

# **Sociolinguistic Survey Report of the Asosa-Begi-Komosha Area: Part II**

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## 1 Introduction

This report presents findings from the second SSLE survey trip to the Asosa Administrative Region (Region 6, near the Sudan border), this time to Asosa town alone, and for one week only. The survey was carried out between December 17 and 24, 1993.\*

The purpose was to fill gaps in the Mao, Koma, and Berta data which had been gathered on the previous survey (cf. SLLE Linguistic Report 11).

This follow-up survey was carried out by Klaus and Charlotte Wedekind. Transport was by airplane alone, since Aklilu Yilma and R. and K. Siebert needed the 4WD car for a simultaneous trip to the Sheko and Yem areas (cf. SLLE Linguistic Report 10 and 13).

### 1.1 Acknowledgments

In Asosa, the survey team again was very fortunate to receive the support of government officials and personal friends. We especially owe thanks to:

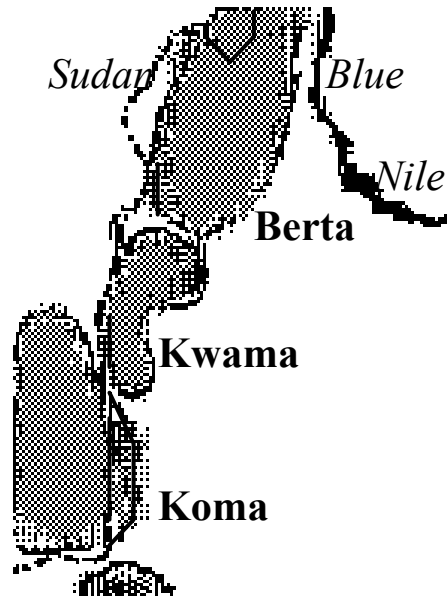
- Al Kedir Ahmed, for refreshing advice
- Asherif Ahmed, for additional information
- Ateyb Mohammed Dafallah, for professional advice regarding publications
- Dessalegn Tassissa, for assistance in contacting informants and officials
- Harun Soso, for valuable information on the Mao of Begi
- Imam Mohammed Ali, for sociolinguistic information
- Kamal Harun, for two very fast sessions on Kwama/Komo
- Muluaem Bessie, for continued help—in spite of pressing obligations
- Sambato Aaga, for valuable explanations of morphological data.

### 1.2 Purpose and procedure of the survey

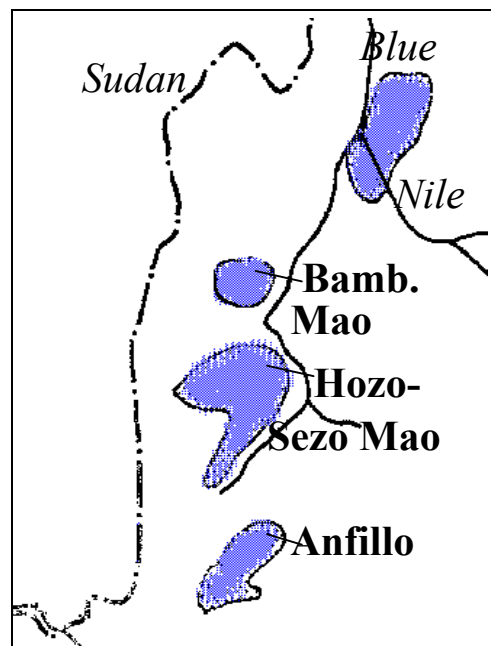
The main purpose of this trip was to gather material on the relations between various forms of “Komo/Kwama”, “Mao/Seze”, and “Hozo”. As an additional benefit, some insights were gained regarding the morphology of Bambassi Mao and regarding sociolinguistic features of Berta.

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\*An earlier version of this report appeared as “Survey on Languages of the Asosa-Begi-Komosha Area: Part II,” Survey of Little-known Languages of Ethiopia (S.L.L.E.). Linguistic Report 12, November/December 1993. Addis Ababa: Institute of Ethiopian Studies and Summer Institute of Linguistics.



Map of Nilo-Saharan Languages around Zone 6  
 (Based on Th. C. Schadeberg et al.  
 Die nilosaharanischen Sprachen  
 in B. Heine et al., eds., Die Sprachen Afrikas, vol.3  
 Nilot-Saharanisch, Hamburg 1981, p.290)



Map of Omotic Languages around Zone 6  
 (Based on R. J. Hayward.  
 Omotic Language Studies, London 1990, p. vi)

Above: approximate location of the Mao and Koma languages as given in recent linguistic publications.

## 2 Distribution of Mao and Komo Varieties

### 2.1 Mao (Northern, of Begi)

According to Harun Soso, the variety of “Mao” (Begi Mao) which he speaks, and which is illustrated by the word list of section 6, is the language of the following clan groups:

1.Biip’ish 2.Boosher 3.Boosho 4.Buuyu 5.Daana 6.Ganza 7.Gop’o 8.Hozol 9.Keraasii 10.Kiring 11.Koomo 12.Kor 13.Kukul 14.Kwaara 15.Kwaasha 16.Maadeego 17.Madin 18.Magaasha 19.Mak’eesse 20.Manbiyaaga 21.Mangaanza 22.Mawop 23.Mehindi 24.Mehoogo 25.Shitguulu 26.Shuulu 27.Yaalo, and 28.Yifo.

### 2.2 Komo

According to Kamal Harun, the variety of “Komo” which he speaks, and which is illustrated by the word list of section 6, is the language of the following seventy geographical areas.

#### 2.2.1 Kamal Harun: List of Komo speaking areas

1.Ad’agärbi 2.Bädärät 3.Bädesa 4.Bahosh 5.Bangatärko 6.Bärtush 7.Bät’ut’a 8.Bawash 9.Benga 10.Dämäkäl 11.D’igi (a) 12.Digi (b) 13.Dudu 14.Ebcha 15.Enc’i 16.Fakumo 17.Fawala 18.Fundi 19.Ganzo 20.Gilibonso 21.Gubi Nano 22.Gur Nano 23.Hegi 24.Hishe 25.Hishgaga 26.Isere 27.Ishkanga 28.Itwahata 29.Kätsamo 30.Kawa (a) 31.Kawa (b) 32.Kawi 33.Kish (a) 34.Kishi (a) 35.Kusaye 36.Lesär 37.Mahanya 38.Mimiyakobo 39.Mugi 40.Muturu 41.P’at’ut’a 42.Pic’babulung 43.K’ono 44.Sasuma 45.Shami 46.Shanu 47.Shīgo 48.Shirma 49.Shiya 50.Shobo 51.Sumīnts 52.Tahany Batany 53.Täkänts 54.Tanytsäyaga 55.Tasha 56.Tätugul 57.Tätugun 58.Täzina 59.T’awashum 60.Topis 61.Tsäl K’olmots 62.Tsält’ät’ula 63.Tsätsän 64.Tsulhal 65.Wäshp’ip’ish 66.Washp’atha 67.Yangu 68.Yīmo 69.Zebshar, and 70.Zokor.

## 3 Survey Instruments

In this issue, the questionnaires of the SLLE survey will be presented, along with a short discussion.

### 3.1 Word lists

The SLLE word list of 320 items is based on various sources, and it was put together by Tim Girard who worked under the IES in 1993 as a survey technician.

The following sources were used: A word list from the *Survey Reference Manual* (Bergman 1990), the Africa Area Standard Word List of 200 words, the word list which R. Sim used when working in S.W. Ethiopia, the list of 400 words and phrases by W. Welmers, and the M. Swadesh’s lists of 100 and 200 words as adapted by M. L. Bender for Ethiopia.

To transcribe the word list, the team needs to work with an informant for about one day (min.: 2 hours., max.: 2 days).

### 3.2 Questionnaires

Knowing what information you want is one thing. Formulating the actual question is quite another. (cf. Showalter 1990, and Tim Girard, 1992/1993).

Not only that: Formulating a question at the desk is one thing. Formulating it in the presence of the informant is quite another.

For this reason, with reference to their own field experience and with reference to experience gained by the Language Academy staff, Aklilu Yilma, Ralph Siebert, and Kati Siebert have revised the questionnaire which now is in use (3.2.3).

This questionnaire is based on various sources, starting with a list of sociolinguistic issues of Africa of the late 70s. When these issues: bilingualism, intelligibility, and general language use became clearer, various revisions followed. (cf. Bendor-Samuel 1990).

By establishing this as a “norm”, we hope to make the language profiles comparable. It is desirable to guarantee a minimum of “comparability” and “representativeness”—although the limitations on time make it difficult to observe strict “norms” across languages.

The main questionnaire, consisting of seventy-seven questions, shall be administered to about twenty-five people (not less than twenty). Among these twenty-five interviewees, there shall be at least two

- males / females
- with / without some formal education
- below / above 25 years of age
- rurals / town dwellers.

To take the answers, about one-half hour is needed. We have settled for this as a minimum, to be elicited for every language of the survey.

A copy of this questionnaire is included with this report (cf. 3.2.3).

Supplementary questionnaires consist of about twenty questions each, and they shall be administered to different representatives from the language area. These questionnaires will be presented without further comments (3.2.1 and 3.2.2).

### 3.2.1 Sample Questionnaire: Local Authorities

What do you call your language?  
 What does the government call it?  
 What do other villages or ethnic groups call it?  
 What do you call yourselves?  
 What name does the government use?  
 What do other villages or ethnic groups around here call you?  
 When did the [name of the language group] come to this area?  
 Where did the founders of this village come from?  
 Why did your group leave its former home?  
 Do people from here ever go back to the former location?  
 Are there many people who move away from the primary location?  
 Do they leave temporarily or permanently?  
 Where do they go?  
 For what reasons do they leave?  
 Are there outsiders who move in?  
 Is their language seen as high, neutral, or low prestige?  
 Which schools do the children from this village attend?  
 How many children attend each school?  
 What ways do people around here have for earning money?  
 Which of these do most people work at?

### 3.2.2 Sample Questionnaire: Educators

In what year did the school begin?  
 What grades does it have? Do these change from year to year? If so, how?  
 Where do the teachers come from? What proportion of the teachers know the vernacular spoken in this area?  
 Does local language use practice approximate national policy?  
 State in each box whether the language is used as a *medium* of instruction or as a *subject* of instruction, as well as an approximate percentage of time as such.  
 Do they think the schools should encourage the use of the vernacular, or discourage it in favor of English or a lingua franca, or adopt a neutral attitude?  
 How homogenous language-wise is the school?  
 What percentage of children learn to read [MT]?  
 Materials—For children/For adults:  
 What percentage of children enroll in school?  
 Give percentages of pupils who have enrolled in primary school:  
 Give details of dropout rates / Reasons for dropouts: /Pupil/class ratio:  
 How many teachers are there?  
 What are the enrollment figures?  
 Is attendance normally good, or are there problems with absenteeism? If there are problems with absenteeism, what do they think the causes are?  
 Which high schools do children from this school attend?  
 How many sixth grade students are able to go on to high school? How many actually go?  
 What curriculum is taught in the school?  
 Is there any special vocational training?  
 Which villages send children to this school?

### 3.2.3 Main Questionnaire: Sample Answers from Berta

<b>I</b>	<b>Identification of Respondent</b>					
01	Name	A. A.	I. M.	M. M. A.	I. M.	A. M.
02	Sex	male	male	male	male	male
03	Age	21	24	64	48	65
04	Occupation	teacher	teacher	farmer	farmer	farmer
05	Religion	Islam	Islam	Islam	Islam	Islam
06	Education	12th grade and TTC	12th grade and courses	-	-	-
07	Place of birth	Asosa	Komosha	Komosha area	Komosha area	Komosha area
08	Place of residence	Asosa	Komosha	Komosha	Komosha	Komosha
<b>II</b>	<b>Multilingualism</b>					
09	What is your first language?	Berta	Berta	Berta	Berta	Berta
10	Which other languages do you speak and understand? Do you speak one better than the other(s)? (1–5)	2 Arab. 3 Amh. Orom. Engl.	1 Arab. 2 Engl. 3 Amh.	Arab.	2 Arab. 3 Amh.	Arab. Amh.
11	Which of these can you read and write?	Amh. Arab. Engl.	Arab. Engl.	-	-	Arab.
12	Apart from your own village (...), where have you lived at least for one year of your life?	Asosa	Komosha Asosa	-	-	-
12a	How long have you lived there?	-	Khartoum just less than one year	-	-	-
12b	What language(s) did you speak there?	-	Arab.	-	-	-
12c	Could the people there understand you well?	-	Arab. perfectly	-	-	-

13	What was the first language your father learned as a child?	Berta	Berta	Berta	Berta	Berta
14	Which other language(s) does he speak and understand? Does he speak one better than the other(s)? (1-5)	Arab.	Arab.	Arab.	Arab. some Oromo	Arab.
15	Can he read and write one of these language(s)?	wrote Arab.	some Arab.	-	-	-
16	What was the first language your mother learned?	Berta	Berta	Berta	Berta	Berta
17	Which other language(s) does she speak and understand? Does she speak one better than the other(s)? (1-5)	Arab.	Arab. a little	Arab.	Arab.	Arab.
18	Can she read and write any of these?	-	some Arab.	-	-	-
19	Which language(s) do your parents speak to each other?	Berta	Berta; at times Arab.	1 Berta; 2 Arab.	1 Berta; Arab.	1 Berta 2 Arab.
20	Which languages do your brother(s) and sister(s) speak and understand? Do they speak one better than the other? (1-5)	Berta and Arab.	Berta and Arab., Engl.	1 Berta 1 Arab. 3 Orom.	1 Berta 2 Arab. 3 Orom.	1 Berta 2 Arab. 3 Orom.
21	Can they read and write any of these?	no	Arab. Engl.	-	Arab.	-
22	What was the first language your husband/wife learned?	unmarried	unmarried	Berta	Berta	Berta
23	Which other language(s) does he/she speak and understand? Does he/she speak one better than the other? (1-5)	-	-	Arab.	Arab.	Arab.
24	Can he/she read and write one of these languages?	-	-	-	-	-
25	What is the first language of your children?	-	-	Berta	Berta	Berta
26	Which language(s) do your children speak and understand? Do they speak one better than the other? (1-5)	-	-	1 Berta 2 Arab.	1 Berta 2 Arab.	1 Berta 2 Arab.
27	Can they read and write one of these languages?	-	-	-	-	-
28	What language do children in this village (...) learn first?	Berta Amh. and Arab.	Berta Arab.	Berta	Berta	Berta
29	Do many children learn another language before they start school? (Which?)	Arab.	Berta only (later Arab. Amh.)	Arab.	Arab.	Arab.
30	Do young people in your village (...) speak their mother tongue well, the way it ought to be spoken?	mixed w. Arab.	Berta ok Arab. not	is ok	as it should be	ok
<b>III</b>	<b>Language Use</b>					
31	Which language(s) do you speak most often with your father (1-3)?	Berta Arab.	Berta	Berta	Berta Amh.	Berta
32	with your mother?	Berta	Berta	Berta	Berta	Berta
33	with your brother(s) and sister(s)?	Berta	Berta Arab. (Engl.)	Berta	Berta	Berta
34	with your husband/wife?	unmarried	unmarried	Berta	Berta	Berta
35	with your children?	-	-	Berta	Berta	Berta
36	with your friends?	Berta	Amh. Arab. Berta	Berta Arab.	Berta Arab.	Berta Arab.
37	in your village (...)?	Amh.	Berta	1 Berta 2 Arab.	1 Berta 2 Arab. 3 Orom.	1 Berta 2 Arab.

38	at the local market?	Amh.	1 Arab. 2 Berta	1 Berta 2 Arab.	1 Berta 2 Arab. 3 Orom.	1 Berta 2 Arab.
39	with the elders of your village (...)?	mixed	Arab.	Berta Arab.	Berta Arab.	Berta Arab.
40	in the fields/at work?	1 Arab. 2 Amh.	Arab. Amh. Engl. teaching 3rd class	Berta	Berta	Berta
41	at the big market?	-	Amh. Engl. Arab. Berta	Arab. Amh.	Arab. Amh.	Arab.
42	at the clinic?	Berta	Amh. Engl.	Amh.	Amh.	Amh.
43	in church / mosque / traditional relig. ceremonies?	Arab.	Arab.	Arab.	Arab.	Arab.
44	with the administrators of the district?	Amh.	Arab. Berta Amh.	Amh.	Amh.	Amh.
45	when you are dreaming?	Arab.	Arab. Berta	Berta then transl. into Arab.	Arab.	Berta Arab.
46	when you are praying at home?	Arab.	Arab.	Arab.	Arab.	Arab.
47	when you are angry?	Berta	Arab.	-	Arab.	Arab.
48	when you are counting money or things?	Amh.	Arab. Amh.	Arab.	Arab.	Arab.
<b>IV</b>	<b>Attitudes to Languages and their Speakers</b>					
49	Is it good to allow a young (mother tongue speaker) man or woman to marry a woman or man who is not a (mother tongue speaker)?	Or. women don't marry Berta men, Berta men m. Orom. wom., Or. men don't m. Berta women.	doesn't matter	as they like	as they like, but they should marry Muslim	as they like
50	Does this happen very often?	often	seldom	seldom	seldom	seldom
51	Which language is best for a teacher to use in school? Why?	Should use Amh.; this is Ethiopia	Berta; keep and support their own lg.	Arab.	Arab.	Arab.
52	Which languages should be taught in school?	Amh.	1 Arab. 2 Amh.	Arab. Amh. Engl.	Arab. Berta Amh. Engl.	Arab. Amh. Engl.
53	If a young person speaks (L2 / trade language) at home, would an old person be unhappy about it?	doesn't matter	Arab. ok Engl. ok	if Arab. happy	we do not care but encourage	Arab. is ok
54	What is the most useful language to know around here?	mixed many lggs. incl. Tigre, etc.	Berta	Berta	Berta	Berta
55	Is it OK for your child to marry a non-Berta speaking person?	-	-	anyone; we do not force anyone	if he knows Berta ok; otherwise learn it	if it is Islam, it is fine, and the lg. also matters
<b>V</b>	<b>Attitudes to Dialects</b>					
56	Which villages speak Berta exactly like you?	Asosa: all villages around Komosha Kurmuk Gizen Menge	S'ore S'urkala Kashaf Matamma Shura (Asosa Wereda) Gizen Kurmuk	none is different or better than the other	Komosha, and all are the same	same always, a common lang. is Arab.
57	Which villages (...) speak your language differently, but you can still understand them?	same	-	-	-	-
58	Which speak it so differently that you don't understand?	-	except Gumuz etc., it is all the same	-	-	-

59	Which is the best village (...) for an outsider to live in to learn your language?	Asosa	Komosha - Menje	-	-	-
60	Are there mother tongue people who speak it poorly? Where do they live?	-	-	-	-	-
<b>VI</b>	<b>Social Interaction Patterns</b>					
61	Which villages (...) do most of your wives come from?	different village	different - doesn't matter - Berta	wife from wherever	as they like	as they like
62	Which villages (...) invite you for feasts and dances?	Asosa	All around here	The nearest Qebele invites us.	if the festival is interesting	We go where we like.
63	Which villages (...) do you trade with?	Asosa Kurmuk of Sudan Yabus, etc.	-	-	Saturday Asosa	-
64	Which language(s) is(are) used for communication when you go to the villages (...) mentioned above?	various, Arab.	various	-	Arab. Berta	-
<b>VII</b>	<b>Language Vitality</b>					
65	Do you think that your people are in the process of changing? Do they adopt the customs of (an)other group(s)?	Arab. comes in, but mother tongue speakers do not take the customs of others.	Most are inside the Berta culture.	Berta will be there forever; but school life may change times; who knows.	Berta will not be forgotten.	We will still speak Berta in the future, but school makes things uncertain.
66	Do you know any mother tongue people who do not speak their mother tongue any more? Are there very many? Where do they live?	Berta will not be forgotten.	No, all speak Berta.	none	none	none
67	Do you think that young Berta people speak Berta less and less?	no	no change	no change	no change	no change
68	When the children of this village (...) grow up and have children of their own, do you think those children will speak your language? Is that good or bad?	yes - good	will not forget	-	-	-
68a	When the children of this village grow up and have children of their own, will they speak Berta?	yes	They will not forget.	They will speak Berta.	They will know Berta but also Arab.	They will speak Berta.
<b>VIII</b>	<b>Development of the Language</b>					
69	Which language do you think would be best to choose for making books and newspapers?	Arab.	Arab.	1 Arab. 2 Berta	1 Berta 2 Arab.	1 Arab. 2 Berta
70	Do you think it would be good to have something published in your language? What would you like most?	Amh.	no, should be Arab.	interesting	-	we need
71	If there were schools to teach you how to read and write in your language, would you come to them?	yes	but there is no fidel	-	yes, immediately	-
72	Would you like your children to learn to read and write the mother tongue?	no	but there is no fidel	-	yes	-
73	If there were books in your language, would you be willing to pay for them, say 2 Birr?	yes	They can't buy any, but I would be happy to.	-	I want it. I would spend even 10 Birr.	I would buy it (bystanders object to printing other than in Arab.)

74	Have you ever seen anything written in your language? What?	no	no	-	-	-
75	Have you ever tried to write in your language?	no	no	-	-	-
76	Is there a program on the radio in your language? Do you listen to it?	There is none, but I should like it.	there is no news, sometimes music	would be fine	I should like it.	We need it.
76a	Would it be good to have other written Berta materials?	-	-	If the gvt. provides it.	-	I should be happy.
77	Would you like to hear your language on the radio?	yes	I should be happy.	-	-	-

## 4 Inventory of Mao Sounds (Northern Mao)

### 4.1 Transcription and Phonology

The transcription of most field data has to rely on previous analyses or, where these are lacking, on impressions gained during the field trip. As far as the present Mao data are concerned, the transcription is based on the preliminary analysis sketched below.

The inventory of the sounds of Northern Mao, consonants, vowels, and suprasegmental, seems to be as follows:

### 4.2 Segments

#### 4.2.1 Consonants

bilab.	labd.	dent.	alv.	retr.	alvpal.	pal.	vel.	glott.
p[b\ɸ \ f]		t[d]				k[g]	ʔ	
p'[β]			t'				k'[g]	
				d'				
			s		ʃ			h[x]
			z					
			ts'[s']		tʃ			
					dʒ			
m			n			ɲ	ŋ	
			l					
			r					
w						j		

#### 4.2.2 Vowels

i [ɪ]		u [ʊ]
ɛ [e]		ɔ [o]
	a [æ a ʌ ə]	

### 4.3 Modifications

The modifications of consonants and vowels will be transcribed as follows:

$k^w [g^w]$	$k^w \int^w$	labialized
$k^j$	$t^j \int^j$	palatalized
$[\tilde{a}]$		nasalized [rare]
$[\grave{a}]$		devoiced [rare]

Of these modifications, only labialization and palatalization of consonants ( $k^w a$ ,  $k^j a$ , etc.) seem to be contrastive. Other modifications are rare, and not phonologically contrastive.

### 4.4 Suprasegmentals

The suprasegmentals are best analyzed as length and tone. They will be transcribed as follows:

v:	long vowels
á [ā] à	high, [mid,] low pitched syllables

#### 4.4.1 Length

Length of vowels is frequent (cf. example);

(1) Examples for contrast between short and long vowels:

CVCV		CV:CV	
má lé	fat, grease	má:ré	grass
dù lé	stick	dù:lé	hyena

Length of consonants (gemination) is less frequent; it seems to be phonetic; no convincing contrasts between long and short consonants have been found:

C \ C:	
kúsé \ k'w'ísí	hand \ five

#### 4.4.2 Pitch

As far as pitch differences are concerned, there is contrast between two pitch levels, best analyzed as high (H) and low (L) tones. Phonetic mid tones seem to be predictable from surface rules.

Minimal pairs of nouns can be expected to be found; in pronouns, the 2nd and 3rd ps. sg. contrast in tone:

HL		LH	
íʃè	he	[h]íʃé	you sg.

Examples for tonal contrasts between H, HL, LH, and L melodies:

H	
káφé	bird
?áré	breast
p'íʃé	child
má lé	fat, grease
kúsé	hand

ʃíké	knife
tí:lé	belly
á:fé	eye
má:ré	grass
jé:ʃé	honey
kó:ké	shoulder

## HL

téwè	crocodile
k'élè	egg
kámè	fire
k'ók'è	fish
ts'ɪ̀ɲè	fly, insect
k'ú:lè	buttocks
fé:kè	frog
wí:t'è	gourd
ʔé:sè	man
ʃá:wà	sand

## LH

ts'ɪ̀k'é	clay
k'àné	dog
bùk'è	dust
ʔàjá	father
k'wàwé	forearm
kò:ʔé	basket
à:nzé	gold
dù:lé	hyena

## L

pùzè	ashes
k'wàfè	bridge
àɲfè	beehive
ʔàʃkè	meat
k'wàgè \ kògè	pot
mē:nè	buffalo
wà:rè	clothing
è:ɲè	heart
pò:nsè	mouth
ʃi:wè	wind

## 5 Inventory of Berta Sounds

### 5.1 Transcription and Phonology

The inventory of Berta sounds, consonants, vowels, and suprasegmental seems to be as follows (cf. also Triulzi, Dafallah, and Bender 1976:11).

## 5.2 Segments

### 5.2.1 Consonants

bilab.	labd.	dent.	alv.	retr.	alvpal.	pal.	vel.	glott.
p[ɸ]		t̪[θ]	t				k	ʔ
p'[β]							k'[g]	
b			d				g	
mb			nd				ŋg	
				d̪				
	f		s		ʃ			h
			z					
			s'		ts			
					dʒ			
m			n			ɲ	ŋ	
			l					
			r					
w						j		

### 5.2.2 Vowels

i [ɪ]			u [ʊ]
ɛ [e]			ɔ [o]
	a [ɑ ʌ ə]		

## 5.3 Modifications

As far as modifications are concerned, labialization of consonants (f<sup>w</sup>, etc.) and prenasalization (mb, nd) are contrastive; other modifications are rare and not contrastive. The modifications of consonants and vowels will be transcribed as follows:

mb	nd	ŋg	prenasalization
f <sup>w</sup>	ŋ <sup>w</sup>	r <sup>w</sup>	labialization

## 5.4 Suprasegmentals

As far as suprasegmentals are concerned, they are best analyzed as length and tone. They will be transcribed as follows:

v:		long vowels
á	[ā]	à high, [mid], low pitched syllables

### 5.4.1 Length

No contrastive length of consonants (gemination) was found, but length of vowels is frequent and contrastive.

bðŋɔʃ	frog	ʔð:ŋɔʔ	monkey
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### 5.4.2. Pitch

As far as pitch is concerned, the examples (below) show that differences of pitch are best analyzed as tone. There is contrast between two pitch levels: H (high) and L (low). Phonetic “mid” tones seem to be predictable from surface rules. Glides have not been investigated.

#### Examples for tonal contrasts between H, HL, LH, and L melodies:

##### H

βéró	leopard
dírfá	grave
dí:ŋí	louse
mó:ré	termite

##### HL

ʔi:s'ùʔ	star
ʔárèʔ	eye, fruit
k'áfàʔ	sweat
síŋi	maize
súrèʔ	mud
híbè	night
ʃé:k'èʔ	sand
fí:jàʔ	arrow
má:fùʔ	finger nail
há:làʔ	tongue

##### LH

àʃét	basket
mìs'é	bird
mλrú	cat
gèlíʔ	dog
ùʔúŋ	meat
p'à:lí	hoe
fù:dá	money, silver
f'i:líʔ	root
ù:ráʔ	smoke, of fire
mĩ:já	goat

##### L

ʃàfàʔ	sandals
bílèʔ	stone
bòlòŋ	horn
dòŋdòʔ	neck, nape
fírĩʔ	river
k'à:ràʔ	bone
ŋè:ràʔ	grass
bù:fùʔ	fur

## 6 The S.L.L.E. 320-Item Word Lists

### 6.1 Remarks on the word lists

#### 6.1.1 Must'afa Ahmed: Kwama

The “Kwama” word list, given by Ato Must'afa Ahmed of Tenze Shishur, is the same as published in the last report; it is repeated here to allow for comparisons with the word list of the next column.

#### 6.1.2 Harun Soso: Mao of Begi

The “Begi Mao” word list was provided by Ato Harun Soso. We are particularly grateful that Ato Harun, a man of more than eighty years of age, and very active in local politics, was able to provide this word list in one session. Ato Harun is a citizen of the Begi area, highly respected because of his experience and advanced age. He had planned to add more detail to this, but was hindered by obligations which took him to the area south of Asosa.

The list was transcribed by K. and Ch. Wedekind. It was not yet possible to record the session on tape.

#### 6.1.3 Kamal Harun: Komo

The “Komo” word list was provided by Ato Kamal Harun, son of Harun Soso (cf. above). Ato Kamal has spent much of his life in the areas west of Begi. He has travelled extensively, he took education and training in various areas of general and administrative education, and he is conversant in several of the languages of the Ethiopia-Sudan borderland.

The list was transcribed by K. and Ch. Wedekind. For syllables which have no transcription of pitch, the pitch was not recorded (they are not “mid” or “unmarked”). So far, only part of the session was recorded on tape.

### 6.2 Word lists “Kwama” of Must'afa Ahmed, “Begi Mao” of Harun Soso, and “Komo” of Kamal Harun

English-Amharic	N. Kwama	Begi Mao	Komo
all -- hul:um	320a k <sup>h</sup> ū'k <sup>h</sup> úm	kòkóm	'áfšì:nbūn
and -- n:a	320g gí:-	wuj:ajej	_gè
animal -- ɪnsɪsa	129 mōn't'étfūfū	sanza?	-
ant -- gundan	137 kíkāŋā'sà	kík'aŋasá?	k'ijàŋàsá
arrow -- k'3st	251 'fūŋgūl'p <sup>h</sup> is	s'jákám	-
ashes -- am3d	205 p'ēgīn	p'íkīn	p'í:m
ask, she asks -- t'3j:3k'3-	118 t <sup>h</sup> ū <sup>h</sup>	tutá:tut	dǒ:tér
at -- b3, w3d3	320h ʔi [ʔijā] \ hōná	hǒg hotɔfɪja \ fr.here to th._	-
axe -- m3t'r3bjja	051 p <sup>h</sup> ān3'	fans'	-
back -- d33rba	032 'sík'wás	k'3s	bàr
bad -- m3t'fo	257 mā'k3f	àk'3f	ʃigí[na]
banana -- muz	182 ʔāl mús	dɔ:nd3?	mú:z
bark, it barks -- tʃ'ohe	179 bū:nù	ʔu:k3 ʔù:kù?	kó:r
bark, of tree -- k'rtʃ'at	178, 052 gō'gúf	gɔ:k3f	gò:k'3f
basket -- k'rtʃ'at	056 'wá:ndá	[t]s'3k3	-
bat -- j3lelit w3f	135 sū'súbūl	bít ènsīgún	-
bathe, he bathes -- tat':3b3	304 ʔübà'ʔüb	h3:znáh3z3	ʔú:pír
bear, she bears a child -- w3l:3d3tʃ	113 mā'p <sup>h</sup> i	mɔp:i'ʔ	tó'p'
beard, cf. chin -- t'im	018 pūnzú \ fūnzú	fo:nzɔ?	bùʃt'à

beehive -- k'ɛfo	144 'géndél	gíndíl	gèndí
belly -- hod	029 tāt <sup>h</sup>	tat	ki:mi
big -- tɪ:lɪk'	265 'hā:ndákō	géfer	s <sup>w</sup> ā:n
bird -- wɜf	152 bīt <sup>h</sup>	bit'	ɖíwù
bite, verb -- nɜk:ɜsɜ	181 sūns	masúns	wəs'ínè
black -- t'ɪk'ur	242 'ʃòàlà	ʃ <sup>w</sup> ɑ:léʃ <sup>w</sup> ɑ:lɑ	ts[']jɪ:nà
blood -- dɜm	046 s'ām	s'ām \ jàkál	bàʃ
blow, he blows -- nɜfa	007 'ʃɪʃɪ	fɪjafɪ?	pi:r
bone -- at'ɪnt	044 sɪ?	sɪ?	si?
bow, cf. arrow -- k'ɜst	250 p <sup>h</sup> i:s	fi:s \ phi:s	-
breast -- t'ut	028 sūp'	sup'	kó:
bridge -- dɪldɪʃ	230 k <sup>w</sup> āns'	k <sup>w</sup> ans'	-
brother -- wɜndɪm	120 wōr'k <sup>w</sup> ām	wərkwám	kâ:m
brown -- bun:am:a	246 'būnɪ	k <sup>w</sup> ɑ:mbak <sup>w</sup> ambá?	-
buffalo -- goʃ	171 k <sup>w</sup> ās	k <sup>w</sup> As'	g <sup>w</sup> as
burn, it burns -- tɜk'at':ɜlɜ	200 ʃā?	məʃá?	ʃɑ:r
bush -- k'ut':k <sup>w</sup> at'o	048 k'ūm'bábā	fɪ ʔɔŋgól	-
buttocks -- k'it'	033 pōā'ʃɪʃ	fɔʃi:ʃ	p'ɛ:n
buy, he buys -- gɜz:a	217 'mā:t <sup>h</sup> ul	má:tòl	ʃòin\ʃ <sup>w</sup> in
canoe -- dɜɜlba	229 mā:ɖi'jā	fembel	-
cat -- dɪm:ɜt	174 ʔāndū'ré?	anára?	búr:á
chicken -- doro	151 wā:ŋá	wa:ŋa?	wā:gā?
chief -- ʃum, alɜk'a	126 k <sup>h</sup> ul	sítezelí:zi?	kūi
child -- lɪdɜ	119 wār	man	ʃ <sup>w</sup> ɑ:n\ʃ <sup>w</sup> ɑ:r
chin -- agɜtʃ'	017 gɪ'gɪ:ʃɪ?	gigi:ʃɪ	gɪ:ʃɪt'á
claw -- t'ɪfɪr	153 k'ōmp'	ʔ	-
clay -- ʃɜk'la	211 'ʔū:nɟɪbèt	t <sup>w</sup> ā:t'á? [see mud]	see mud
clothing -- lɪbs	296 'ʔɜ:lò	ɔ:lò	búlɛn
cloud -- dɜm:ɜna	222 'ʔū:gū	ù:kú	tí:hó?
cold, adjective -- k'ɜzk'az:a	202a 233 s'ōʃ \ s'ōp <sup>h</sup>	[see below]	-
cold, of air, weather -- bɪrd	202b sū:f	[see above]	-
come, it comes -- mɜt'a	180 māhɔjō	māhɔjō?	hàór
cook, she cooks the food -- abɜs:ɜlɜ	081 mājūnāʔis	maʔis:	-
cough, he coughs -- salɜ	088 'kūkùt	'kúgùt	k'útɛr
count, he c. the bananas -- k <sup>w</sup> 'ot':ɜrɜ	184 s <sup>w</sup> ā'gāl \ s <sup>w</sup> ā'gān	sòkán	sòkín
cow -- lam	148 'ʔi:mí	i:ni?	bí:p
crocodile -- azo	169 'sɪ:zɪ	sɪ:zɪ?	ʃí:zɪ?
crooked -- t'ɜmama	262 p'ɛŋgɛlɛp'ɛŋgɛl	k'ɔmbɪlɔk'ɔmbɔ	-
cup -- kub:aj:a	084 kō'bájā	kòŋɔzò	kub:aja
cut, he cuts the meat -- k'or:ɜt'ɜ	074 'k'ɔbó	məkut	kɪts'in
dance, he dances -- tʃ'ɜf:ɜrɜ	010 mānpá	p'a:p'a	la:kɛí
dew -- t'eza	227 kɪt <sup>h</sup>	sul [see water]	-
die, he dies -- motɜ	093 s'ɪ?	mə[t]s'i:	wū:r
dig, he digs -- k <sup>w</sup> 'of:ɜrɜ	062 k'āʃá	ʃɑ:ʃa?	[kɔ:t]
dirty, of clothing -- k'ɔʃaʃa	299 'ʃòàlà	ʔú:nzò?	k'òlɪr\gòlɪr
dog -- wɪʃ:a	176 'k <sup>h</sup> á:ná	ká:ná?	k'ao
donkey -- ahɪj:a	149 'kū:rù	kú:rù?	hár:ɛ

door, cf. also gate -- bɜr:	189 t <sup>h</sup> ūt <sup>h</sup> ū:mbō	t'tumbu	t'ít'ó:mò
down -- wɜdɜ tɜtʃ.	284 ʔí'jàs	í:zkò	° k'òmòk'á:zè
drink, he drinks -- t'ɜt':a	083 tōbè'tōb	mətɔb	í:φēr
drum -- k'ɜbɜro	011 'bāmbà	bá:mba	bul
dry, of clothing -- dɜrk'	298 k <sup>h</sup> ūs	à kús	kūsínà
dull -- dɜnɜz	249 ʃìàpāŋ	abəs'i:ʃá?	-
dust -- aw:ara	213 būr'bút <sup>h</sup>	burbot'	p[']ùlèní
ear -- dʒoro	004 s'ɛʔ'	[t]s'ɛʔ	s'eʔ
earth, ground -- mɜret	209 'k'ɛŋɛs	jas:	k'á:zà
eat, he eats -- bɜl:a	082 'ʃā:ʃà	maʃá?	ʃá:r
egg -- ɪnk'ulal	078 sɪmpʔ	sɪmpʔ	-
eight -- sɪm:ɪnt	103 kōbɔ't <sup>w</sup> àsɪn	kub[a]t <sup>w</sup> a:sɪn	kà:nàdɪʃ
elbow -- kɪrn	035 dū'dúmbít	zi:bɪd:	k'ólɔ
empty -- bado	302 ʔā'φáŋ	dí:gī?	mí:dír
enter, he enters the house -- gɜb:a	191 'mākɪs	məhóʒò?	ò[:]tín
exit, he exits the house -- wɜt':a	192 'māʒi	məʒ:iʔ	pòtír
eye -- a'ɪn	022 zɪ:	zi: [see fruit]	ʔí
eyebrow -- ʃɪfɜʃɪft	021 'bāgzíʔ'	bak: bæk:əzi	díʒɛ:
fall, he falls down -- wɜd:ɜk'ɜ	092 pɪʔ	fɪjæ:fi	k <sup>w</sup> í:r
farm, field -- ɪʃa	057 'k <sup>w</sup> ālà	k <sup>w</sup> a:lá?	k <sup>w</sup> á:lā
fat, grease -- mora	077 'mórɔ	daʔ	jén
father -- ab:at.	115 'bābà?	ba:bá?	baʔ
fear -- fɪrhat	170 'k <sup>w</sup> ā:k <sup>h</sup> à	k <sup>w</sup> ā:ká?	kò:gér
feather -- laba	155 bā'k <sup>w</sup> á:ŋá	ɪrbít	[buʃ]
fence -- at'ɪr	318 dālàs	u:lɔ?	há'ʃà?
few -- t'ɪk'it	282 'wɜrkɪn	Λ wórɪn	ás'ɔ
fight, he fights -- tɜwag:a	256 mǎ'sóʔ'	mənsóʔ	tóm
finger nail -- t'ɪfɪr	041 k'ūmp	k'ump	s'ikíl
fire -- ɪsat	199 ānt <sup>h</sup>	ʔant'	-
fish -- asa	162 wās	wəs'	wèz
fishnet -- ʒasa mɜrɜb	162 'ʃɪnwàs	gólɔ?	-
five -- am:ɪst	100 'k <sup>h</sup> ū:mùt	ku:mút'	bòs'ín
flower -- aβɜβa	069 'hɪnzɪ	hɪnzí?	di:ʃɪr
fly, insect -- zɪmb	139 'kó:nzɔ	kɔ:nzɔ?	-
fly, it flies -- bɜr:a	156 fāl \ p <sup>h</sup> āl	fálɪfɪl	peje:per
fool -- moʒ:	095 'dōfó \ 'dōvó	mɔ:ŋó?	-
foot -- ɪgɪr	036 sōnt <sup>h</sup>	sɔŋk'	ʃò:g
forearm -- kɪnd	040 'sɪbít	k <sup>w</sup> a:fa? see shoulder	see hand
forehead -- gɪmbar	003tōá?	tōaʔ	tōʔá
four -- arət:	099 'bē:sɪn	bi:s'ín	dòʒón
frog -- ɪnk'urarit	165 k <sup>w</sup> ādí'k <sup>w</sup> ā:dà	k <sup>w</sup> a:ta?	-
fruit -- fre	070 'mōŋʃɪʃāt <sup>h</sup> ād'gəbɪ	ziʔ	yà:món
full -- mulu	303 'ʔi:fi	à í:fi?	ʃēmín
fur -- ʒawre s'ɜgur	130 bāk <sup>h</sup>	bak tátʃùʃù	-
garbage -- k'ɔʃaʃa	300 'ʔū:nzū	ʔú:nzù?	-
gate, cf. also door -- bɜr	319 t <sup>h</sup> ūt <sup>h</sup> ū:mbō	t'ú:mbōʔ	t'ét'òmò
give, he gives it to me -- sɜt':ɜ	076 kāp	matí	k[ɪ]ʒər

go -- hedə	320b māhóʔ	jār	
goat -- fɨj:ɜl	146 njā	nʰa \ ɲa	mēʰ
God -- ɨgziʰabher	127 ʔōjɨ:rē	[i]je:rəʔ	kúmɨf
gold -- wərkʰ, wɔrkʰ	214 ʰā:nzà	a:nsáʔ	ʔà:nzà
good -- tʰru	258 tʰulēʰtʰul	ànō:kóʔ	bōli[nà]
gourd -- kʰɨl	085 ʰkʰi:fɨ	àsám	tōl
grass -- sar	066 ʰfūfúʔʰ	mɔ:sɔ	fò:ʔi
grave -- məkʰabɨr	094 kʰubʰdɨfi	kʰuφdi:li	kúbɨdi
green -- arɜngʷade	244 ʰsʰi:fi	sʰiləsʰi:liʔ	zɨ:nə
guts -- jɜhod ɨkʰa	031 sʷōāʰgàb	sɔ:kɔp	ya:n ki:mi
hair of head -- sʰɜgur	001 ʰbākʰúp	bak kʰub	ʔi:r
hand -- ɨdʒ:	039 bɨt	bɨtʰ	kʰòlɔ
hard -- tʰɜnkara	279 pʰiʔ	á pʰi:ʔ	° pʰir sɛnāŋ gɨs:à
harvest, noun -- məhɜr	059 hɔf	hòʃàhóʃ	jētéʔ
he -- ɨrsu	310 hā:nɨ	hal	hār
head -- ras	002 kʰup	kʰub	kʰup
hear; he, it hears -- sɜm:a	005 kʰēbēʰkʰēb	mɛŋkʰéʃ	sɨgɨ:
heart -- ɨb:	045 tʷōānʰgás	ɨŋʰgɨʔ	dù
heavy -- kɜb:ad	269 ʔāsɨl	àsɨ:l	ɨdɨ:nà
here -- ɨz:ɨh, ɨz:ɨx	293 ʰɨnè	ínè	ʔámū
hide, he hides the egg -- dɜb:ɜkʰʰ	079 ʰnɨ:nɨ	nɨja:ʰniʔ	ludér
hit, he hits the donkey -- mət:a	150 ʃābāʰʃáb	məʃapʰ	ʃébér
hoe -- doma	061 ʰgāʃà	ga:ʃa:	gà:ʃʔ
hold, he h. the bananas -- jazɜ	186 sɨʰtʰàlsɨtʰh	másʰsɨt	kʰjétér
honey -- mar	145 tām	tam	dà:m
honeybee -- nɨb	143 ʰkōmtām	kōmtām	° kòmándà:m
horn -- kʰɜnd	147 kʷāp	kʷapʰ	kɨ
hot, of water -- mukʰ	201, 234 pəʃ	[see below]	-
house -- bet	188 sʷāl	sʷal:	gùbɨʔ
how?-- ɨndet, ɨnde	294 nāʰzágōdā	gímékʰjà	ʔákɨnɨ:
hundred -- mətɔ	107 [t]sʰɨzɨtʰkú:zɨ	sʰi:sɨtkumufʰ	tēlbébusʰ
hungry, he is hungry -- rabɜw	080 ʰmā:ŋà	má:ŋámà:ŋà	tʷáj[ér]
hunt, he hunts -- ad:ɜnɜ	132 sɨtsɨʰálá	èrènáʔèrèn	mà:táʔ
hunter -- adap	131 sɨtʰʃáp	sɨt ʃám:ùn	-
hyena -- dʒɨb	175 ʰgú:ŋū	gú:mɔʔ	° kʰəz: mə:ná
I -- ɨne	308 gāʔʰ	gaʔ	ʔáʰ
jump, he jumps -- zɜl:ɜlɜ	316 māʰbòkʰ	bokʰá:bòkʰ	bòlɨr\βòlɨr
kill, the snake kills the rat -- gɜd:ɜlɜ	160 kʰɔʃ	màkɔʃ	kʰɔʃér
knee -- gulbət	034 dūʰgúl	dugúl	ʃé:lɨn
knife -- bil:awa	247 ʰʃi:ɡɨ	ʃi:ɡɨʔ	sékɨn [ar.]
know -- aw:ɜkʰʰ	320c ʰmā:lʃɨ	má:ʔālàʔ	ʔērɨʔ
lake -- haʰkʰ, kure	235 ʔɨjākūʰkʷàmà	nóŋùl	ʔi:[n]sʰónà
laugh, he laughs -- sakʰʰ	086 māʰθíl \ māʰsíl	sʰiləsʰíl	-
leaf -- kʰɨtʰɜl	054 sʰēʰāʰgəs	jəkʰásʰ	tsʰé:sā
left, left side -- gra	275 gʷāʰfi	gʷélɨʔ	gōlɨ
leopard -- nəbɨr	173 zēlʰhŋ	zé:lèʔ	ʃɨ:n
lie, he lies down -- tɜgad:ɜmɜ	305 tʰēŋʰkʰupʰ	te:ŋgatɛŋ	ɨʃɨr

light, not heavy -- kɛb:ad jalhonə-	270 ʃā:ŋā	à ʃɛŋɛl	áts'ū?à
lightning -- mɛbrɛk'	225 sɔ?	ʃi: jín[t]s'	ʃu:
lip -- kɛnfɛr	012 'k'ɛt'wà	k'ɛ:kɛt'wα	k'ɛ:[n]ta
listen, cf. also hear -- sɛm:a	177 k'ɛbɛ'k'ɛb	mɔŋkɛf	s'igin
liver -- gub:ɛt	047 tū'tó	tító	títò
long -- rɛdʒ:im	263 t <sup>h</sup> ū?	towɔtu	tūlírà
louse -- k'ɪmal	136 s'wɔnzò	[t]s'ɔ:nzɔ?	-
machete, cf. knife -- matʃ'ɛd	060 bŭtā'bùtò	mágàd	há:mtò
maize -- bɛk':ol:o	064 sāmún	sàmún	ká:má
make, he makes a stool -- sɛr:a	194 gí?'	gíjɛgí?	bǐʃír
man -- sɛ <sup>w</sup>	108 sɪ:t <sup>h</sup>	sít	gíbɛ?
many -- bɪzu	281 'hā:ndákō	ha:tákkò	s'wà:n
market -- gɛbɛja	219 gō'bán	gàbàjá	gà:bí
marry, the man m. the woman-- agɛb:a	111 māk <sup>h</sup> āp	mɔkɔf	bo:kɛr
meat -- sɪga	073 sŭm	sum	ʃù:m
money -- gɛnzɛb	216 'sā:nzā	sà:nzɔ?	gǐzɔ?
monkey -- zɪndʒɛro	172 't <sup>h</sup> i:ní	kî:mi?	tàwò
moon -- tʃ'ɛrɛk'a	238 's'ɛwàn	s'ɛwàn	pá'
mother -- ɪn:at	117 ʔí'ní	iní?	ma?
mountain -- tɛrara	220 kō?'	ko?	dɛ
mouth -- af	006 t'òá'	t'oa?	t'a?
mud -- tʃ'ɪk'a	210 't <sup>w</sup> ā:t'ā	t <sup>w</sup> ā:t'á?	see mud
name -- sɪm	128 sɔnt'	sɔŋk'	tɪzɔ:gà?
narrow -- t'ɛb:ab	260 'wɛrkɪn	t'u:zát'ú:zò?	-
navel -- ɪmbɪrt	030 kɔʃóm	kɔʃɔm	k'ù:mu?
neck, nape of neck -- angɛt	026 p'ɪl	kɔʃ [front] \ pɪl [back]	ba
nest -- jɛwɛf godʒ:o	157 s <sup>w</sup> ā'l'bít <sup>h</sup>	sɔlbít <sup>h</sup>	gǔ:bídíwù
new -- ad:is	272 dǐdǐʃ	dí:dǐʃ	-
night -- mata	237 'ʔānzùgùn	kal: gɔʃú:nu?	s'ɛ:ní
nine -- zɛt'ɛr:	104 kō'b:ɛ:sɪn	kub[ɔ]bɪ:sɔn	ká:ndògòn
no, none -- a'ɔdɛl:ɛm, jɛl:ɛm	278 ʔā'fáŋ	ʔàfáŋ \ ʔáfáŋ	-
none, there isn't -- andɪm\jɛl:ɛm	274 t <sup>w</sup> ā'á'sɛnɛfāŋ	mōnɛs:ɛ:n àfā:n	gǐʃɛ: mǐdɛn
nose -- afɪntʃ'a	019 ʃɔʃ	ʃɔŋʃ	ʃō?
old, not new -- aroge	271 mǎ'kɔʃ	kó:zò?	-
one -- and	096 ʔā'sɛn \ ʔāsɛl	sɛ:nɛ	dɛ?
other -- lela	320d ʔāqá:sā	sǐwá:sò?	ʔāt:ání
path, cf. way -- jɛɪŋɪ mɛngɛd	187 'á:ŋā'hɔngɪsɔnt <sup>h</sup>	á:ŋ[à]sɔŋk'	kómà?
pig -- asama	133 wāb \ wāp	wāp'	wàp
plant, he plants the seed -- tɛk:ɛlɛ	063 ʔāʃàʃ	ʔaʃaʔàʃ	dù:mér
pot -- ɪnsɪrə	198 p <sup>h</sup> á:lá \ fá:lá	ʔā:lá	k'ò:ŋɔ
pour, he pours water -- k'ɛ:ɔa	301 'k'ūíjá	sú:lāsòl	-
pull, he pulls -- sabɛ	315 ʃū'ɛlʃū	ʃuwa:ʃu?	-
push, he pushes -- gɛf:a	314 tūʃā'l'tùʃ	tòʃátòʃ	tòʃír
rain -- zinab	223 jɪns'	jins' \ ʃu?	ʔɔ:
rainbow -- k'ɛstɛ dɛm:ɛna	224 ʃɛ'wɪn	ʃɛ: wɛn	-
rat -- a'ɪt'	159 s'ɪ?	s'ɪ?	kàlɛwòndí
red -- k'ɛj:	243 k'āʃ	k'áʃɔk'áʃ	p'ɛ:lí[nà]

rest, he rests -- ar:ɜfɜ	123 mān'ʃiʒi	ʃi:nʃeʃi:nʃi	-
right, right side -- k'ɜp:	276 'k'ā:nà	k'ā:ná?	k'a:nā
ripe -- jɜbɜs:ɜlɜ	071 mā'ʒis	məʒis:	ʃʃin
river -- wɜnz	228 ʒiʒēgɔʃɜ	sul	ʒi:
road, cf. also path -- mɜngɜd	317 'ʒā:ηà	á:ηgā?	kómà
root -- sɜr-	053 s'āns'	s'ans'	k'á:zā?
rope -- gɜmɜd	055 'ʃūngùl	ʃú:dul	ʃwí
rotten -- jɜbɜsɜb:ɜsɜ	072 mā'bèlèš	məkíʃ	kíʃin
run, he runs -- rot'ɜ	122 gūs	gusógus	pájér
saliva -- mɜrak'	015 'tāgāl	takál [see tongue]	dú:zit'á?á
salt -- tʃ'ɜw	197 t'āʃ	t'āʃ	t'a:ʃ
sand -- aʃɜwa	212 'wāηās	fɜlfɜs	see mud
sandals -- jɜnɜt'ɜla tʃ'am:a	037 pāk <sup>h</sup>	fɜk	pa:
say, he says -- alɜ	116 sīā'zi	mátàr	se:r
scorpion -- gint'	161 t'wāηgēt <sup>w</sup> àηk	t'asi:ʔ	ɔàdɔ:gi
scratch, he scr. himself -- ak:ɜkɜ	320e k'ūs	k'unsá:k'uns	wɜs'énàr
see, he sees -- aʒ:ɜ	023 'mánʃiʒ	mónʃi	jèlír
seed -- zɜr	058 'jā'jǐ	ziʒiʔ	já:món
sell, he sells -- ʃɜt'ɜ	218 dū'lálthūl	má:tijá àkáf sít	ʃúér\ʃwér
seven -- sɜbat:	102 kōbɔ'sià	kubasij:aʔ	kà:nàsʊ?
sew, he sews -- sɜf:a	168 ʒūsà'ʒūs	maʒús	-
sharp, sharp edge -- sɜlɜt	248 'mē:ʃē	ʃa:ʃaʔ	-
shield -- mɜkɜlɜkɜja, gafa	254 kēp	kɜf \ kɜφ	-
short -- atʃ'ɜr	264 gūt <sup>h</sup>	gutʌgut	gu:tí:rà
shoulder -- tɜkɜʃ:a	027 'kōgɔʔ	k'w:a:faʔ	ko:p'
sick, he is sick -- tam:ɜmɜ	091 'hū:nù	hú:nəhúnu	má:rđijó
silver -- bɜr:	215 kō'ʃólé	sà:nzáʔ	bɜr:
sing, he sings -- zɜm:ɜrɜ	009 jǐjǐ	jajjǐʔ	ʃwər
sister -- ɪhɪt	124 'p'ɔsɔp	wərk'w:a:mənaʔ	pá:kán
sit, he sits -- tɜk'ɜm:ɜt'ɜ	195 zāl	zəlólzəl	sə̀kɔr\sòkír
six -- sɪd:ɪst	101 'kōbāsín	kubasé:n[i]	kà:nagìdè
skin -- k'ɔda	042 'gōηgó	gō:ηgɔʔ	wà:láʔ
sky -- sɜma' <sup>i</sup>	236 wūs	wus:	k'ómíʃ
sleep, he sleeps -- tɜp:a	307 ʒi:ʃ	móʒiʃ	ʃʃir
small -- tɪn:ɪʃ	266 wór'kí:mí	ʌwɜrkín	[h]ás'ɔ:
smell, she smells the flower -- aʃɜt:ɜtɜ	020 'ʃi:ngǐ	k'āké	ʃēi
smoke, of fire -- tʃ'is	204 sǐηk'	sǐηk'	-
smooth, cf. soft -- lɜslas:a	208 ʒiη'gǐʃ	k'átà:k'át	ŋi:zín
snake -- ɪbab	158 'b'wā:ʃà	b'w:a:ʃaʔ	dā:ʃúʔ
sneeze, he sneezes -- anɜt'ɜsɜ	090 hā'dǐʃ	hát'ɪʃ	-
soft -- lɜslas:a	280 ʒāl'qát'	à k'á:t	° k'ātén gīs:à
spear -- t'or	252 ʃin	ʃin	ʃin
spider -- ʃɜrɜrit	140 ʃiʃándá'lāʃà	sógilǐjà:ʃàʔ	kòtíʃi:
spit, he spits -- tɜf:a	089 'tūtāgāl	towa'tʊʔ [ʔ]	tef:a
stand, he stands -- k'omɜ	196 kōl	zugézu:guʔ	dòʃir
star -- kokɜb	239 'bǐzèn	bǐ:zél	-
steal, he steals the meat -- sɜr:ɜk'ɜ	075 'kóbóʃ	kɔ:bóʃ	ŋi:dír

stick -- bət:ɪr	206 'dū:lū	dú:lú?	sá
stone -- dɪŋga <sup>i</sup>	207 'p'ɪdɪl	p'í:ðɪt	ð:ʃ
stool -- bɑrc'um:a	193 'kó:ŋò	kóŋó	-
straight -- bək'ət':ɪta	261 ?à'dɪl	z'á:r:z'á:rɑ?	k'òpādé
sun -- s'əha <sup>i</sup> , t'əha <sup>i</sup>	240 'k'hā:lā	ká:lá?	té
sweat -- lab	016 'jágāl	s'em [blood]	zətít
sweep, she sw. the house -- t'ɜr:ɜgɜ	190 'ké:lé	ke:lákè:lè?	gù:ʃé?
swim, it swims -- wɑp:ɜ	163 kōl'ó'mīā	fáŋka:fáŋk	-
tail -- dɜɪrat	134 ?ō:ŋō	?ō:ŋō	-
take, he t. the bananas -- wɜs:ɜdɜ	185 mā'k'hāp	màkáf	kí:jèr
teach, he t. the child -- astɜmarɜ	125 'gōr:à	do:zado:zo?	-
tear, of eye -- ɪnba, ɪmba	025 'mōnzí	mɔnzɪ	ĩ:íʔi
ten -- as:ɪr	105 'kū:zì	ku:zi:ja	k'òʃk'òlò
termite -- mɪst'	141 'kōm'gèl	k'óŋ gèl	kē
termite hill-- jɜmɪst' bet	142 '?ūndūlú	?ōndólú	k'úpke
that -- ja	286 '?ōnĩ	wí:ʃɛn	wònífɪ:
they -- ɪn:ɜrsu	313 ?ōm	màjá:nē	hó:mēr
thick -- wɜfram	267 'fɪ:ndí	al fɪ:ndí?	see big
thigh -- tʃ'ɪn, tafa	038 pɪ'ánzā	dí'a:ʃɑ?	ʃó:k'ɪnt'a:
thin -- k'ətʃ'ɪn	268 'zɪ:nzì	az zi:nzi	see small
think, he thinks -- as:ɜbɜ	109 gōm	gɔmá:gɔm	-
this -- jɪh, jix	285 ?ū'wè	ánĩ	wònígā
thorn -- ʃok, ʃoh	049 'k'hāŋā	ká:ŋà \ ku:tó	kà:ŋá
thread -- kɪr:	166 dūʃ	duʃ	duʃ
three -- sost	098 't'wāsán	't'wāsén	đɪʃɪn
throw, he thr. the spear -- wɜrɜw:ɜrɜ	253 p'hɪt <sup>h</sup>	jí:bèjíp	lūdír
thunder -- nɜg'odg'wad	226 hārət <sup>h</sup>	kint'	ʃu:
tie, he ties the thread -- tas:ɜrɜ	167 t'ūʃāt'ū:ʃ	manaltuʃ	-
tobacco -- tɪmbaho	065 tūmbú	tómát	tòmà?
tongue -- mɪlas	014 tā'gāl	takál	le:t'
tooth -- t'ɪrs	013 ʃɪ?	ʃi:?	ʃe'í[t]
tree -- zaf	050 'sóālá	s'w:a:lá?	sá
twenty -- haja	106 jɪsè'sɪn	ji:sase:n	tèlbègídé?
two -- hulɜt:	097 'síjá	sí:ja?	su?
up -- wɜdɜ la <sup>i</sup>	283 ʔí'wús	duʃíka	° k'ūmémíʃ [kà:te]
vomit, he vomits -- astaw:ɜkɜ	087 pāgās \ fāgās	fa'gas'	kòínār
walk, he walks -- bɜɪgɪr hedɜ	121 sōndí'ās	wa:grɜɔŋg	já:r gíʃò:k
want, he wants bananas -- fɜl:ɜgɜ	183 ʃəmàb'ʃəm	ʃamà:ʃam	k'w'á:lír
war -- t'orɪn:ɜt	255 gābā'ʃɪn	ʃɪn	tóm
warm, cf. hot -- muk'	320f t'ōʃ	à t'óʃ	bèts'ɪ:nà
water -- wɪha, woha	231 ʔíjá?	ĩjá?	[ma:] ʔi:
we, exclusive -- ɪp:a	311 mā?	mɪ:ni	?á:mòn
wedding -- sɜrg	112 p'ā	p'a?	wà:ʃ
weed, the weed -- arɜm	068 sɪzè'sɪzì	sì:zì?	kó:tír
weep, he weeps -- alɜk':ɜsɜ	024 'gūākù	kóaku?	kɔ:r
well, of water -- mɪntʃ'	032 tō:ŋō	mūmú?	-
wet, of clothing -- ɪr:t'ɪb	297 kíʃ	kíʃekíʃ	kíʃɪnà

what? -- mɪn	289 ʔōgū'dí	bíjàté	ði:ní:
when? -- mɪtʃe	290 g'íásbín	g'íjàsbí	há'w:rèní:
where? -- jet	292 hò'gājà	íjà	ʔāmē:ní
whistle, he whistles -- af <sup>w</sup> atʃ'ɜ	008 sū:t <sup>h</sup>	su:tasót <sup>h</sup>	b'antēi
white -- nɪtʃ':	241 'sē:rē	serAsé:re	p'ā:tánà
who? -- man	287 bī	kára	àré:mīnī
whose? -- jɜman	288 ʔòkárá	áw kára	-
why? -- lɜmɪn	295 'k'áfɪ	à k'áfɪ	débē'ídā
wide -- sɜfi	259 fāl \ p <sup>h</sup> āl	faláfāl \ φλλφλ	-
wife, cf. also woman -- mist	114 kíkì'à'dánā	sides <sup>w</sup> al	waser
wind -- nɪfas	221 k <sup>h</sup> ās	kas:	βólàní
wing -- kɪnf	154 pīr'pít	bakʔ	ko:φ
woman, cf. also wife -- set	110 kíkì'àdà	kik'á:ta	wà:ʃ
worm -- tɪl	138 'bú:lú	bu:lúʔ	-
yawn, he yawns -- az:ag:a	306 pāŋgā'háwá	ha:waháwa	-
yellow -- bɪtʃ'a	245 'kā:ʃā	ka:ʃakaʃáʔ	-
yes -- awo, awon	277 'nō:gō	nó:kòʔ	jē:ʔí
yesterday -- tɪnant, tɪnantɪn:a	291 ʔā'k <sup>h</sup> ámā	ák:á:mà	gèkí:n
you, pl.	312 -	-	nōmná
you, sg, m -- antɜ	309 ʔík <sup>h</sup>	ík <sup>h</sup> \ pl. ʔúm:àjâ:jē	ʔàrnī

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