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# WORK PAPERS OF SIL - AAB

## Series A Volume 2

### **PAPERS ON IWAIIDJA PHONOLOGY AND GRAMMAR**

**Noreen Pym (with Bonnie Larrimore)**

Summer Institute of Linguistics  
Australian Aborigines Branch  
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## PREFACE

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INTRODUCTION TO  
SERIES A VOLUME 2

The papers in this volume are descriptions of aspects of the Iwaidja language. Part I contains papers on the phonology and Part II papers on the grammar.

The language is classified by Wurm (1972:113), following O'Grady, Voegelin and Voegelin (1966:29) as constituting the Wargbi Subgroup of the Iwaidjic Group of the Iwaidjan Family. Iwaidja is spoken by about 120 people on Croker Island and by about a further 50 at Coombe Point and Merganella on the adjacent mainland, and at Snake Bay on Melville Island, all in the Northern Territory.

Language data used in these papers was collected under the auspices of the Summer Institute of Linguistics during 1973-75 and 1977. Various Iwaidja people served as teachers in providing this data. Grateful acknowledgment is given to Elsie Indibu, Ada Magurulu, Rae Girribug, Hazel Mamiya, Joy Malwagga and Illyjilly.

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Noreen Pym

Bonnie M. Larrimore



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## ABBREVIATIONS

accomp	accompaniment
adj	adjective
adv	adverb
b.	brother
Ben	Benefactive
C	any Consonant
Cl	Clause
C1, C2, ...	Clause 1, Clause 2, ...
comp	completed action
con	continuity
du	dual
emph / (emph)	emphasis
exc/ex	exclusive
fem	female
fut	future
H	Head
(IF)	Indefinite Future
imper	imperative
inc/in	inclusive
interrog	interrogative
(io) / (IO) / Ind Obj	Indirect Object
IV	Intransitive Verb
lit	literally
M	Modifier
m.	mother
N	any Nasal
n / (n)	noun
neg	negative

(NIF)	Negated Indefinite Future
NP	Noun Phrase
num	numeral
p	past tense
p=cont/p cont	continuous or habitual past tense
p=habit	habitual past tense
pl	plural
Poss	Possessor
poss	possessive
PP	Possessive Phrase
quest	question
RAP	Relator Axis Phrase
R#	break between rhythmic groups when not at word break
recip	reciprocal
rep	repetitive
S1, S2, ...	Sentence 1, Sentence 2, ...
s/sing	singular
(SP) / Seq of part	Sequence of Participant
subj	subject
TV	Transitive Verb
V	any Vowel
veg	vegetable
1s	1st person singular
1p	1st person plural
2s	2nd person singular
2p	2nd person plural
3s	3rd person singular
3p	3rd person plural
3=pers	3rd person, singular or plural
/	or
//	intonational pause
-	break between morphemes in Iwaidja

=	break between word in English but one morpheme in Iwaidja
:	which is (i.e. H:Cl the head which is a clause)
¶	paragraph
~~~~~	phonological phrase, rhythmic group
~~~~~	phonological word
/, //, ///, ////	pauses (shortest to longest)
o	heaviest stress
"	next heaviest stress
'	third degree of stress
.	syllable break
/b/	the phoneme <u>b</u>
[b]	the phone <u>b</u>
→	is interpreted as / is realised as
//#	end of text

# AN ANALYSIS OF DISCOURSE PHONOLOGY

## 0. INTRODUCTION

The discourses discussed in this paper were collected from two speakers in September 1974, specifically for the purpose of discovering why word stress appeared to vary. The texts are coded AB1 - 4, and RK1 - 7. Other texts, coded EY2 - 5, collected in September 1972, from a third speaker, were added to the corpus.

The results of the study showed that the way in which syllables were grouped together was of greater significance than the placement of stress. Tests showed that wrong grouping of syllables produced unintelligible utterances, while variations in stress placement did not affect intelligibility to nearly the same extent. The study was confined to the consideration of grammatical words and phrases. Apart from this general statement, no other conclusions were drawn.

## 1. PURPOSE

The purpose of this paper is to present the results obtained by analysing a corpus of texts by the method outlined in Mayers, Marvin K. Discourse Phonology, 1976. Basically this method is to peel layers of phonological features off a discourse like skins off an onion, each peeling revealing more clearly the layer (or level) below. Once a feature is assigned to a level it cannot be considered a feature of a lower level.

From the above mentioned corpus the texts AB1 - 4 were chosen for intensive analysis and the results obtained were checked against the other texts. The checking was not exhaustive.

## 2. DETAILED ANALYSIS

The levels discussed below represent the total discourse (Level 1), the phonological paragraph (Level 2), the phonological sentence (Level 3), the phonological clause (Level 4), the phonological phrase or rhythm group (Level 5), the phonological word (Level 6), and the syllable (Level 7).

### 2.1 DISCUSSION OF LEVELS

#### 2.1.1 LEVEL 1 - THE DISCOURSE

In this data there are two types of discourse. The most common contains phonological paragraphs and is marked by greatest falling pitch, an overall decline in intensity and a final slow phrase which fades to voicelessness.





naʁunanda ʁ14 paɖuwa yaɖiʁa // //

we-2-drink finish she-goes-back

'The two of us drink. After that she goes back.'

AB2, ʁ14

In both cases its meaning is the same: 'completion of the previous action'.

In AB1, S4 and S8 are not considered to be paragraph initial as the highest pitch does not occur on the syllable immediately following the adverb.

### 2.1.3 LEVEL 3 - THE PHONOLOGICAL SENTENCE

Length of pause does not seem to be consistent. There are two paragraphs which end with pause /, AB4, ʁ11 and RK6, ʁ12, and many clauses which end in pause ///. There is even an example of a verb and its appositional subject being separated by pause ///:

gupuʁupuʁ yaɖnakan /// uɭuɭi ///

morning we-2-went man's name

'In the morning Uurlurli and I went.'

RK3, C2,3

But there does seem to be a level between clause and paragraph - clauses seem to go together to form a unit smaller than a paragraph. Further analysis may prove this untenable, but, at present, I am postulating a sentence level in which sentences contain clauses and are marked by pauses of lengths //, /// or ////.

C1 ya<sup>u</sup>waɾan ba waɾpi / C2 ra<sup>i</sup>yaɳ amb<sup>h</sup>ɭ / C3 aɾima<sup>i</sup>ñ ///

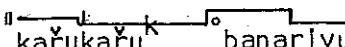
he-went that man he-saw-it snake he-got-it

'The man went out, saw a snake and got it.'

EY2A, S1 (see also AB4, S2 and AB1, S2)


### 2.1.4 LEVEL 4 - THE PHONOLOGICAL CLAUSE

Phonological clauses contain phrases (rhythm groups) and are marked by pause / and greatest stress. The highest pitch and loudest intensity in the clause usually occur on the syllable with the greatest stress. This syllable is normally in the verb:


  
 kařukařu      banarĩyu
   
 afternoon      it-will-open

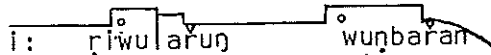
'It'll be open this after-  
 noon.'  
 RK5, C1

Where the greatest stress occurs on another word this word is being given particular emphasis in the clause:


  
 abani                      bu ni
   
 he-stays-away      Daddy

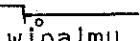
'Daddy stays away.'  
 RK2, C1 (see also AB4, C2)

Where two heaviest stresses occur in one clause they have the same high pitch.

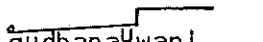

  
 i:      riwularuŋ                      wuŋbaran
   
 yes he-it-finished he-slept

'Yes, he finished it and  
 went to sleep.'  
 AB1, C14 (see also RK7d and  
 RK2e)

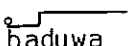
exceptions:


  
 wiŋalmu
   
 big-mob

'a big mob'  
 AB3, C5

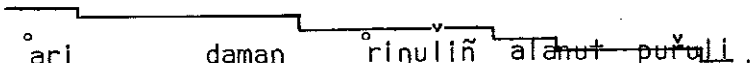

  
 gudbana'wani
   
 stay(imper. pl.)

'stay!'  
 EY3, C5


  
 bađuwa
   
 finish

'that's all'  
 EY5, C7

(This is the only occurrence of a rise in pitch at the end of a discourse.)


  
 aři              gaman              riŋuliŋ      alatu puwuli
   
 he-stands he-works he-made road good

'He's there making a good road.'  
 RK4, C3

(This is two clauses without an intervening pause, the second an appositional amplification of the first.)

~~ganara~~ shop  
 I'll-go shop

'I'll go to the shop.'  
 RK5, C2

Clauses which amplify the previous statement are much faster than the statement they amplify.

ñæran kani gudnabun ///  
 I-came here I-found-you

'I came here and found you.'

nu<sup>l</sup>liqæn(at) gudbingukun  
 you-2 you-2-arrived  
 ~~~~~~

'You two had arrived.'  
 RK1, C1, 2 (see also AB1,  
 C7; AB2, C4; RK2, C5)

But there are other instances of speed which are not amplification. One is the only question in the data:

pi<sup>r</sup>ukunat man abanaman  
 ~~~~~~  
 what? maybe I'll-get

'What will I get?'  
 RK5, C4

The other could be considered a statement and its amplification:

ra<sup>i</sup>jukun jambu man abani<sup>ç</sup>a abanaman  
 he's-waiting-for-it Jumbo maybe they'll-return they'll-have-it  
 ~~~~~~  
 'Jumbo's waiting for it, maybe they'll bring it back.'  
 RK2, C5

Some clauses have a final rise in pitch which marks a close tie between them and the clauses following.

ra<sup>i</sup>yan ambit / a<sup>i</sup>man  
 he-saw-it snake

'He saw the snake and he  
 got it.'  
 EY2A, C2, 3 (see also AB1,  
 C4, 5)

A clause may consist of one, two, three or four phrases. But these either balance so that the first part of the clause is equal in timing to the second part or they break evenly into three. The single phrases making a clause conform to this pattern of either two or three. There is no clause of just one phonological word.

Of the clauses containing four phrases, two of these are emphatic and tense, and the rhythmic grouping adds to the emphasis.

na:gi a<sup>u</sup>wani murkut<sup>h</sup> mangu  
 ^ ^ ^ ^ ^ ^ ^ ^  
 dog they-sit together shade

'The dogs are sitting  
 together in the shade.'  
 RK6, C1

ka|u kalmu wa<sup>v</sup>at tuwa  
 ^ ^ ^ ^  
 not a-lot one only

'Not a lot, just one.'  
 RK, C15

The third, RK7, C8, is a puzzle. It is an amplification (without the normal amplification feature) of RK7, C3 so it is semantically a flash-back.

wurdi yapa|...  
 digging-stick plain

'(with a) digging stick (to)  
 the plain'  
 RK7, C3

wurdi apa<sup>i</sup>ñ kani bu<sup>v</sup>an  
 stick I-brought here from

'I brought the stick from  
 (home).'  
 RK7, C8

The fourth, RK2, C5, breaks into two halves and is unexpected in that there is no pause between the two parts. Except for pause, the second part has all the phonological and grammatical features of a new paragraph.

" ra tukun tambu 'man abani<sup>i</sup>ra abanaman //

he's-waiting-for-it Jumbo maybe they'll-return they'll-have-it  
 'Jumbo's waiting for it. Maybe they'll bring it back.'  
 RK2, C5

### 2.1.5 LEVEL 5 - THE PHONOLOGICAL PHRASE

The phonological phrase is the rhythm group. It contains words (smaller rhythm groups) and is marked by second heaviest stress and shortest pause.

To form a rhythm group it is quite common to join grammatical words but unusual to split them. Many rhythm groups match grammatical words.

pařařkaĩ  
he-cried

'he cried'  
AB1, C3

a<sup>1</sup>yuna<sup>1</sup>yan nagi  
I-them-see dog

'I see the dogs.'  
AB3, C2

Where grammatical words are grouped into phonological phrases they fall into definite classes. Words which may be grouped are:

a verb and its adjuncts

*adverb:*

gara bařa  
I-go-away intens

'I'm going'  
AB2, C2

*indirect object:*

añbuđbulan gumun  
she-it-poured for-him

'she poured it for him.'  
AB1, C8

*location:*

a<sup>1</sup>ya<sup>1</sup>ĩn uk<sup>h</sup>a mangu  
they-lie there shade

'they're lying there in the shade'  
AB3, C3

a noun and its adjuncts

*adjective:*

palanda mařan  
white-man small

'the small white man'  
AB2, C4

two verbs with the same subject

wař angumařaĩ řpa  
he-goes he-walks

'he's walking'  
AB4, C4

a preceding subject and verb (subjects normally follow verbs)

ka:ma<sup>i</sup> ya<sup>u</sup>wa<sup>a</sup>  
 mother she-goes

'mother's going'  
 AB2, C5

a co-ordinate noun phrase

Clara Ya Victor  
 Clara and Victor

'Clara and Victor'  
 AB4, C3

The only question in the data is a single phrase consisting of 'what?', an adverb and a verb.

piɾukuŋaɟ man abanaman  
 what? maybe I'll-get

'What'll I probably get?'  
 RK4, C4

There are two cases of grammatical words broken into two phonological phrases. In both cases the break appears to be required by the balancing criterion of the clause.

anaŋa<sup>R#</sup>ŋaɟabagba  
 she-them-teaches

'she teaches them'  
 AB2, C6

a<sup>u</sup>wani<sup>R#</sup>ŋa:n baɟa  
 they-sit-past-cont intens

'they were sitting'  
 EY5, C1

2.1.6 LEVEL 6 - THE PHONOLOGICAL WORD

Phonological words contain syllables which are grouped together rhythmically and carry at least a third degree of stress. Phrase or clause stress may also occur on the same syllable obscuring the word stress. Words are of three types:

type 1: single syllable -'biñ AB1, C1

type 2: two syllables with stress on the first syllable

'ani- AB1, C2

-'pulaŋ AB1, C5

type 3: three syllables with stress on the first syllable

'aɾiɟu- AB2, C4

On phonological words of type 2 or 3 the stress will shift to the second syllable if that syllable marks the beginning of a grammatical word.

|                    |         |
|--------------------|---------|
| <u>-ŷiŋ 'u-</u>    | AB3, C3 |
| <u>wa''r angu-</u> | AB4, C4 |

In this example, the final vowel a of waŋa 'he goes' is lost before the first vowel of the next word. The prefix an- always takes stress. So the resulting syllable raŋ is stressed.

Where a single consonant occurs at a word break, it seems to belong to both the preceding word and the following word. This is particularly noticeable with nasals, but the vowels before palatals and w also anticipate the following consonant.

|                                |         |
|--------------------------------|---------|
| <u>gudbana<sup>u</sup>wani</u> | EY3, C4 |
| <u>a<sup>i</sup>yunakan</u>    | RK1, C6 |

### 2.1.7 LEVEL 7 - THE SYLLABLE

A syllable contains segments. There are three types of syllables.

Type 1 consists of CVC with an optional second consonant.

|        |         |
|--------|---------|
| bud-   | AB1, C1 |
| -walk- | AB3, C4 |

Type 2 consists of CV, and type 3 of V with an optional C.

|                       |         |
|-----------------------|---------|
| type 2: pa-           | AB1, C4 |
| type 3: a.pan ad.mani | AB2, C3 |

But type three is found only word initially. There are no geminate clusters in Iwaidja but some evidence for postulating that in a pattern of type  $C_1VC_2VC_3$ ,  $C_2$  belongs to both syllables and the word breaks into CVC.CVC. Further, there is alternation between wu- and ?u-, and between yi- and ?i- word initially. If a(C)-, word initially, is considered to be ?a(C)-, then there is really only one syllable type:

CV(C)(C)



### 2.1.8 LENGTHENED VOWELS

In Iwaidja, with one exception, length on a vowel is a feature of a level higher than the segment. The exception is that the vowel i is regularly lengthened to i: before ɟ, t̪, ɲ and y (see: The Phonemes of Iwaidja).

In this data, vowels which have been lengthened are serving either of two functions on the higher level:

either 1. to increase the timing of a phrase so as to balance the clause:

apa:n admani AB2, C3

ka:ma<sup>i</sup> ya<sup>u</sup>waɾa AB2, C5

or 2. for emphasis:

ɟi:ran RK1, C3

na:ɟi RK6, C1

### 2.2 Summary of Levels

Level 1:

|           |        |                                                                                                                             |
|-----------|--------|-----------------------------------------------------------------------------------------------------------------------------|
| Discourse | type 1 | [ paragraphs<br>greatest falling pitch<br>overall intensity decline<br>final fading to voicelessness<br>final slow phrase ] |
|           | type 2 | [ paragraphs<br>greatest falling pitch<br>final fading to voicelessness ]                                                   |

Level 2:

|           |        |                                                                                                                          |
|-----------|--------|--------------------------------------------------------------------------------------------------------------------------|
| Paragraph | type 1 | [ sentences<br>second greatest falling pitch<br>initial pitch highest in paragraph ]                                     |
|           | type 2 | [ sentences<br>second greatest falling pitch<br>initial adverb followed by syllable with<br>highest pitch in paragraph ] |

Level 3:

Sentence

[ clauses  
pause //, ///, //// ]

Level 4:

Clause

type 1 [ phrases  
pause /  
heaviest stress ]

type 2 [ phrases  
pause /  
heaviest stress  
fast speed ]

type 3 [ phrases  
pause /  
heaviest stress  
final rise in pitch ]

Level 5

Phrase

[ words  
second heaviest stress  
shortest pause ]

Level 6:

Word

[ syllables  
third degree of stress ]

type 1 [ 'S ]

type 2 [ 'SS ] or [ S'S ] (where grammatical word  
breaks occur after the  
first syllable)

type [ 'SSS ] or [ S'SS ] (where grammatical word  
breaks occur after the  
first syllable)

Level 7:

Syllables

[ segments ]

type 1 [ CVC(C) ]

type 2 [ CV ]

type 3 [ #V(C) ]

### 3. CORPUS OF DATA

The following pages show the corpus of data in the order: AB1 - 4, EY2 - 5, RK1 - 7. On each the beginning of each paragraph is marked ¶, the beginning of each sentence S, and the beginning of each clause C.

111 S1 S2 S3  
 C1 C2 C3 C4 C5 C6  
 AB1 // // // // // //  
 bud'biñ / an'imu'tpan / wa'ra'nuna / pa'ra'kañ / pa'duwa / anbut'pulañ / yañdu  
 ^ ^ ^ ^ ^ ^  
 2 slow 3 fast 2 slow 2 slow 2 slow 2 slow  
 he-feared he-them-feared white-women he-cried finish she-it-poured milk

S4 S5  
 C7 C8 C9 C10  
 // // // //  
 pa'a / anbut'pulañ / gumun / katakuñ / bread / k'alarin / gu  
 1 fast 3 slow 3 slow 4 fast  
 intens she-it-poured for-him she-him-gave-drink bread she-it-put in for-him

S6 S7 S8  
 C11 C12 C13 C14  
 // // // //  
 bread / angu'wah / pa'guwa / wunbat'ra  
 ? ? ?  
 1 slow 3 slow 2 v. fast 2 slow 3 fast  
 bread she-him-gave he-it-drank finish yes he-it-finished he-slept

He was afraid. He was afraid of the white women. He cried. After that she poured out some milk for him. She poured it out, she gave him a drink. She put bread in it for him. She gave him bread (and) he drank it. After that, he finished it (and) went to sleep.

AB2

11 S1 S2 S3 S4  
 C1 C2 C3 C4  
 // // // //  
 °gupuʔupuʔ // "dara baʔa // °a:p:h:a:n // "adman i // °arituʔmaʔan // "paianda ʔmaran //  
 2 slow 3 slow 2 slow 2 slow 2 slow  
 morning l-go intens l-him-hold we-sit baby white-man small

12 S5 S6 S7 S8 S9  
 C5 C6 C7 C8 C9  
 // // // // //  
 ʔka:ma i ʔyaʔwara / °ananaŋgadʔbagba ʔguʔa / °apa:n // ʔbaʔa // "gupuʔupuʔ /  
 3 slow 2 fast 3 fast 1 slow 1 fast, 1 slow, 1 fast  
 mother she-goes she-them-teaches book l-him-hold intens morning

C9- / ʔnaʔunda // "maʔyuʔi ʔuʔwara // bingʔan // "naʔumanda // "paduwa ʔyaʔtʔa //  
 2 slow 2 slow 2 slow 2 slow 2 slow  
 we drink hot she-comes she-arrives we-2-drink finish she-goes back

14 S8 S9 C11  
 // // //  
 // // //

AB2 In the morning I go (there). I sit and hold the small white baby. His mother goes to teach from books. I hold him. During the morning we have a hot drink (when) she comes. She comes (and) the two of us drink (and) after that she goes back.

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#339  
 S339  
 C339  
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#340  
 S340  
 C340  
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#341  
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#342  
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 C353  
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#354  
 S354  
 C354  
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#355  
 S355  
 C355  
 ///

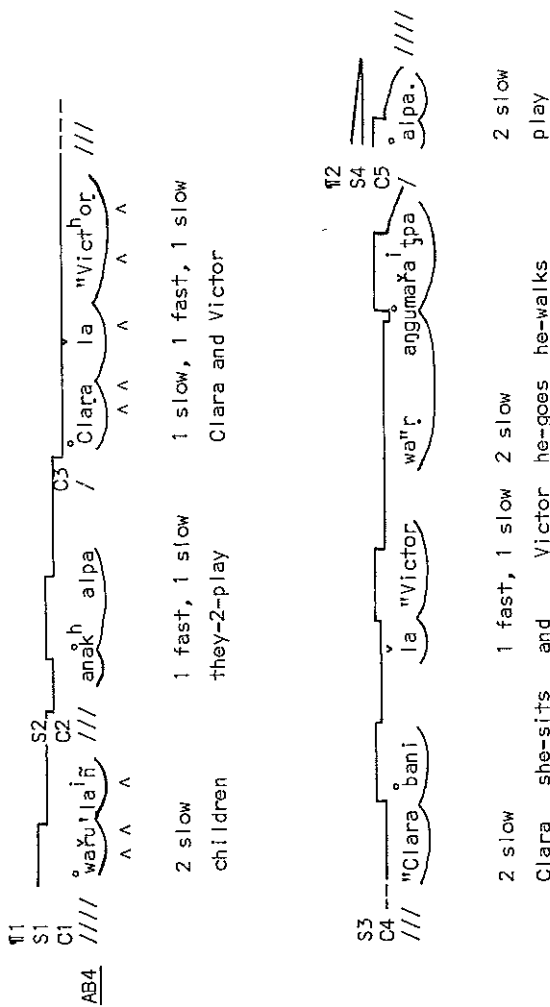
#356  
 S356  
 C356  
 ///

#357  
 S357  
 C357  
 ///

#358  
 S358  
 C358  
 ///

#359  
 S359  
 C359  
 ///

#360



The two children, Clara and Victor, are playing. Clara's sitting and Victor's walking. They're playing.





11  
 S1  
 C1  
 ///

STORY EYZA

"ya<sup>u</sup>waŋan ba waŋpi / ra<sup>u</sup>yaŋ /  
 C2  
 2 slow 3 slow  
 he-went that man

'ambit<sup>h</sup> /  
 C3  
 2 slow  
 he-it-saw snake

'arimaŋ /  
 C4  
 2 slow  
 he-it-got

'arimaŋ /  
 C5  
 2 slow  
 he-it-got

'biggun /  
 S3  
 2 slow  
 he-arrived home

'gunak<sup>h</sup> /  
 S2

C6 /  
 S4  
 C7  
 'anudi:ŋ /  
 2 slow  
 he-it-showed

'anudi:ŋ ba<sup>?</sup> /  
 2 fast  
 he-it-showed that snake

'ambit<sup>h</sup> /  
 2 slow  
 he-it-showed that snake

'That man went out. He saw a snake (and) got it. He got it. He came home (and) he showed it. He showed the snake.'

STORY EY3

¶11 S1 ¶12  
 C1 // // // waʔu'la'n / 'yini yuŋ'guʔara waʔak // // // ŋud'bana'u'wani "uk'h a'gunak // //  
 S2 C3 S3 C4  
 2 slow 1 fast 2 fast 2 fast 2 fast 2 fast 2 fast 2 fast 2 fast 2 fast 2 slow 2 slow  
 children don't go-away(pl) far go-away(pl) far far far far far at home

¶13 S4 S5 S6 S7  
 C5 // // // ŋud'bana'u'wani 'uk 'gunak // // // ŋud'bana'u'wani a'p'a // // // yinaŋ "gudbin "wali'wi // //  
 S8 C7  
 3 slow 2 fast 3 slow 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow  
 stay(imper.pl) at home stay(imper.pl) play don't say(pl) bad

¶14 S7 S8 S9  
 C8 // // // yinaŋ "gudbin "wali'wi: "radbiy // // // ŋud'bana'u'wani "puʔu // //  
 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow 2 fast  
 don't say(pl) bad word stay(imper.pl) just good

'Children, don't go far away.  
 Stay at home. Stay at home.  
 Stay (and) play.  
 Don't do bad things.  
 Don't say bad words.  
 Just behave yourselves.'

STORY EY5

111  
S1  
C1

112 S2 S3  
C2 C3

R#  
a'uani'oa:n  
'baʔa  
i:ʔbaʔa  
waʔa'k<sup>h</sup>amu  
i:ʔbaʔan

1 slow  
they-sit-past-cont

1 slow  
intens

2 slow  
they-went

2 slow  
women

2 slow  
they-went

S4  
C4

113  
C5

i:ʔbaʔan  
'baʔa  
i:qu'wingu  
buna'k'pu'ñ  
'wamin  
ba  
'ara'pan  
'ba'ɔwa

2 slow, 1 fast  
they-went

1 fast  
intens

2 slow  
they-arrived

2 slow  
they-them-cracked

2 slow  
they

2 slow  
oyster

2 slow  
finish

S6  
C6

114  
C7

buna'k'pu'ñ  
baʔa  
mambal  
mu'ku  
ba'ɔwa

2 fast  
they-them-cracked

2 fast 1 fast  
intens

1 fast  
together

3 slow lax  
finish

The women were there and then they went out. They went out and arrived (over there). They cracked open oysters. They cracked them open (till) their (buckets were) full. That's all.

STORY RK1

#11 S1 C1 /// "ñaaran" 1 slow 1 slow here  
 S2 C2 "gudnad'buu" 3 fast 1-you-found  
 S3 C3 "nu'li'daan" 2 fast you-2  
 "gubbiq'gukuu" 2 fast you-2-arrived  
 S4 C4 "a'gunman" 1 slow 1-it-fold  
 "amuu" 1 slow to-them  
 #12 ///

S5 C5 /// "jami:n" 1 fast 1 slow  
 "biinguu" 1 slow she-arrived  
 S6 C6 "gal'wu'yuk" 1 fast kinship-term  
 "la" and another  
 "ba:tpa" and another new-one  
 "wu'u'wu'" 2 slow  
 "a'yun'akan" 2 slow they-2-came  
 C7 ///

S7 C8 /// "gal'wamut" 3 slow  
 "aban?" 3 slow  
 kinship-term she-stays-away

I came here and found that you two had come. I went back and told them. I said, "Ngalawuyug's come with another new one (but) Ngalwamud's stayed away."



STORY RK3

#1 S1 C1 /// yəb'ili'ma'i'n' 2 slow l-him-took-away  
 C2 / ɔ'gupu'ɣupux' 2 slow morning  
 S2 C3 /// u'lul'i 3 slow man's name  
 S3 C4 /// ɔ'ngu'wa'i'n' 2 slow he-drank  
 "medicine" 3 fast medicine  
 "man ipul" 1 fast, 2 slow his blood

#2 S4 C5 /// ɔ'had'ni:ʔan' 2 slow we-returned  
 S5 C6 /// ɔ'had'ingukux' 2 slow we-2-arrived  
 ɔ'arə'u'n' 3 slow l-him-left  
 /// ba'ɣa 1 fast, 2 slow then  
 ɔ'nalwuyuk'h 2 slow kinship-term  
 "gunak" 2 slow place  
 ɔ'nalwuyuk' 3 slow l-arrived

/// ɔ'adbun'bent'ɔ'nalwuyuk' ///  
 2 slow 2 slow  
 we-2-stay kinship-term

'In the morning I took Urlurli and we went (there). He drank the medicine for his blood (and) we came back.  
 'When we get back I left him and came to Ngalawuyug's place. Ngalawuyug and I are (here)'.

ʔ1  
 S1  
 C1  
 ///

STORY RK4

ʔambu ʔaman ʔmaʔ ʔalanuʔ t ʔwuwawax ʔma yu n̄ /

1 slow 1 slow 1 slow 2 slow 2 slow  
 Jumbo he-works that road poor-thing hot

C3 / ʔar/ ʔaman ʔiguli:n̄ ʔalanuʔ ʔʔʔ puʔʔuri ʔʔʔ puʔʔuli ʔalanuʔ ʔʔʔ ʔaman ʔmʔke i:baran ʔʔʔ

S3 S4 S5  
 C4 C5

2 slow 2 slow 1 slow 3 slow 1 fast 1 slow 1 slow  
 he-stand he-works he-made road road good good road his car they-went

ʔ12  
 S7  
 C8  
 S6  
 C7  
 S5  
 C6  
 ///

ʔga yʔk puʔuli ʔalanuʔ ʔkʔaju ri wulaʔun ʔdudu ʔga yʔk mana ʔbanʔwulaʔun ʔʔʔ

2 fast 2 fast 1 fast, 1 slow 2 slow 2 slow (each 3 even beats)  
 now good road not he-finish wait now maybe he-will-finish





11 S1 C1 // // //  
 S2 C2 // // //  
 S3 C3 // // //  
 S4 C4 // // //  
 "kačukačuk banariyu" "gahare shop" "ganukan" "pičukunač 'man a'ban a'man" // // //  
 2 fast 3 slow 1 slow 1 slow 2 slow 2 slow  
 afternoon i't'i-l-open i't'i-l-go shop i't'i-l-look-around maybe i't'i-l-get

12 S5 C5 // // //  
 S6 C6 // // //  
 S7 C7 // // //  
 S8 C8 // // //  
 13  
 pa'ki "mana" wall "irahat" pača neah'ya  
 ^ ^ ^ ^ ^ ^  
 2 slow 2 slow 2 slow 2 slow  
 tobacco maybe food meat intens i't'i-l-return

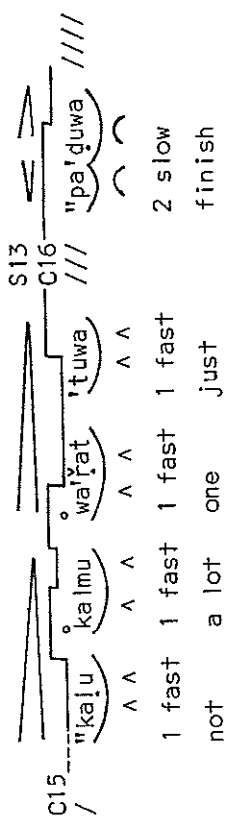
'i't'i'll be open this afternoon. i't'i'll go to the shop (and) look around. What'i'll I get? Tobacco maybe, (or) food (or) meat. Then i't'i'll come back.'



111 S2 S3 S4 112  
 S1 C2 C3 C4  
 C1 // // // //  
 STORY RK7 // // // //  
 "gæran" "nu ŋgu" "gæran" "yapa" "anda'nagan" "adaŋ"  
 2 2 2 2 2  
 2 slow 2 slow 2 slow 2 slow 2 slow even 2 slow even  
 l-went turtle l-went digging-stick plain l-prodded-it l-stabbed-it

S5 S6 S7 S8 S9 S10 S11 S12 S13  
 C5 C6 C7 C8 C9 C10 C11 C12 C13 C14  
 // // // // // // // // // // // // // //  
 "a wad'buu" "watat" "nu ŋgu" "wudŋ" "apaŋ" "kani" "buŋan" "gunak" "gæran"  
 2 fast 2 slow 2 slow 1 med 1 med 2 slow 2 slow 2 slow 2 slow 2 slow 2 slow  
 l-found-it one turtle stick l-brought here from home l-went

S9 S10 S11 S12 S13  
 C11 C12 C13 C14  
 // // // // // // // // // // // // // //  
 "a wadbuu" "nu ŋgu" "watat" "a wadbuu" "abillimaŋ" "watat" "ki galk"  
 2 med 2 med 2 slow 2 slow 2 slow 2 fast 2 fast 2 fast  
 l-found-it turtle one turtle l-found-it l-got-it one truly



I went for turtles. I went for turtles with a digging stick to the plain. I prodded around (and) I found one turtle. I brought the stick here from home. I went (and) found a turtle. I found one turtle (and) I got it. One indeed! Not a lot, just one. That's all!

