' the Possessives may be changed into Derived Nouns by the addition of the Nominalizing suffix -tja. Thus:

C. TABLE OF SUBSTITUTABLE VERB SUFFIXES.

REGULAR FORMS:

V. STEM	COMMAND FORMS		OTHER TENSE-ASPECT FORMS.					
	1	2	3	4	5	6	7	8
<u>watja-</u>	<u>-la</u>	<u>-nma</u>	<u>-nu</u>	<u>-ra</u>	<u>-ntja</u>	<u>-lku</u>	<u>-ltjaku</u>	<u>-lkitja</u>
<u>yatu-</u>	<u>-la</u>	<u>-nma</u>	<u>-nu</u>	<u>-ra</u>	<u>-ntja</u>	<u>-lku</u>	<u>-ltjaku</u>	<u>-lkitja</u>
<u>kuli-</u>	<u>-la</u>	<u>-nma</u>	<u>-nu</u>	<u>-ra</u>	<u>-ntja</u>	<u>-lku</u>	<u>-ltjaku</u>	<u>-lkitja</u>
<u>wangka-</u>	<u>-*</u>	<u>-ma</u>	<u>-ngu</u>	<u>-ra</u>	<u>-ntja</u>	<u>-ku</u>	<u>-tjaku</u>	<u>-kitja</u>
<u>pu-</u>	<u>-wa</u>	<u>-ngama</u>	<u>-ngu</u>	<u>-ngkula</u>	<u>-ntja</u>	<u>-ngku</u>	<u>-ngkutjaku</u> <u>-ngkukitja</u>	
<u>tju-</u>	<u>-ra</u>	<u>-nama</u>	<u>-nu</u>	<u>-nkula</u>	<u>-ntja</u>	<u>-nku</u>	<u>-nkutjaku</u> <u>-nkukitja</u>	

IRREGULAR FORMS:

<u>pitja-</u>	<u>-*</u>	<u>-ma</u>	<u>-ngu</u>	<u>-nyi</u> <u>-lanyi</u>	<u>-lantja</u>	<u>-ku</u>	<u>-tjaku</u>	<u>-kitja</u>
<u>nga-</u>	<u>-la</u>	<u>-lama</u>	<u>-langu</u>	<u>-lkula</u>	<u>-ntja</u>	<u>-lku</u>	<u>-lkutjaku</u> <u>-lkukitja</u>	
<u>ngara-</u>	<u>-*</u>	<u>-ma</u>	<u>-ngu</u>	<u>-la</u>	<u>-ntja</u>	<u>-ku</u>	<u>-tjaku</u>	<u>-kitja</u>
<u>nya-</u>	<u>-wa</u>	<u>-ngama</u>	<u>-ngu</u>	<u>-kula</u>	<u>-ntja</u>	<u>-ku</u>	<u>-kutjaku</u> <u>-kukitja</u>	

KEY:

* Zero Class Verb.

1. Completive Aspect of the Command.

2. Continuative Aspect of the Command. Also Future Continuative.

3. Past Completive Tense.

4. Present Tense (Continuative Aspect).

5. (Combined with 4.) Past Continuative. Viz -ra + -ntja, except for pitja- which takes -lantja, as shown.

6. Future Tense, or Potential Aspect.

7. Desiderative Aspect...Externally conditioned.

8. Intensive Aspect, self-conditioned.

NOTE: The present Tense of pitja- changes frequently from speaker to speaker. It may be pitjanya, pitjalanya, pitjaranya, pitjayanya, pitja:nyi, as well as pitja-ani (q.v.).

SECTION 25. FORMULA FOR THE WHOLE LANGUAGE.

Any one of the following units may represent a "conversation". The combination of any two or more of these units may represent a longer "conversation" or a "narrative".

+ = plus, - = minus, \pm = plus or minus.

V.S. + T/A = SENTENCE.

S. + I.V. = SENTENCE.

S. + T.V. + O. = SENTENCE.

S. + E. = SENTENCE.

SENT. + CLAUSE = SENTENCE.

SENT. + I.M. = SENTENCE.

SENT. + E.M.

SENT. (\pm C.) + SENT.

EXCLAMATIONS & SPECIFIC RESPONSES.

KEY:

V.S. = VERB STEM. (Simple or Compound. Transitive or Intrans.)

T/A. = TENSE or ASPECT SUFFIX. (Command Suffix only as Stimulus)

S. = SUBJECT. (Simple or Expanded. Transitive or Intransitive according to the verb.)

I.V. = INTRANSITIVE VERB + TENSE SUFFIX (\pm QUALIFIERS).

T.V. = TRANSITIVE VERB + TENSE SUFFIX (\pm QUALIFIERS).

O. = DIRECT OBJECT. (Simple or Expanded.)

E. = EQUATION. (Simple or Expanded. Descriptive or Adverbial.)

SENT. = SENTENCE.

I.M. = INTERNAL SENTENCE MODIFIER.

E.M. = EXTERNAL SENTENCE MODIFIER.

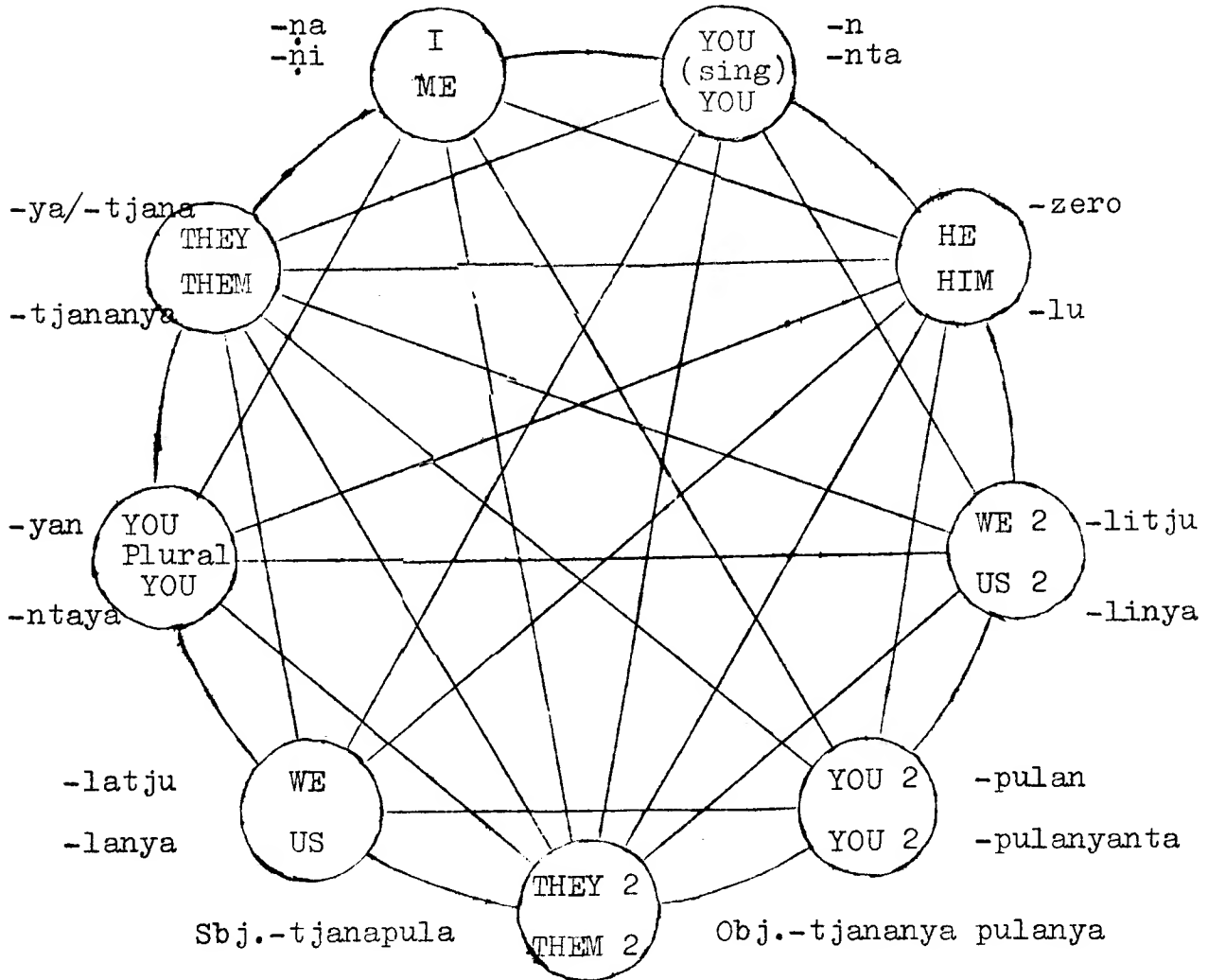
C. = CONJUNCTION.

CLAUSE = DEPENDENT CLAUSE, action of Subject or of Object, simultaneous or consecutive in time.

& = and (as in a list, not as plus).

B. PRONOMINAL SUFFIXES.INTER-RELATION OF PERSONS.

Each line in the diagram, including the segments of the large circle, represents a two-way relationship. The Subject & Object form of each suffix is shown, the top one in each case being the Subject form.

**REFLEXIVES:**

1st.PERSON SINGULAR: -lunyatju.

E.g., ngankulunyatju pungkulantja. 'I was hitting myself.'

OTHER PERSONS: SINGULAR -lunku. PLURAL: -luyanku.

E.g., minyma nga:lunku kata kulturantja wana pulkangka.

'This woman was piercing her own head with a big digging stick.'

COMPARISON OF SEVERAL DIALECTS.

B. GRAMMAR.1. INTRANSITIVE SENTENCES.a. PRONOUN SUBJECT.

Translation of the English sentence, 'I will go away by-and-by.'

	PRONOUN SUBJECT.		VERB EXPRESSION.		
	1st. Person	S.I.	Adverb.	Verb Stem.	Tense.
WARBURTON RANGES.	<u>nanku-</u>	<u>-lu</u>	<u>nula</u>	<u>kutitja-</u>	<u>-ku.</u>
OOLDEA.	<u>nayu-</u>	<u>-lu</u>	<u>nula</u>	<u>ma-pitja-</u>	<u>-ku.</u>
MT.MARGARET.	<u>nayu</u>		<u>nula</u>	<u>ma-pitja-</u>	<u>-ku.</u>
JIGALONG.	<u>nayu-</u>	<u>-lu</u>	<u>uṭa</u>	<u>ya-</u>	<u>-nkunjpa.</u>
NORSEMAN.	<u>natju-</u>		<u>yapaṭi</u>	<u>witjanu.</u>	(zero)

b. COMMON NOUN SUBJECT.

Translation of the English sentence, 'The man went out for a kangaroo.'

	NOUN SUBJECT.		VERB EXPRESSION.		
	Noun stem.	S.I.	Adverb.	Verb Stem.	Tense.
WARBURTON RANGES.	<u>wati</u>		<u>maluku</u>	<u>pitja-a-</u>	<u>-nu.</u>
OOLDEA.	<u>wati</u>		<u>maluku</u>	<u>kuti-pitja-</u>	<u>-ngu.</u>
MT.MARGARET.	<u>puntu</u>		<u>maluku</u>	<u>ma-pitja-</u>	<u>-ngu.</u>
JIGALONG.	<u>maṭu</u>		<u>malukutu</u>	<u>ya-</u>	<u>-nuntja.</u>
NORSEMAN.	<u>malpa</u>		<u>maluku</u>	<u>witjanu.</u>	

2. EQUATIONAL SENTENCES.a. ADJECTIVAL EQUATION.

Translation of the English sentence, 'I am sick.'

	SUBJECT.	EQUATION.
WARBURTON RANGES.	<u>nankulu</u>	<u>pikatjara.</u>
OOLDEA.	<u>nayulu</u>	<u>pika.</u>
MT.MARGARET.	<u>nayu</u>	<u>pika.</u>
JIGALONG.	<u>nayunja</u>	<u>nanta.</u>
NORSEMAN.	<u>natju</u>	<u>nanṭanj.</u>

b. ADVERBIAL EQUATION.

Translation of the English sentence, 'The other spear is on the ground.'

	SUBJECT.		EQUATION.
	NOUN.	ADJECTIVE.	ADVERBIAL EXPR.
WARBURTON RANGES.	<u>kulata</u>	<u>kutjupa</u>	<u>pana-nka.</u>
OOLDEA.	<u>katji</u>	<u>kutjupa</u>	<u>pana-nka.</u>
MT.MARGARET.	<u>njintji</u>	<u>kutjupanja</u>	<u>pana-nka.</u>
JIGALONG.	<u>kulata</u>	<u>yampatja</u>	<u>pana-nka.</u>
NORSEMAN.	<u>katji</u>	<u>yanka</u>	<u>pana-ka.</u>

3. TRANSITIVE SENTENCES.

Translation of the English sentence, 'The man hit the child.'

	SUBJECT.		OBJECT.	VERB EXPRESSION.		
	NOUN/Pn.	S.I.	NOUN/Pn.	ADVERB PHR.	V.S.	TENSE.
W.R.	<u>wati</u>	<u>-lu</u>	<u>tjitji</u>		<u>pu-</u>	<u>-nu.</u>
OOLDEA.	<u>wati</u>	<u>-nku</u>	<u>tjitji</u>		<u>pu-</u>	<u>-nu.</u>
MT.MGT.	<u>puntu</u>	<u>-lu</u>	<u>tjitji</u>		<u>pu-</u>	<u>-nu.</u>
JIG.	<u>matu</u>	<u>-lu</u>	<u>nulji</u>		<u>pu-</u>	<u>-nuntja.</u>
NORS.	<u>malpa</u>	<u>-ku</u>	<u>katja-nja</u>		<u>puu.</u>	

Translation of the sentence, 'I speared the ranges kangaroo.'

W.R.	<u>nanku-</u>	<u>-lu</u>	<u>malu</u>		<u>kultu-</u>	<u>-nu.</u>
OOLDEA.	<u>nayu-</u>	<u>-lu</u>	<u>malu</u>		<u>waka-</u>	<u>-nu.</u>
MT.MGT.	<u>nayu</u>		<u>malu</u>		<u>waka-</u>	<u>-nu.</u>
JIG.	<u>nayu-</u>	<u>-lu</u>	<u>malu</u>		<u>waka-</u>	<u>-nuntja.</u>
NORS.	<u>natju-</u>	<u>-ku</u>	<u>malu</u>		<u>katji-ku</u>	<u>miranu.</u>

Translation of the sentence, 'The daughter will hit the dog with a digging stick.'

W.R.	<u>yuntal</u>	<u>-tu</u>	<u>papa</u>	<u>wana-nka</u>	<u>pu-</u>	<u>-nku.</u>
OOLDEA.	<u>untal</u>	<u>-tu</u>	<u>papa</u>	<u>wana-nku</u>	<u>pu-</u>	<u>-nkuku.</u>
MT.MGT.	<u>yuntal</u>	<u>-tu</u>	<u>njimu</u>	<u>wana-nka</u>	<u>pu-</u>	<u>-nku.</u>
JIG.	<u>yuntal</u>	<u>-tu</u>	<u>tjanfu</u>	<u>wana-lu</u>	<u>pu-</u>	<u>-nkunjpa.</u>
NORS.	<u>wanja</u>	<u>-ku</u>	<u>tjutju-nja</u>	<u>kantula-ku</u>	<u>yapati</u>	<u>puu.</u>

Translation of 'The man put the meat on the ground.'

W.R.	<u>wati</u>	<u>-lu</u>	<u>kuka</u>	<u>pana-nka</u>	<u>tju-</u>	<u>-nu.</u>
OOLDEA.	<u>wati</u>	<u>-nku</u>	<u>kuka</u>	<u>pana-nka</u>	<u>tju-</u>	<u>-nu.</u>
MT.MGT.	<u>puntu</u>	<u>-lu</u>	<u>kuka</u>	<u>pana-nka</u>	<u>tju-</u>	<u>-nu.</u>
JIG.	<u>matu</u>	<u>-lu</u>	<u>kuwi;</u>	<u>pana-nka</u>	<u>tju-</u>	<u>-nuntja.</u>
NORS.	<u>malpa</u>	<u>-ku</u>	<u>njantjar-na</u>	<u>pana-ka</u>	<u>manu-itjin.</u>	

C. COMPARISON OF VERBAL SUFFIXES.

The Verb system of the Norseman dialect has not been included in this table, partly because it appears to differ from the normal Western Desert type, in that Verbal Auxiliaries, or Adverbs, are used to indicate tense, and partly because a thorough study of this dialect has not been undertaken.

To the table has been added material supplied by Mrs. N. Rowley. This represents the four verb classes of the "Walma-djeri" dialect, which seems to be related to the Western Desert language.

The verb classes have been arranged according to their apparent statistical order. An exact semantic contrast of stems with those of Fitzroy Crossing was not possible, owing to the limited data and the fact that classification is not by MEANING but by suffix type.

THE VERB SUFFIXES FOR FIVE DIALECTS.

DIALECT	CL.	MEANING	VERB STEM	PAST	PRESENT	FUTURE	IMP.
W.R.	1.	to spear	<u>kultu-</u>	- <u>nu</u>	- <u>ra</u>	- <u>lku</u>	- <u>la</u>
	2.	to talk	<u>wanka-</u>	- <u>nu</u>	- <u>ra</u>	- <u>ku</u>	- <u>zero</u>
	3.	to hit	<u>pu-</u>	- <u>nu</u>	- <u>nkula</u>	- <u>ku</u>	- <u>wa</u>
	4.	to put	<u>tju-</u>	- <u>nu</u>	- <u>nkula</u>	- <u>ku</u>	- <u>ra</u>
OOLDEA	1.	to spear	<u>waka-</u>	- <u>nu</u>	- <u>ni</u>	- <u>lku</u>	- <u>la</u>
	2.	to talk	<u>wanka-</u>	- <u>nu</u>	- <u>nji</u>	- <u>ku</u>	- <u>zero</u>
	3.	to hit	<u>pu-</u>	- <u>nu</u>	- <u>nanji</u>	- <u>ku</u>	- <u>wa</u>
	4.	to put	<u>tju-</u>	- <u>nu</u>	- <u>nanji</u>	- <u>ku</u>	- <u>ra</u>
MT.MGT.	1.	to spear	<u>waka-</u>	- <u>nu</u>	- <u>ranji</u>	- <u>lku</u>	- <u>la</u>
	2.	to talk	<u>wanka-</u>	- <u>nu</u>	- <u>ranji</u>	- <u>ku</u>	- <u>zero</u>
	3.	to hit	<u>pu-</u>	- <u>nu</u>	- <u>nkuranji</u>	- <u>ku</u>	- <u>wa</u>
	4.	to put	<u>tju-</u>	- <u>nu</u>	- <u>nkulanji</u>	- <u>ku</u>	- <u>ra</u>
JIG.*	1.	to spear	<u>waka-</u>	- <u>nuntja</u>	- <u>ninjpa</u>	- <u>lkunta</u>	- <u>la</u>
	2.	to talk	<u>wanka-</u>	- <u>nuntja</u>	- <u>ninjpa</u>	- <u>ku</u>	- <u>zero</u>
	3.	to hit	<u>pu-</u>	- <u>nuntja</u>	- <u>nkuninjpa</u>	- <u>nkunjpa</u>	- <u>wa</u>
	4.	to put	<u>tju-</u>	- <u>nuntja</u>	- <u>nkuninjpa</u>	- <u>nkunta</u>	- <u>ra</u>
FITZ. CRSSNG.	1.	pick up	<u>wanta-</u>	- <u>ni</u>	- <u>la</u>	- <u>u</u>	<u>zero</u>
	2.	sit down	<u>kira-</u>	- <u>ni</u>	- <u>la</u>	- <u>lku</u>	- <u>ntja</u>
	3.	to bring	<u>ka-</u>	- <u>nja</u>	- <u>nana</u>	- <u>ku</u>	- <u>nka</u>
	4.	to return	<u>tjikiya-</u>	- <u>ni</u>	- <u>na</u>	- <u>ku</u>	- <u>nta</u>

* A fuller study of the Jigalong dialect may lead to a shortening of the tense suffixes.

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No. 4

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by

W. H. DOUGLAS

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A Pedagogical Description of
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based on the dialect spoken at
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By

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