

# **Karkar – Yuri Grammar: Prominence**

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KARKAR - YURI GRAMMAR

PROMINENCE:

ABBREVIATIONS:

A	Actor or Agent
ALT	Alternate
BETW	Between
COND	Condition
CONSEQ	Consequence
DES	Desiderative Mood
DEST	Destination
D F	Dual Focus
EXCL	Exclusive
F	Focus
FU	Future
G ACT	Goal of the Action
IM-FU	Immediate Future
IM VIC	Immediate vicinity
IMP	Imperative Mood
IND	Indicative Mood
INSTR	Instrument
NEC	Necessative Mood
PAT	Patient
POSS	Possession
PR COMPL	Prior Completed Action
pl	plural
REAS	Reason
REF	Referent
RES	Result
S	singular
S ACT	Source of the Action
SEQ	Sequence
SIM	Simultaneous
SP REF	Speech Referent
SPEC	Specific
S F	Single Focus
SW POS	Switch Position
SW REF	Switch Referent
TM SPAN	Time Span
TOP	Topic
TOP LOC	Topic Location
TRANSF	Transfer

PROMINENCE in the KARKAR - YURI LANGUAGE:

INTRODUCTION:

In considering the matter of prominence it is necessary to look at the terms THEME, FOCUS and TOPIC. The following quote is taken from notes given on DISCOURSE TERMINOLOGY by Bob Litteral at a Higher Level Grammar Workshop:-

"THEME is what we are talking about, TOPIC is the grammatical realisation of the theme. Themes may be Global, in which case they are introduced as new then traced or maintained throughout the text as given information, or Local in that they are reintroduced as focal by some type of topicalisation procedure. So focussing realises a theme as a grammatical topic."

ILLUSTRATIONS of

GLOBAL and LOCAL THEME:

I propose to take three texts:-

A Descriptive - A Visit to Yonki Power Station,

B Procedural - How to Grow Chilli Peppers,

C Legend Narrative - The Man Who Built the Place of the Dead,

and from them illustrate:-

- 1 (a) The introduction of the Global Theme involving  
Temporal and Locational Settings,  
Introduction of Main Participants and

- (b) The introduction of the Local Theme

2. The types of grammatical structures that occur in these paragraphs which include Focal elements that give an indication of the speakers attitude towards the components of the sentence.

3. Indications of marked Local Topic.

4. The constructional features that imply Emphatic Focus  
*structural*

# A A VISIT TO YONKI POWER STATION

by KUPAENAO

<u>Yino</u>	<u>Sarere</u>	<u>fek</u>	<u>má-ma</u>	<u>fek</u>	<u>Ukarumpa</u>	<u>me-nomp</u>
we	Saturday	at	this-that	to/at	"	in-from.this

Yonki    Pawa    Tesin    'né-nke    mwa'    ri-a,    kar,    yámar    sérakok    ke

"       Power   Station   down.   -look DES SP     car           sun   9(oclock) time

to.this                  REF PR COMPL

<u>no -nko</u>	<u>kar</u>	<u>sámp -e -a</u>	<u>tu.....kup</u>	<u>yak</u>	<u>ré,</u>	<u>am</u>
SW REF	car	take-F -PR COMPL	go pl A	go.en <sup>into</sup>	SEQ	that

Pawa Nap      to-pok.

Power House up.to

TOP LOC -go.up

'On Saturday we went from in here at Ukarumpa to that Yonki Power Station after we had (said) that we wanted to look down to this (water race) <sup>when we look</sup> and the car ~~took us~~ at nine oclock we went on and came up to that Power House.'

1 (a) GLOBAL THEME: This is stated in the title and expanded in the opening paragraph. The aim is to describe the trip to look at Yonki Power Station.

**TEMPORAL SETTING:**

Sarere fek 'on Saturday' This is the GENERAL TIME of the EVENT, which is the visit which covered one day in time.

yámar      sérakok    ke    no -nko  
sun         9(o'clock) this. when.it -other  
                time        (sun)

'when the sun had come to 9 (oclock)

This is the SPECIFIC TIME setting which is FOCAL for the LOCAL THEMATIC ACTION of getting to the POWER HOUSE.

**LOCATIONAL SETTING:**

<u>má-ma</u>	<u>fek</u>	<u>Ukarumpa</u>	<u>me-nomp</u>	<u>Yonki</u>	<u>Pawa Tesin</u>
this+that	to/at	"	into.	"	Power Station
			that-from.this		

(went) 'from at that place Ukarumpa into this place Yonki Power Station'

má-ma      fek    ' (go) from that (old TOPIC LOCATION) to this (new TOPIC LOCATION) '

This indicates a SWITCH in LOCATION which is DESTINATION FOCUSED.

[illegible]

Introduction of Main Participants:Yino 'we'

This personal pronoun (SOURCE of the ACTION form) introduces the INTERNAL PARTICIPANTS who make the visit as a group but also includes the EXTERNAL PARTICIPANT, Kupaenao, the narrator. The concept of the narrator being the No 1 participant is evidenced by the use of the REFERENTIAL DEMONSTRATIVES am and ma in reference to INTERNAL participants, these demonstratives being the root forms of the SECOND and THIRD PERSON PERSONAL PRONOUNS,

<u>am</u> -- o	'you s'	'this one SOURCE of the ACTION'
<u>ma</u> -o	'he, she, it'	'that one " " " " '
S ACT		

## (b) Introduction of the Local Theme:

<u>tu....kup</u>	<u>yak</u>	<u>ré</u>	.....	<u>to -pok.</u>
go.on.on	go.into	SEQ		up.to.
pl As				TOP LOC-go.up

' we went on and on and went up to that (Power~~s~~ Station)

The first step in the visit was the journey to the Power Station. This is the first Thematic Action by the main participants.

## 2. Types of Grammatical structures including Focal elements:

NOMINAL PHRASES;TEMPORAL:

Sarere fek 'on Saturday'

The BASIC meaning of this phrase is 'go into contact with Saturday'  
This indicates the arrival at a temporal DESTINATION.

LOCATIONAL:

ma -ma fek 'go-into-contact from that to this'

This is a DESTINATION FOCUSSED SWITCH LOCATION PHRASE. It is also an AXIS - RELATOR phrase, fek being an ACTION to LOCATION RELATOR. (see RELATORS in the KARKAR - YURI LANGUAGE)

This phrase indicates that there is a SPACE TRANSFER ACTION involved and that the focal point in the ACTION is the DESTINATION - the Power Station.

<u>Ukarumpa</u>	<u>me -nomp</u>	<u>Yonki Pawa</u>	<u>Tesin</u>	' from Ukarumpa
"	into.that-from.this	"	"	to Yonki Power
				Station'

This is a DUAL FOCUSSED locational phrase indicating a switch from one focal point to another focal point, one point being the SOURCE PLACE and the other point being the DESTINATION PLACE.

am Pawa Nap (to -pok) 'that Power House'  
that Power House (go.up .to.TOP LOC)

This is a REFERENTIAL LOCATIONAL PHRASE indicating the SPECIFIC LOCATION that is in FOCUS.

yámar sérak -ok (ke no -nko) '(when) the sun (had come  
sun nine -up.to from in) up.to nine (oclock)'

This is a temporal expression involving a SPACE TRANSFER ACTION of the sun. When the sun arrived at the position in the sky associated with nine oclock, they set out on the visit. The phrase above is BASICALLY a DESTINATION FOCUSSED LOCATIONAL PHRASE.

#### VERBAL CONSTRUCTIONS:

'né -nke mwa' ri -a 'having (thought/said) that we  
down.to.this look DES pl PR COMPL wanted to look down at this'

INDIRECT  
SPEECH/THOUGHT ACT

This is an indirect speech or thought construction indicating that the action of going from Ukarumpa to Yonki was proceeded by the participants having thought, or more probably said, that they wanted to go and look at the water ra'e etc at the Power Station. The prefixed REFERENTIAL né- functions as a demonstrative pronoun indicating something that is in a position down from the observer. This type of focal unit is associated with the verb nke 'to look/see' and focusses on the GOAL of the ACTION.

In the Karkar-Yuri language Preposed units focus on Goal or Destination, Postposed units focus on Source.

The Indirect Speech EVENT above is also functioning in the NOTIONAL REALM as the REASON for the visit to Yonki. ri is a REASON - RESULT EVENT RELATOR, here linking the attitude of the participants -their desire to see- to the events that follow as a result of this desire.

ke    no -nko    'when it had come -the other'  
 come.    when, it (sun) other (we)  
 from.in

This is a RESPONSIVE EVENTS conjunctive construction containing the SWITCH REFERENCES device no -nko 'when this- the other' which consists of no- one of a set of CROSS REFERENTIALS associated with the preceding verb followed by -nko 'other' referencing the ACTOR/AGENT of the following EVENT.

The set of CROSS REFERENTIALS are as follows: =

na-    first person 'my.doing'  
ne-    dual persons 'their (2) doing'  
no-    second s and pl, first plural, third s and pl  
          'your.doing'       'our.doing'       'he,she,it, their (pl) doing'

When the sun had come into (the part of the sky that signified) nine oclock, the group of participants took the car and went.

This is the type of EVENT where the ACTION of one party triggers off the action of another.

In the mind of the narrator the first action-the sun reaching nine oclock -formed the GROUNDS for the RESPONSIVE action of the participants taking the car and going. This is a grammatical construction functioning in the NOTIONAL REALM revealing the narrator's attitude to the ACTIONS.

<u>sámp</u>	<u>-e</u>	<u>-a</u>	<u>tu....kup</u>	<u>yak</u>	<u>ré</u>	.....	<u>to -pok</u>
take	-F-PR	COMPL	go..go	go.into	SEQ		up.to
							TOP LOC -go.up

'having taken (the car) (we) went on and on and went up into that TOPIC LOCATION (the Power House)

This is a SPACE TRANSFER EVENT involving a PRIOR COMPLETED ACTION AXIS RELATOR       MEDIAL VERB PHRASE plus a FOLLOWING SEQUENTIAL MEDIAL VERB PHRASE plus a TOPICALISED FINAL VERB PHRASE. Each of these VERB PHRASES describes an ACTION in the SERIES which makes up the whole EVENT.

PRIOR COMPLETED ACTION:

sámp    -e    -a    'having taken from in'  
 take-from.in-PR COMPL

Components:    sámp    BASIC VERB FORM 'to take' (transitive)  
                   -e        SOURCE LOCATION FOCAL UNIT  
                   -a        PRIOR COMPLETED ACTION (in SERIES)  
                                 ACTION to ACTION order in TIME RELATOR.

The whole ACTION of which this VERB PHRASE is the NUCLEUS is as follows:-

(nko) (other S ACT cataphoric reference) kar sámp -e -a '(we) having taken the car from in (Ukarumpa)'. The SOURCE PLACE of this ACTION is the town of Ukarumpa and the focal unit -e refers to that location.

FOLLOWING SEQUENTIAL ACTION: 4

tu.....kup    yak    ré    '(we) go on and on and go towards'  
 go-go pl As    go.to    SEQ

Having taken the car they travel on towards the destination (Yonki)

This is a COMPOUND VERB PHRASE with a SEQUENTIAL ACTION to ACTION RELATOR.

The intonational factor represented by the dots lengthening out the verb implies an extended action.

In the verb form yak the y stands for e which represents a point in space which is the DESTINATION of the action, yak like fek and mek being a DESTINATION FOCUSSED verb.

FINAL VERB PHRASE:

to -pok    'go up to that TOPIC LOCATION'

The verb pok is a DESTINATION FOCUSSED DIRECTIONAL VERB and the prefix to- indicates that the DESTINATION is a TOPIC LOCATION up from the previous TOPIC LOCATION. This probably indicates that the destination is on a hill but may also mean that it is to the West of the SOURCE PLACE. (see Orientation in space- Referentials in the KARKAR - YURI language)  
 The prefix to- is a referente to the arrival at a new SCENE of the ACTION. (see 4. Local Topic)



### 3. Indications of marked Local Topic:

Built in (inherent) Topic Location focus in verbs:

Some Space Transfer verbs have a built in Topic Location unit (incorporating the BASIC TOPIC marking unit)

The verb tukup begins with this Topic unit and because it is initial in the word indicates that a Topic Location is in focus as the Destination, i.e it is Destination focussed. It is also the plural Actors form<sup>of</sup> the motion away from verb aokwap, and implies plural Actors are involved.

Topic marking prefix:

As already mentioned the final Verb Phrase to-pok has a Topic marking prefix to- which indicates a Topic Location as Destination.

Later in this paper I will discuss the varying forms of the Topic marker.

### Constructural features that imply Emphatic Focus:-

kar yámar sérak-ok ke no -nko, kar sámp -e -a.....  
car sun nine -at come.from car take-F-PR COMPL  
in when.it-other

'when it was nine oclock, having taken the car....'

kar 'car' is repeated for emphasis. It is the MEANS of their journey to the Power Station. Case Roles inject focus into discourse and where marked by repetition rather than by case markers they indicate Emphatic Focus.

The sámp (Basic Form) has a built in Entity as Patient or Instrument unit. It consists of the root s <sup>a</sup>carry/support with -ámp 'cause that to move one to the other'. p represents Caused Motion and the included m is a Patient or Instrument Entity Referent,

e.g Amo apae ankank sámp na -nap ne? 'What will you take for this?'  
you s what thing take FU s-your. concerning.this  
doing

Here the focus is on the Patient Entity in the exchange.

In the ACTION kar sámp -e -a 'having taken the car'  
the car is the Instrument or Means by which they are to travel.

This is in line with an Action like yao kar -ámp 'cut wood (with an  
wood cut-INSTR instrument'

FOCUS

The verb 'to cut' is kar which may or may not be used with the Focal  
Suffix

B PROCEDURAL Text:How to Grow Chili Peppers.

by Waruwa

Ono, Mande fek, kounnek aokwap -e -a  
 I Monday at morning.at go -F-PR COMPL  
 Didiman mek aokwap -e -a, ofis, Didiman ofis mek  
 Agricultural go -F-PR COMPL office  
 Station go.into. DPl Station office go.into.that  
 that  
 yoump -e -a, Filip -én --- arop e Filip Didiman --- sér ré ne  
 go.from Phillip-G ACT man name Phillip Dept. of Primary  
 this -F-PR COMPL Industries  
 Officer --- say SEQ  
 concerning this

"On-an rambo sáp -ae!"  
 me-G ACT chili give -IMP s  
 (to.me)

'On Monday in the morning I went from here and having gone from here went into the Agricultural Station and went from in this a(area) into the office of the Agricultural Officer whose name is Phillip and said to him, "Give me chili (seeds)!"

1. (a) Global Theme:

Announced in the Title 'How to grow chili peppers.'

Temporal Setting:

General Time Setting: Mande fek 'on Monday'

Specific Time of this Event: kounnek 'in the morning'  
 (Local Topic Time)

At the time of narration (some days later) it was necessary to state the day when the Events described began. After telling all that occurred at Green River where Waruwa had gone to get the seed and to learn how to plant them, he tells of what has occurred since he returned to the village and sets new times for these Events as follows:-

Paragraph 5:

Ae ré sér ri nomp -an, ono, yépéréman yupu yar  
 do.next SEQ say SP REF his. -Thought I yesterday wives two  
 doing Content  
 Ref  
érékép -é aokwap -e -a .....  
 tak -ing go -F-PR COMPL

'Thinking of what he had said there, yesterday I went from here taking my two wives.....'

The narration takes place in the middle of the planting process so the time reference is to the beginning of the process in the village. In paragraph six he goes on:-

nánkár      koumur -an   ono      aokwap -e -ak -a .....  
later.on      afternoon-at I      go : : -F-go.to-PR COMPL

'later on in the afternoon I, having gone from here along to there...'

He then describes the rest of the work yet to be done.

#### Locational Setting:

Didiman   mek      'go into that Dept. Farm Ind. Station'

The Action to Location Relator mek <sup>P</sup>implies movement into a Destination Area, the area of the Agriculture Station. This is the General vicinity of the of the Actions that occur at Green River.

ofis, Didiman   ofis mek      'go into that office of the D.P.L. Officer'

This indicates the Specific Location (Local Topic Location) where the first episode takes place.

#### Introduction of Participants:

External participant: Ono 'I' Waruwa, the narrator.

Internal participants: Waruwa and Phillip the Agriculture Officer.

#### (b) Introduction of Local Theme:

The first action in the realisation of the Theme is to secure the chili seeds to plant and this is brought about in the first paragraph by the use of the Speech Event "On-an rambo sáap -ae!" 'Give me chili (seeds)!' Speech Events are used to draw attention to the Local Topic as it advances the Theme.

#### 2. Grammatical Structures:

sér   ré   ne      'say then concerning this'

This Verb Phrase is made up of :-

sér      'to say/speak' This is the Basic Form of the verb and indicates a complete Speech Event.

ré is a SEQUENTIAL ACTION to ACTION RELATOR assigning this Action to a sequential relationship with the Prior Completed Action yoump -e -a 'having gone from this place' (into the Didiman Office) as a sequence say---

ne is an Event to Event Relator functioning in the Notional Realm with the meaning 'concerning this' This refers to the narrators desire to have chili seeds to plant. This is what he has in mind when he makes the speech

3. Indications of marked Topic:-

Repetition of ofis and Phillip's name indicate the Local topic Location -the office and the Local Topic Entity in focus at this time.

4. This is also a type of EMPHATIC FOCUS.

C LEGEND NARRATIVE:-

The Man who Built the place of the Dead. by Kákámae.

Onomp e te Kákámae. 'My name is Kákámae.'  
my name TOP "

Arop sumpwi nomp arop -ao -mp kákir -an  
man die his.doing man-SPEC-POSS legend -G ACT  
farákáp nae ri-a, sumpwi -a kwar mek younp -i -a  
tell DES s TRANSF die -PR COMPL ground go.in go.from-F-PR COMPL  
from.past  
-prior COMPL  
nomp kar -an arak -i omp.  
his.doing story-G ACT come.by.transfer-F <sup>our</sup> ~~its~~ past doing.

'My name is Kákámae.

I want to relate from the past the legend about a man who died, and  
(to tell) the story which <sup>we transfer</sup> ~~has come~~ from the past about how, after he died  
he went down into the ground.'

1. (a) Global Theme:-

The Global Theme is <sup>^</sup>announced in the second paragraph and has already been mentioned in the Title. It is a legend about how the Place of the Dead came into existence.

Temporal setting :- The story has been handed down from the past and this is indicated the closing INCLUDED EVENT

arak -i omp '(which) <sup>we have</sup> ~~has come~~ by transfer <sup>ed</sup> from the past'  
move.in. -Past <sup>our</sup> ~~its~~.past.doing  
complete. Time  
transfer Focus

Locational settings are local to each Topic Action.

Introduction of Participants.

External Participant once again is the narrator Kákámae.

Internal Participants are introduced in paragraph three

~~Narepwar -o sumpwi no -nko pá te-a, éntupwar mwar~~  
~~father -S ACT die when he other mother only~~  
~~bury TOP LOC-PR COMPL~~

Naropwar sumpwi no -nko pá te -a , éntupwar mwar  
 father die when.he-other mother only  
 bury TOP LOC-PR COMPL

warámp -e -a yak. Yak ri -a námo ráp -o ni kar -ámp.  
 care.for-F-PR COMPL stay. Stay TM -PR COMPL sago cut -INSTR  
 (dependant) TRANSF kin hers-S ACT FOC

'When the father died, they buried him there, and only the mother was there to look after her dependent son. After staying there this one her dependent (son) cut down a sago palm.'

#### Internal Participants:-

naropwar 'the father' who died and was buried at his place.

éntupwar 'the mother' who was left to care for the son.

námo ráp -o 'her dependant' who takes the initiative and becomes the SOURCE of the first ACTION.

#### (b) Introduction of Local Theme:-

The son, though still in a dependant state, takes on the duties of the father (to cut down the sago palm) in this first action and maintains the lead throughout the discourse. He is the man who built the place of the dead and so our Thematic Actor. To follow his actions is to follow out the Theme. His actions form the Local Theme throughout the discourse.

## 2. Grammatical Structures:-

Specific Axis Relator Nominal Phrase:-

Specifiers				Head	Relator
arop	sumpwi	nomp	arop-ao-mp	kikár	-an
man	died	his.doing	man-SPEC-POSS	legend	-G ACT

'The legend of the man who died (which is the goal of the Speech ACT.)'

The General to Specific Nominal Phrase is a grammatical device to bring prominence to an item that the narrator deems to be of importance. Here the General word arop 'person' is specified as a specific man whose death became a legend. Later in the paper this will be discussed more fully.

Specifiers	Head	Relator	Qualifier
sumpwi -a			
kwar mek yoump -i -a nomp	kar	-an G ACT	arak -i omp.

'the story of his dying and going down into the ground, (the story) which has come by transfer from the past.'

The focus of both of these constructions is on the story content which is the Theme.

### 3. Indications of Marked Topic:

Paragraph 1. Onomp e te Kákámae. 'My name is Kákámae.'  
my name TOP "

Here Kákámae indicates by naming himself using the Topic Marker te that he is the TOPIC ENTITY through whom the Theme is to be disclosed. He is the Focal External Participant.

Paragraph 3. Naropwar -o sumpwi no -nko pá te-a.....  
father -S ACT die when.hø-other bury TOP LOC-PR COMPL  
'When the father had died, after they had buried him there....'

Here the father's location is marked as the TOPIC LOCATION. It is the place where they buried him.

The same paragraph finishes with a SPEECH EVENT in which the son himself as the TOPIC of the LOCAL THEME.

"Ma fek yak ré ni yap -é ré yak ampo,  
that to go.to SEQ sago scrap-ing SEQ stay you.must  
námo te wuru nour -i -a poponk nae ri-a nae."  
I/your. TOP bird. build-F-PR.COMPL whistle IMM FU TRANSF-PR COMPL  
dependant hide  
DES s

"You must go to that (sago palm) and go on scraping sago, (while) I, after building a bird hide want to go and whistle bird calls there."

Paragraph 5. Poponk ré tank omp te, éntupwar -o kuri  
whistle SEQ sit his. TOP LOC mother-S ACT same.time  
doing other.place  
wa ré yak omp.  
listen SEQ go.on her.doing

'While he sat there whistling bird calls, the mother also went on listening there.'

### SUMMARY:

#### FOCUS and EMPHATIC FOCUS:

The use of the SOURCE of the ACT: Entity to Action Relator -o brings the specific actor taking over the action into focus.

First naropwar -o 'the father Source of the Act'

then nám-o ráp -o 'her dependant(son) S ACT'

and later in Par 3

Poponk -é ré tank omp te, éntupwar-o kuri  
whistl-ing SEQ sit his.doing TOP mother-S ACT also(same time  
LOC other pl)

wa ré yak omp.  
listen go.on her.doing

'While he sat there whistling, the mother also went on listening there.'

*why capital?*

In this sentence the listening of the mother sparks off further action in which she takes the initiative in the following actions.

Thus the Source of the Action case marker becomes a FOCAL unit indicating the current FOCAL ENTITY in relation to the ACTION.

The TOPIC markers designate the TOPIC ENTITY and his LOCATION and are used as a TYPE of EMPHATIC FOCUS. He is the person being emphasised as the MAIN PARTICIPANT and where he is as the MAIN LOCATION from which other locations are marked as the scene of the ACTION changes.

The TOPICS of discussion which arise out of these illustrations are:-

## I FOCUS and TOPIC FOCUS, GENERAL:

### I.1 NOMINALS:

General to Specific in the Nominal Phrase.

The place of Referentials and Relators as Focal units.

Case Relators.

### I.2 VERBAL FACTORS:

Built-in Focus in Verbs.

Focus units in Verb Phrases.

### I.3 LOCATIONALS:

Source and Destination Focus.

## II SPECIFIC FOCAL FACTORS:

### II.1 Emphatic Focus:

Verbal Aspects.

Appositional Phrases.

Marked Topicalised Reference System.

### II.2 <sup>Focus</sup> Factors in the Stress System, <sup>Functioning of Topic Focus Markers.</sup>

I FOCAL UNITS:I.1 GENERAL to SPECIFIC IN THE NOMINAL PHRASE:

## FORM of the NOMINAL PHRASE:

The NOMINAL PHRASE has a NOMINAL as its NUCLEAR UNIT. This nuclear unit or HEAD may be a NAMED ENTITY or a REFERENCED ENTITY such as a Pronoun or Demonstrative.

ENTITIES may be filling the ROLES of ACTOR(Intransitive ACTION), AGENT (Transitive Action), RECIPIENT, PATIENT or INSTRUMENT.

The NOMINAL may also be a TEMPORAL word forming a TEMPORAL PHRASE or a LOCATIVE word forming a LOCATIVE PHRASE.

Thus there are ENTITY based NOMINALS

TIME based NOMINALS

and LOCATION based NOMINALS.

FUNCTIONING of the NOMINAL PHRASE:

The NOMINAL PHRASE is a device by which the speaker is able to make more SPECIFIC the ENTITIES he is talking about. He is able to direct attention to those entities he considers to be relevant in the current ACTION. The language is basically a phrasal language and by the use of REFERENTIAL PHRASES and AXIS RELATOR PHRASES the FOCAL intention of the speaker is made clear.

Pronouns are already specific as to person and number of the ENTITY to which they refer, as are demonstratives being Referential and already defined. Nouns may be either GENERAL or Specific,

e.g. fār is a general word meaning 'food'

It may apply to yopwar mekamp fār 'food belonging in the garden', such specific things as yárakam 'taro' or antár 'pitpit', or to yao pwae mekamp fār 'animals belonging to the forest' such as the cassowary pán or the yaeri 'the tree kangaroo'.

The ENTITIES in a DISCOURSE are introduced at the beginning by name or by a SPECIFIC DESCRIPTION,

e.g. There are many stories about an ancestor named Nampuri and he is named at the beginning of stories about him. However a story about a sorceress gives her SPECIFIC DESCRIPTION ounkwi aropae yupu (rao) but not her name (too dangerous to name a sorceress) The meaning the phrase is 'the woman who deals in millipedes (sole S ACT)'

As the tale unfolds the introductory title occurs only at turning points in the narrative and Referential and Axis Relator Phrases take over the task of IDENTIFICATION of PARTICIPANTS and their ROLE in the ACTION.



NOMINAL PHRASES:

SPECIFIERS		HEAD	MODIFIERS		RELATOR	
REFER- ENT	OTHER SPECIFIERS		QUANT	QUALIFIERS	EXCL	SOURCE of ACT
		táráp				
		táráp		kánanke		
	onomp	táráp		kánanke		
am	yupu	táráp	yar	kánanke		
am		táráp	-ou			
am	yupu	táráp				-ao
am		táráp	-ou			-ao
am		táráp				
am	nánae kar	táráp		kánanke	r	
	ounkwi aropae	yupu			r	-ao
yino	nápékamp	arop	-ou			
am		táráp				
		arop	ponankor			
	tére ko-nomp	arop				
am						
am						

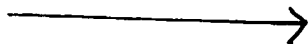
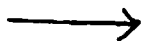
← GENERAL MODIFIED NP →

← SPECIFIC NOMINAL PHRASE →

← AXIS RELATOR NOMINAL PHRASE →

← TOPICALISED NOMINAL PHRASE →

	TOPIC	MEANING	
GOAL of ACT			
		(Any) related person (usually a child)	1
-an		A small child	2
		My small child (GOAL of ACTION)	3
		Those two small female children (girls)	4
		Those children	5
		That girl (SOURCE of the ACTION)	6
		Those children (SOURCE of the ACTION)	7
-an		That child (GOAL of the ACTION)	8
-an		That very smallest child (SOLE GOAL of the ACTION)	9
		The millipede dealing woman (sorceress)(SOLE S ACT)	10
		We, the people of the nearby place (SOURCE of the ACTION)	11
	te	That child (our TOPIC)	12
	te	All people (our TOPIC)	13
	te	Men who habitually work (Workmen) (our TOPIC)	14
	to mao	Those, the ones (who are both S ACT and our TOPIC)	15
	té man	Those, the ones (who are both G ACT and our TOPIC)	16



I.1.1 NOMINAL PHRASES:

In CHART I the transformation of the GENERAL NOMINAL PHRASES táráp 'a dependent person' and arop 'an independent person' into SPECIFIC NOMINAL PHRASES, AXIS RELATOR PHRASES and TOPICALISED PHRASES is displayed. The SPECIFIERS, MODIFIERS and RELATORS that affect this transformation are shown in their relationship to the HEAD. These adjuncts produce 16 different phrases as follows:-

1. Non-specific N P
2. Qualified Specific NP
3. Axis Relator (G ACT) NP
- 4,5 Referential Specific NPs
- 6,7 Axis Relator (SACT) NP s
- 8,9 Axis Relator (G ACT) NPs
- 10 Axis Relator (S ACT ) NP
- 11 Appositional Specific NP
- 12,13,14 Topicalised NPs
- 15,16 Topicalised Emphatic NPs

There are four main types of NPs here:-

Non-specific

Specific

Axis Relator

Topicalised

In Specific NPs the Specifier precedes the HEAD and the Modifiers -- Quantifiers and Qualifiers -- follow the HEAD. Specifiers may be specific words, phrases or Events.

e.g

yupu 'female'

ono-mp 'my' Possession Phrase

am yupu 'that female' Referential Phrase

ounkwi aropae 'who deals in millipedes'

Included Event

tére ko-nomp 'who habitually works -workman' (Relative Clause)

Relators are the connecting links between the Entity and the Action and give the ROLE of the Entity in relation to the Action.

Exclusive Relator.

I have included the unit r- as a relator. It selects a specific member of a general class as the exclusive A(ctor/Agent) in the Event. It relates the Manner of Action to both the Entity and the Action and thus is DUAL in FOCUS.

e.g

ounkwí aropae yupu r -ao  
millipede deal woman EXCL-S ACT

'the sorceress exclusive Source of the Action.

This indicates that she acted alone (unusual in this culture but expected of a sorceress)

TOPIC MARKERS select the ENTITY who is TOPIC of the CURRENT ACTION the main participant in advancing the Theme.

RELATORS and TOPIC MARKERS give FOCUS to the PHRASE and lift the ENTITY into a PROMINENT position in relation to the ACTION.

THE PLACE OF REFERENCE, RELATORS and TOPIC MARKERS as FOCAL UNITS in NPs:

.17

Locational Reference:

Example;-

"Wá! Y umo onomp tákam má sámp -e -a  
Oh! You pl my snake here take -F-PR COMPL

fár ri nap -o. Am fek tank no -nko sámp -e -a  
eat REAS your. that in. sit when.it-she take -F-PR COMPL  
RES doing-CONSEQ contact.with

fár ri nomp -o."  
eat REAS her.doing-CONSEQ  
RES

'Oh! You took my snake here because you (planned) to eat it. When it came into contact with that one, she took it because she (planned) to eat it."

The LOCATION which is in FOCUS here is referred to as má 'here' It is the position at the fireside usually occupied by the sorceress, but while she was away one of the girls sat there and the snake, thinking that she was its mother came and sat beside her. It was then that the children got the idea of killing and eating the snake.

ANAPHORIC ENTITY REFERENCE:

am fek tank no -nko 'when it sat in contact with  
 that go.in sit when. that one she...'  
 (one) contact it -she

Here the mother has selected 'that one' -the youngest girl as the culprit and accuses her of killing and eating her snake. The focus is now on this girl apart from the others. This is developed in the next paragraph where the Action centres around her.

Mak ré sér omp -an -té ma -ok, am nánae kar  
 do.that SEQ say her. REAS that-go.up. that.one  
 past.doing to younger very  
táráp kána<sup>2</sup>ke r -an warámp -e -a , am te yupu táráp -an  
 child small EXCL-G ACT take. -F-PR COMPL female child-G ACT  
 charge that.one TOP  
warámp -e -a aokwap -e -a ént ou aok yérae ré pok.  
 take. go-F-PR COMPL water SW POST come. SEQ go.up  
 charge-F-PR COMPL up catch.by.  
 hand

'Because she had gone and said that to her, having taken charge of that youngest child, having taken charge of that girl, she went from there and went up a stream catching fish by hand.'

FOCAL ELEMENTS:Referential Focus:

Mak ré sér omp -an -té ma -ok 'Because she had gone and said  
 do.that SEQ say her. REAS that-go.that to her..  
 past.doing to

This is an ANAPHORIC recapitulatory Paragraph Conjunctive Event giving the previous Speech Event as the REASON for the Actions of the following paragraph. It gives the narrators attitude of mind in relation to the present topical theme in which the sorderess begins a series of actions to punish the girl. This is FOCUS on DISCOURSE LEVEL in that it marks a turning point in the story and leads to the introduction of another main participant.

EMPHATIC FOCUS:

In this opening paragraph of a new EPISODE the girl is given a full description and APPOSITIONAL Axis Relator Phrases (G ACT) are used in EMPHASIS and although the sorceress retains the initiative in the Actions of this sentence the youngest child is here introduced as the FOCAL person in this Episode.

By the use of the Relator form r -an she is singled out from the group of children as the one in focus in this Episode.

TOPIC FOCUS: am te yupu táráp -an 'that girl Topic, G ACT'

am te 'that one, our TOPIC' designates the girl as the Local Topic of the following Actions.

CASE RELATORS:

'TOPIC is the surface subject, FOCUS refers to the syntactic relationship between the verbs and the topic.'

Paz Buenaventura Naylor.

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Case relators in the Karkar - Yuri language illustrate this statement of focal relationships.

The following is the opening of a narrative discourse in which the case relators -an Goal of the Action and -o Source of the Action, throw the focus first, on the Theme itself, then on to the Internal Topic person who is to carry out the Theme.

Onomp e te Kákámae. 'My name is Kákámae.'  
my name TOP "

The marked, or EMPHATIC TOPIC, the EXTERNAL main participant is named in this first sentence

Arop sumpwi nomp arop -ao -mp kákir -an  
man die his.doing man-SPEC -POSS legend- G ACT

SOURCE

farákáp nae ria, sumpwi -a kwar mek yoump -e -a  
tell DES s PR COMPL die -PR COMPL ground go-in move. -F-PR COMPL  
Time.Trans from.here

kar -an arak -i omp.  
story-G ACT transf-F our.past.doing

' I want to tell the legend of the man who died, the story that we have transferred from the past of how he went from here and went down into the ground.'

Kákámae is the surface subject of both of these sentences and is marked as the Topic in the first one. However it is the nominals kákar 'legend' and kar 'story' (used appositionally) which are in focus as the Global Theme. They are both marked with the Goal of the Action marker -an which brings them into focus as the Goal of the Action of the Verb Phrase farákáp nae ri-a 'having transferred(it) from the past I want to tell'

The focus is on the story as the Goal of the Action.

In the next paragraph the person who is instrumental in carrying out the Theme - the INTERNAL TOPIC person - is introduced. In the second sentence he is focused on as Source of the Action by -o Source of the Action marker.

Naropwar -o sumpwi no -nko, pá te-a, éntupwar mwar  
father -S ACT die when.he-other bury TOP mother only  
LOC-PR COMPL

warámp -e -a yak. Yak ri-a námo ráp-o ni kar-ámp.  
care.for-F-PR COMPL stay stay TM SPAN dependant her-S ACT sago cut  
-PR COMPL

'When the father died they buried him there and the mother only cared for (the dependant son) and stayed there. After staying a while her dependant son cut down a sago palm.'

The son here takes over the Action as he is introduced and although throughout the story other participants take over the Action from time to time he remains the TOPIC person who is instrumental in carrying out the Theme. He is in focus as the TOPIC person and labels himself as such in the SPEECH CONTENT EVENT in the next sentence.

"Ma fek yak ré ni yap -é ré yak ampo,  
that at go.to SEQ sago scrape-ing SEQ go.on you.must  
námo te wuru nour -i -a poponk nae ri-a nae."  
your. TOP bird.hide make-F-PR COMPL whistle DESS' SP IMM VICINITY  
dependant. TRANSF-PR COMPL

I

" You must go into contact with that (sago palm) and go on scraping sago, I want to transfer to the near vicinity and build a bird hide and whistle (bird calls)(there)."

I .2 VERBAL FACTORS:I. 2.1 Built-in Focal Units in the BASIC VERB FORM:

## I.2.1.1 Number and case relationships Focus:-

The Karkar-Yuri language has many BASIC VERB FORMS containing Focal elements that contribute to the meaning and restrict their use. VERBS are classified according to these Focal elements.

(a) Verbs which differ according to NUMBERS:

NUMBER of ACTORS, FOCUS:

ACTIONS	SINGLE ACTOR	PLURAL ACTORS
	aokwap 'one goes away'	tukup 'many go away'
	yáarak 'one walks about'	paokop 'many walk about'
	turunk 'one asks a question'	turunkoup 'many ask many questions'
STATE	sumpwi 'one dies'	sérumpwi 'many die'

NUMBER OF PATIENTS (Objects) FOCUS:

These verbs include the referential m 'that one' in the singular form:

SINGLE PATIENTS	PLURAL PATIENTS
wurump 'take care of one'	wun 'take care of many'
paomp 'hit-to crush one object e.g nut'	paok 'hit-to crush many objects'
anámp 'submerge one obj.'	énér 'submerge many objs.'

THIS and OTHER FOCUS:

These verbs include the OTHER REFERENT unit nk in the plural form:

SINGLE ACTOR	DUAL ACTORS
aráp 'one bird sings'	arápámk 'birds sing one to the other'
ém 'one person cries'	émémémk 'many mourn, the one for the other'
ék 'one comes (down towards here)'	ékérémk 'many come down (from another place to here)'



PLURALISATION by REPETITION of the ROOT:

These verbs are focusing on the repetition of the ACTION AND PATIENT

ACTION:	SINGULAR PATIENT	PLURAL PATIENTS
	kér 'fillup one obj.	ké-ké-r 'fill up many objects'
	ar 'weave one obj.	ar-ar-a 'weave many objects'
STATE	SINGULAR and PLURAL ACTORS -PLURAL PATIENTS	
	nouroup 'be in possession of many objects' (one Actor)	nou-nou-roup 'many in possession of many objs.'

(b) THIS and OTHER plus RECIPIENT FOCUS:

These are the give and take verbs:

sáp 'give to me' First person recipient focus.

sámp 'take from me' Second person recipient focus

sánk 'give to another' Third person recipient focus

The root of these verbs is s 'take or carry'. The MANNER of the ACTION morphemes -áp -ámp -ánk give the focus. These are TRANSITIVE VERBS and there are three entities involved in the ACTION, Actor, Patient and Recipient. The -á- morpho-phone implies 'one against or in contact with another'. The morpho-phone -p is a Causative. The morpho-phone -mp indicates 'this/here as source'. The morpho-phone -nk indicates 'other'.

(c) FOCUS UNITS IN TRANSFER ACTION:

Directionally Focused Transfer through space Verbs:

The vowel phonemes of these verbs indicate a specific DIRECTION,

e.g.

OTHER as pok 'move in an upward or WESTERLY direction' (to another Place)  
 DESTINATION pák 'move in a downward or EASTERLY direction' (to another Place)

THIS as ék 'move down towards here'

DESTINATION aok 'move up towards here'

~~These verbs are also DESTINATION FOCUSED. This is clear in in ék and aok where the Destination HERE is in focus.~~

Examples:

Question: "Maok aokwap ne?" "Where are you going?"  
that.to go from.in.here down

Answers: "Ono Abau-k pak nampono" "I am going to Abau territory (Green River)"  
I Abau-to go.down my.doing IND MD

"Ono Troali mek pok nompono." "I am going up to Troali(village)"

Abau territory is to the West of this village and is on the Sepik plain.

Troali is West of this village towards the Border Mountains.

Double Focus - This and Other as Destinations in a 'there and back' situation. There is a singular and a plural form of this verb according to the Number of Actors. This type of action involves a variety of directions. The other place is the Destination on the outward journey and this place is the Destination on the return journey.

Singular Actors yarak 'one walks about'

Plural Actors paokop 'many walk about'

These verbs are Intransitive and Locational in Focus.

There are also Transitive Transfer Verbs <sup>+</sup>in which three Entities are involved. The Basic meaning of these verbs is Cause to Move and a Causer is implied or stated, but it is the IMPLIED PATIENT who is in Focus,

e.g

Nap mek yao war kak ré pok -oe-ak -a  
house go.into wood rack pile.up SEQ go.up-F-go.to-PR COMPL  
one.against.  
other  
pwa te mek am mek samp-é ré pap.  
finish TOP go.into that tak-ing SEQ put(one thing)  
LOC (snake)  
go.into.that

'After she had gone along to and gone up into the house, after she had finished putting (the firewood) in the wood rack, she took and caused that(snake) to go into that (Top Loc -wood rack)

The CAUSED MOTION verbs in this sentence are pap 'put one thing' and kak 'put one thing against another' (implying more than one thing)

In the use of kak the firewood is implied being the normal thing to put into the wood rack. The Patient of pap is am referring to the snake and the wood rack is to become its TOPIC LOCATION (home place)

'she took and caused the snake to move into that TOPIC LOCATION'

The snake, the Patient, is in focus here and becomes an important participant in the following paragraphs.

Another TRANSITIVE TRANSFER VERB is ar the BASIC meaning of which is 'transfer(something) along toward (something/someone else). It is used specifically for the action of weaving something. In asking for something to be given to him a person may simply say "Ará?" "Give it to me" With the MANNER of ACTION morpheme -áp added ar-áp it can mean 'hook something onto something else or if the context is about birds 'one bird sings out to others'.

ar -ár is a fungus that is contagious. (a skin disease) The ENTITY Patient is in focus here, and the LOCATION in focus is DESTINATION.

Other verbs in which the ENTITY in focus is the Patient, or the instrument and in which the MANNER of ACTION is defined are:-

paomp (using an instrument) hit-to/crush something

anámp 'cause THAT to be immersed'

sámp 'take that (from me)

These are causative transitive transfer verbs with focus on the Patient.

### 1.2.2 FOCAL UNITS in VERB PHRASES:

I propose to discuss the Focal Units in Medial and Final Verb Phrases as they occur in SPACE TRANSFER EVENTS and to do this I need first to illustrate the SETTING of these Verb Phrases as they occur in ACTIONS and EVENTS.

#### EXAMPLE:

This example is taken from a PROCEDURAL TEXT called

'How to Grow Chilli Seeds' by Waruwa. This is the opening paragraph.

Ono, Mande fek, koumoun -ek, aokwap -e -a  
I Monday at mornong -at go.away.  
from -F-Pr compl

Didiman mek aokwap -e -a, ofis, Didiman ofis mek yóump -e -a  
DPI go.in.that go.away. office DPI office go.into  
Station from -F-PR COMPL that go.-F-PR  
from.that compl

Filip -én, arop e Filip Didiman, sér ré ne,  
Phillip-G ACT man name Phillip DPI EV-EV REL  
officer say (concerning this sequence of  
ACTIONS)

"Onan rambo sáp ae!"  
me G ACT chilli give IMP s  
seeds

'On Monday morning I went from here and went into the DPI Station and into the DPI office and said then to Phillip, the DPI Officer named Phillip, "You must give me chilli seeds."

ACTIONS and EVENTS:

This SENTENCE is made up of two EVENTS, the first a series of ACTIONS indicating TRANSFER through SPACE and culminating in a FINAL ACTION which is a SPEECH ACT. The second EVENT is a SPEECH CONTENT EVENT which is also a PRIOR RESPONSE EVENT in RESPONSIVE PROPOSITIONAL EVENTS involving another PARTICIPANT.

By the TERM ACTION I mean in this case, one of a series of TRANSFER ACTIONS which build into a TRANSFER EVENT. The ACTION includes the other PHRASES which cluster around the NUCLEAR VERB PHRASE, e.g

## ACTION 1.

<u>On-o</u> ,	<u>Mande</u>	<u>fek</u> ,	<u>koumoun -ek</u> ,	<u>aokwap -e -a</u>
I-S ACT	Monday	go.into	morning-come.	go.away.
		contact.with	into	from -F-PR COMPL

'On Monday in the morning, having gone away from here,'

This ACTION consists of

On-o 'I source of the ACTION' which is an AXIS -RELATOR NOMINAL PHRASE. The AXIS is the pronominal root for first person singular and the RELATOR -is -o SOURCE of the ACTION ENTITY to ACTION RELATOR.

Mande fek 'on Monday' which is a GENERAL TEMPORAL AXIS - RELATOR PHRASE. The AXIS is Monday, a day of the week, and the RELATOR is fek which means literally 'go into contact with' and here translates as 'on'. This relates the Action to TIME.

koumoun -ek 'go.into morning/ in the morning' which is a SPECIFIC TEMPORAL AXIS RELATOR PHRASE indicating the precise time of the ACTION.

aokwap -e -a 'having gone from here' which is the VERB PHRASE NUCLEUS of the ACTION. It is a PRIOR COMPLETED ACTION in a SERIES of ACTIONS concerned with TRANSFER through SPACE between Auya 2 Village and the DPI Station at Green River, culminating in a SPEECH ACT which introduces the second EVENT, a SPEECH CONTENT EVENT.

The next ACTION in the series is

Didiman mek aokwap -e -a 'having gone from in (Green River Administrative offices) went into that area of the DPI'

This is a DESTINATION FOCUSED TRANSFER ACTION.

The next ACTION is similar

ofis, Didiman ofis mek yoump -e -a 'go from here (in the DPI Station) into that DPI office'

This is also a DESTINATION FOCUSED TRANSFER ACTION and the Verb Form yoump is a SOURCE FOCUSED VERB as is aokwap.

The FINAL ACTION in this series involves a TRANSITIVE TRANSFER VERB sér 'to speak'. It involves the transfer of words and is often accompanied by kar 'words' e.g. kar sér 'to speak words' (say)

The FOCUS here is on the words spoken and on the one to whom they are spoken, thus we have the GOAL of the ACTION NOMINAL PHRASE Filip -én, arop e Filip Didiman 'to Phillip, the DPI Officer called Phillip', and the SPEECH CONTENT EVENT which reveals the PURPOSE of the SPACE TRANSFER ACTIONS - he had gone there to get chilli seeds.

This EVENT also triggers off the RESPONSIVE EVENTS which follow.

The FINAL VERB sér 'say' is followed by ré ne 'concerning this sequence' which is acting as an EVENT - EVENT RELATOR between the series of ACTIONS and the following EVENT contained in the speech.

The GOAL of the ACTION marker -én in the Filip -én 'to Phillip' brings the focus on to Phillip as the Goal of the ACTION. In the same way on-an 'I Goal of the ACTION' brings the focus back on to Waruwa who desires to be the recipient of the seeds.

In line with this illustration of the SETTING for MEDIAL and FINAL VERB PHRASES as they function in TRANSFER ACTIONS which make up TRANSFER EVENTS, I will now examine the TYPES of VERB PHRASES which form the nuclei of these ACTIONS.

#### 1.2.2.1 MEDIAL VERB PHRASES:

In addition to PRIOR COMPLETED ACTIONS as illustrated, there are FOLLOWING SEQUENTIAL and SIMULTANEOUS SEQUENTIAL ACTIONS as in the following:-

<u>Ae</u>	<u>te -a</u>	,	<u>younp -e -a</u>	<u>wuru</u>	<u>nour -i -a</u>
do.then			go.from-SF	LOC-PR COMPL	build-TM F-rR COMPL
	TOP LOC-PR COMPL			bird.hide	
<u>pwa</u>	<u>te -a</u>	,	<u>tank ré</u>	<u>poponk -é ré</u>	<u>tank.</u>
finish. TOP			from.other.to	whistling SEQ	sit (at TOP LOC)
putting	LOC-PR COMPL		TOP LOC	SIM	

'After doing that there, (instructing his mother), he went from there and after making and finishing putting the bird hide there, he went there and sat there whistling (bird calls).

#### 1. PRIOR COMPLETED ACTION in ANAPHORIC PARAGRAPH CONJUNCTIVE EVENT:-

Ae te -a 'Then after doing that there'.

This refers back to the FINAL ACTION of the previous paragraph. The reference is to the instructions the son gave to his mother at the place where she was preparing sago. te refers to the LOCATION in which

the TOPIC ENTITY is at the time of the ACTION. In this case the son is the TOPIC ENTITY and wherever he is is the TOPIC LOCATION.

yoump -e -a 'having gone from there'

go.from-SF

LOC-PR COMPL

In this PRIOR COMPLETED ACTION yoump is a SOURCE FOCUSED VERB so that we know that the narrator was thinking of his departure from the place where he had been talking to his mother. The focus is on that place as SOURCE. The focus is on one single place, the place where the previous ACTION had taken place.

wuru nour -i -a 'having built a bird hide (over a period of  
bird. build-TM F-PR COMPL time)

hide

In this PRIOR COMPLETED ACTION the focus is on the period of time that it took to build the bird hide. -i- indicates two points in TIME/ SPACE connected by a period of time or an area of space.

pwa te -a 'having finished putting it there'

finish.

putting TOP LOC-PR COMPL

In this PRIOR COMPLETED ACTION the verb form pwa is a COMPLETIVE form of the verb pap 'to put'. This is a CAUSED MOTION TRANSITIVE TRANSFER VERB meaning 'finish putting'

te gives the LOCATION of the putting which is the TOPIC LOCATION the new situation of the TOPIC ENTITY, the son.

tank ré 'then went from another to that TOPIC LOCATION'

from.other SEQ

to.TOP LOC

This is a FOLLOWING SEQUENTIAL ACTION describing a move from elsewhere (possibly below the tree) into the TOPIC LOCATION which is now the bird hide. tank is a DESTINATION FOCUSED VERB and the destination is the TOPIC LOCATION.

poponk -é ré 'whistling (bird calls)  
↑  
A

whistl-ing SEQ

This ACTION is part of the sequence following the PRIOR COMPLETED ACTIONS but is also SIMULTANEOUS with the FINAL ACTION.

poponk -é ré tank. 'then sat whistling (bird calls) there.'  
whistl-ing SEQ sat (topic)

The verb tank is a DESTINATION FOCUSED verb with the destination being the TOPIC LOCATION and it has a GENERAL meaning of 'from another to that topic location' but when it occupies the final position in an EVENT it takes on the implied SPECIFIC meaning 'to sit down' This is because at the end of a series of transfer actions, when the action finishes the natural thing to do is to sit or squat down. Another specific meaning of tank is 'to bear a child' which indicates the squatting position of the mother.

In MEDIAL TRANSFER (VERB PHRASES) the FOCAL UNITS are (a) the type of VERB FORM selected - whether SOURCE or DESTINATION FOCUSED and (b) SINGLE or DOUBLE TIME/SPACE FOCUS indicated by the use of -e- or -i- as a focal unit. Is the SOURCE in focus or is the DESTINATION in focus or are both the SOURCE and the DESTINATION in focus? This is the type of thinking behind the use of focal units.

#### 1.2.2.2 FINAL ACTIONS IN TRANSFER TYPE EVENTS:

##### FINAL VERB PHRASES:-

Final verb phrases are more complex than Medial verb phrases. They occur in the following forms:-

- (a) Basic verb form only.
- (b) Existential Stative verb form.
- (c) Basic verb form plus mood (Modal Relators)
- (d) Basic verb form plus Entity of Action and Time of Action Cross Reference unit plus or minus Relators.
- (e) Basic verb form plus either pre-posed or post-posed Locational Cross Reference unit.

##### (a) Basic verb form only:-

Because, in a Transfer Series of Actions, the Action ceases with the Final verb phrase, the stripped down Basic Form of the verb seems to express this finality and is often used in Space Transfer type narrative as:- in 'The Pig Hunt' by Waruwa:

FINNE ACTION → ..... Faonkwe wae wakwaek fépén. 'Faonkwe now following bayed.  
PREVIOUS PAR. Ae nko nákar nko wae korop. *glosses?*  
do.then other call. other now come  
to.come

' (When I) called (him) to come, (he) then came.

Nákar nko korop -e a, korop ar ré, ankér am fek nomp,  
call.to.come other come-from. in -PR come trans. down towards that go.with from this  
complete

Faonkwe fár mákáre -an nunump, pourou mákáre -an  
 " game. odour -G ACT small body odour -G ACT  
 animal

yin -an mek+r pwar ar ré, fáraokop .  
 us-to go.on. transf compl. SEQ run.on.  
 ahead towards transf

'Having come after I called him, Faonkwe came from h<sup>i</sup>'s place to us, and after smelling the body odour of a game animal, came up to us, passed us and ran on.'

Fáraokop ré pok man té nke pwar ara.  
 run.en new.TOP see compl. transfer  
 SEQ go.up that.to LOC

'After coming up to us and going on, he went up towards it along to the place where he could see it.'

The focal element in these sentences is inherent in the verbs.

korop 'to come' implies movement to the location in focus, that is the current actor's location, in this case the hunter, Waruwa.

fáraokop 'to run on (away from)' used with the previous Action mek+r pwar ar ré 'complete the transfer and go ahead', implies a movement away ahead of the hunter.

The final complete transfer brings the dog to <sup>where he is</sup> in sight of the place where the pig is which is the new Topic Location.

(b) Existential Stative Final Verb Phrase:-

Example:

yino, 'am bris yoro -i té nap fenomp,  
 we that bridge make -from.one their.doing from.at  
 to.other new.  
 TOP LOC

am fenomp yink -é 'né nke mwa' ri-a ,  
 that from.at go-ing down.to look DES pl say-PR COMPL  
 there this REAS

yink -i omp te, ono yonkwae wuri.  
 go.there our.doing TOP I was.very.much.afraid  
 (bridge)



' Because we had said that we wanted to go there and look down from on that bridge which they had built across there, we went there and I was very much afraid.'

This sentence contains three EVENTS - .

- 1 They wanted to look down (at the water race) from in the bridge which they had built across there.
- 2 They went there.
- 3 He was in a state of excessive fear.

The relationships between these events are logical relationships and they form a Proposition with REASON, RESULT and a further RESULT.

The direct result of their desire to look down at the water race was the Action of going there to the bridge, and the final result for the narrator was a state of excessive fear (of heights)

The Final phrase younkwae wuri 'a state of excessive fear' is an IDIOMATIC Existential Stative Phrase drawing attention to the STATE of MIND of the narrator. This type of Final verb phrase is similar to ??

(c) BASIC VERB FORM plus MODAL RELATOR:

The Modal Relator in this type of Final verb phrase relates the Action to the State of Mind of the narrator.

Examples:

"Ma fek yak ré ni yap -é ré yak ampo."  
 that in.contact sago scrap-ing SEQ go.on you.must  
 with go.to SEQ  
 NEC 2 s

"You must go into contact with that (sago trough) and go on scraping sago."

A point to note here is that the mood of the final verb phrase applies also to the Medial verb phrases. He thought that she must go to the sago trough and go on scraping sago there. The focus is on his attitude towards her Actions.

For further examples of Final verb phrases with Modal Relators see RELATORS in the KARKAR - YURI LANGUAGE.

(d) BASIC VERB FORM plus ENTITY of ACTION and TIME of the ACTION CROSS REFERENTIAL UNIT plus or minus RELATORS - Modal/ Event to Event Propositional:

~~GROUND and CONSEQUENCE PROPOSITIONAL RELATIONSHIPS:~~

Example with GROUNDS and CONSEQUENCE LOGICAL RELATIONSHIPS:

Ae no Kwaro nomo-an fwapok<sup>wa</sup>ap nomp te  
but God us -G ACT put.right his.doing COND

ankár nomo-an yaewor saráp yak nomp ar-a  
not.only us-G ACT help but.also go.on his.doing transf-PR COMPL

nomo te ankár mao-mp nínák kwapwe ran  
we TOP added.to he-PL3S thinking good G ACT  
this

sámp mwa -nomp -on.  
receive FU pl-our.doing-CONSEQ

has gone on helping us, we will continue to receive his very good thinking.  
'But if God <sup>has</sup> sets us right, since he not only <sup>has done</sup> ~~does~~ this but also

The following are the Final verbphrases with Cross Referentials and Relators:

fwapokwap nomp te 'if he puts (us) right'  
to.put.right his.doing COND

The use of the TOPIC MARKER here indicates ~~indicates~~ that the Action is functioning in the NOTIONAL REALM and te indicates a CONDITION which forms the GROUNDS of the following CONSEQUENTIAL Actions.

The Cross Referential nomp refers back to Kwar as the Entity of the Action and its form (with the prefixed n-) indicates that the Action has been completed at the present time.

yak nomp ar-a 'has gone on transferring (his help)'  
go.on his.doing transf-COMPL

The use of ar-a in this context has the a FOCUS on REASON, so that this additional Action by God gives further GROUNDS for the belief that they will also receive his good thinking as a CONSEQUENCE. Again the Cross Reference is to Kwar as Entity of the Action.

sámp mwa -nomp -on. 'we will receive as a consequence of this'  
receive Fu pl-our.doing-CONSEQ

Here mwa-nomp indicates 'us' as the Entity of the Action, and the Time is the Future. The final Relator morpheme -on indicates that this Action is a Consequence of the previous Actions.

The Relators provide the Focal Unit in these Propositions.

(e) Basic Verb Form plus either Pre-posed or Post-posed Locational Cross Reference:

The focus in this type of construction directs attention to the Location of the Action.

Example:

<u>té</u>	<u>te</u>	<u>nápok</u>	<u>nae</u>	<u>rao-mp</u>	<u>ao</u>	<u>nae</u>	<u>rao-mp</u>
SW	TOP	LOC	her.place.	EXCL	her's	older.sister	EXCL -her's
			to		older.sister	SW	LOC

<u>fek -amp</u>	<u>ao</u>	<u>ounkwi</u>	<u>aropae</u>	<u>aokwap</u>	<u>te.</u>
at-from	SW	LOC	sorceress	went.away	TOP
					LOC

'the sorceress went from in her older sister's place to her own place.'

This is a Transfer movement involving a switch from one TOPIC LOCATION to another. The sorceress had gone to her older sister's village to get some orphaned children, and now she is returning to her own place.

<u>nápok</u>	<u>nae</u>	<u>rao-mp</u>	<u>ao</u>	'switch location from her
her.place.to	older.	her's	SW	LOC older sister's place to her
	sister			own place

This phrase indicates the DUAL FOCUSED switch in Location but it is the Final Verb Phrase which contains the focal units that indicate the prominence of the Source Topic Location as in focus in this Action.

aokwap te. 'go away from in that (present) Topic Location.'

The Basic Verb Form aokwap is Source focused and the position of te (following the Basic Verb Form) indicates the present TOPIC Location as Source place for her departure. This is an example of a Post-posed Locational Cross Reference.

<u>Kuk</u>	<u>me-nomp</u>	<u>yak</u>	<u>ré</u>	<u>am</u>	<u>ént</u>	<u>né</u>	<u>nke.</u>
between	into.-from.this	go.to	SEQ	that	water	down.to.	
	that				this	look.	

'After going from this area to that area in between (I) looked down to this (water race) '

In the Final Verb Phrase né nke 'looked down to this', the Locational Cross Reference precedes the Basic Verb Form and this position indicates that the DESTINATION is in FOCUS. The destination of the looking Action was this place where the water was racing through down below the bridge.

### 1.3 LOCATIONALS:

### Source and Destination Focus in Locational Phrases:-

DESTINATION:

The Destination Focused morphemes -k, -ek, -ok and the Locational Pro-verbs mek, fek, fik are the focal units indicating that the Destination is in focus.

**EXAMPLES :**

-k 'to/at' (move)

<u>yoump</u>	<u>nomp</u>	<u>mwae -k</u>	<u>ku</u>	
move. out.from	from. it's	road-to	move.out	

(he caused it to)'move out from it's place to the road'

In this instance the destination towards which the dog was chasing the pig was the road. The verb younp plays a part in this movement from source to destination as it is a source place focused verb. The word nomp also indicates that it was from its place that it was forced to move.

	<u>-ok</u>		to/on' (move)	
<u>apár</u>	<u>-ok</u>	<u>érékér</u>	<u>ta</u>	<u>ré</u> <u>ék.</u>
area	to/on	come.down.	DEST	SEQ      come.down
	from.one.place.	TOP		
	to.another	LOC		

(he)came down (from in the tree) along to there on the ground.

The morpheme -ok indicates that the destination is on something as in youmunt -ok 'move one thing <sup>and put</sup> over the top of another'

e.g. pwer é yao wi yoro -i -a samp -i -ak ré  
 sago.leaves make-D F-PR COMPL -D F-go.to SEQ  
 and stick carry.from

pwer      yount -ok      oupuráp      na -namp.  
shingles move.over-on      put.against FU s-my.doing  
that

'having made shingles with sago leaves and sticks and carried the there  
I will put them on that (frame) :

-ek 'move into'

Nampuri      mek -i -a nar -ek      pounounkor

"      go.into.-D F-PR COMPL      bread.fruit.tree

that      transf.-move.  
  into.

" Nampuri having come there first transferred and moved into this bread fruit tree.

mek 'move into that(area)'

[illegible]

yoump -e -a

move.from-S F-PR COMPL

'having gone from here to that DPI area, he went from there into the DPI office'

Both the Department of Primary Industries area and the DPI office are enclosed areas. The Pro-verb mek is used when the destination is in an enclosed area.

fek 'move into contact with'

kákánar      fárákap -e -ak -a      youmunt -ok      am      fek  
frame      put.one.against.      on.top-move.on that      in.contact.  
other.in.contact-S F-go.to-PR      with  
COMPL

hi pwae oupuráp na -namp.  
sago leaves put.up.against FU s-my.doing

'having gone there and put together a frame, I will put sago leaves against it to go into cotact over the top of that (frame).'

The proverb fek indicates that the sago leaves contacted the frame on its top surface, which was the destination for them.

<sup>41</sup>  
fik 'move from one to the other into contact'

yao war menomp ék -i -a, wunae fik tank.  
wood rack from.in come. -D F-PR COMPL move.from  
down nearby one.to.  
other.into  
contact sit.

'having come down from in the wood rack, it moved nearby into contact (with her) and sat there.'

The pro-verb fik indicates that the snake came down from the wood rack as the source of its journey and proceeded to move near to and in contact with the sorceress. fik is DUAL in focus and indicates that that the destination was at the end of its journey from source to destination and it ended in contact.

**SOURCE FOCUSED LOCATIONAL PHRASES:**

Source focused locational units end in the morpheme -mp 'form'

**Pro-verbs:**

<u>kamp</u>	'move along from'
<u>mekamp</u>	'move along from in'
<u>fekamp</u>	'move along from in contact'

kamp:

<u>Pounounkor</u>	<u>aopwe</u>	<u>kamp</u>	<u>ankárank</u>	<u>nke</u>	<u>aokwap</u>	<u>ré,</u>
bread.fruit.tree	trunk	come.from	one	see	go.away	s A SEQ

<u>ankárank</u>	<u>youe</u>	<u>fek</u>	<u>ta</u>	<u>fek</u>	<u>ankárank</u>	<u>ta</u>	<u>mek</u>
one	branch	in.contact	DES	in.contact	one	DES TOP	go.into.that
		TOP				LOC	
		LOC					

sarap      nouroump.  
alone      gather. (many objects)

'fenomp 'from in contact with this'

<u>am</u>	<u>bris</u>	<u>yoro</u>	<u>-i</u>	<u>té</u>	<u>nap</u>	<u>fenomp</u> ,	<u>am</u>	<u>fenomp</u>
that	bridge	make-D F	new	their.	from.in.	that	from.in.	contact
			TOP	doing	content.with			
			LOC		this			

<u>yink</u>	<u>-é</u>	<u>né</u>	<u>nke</u>	<u>mwa'</u>	<u>ri</u>	<u>-a</u> ,	<u>yink</u>	<u>-i</u>	<u>omp</u>	<u>te</u>	.....
moving		down.to	look	DES	pl	REAS	move,from	our.	TOP		
from.other		this					other.to	doing			
to.here							here	-D F			

' because we had said that we wanted to go from here to look down to this (water race) from on that bridge that they had built across towards that (Power House) .....

The bridge was the source place from which they wanted to view the water race.

The SWITCH POSITIONAL menomp indicates an area as source place in a switch in position of ENTITIES and fenomp a point of contact which is a source place for an action.

II SPECIFIC FOCAL FACTORS:II.1 EMPHATIC FOCUS:

Verbal Aspects      Manner of Action

Appositional Phrases

Marked Topicalised Reference

## 2. Focus Factors in the Stress System

II.1.1 VERBAL ASPECTS: MANNER OF ACTION

EMPHATIC FOCUS implies a choice between different forms so that the speaker may give more precise or more emphatic meaning to his speech.

For instance, if he wants to ask for something to be given him by another he may say

"On-an sáp ae!" "Give (it) to me!"

me-G ACT give IMP MD s

In using this form of speech he is putting the EMPHASIS on HIMSELF as RECIPIENT.

He may also say,

"Ar-a!" literally meaning ' (You) having transferred (it)(I will take it)

In saying this he is putting the EMPHASIS on the TRANSFERRED OBJECT (PATIENT)

He may simply say

"Mae!" which is a SWITCH POSITION REFERENTIAL meaning 'from in this along to that'

In using this form he is putting the EMPHASIS on the two PERSONAL LOCATIONS involved implying that the desired object must switch its location from your area to mine.

All of these expressions make use of EXCLAMATORY INTONATION as a part of the EMPHASIS.

Manner of Action;

In the first example above the BASIC VERB FORM sáp belongs to a set of give/take verbs, the other forms being sámp and sánk. These verb forms have the ROOT s 'take' and add to this the Manner of Action morphemes -áp -ámp and -ánk.

The in-built focus in these Basic Verb Forms is as follows:-

sáp 'I as RECIPIENT' (You give to me)

sámp 'You as RECIPIENT' (I give to you/ you take)

sánk 'A third person as RECIPIENT (I or you give to him)



Position of morphemes:

The position of the root of these words-initially in the word implies that the GOAL of the ACTION is in FOCUS thus the RECIPIENT is being emphasised. The only two words in which the root s occurs finally imply the Source as being in FOCUS. They are

as 'dog' basically meaning 'take from elsewhere towards' which is the function of a dog in relation to game animals.

mámás 'to suck something' Literal meaning 'carry from here to here' which is just what the tongue does in sucking.

Optional Manner of Action Morphemes;

The Manner of Action morphemes -áp and -ámp when used as an option with the TRANSFER VERBS kar 'to cut (something)' and far 'to pierce (something)' act as EMPHATIC FOCUS morphemes. In these Actions there is an AGENT, a PATIENT and an INSTRUMENT involved. The choice as to which will be emphasised lies in the choice of <sup>the</sup> Manner of Action morpheme,

e.g

<u>On-o</u>	<u>Mare -n</u>	<u>wi</u>	<u>far -áp.</u>
I-S ACT	" -G ACT	sharp	to.pierce -put.one.against.the.other
		instrument	MAN ACT
		INSTR ACT	

' I pierce Mare with the hypodermic needle.'

In this statement the use of SOURCE of the ACTION, GOAL of the ACTION and the -áp form of the MANNER of the ACTION indicate that I as AGENT and Mare as RECIPIENT are being emphasised.

<u>On-o</u>	<u>Mare</u>	<u>wi</u>	<u>far -ámp.</u>
I S ACT	PAT	INSTR	to.pierce -put.that.one.against.the.other

'I pierce Mare with the hypodermic needle.'

In this statement I as AGENT and the hypodermic needle as INSTRUMENT are being emphasised.

When the MANNER of ACTION morpheme -áp is used in Final position with the BASIC VERB FORMS tank 'sit' and yak 'be there, stay' it implies an Action in which a group of people act by mutual consent,

e.g

<u>tank -áp</u>	'sit there together'
<u>yak -áp</u>	'stay here together'

The verb form tank on another place as Destination Topic Location, and yak focuses on here as Destination Location.

This use of -áp is part of the Cross Reference System and is cross referencing the ACTORS in the VERB PHRASE, hence the focus is on the ACTORS. This referent indicates the relationships of the Actors in a group.

There are also Referential Manner of Action words which are more closely associated with the NOMINAL PHRASE than with the VERB PHRASE, but nevertheless indicate the Manner in which the Action is performed. They indicate the POSITION in SPACE of one actor to another in a SHARED ACTION.

These are:-

<u>mwar</u>	'alone, not with others'
<u>énénkér</u>	'other/s following this one' i.e Topic Actor goes first, others follow.'
<u>manánkár</u>	'one (TOP ACT) going in front of that/those'
<u>kár</u>	'going in front'
<u>kor</u>	'also' i.e acting with another doing the same action at the same time in the same place.
<u>kuri</u>	'also' i.e doing the same action but at another time or place.
<u>ku</u>	'acting exclusively - of one's own volition'

EXAMPLES:-

<u>mwar</u>	<u>Naropwar</u>	<u>sumpwi</u>	<u>no -nko</u>	<u>pá -te -a</u>
	father	die	when.he-other	bury-TOP-PR compl
	<u>éntupwar</u>	<u>mwar</u>	<u>warámp -e -a</u>	<u>yak.</u>
	mother	only	to.care.for	stay
			dependant-S F-PR COMPL	

'When the father had died and they had buried him, the mother only was there to care for (the son).'

The care of the son was now the mother's responsibility alone.

<u>énénkér</u>	<u>námp</u>	<u>námp</u>	<u>amo</u>	<u>aokwap</u>	<u>nap -o</u>
( <u>kor</u> )	place	place	you	go	your.doing -when
					SW REF
<u>ono</u>	<u>kor</u>	<u>énénkér</u>	<u>mént-ok</u>	<u>aokwap</u>	<u>ne -nemp.</u>
I	also	following.	here.with	go.away	FU
			go.up.to		DUAL-our.dual.doing

'when you go from place to place I also will go following you and we will go up together.'

The Actor in this sentence is offering to accompany another in an inferior position, that is following him. The Actor is usually in the leading position and these manner of action words are necessary to adjust the focus onto the other as leader.

kār  
 'maninkār)  
Faonkwe,    fār    mákáre    nunump -é    ré  
                  "            game    odour    smell -ing    SEQ  
                                  animal  
  
pourou    mákáre -an    nunump -é    ré  
 body            odour -G ACT    smell-ing    SEQ  
  
yin -an    mek    kār    pwar ar ré    fáraokop.  
 us -G ACT go.into    go.first    SEQ    run.on  
                          that                    compl.transf

'After smelling the body odour of a game animal, Faonkwe came up where we were, passed us and went ahead.'

The sequence in this series of Actions is :-

Faonkwe smells the tracks of the pig,  
yin-an mek 'go to us in that place'  
 comes up with them,  
kār 'go. first'  
 goes ahead of them  
  
pwar ar 'completes the transfer (to where they were)  
 after completing the transfer to them goes ahead  
fáraokop 'runs on beyond'

Previous sentences have indicated that Faonkwe was behind the hunters at first and here the focus changes to Faonkwe as taking the lead in the hunt.

maninkār yino ankwap fákáre maninkār pāk.  
 we other group go.ahead.of.that go.down  
 'we went ahead of that other group and went down.'

Here there are two groups looking over Yonki Power Station and one group goes ahead of the other group in going down in the elevator. This puts the focus on the Actors group as taking over leadership.

kuri 'doing the same action but at a different TIME or PLACE,  
 'He sat there  
 whistling (bird calls)  
 but the mother  
 had also gone there  
 and was listening'  
Poponk -é ré tank nomp te,  
 whistl-ing SEQ sat his.doing TOP LOC  
  
éntupwarc-o kuri wa-ré yak omp.  
 mother S ACT also listen-ing go.to her.doing

In the phrase éntupwar -o kuri the mother is designated as SOURCE of this Action in contrast to the son who has already gone into his bird hide and is whistling (bird calls). She had also gone to this area and was listening. She had done the same action but at a different TIME (so that he would not see her disobeying his instruction to say in her own area). This Action was of her own volition. The root ku conveys the meaning 'of one's own volition'

ku 'of one's own volition'

ono ku 'I of my own volition'

ono ku-mp-or 'I of my own volition for the BENEFIT of another'

## II.1.2 APPOSITIONAL WORDS, PHRASES AND ACTIONS:-

The repetition of words, phrases and Actions is a method of bringing attention to an Entity, his location or his Action,

e.g. Repeated Word and Phrase:-

táráp yar kánanke, táráp érékép yak.  
 child two small children to.bring go.along.to  
nko maok té te nápok nae rao-mp ao, nae rao-mp  
 other that.to her.place.to that.one's SW LOC  
 SW TOP LOC older.sister older.sister that.one's

fek -amp ao ounkwi aropae aokwap te.  
 at-belonging. sorceress went.away.from TOP LOC  
 to SW LOC

had gone  
 'she went to that other place to bring the children, the two small children, and that sorceress went from in there (the older sister's place) and transferred them from her older sisters place to her own place.'

HEAD1	QUANT	QUAL	HEAD 2	
<u>táráp</u>	<u>yar</u>	<u>kánanke</u> ,	<u>táráp</u>	(she went to bring) the children,
child	two	small	children	two small children'

These are NOMINAL APPOSITIONAL PHRASES bringing attention to the object of journey -to rescue the orphan children.

AXIS		REL
DESTINATION	SOURCE	SW LOC
<u>nápok</u> her.place.to	<u>nae</u> <u>rao-mp</u> older. sister 's place.from	<u>ao</u>
	<u>nae</u> <u>rao -mp</u> <u>fek -amp</u>	<u>ao</u>
	older.sister 's place at -belonging.to	SW LOC

'(she took them) from her older sister's place to her own place'

These are APPOSITIONAL SWITCH LOCATION AXIS RELATOR PHRASES, and they bring into prominence the change in location of the children from their own place (the sorceress's sister's place) to the home of the sorceress.

### II.1.3 MARKED TOPICALISED REFERENCE:

The phoneme which marks Topicalised Reference is t

#### (a) Morphemes:

It occurs initially in morpheme TOPIC MARKERS which consist of t plus POSITIONAL-DIRECTIONAL vowels,

- e.g ta TOPIC plus position along
- té TOPIC plus position down/between
- te TOPIC plus position within (here)
- ti TOPIC plus positions here and elsewhere
- to TOPIC plus position up

#### (b) Words:

It also occurs in the initial position in words which belong to a TOPIC FOCUSED class of words,

- e.g ti 'to collect from elsewhere and bring to TOP LOC i.e to build'
- ta-k TOP plus position plus MOTION
- 'go along to TOP LOC' (PRAGMATIC REALM)
- 'do that' (NOTIONAL REALM-I'd like you to do that)
- ta-nk TOP plus position plus other indicating motion from another place to TOP LOC 'also 'to sit down'
- to-pok 'go up to a place at the TOPIC LOCATION : also'
- to-kop 'put something up and move it over something else, e.g an axe over firewood to split it'

There are many more of these words, both verbal and nominal. They will be discussed in other papers on the language.

#### (c) Phrases:

The Topic Marking morphemes occur as words with other words in phrases.

They function both in the PRAGMATIC REALM in NOMINAL and VERBAL phrases and as LOCATION to LOCATION, LOCATION to ACTION and ACTION to ACTION RELATORS or RELATOR PHRASES, and also in the NOTIONAL REALM as PROPOSITIONAL RELATORS or RELATOR PHRASES.

The following text will give the SETTING for these TOPIC FOCUSING units.:-

'After daybreak that foster mother made sago and it sat down badly (sank without coagulating) . Immediately after it sat down badly he said concerning this, "You must act thus; you must not throw that sago down onto the ground. You must put it from in this bucket into that bucket. You must not tip out that sago with the water and throw it about there (on the ground) They (the sago and water) must stay together and go from this bucket to that bucket.'

WORDS:

ta-nk General meaning 'from other along to DESTINATION TOPIC LOCATION'

Specific meaning 'sit down there (DEST TOP LOC)

This destination focused topicalised word indicates a movement from another place to the topic destination place and when used in its Basic Verb Form without suffixes it indicates the final action upon arrival which is usually to sit down. The sago moved from in suspension in the water and came to rest at the bottom of the bucket without coagulating.

ta-p General meaning 'cause to move along to DEST TOP LOC.

Specific meaning 'a bucket made of the sheath of the limbum palm used to transport things to the village and to make sago jelly.

This is a nominal but as in the case of many nominals it has a verbal derivation. The usual topic location is the house in the village.

té 'down to there- Alternative Topic Location'

té ma -n am te kokowar éper -i kwapono.

to. that-G ACT

ALT that TOP tip.out spread=D F you must not  
TOP LOC

'you must not tip that (sago) out or spread it around down there on that (ground).'

The alternative Topic location for the sago was the ground.

PHRASES:NOMINAL PHRASES:

Topicalised Nominal Phrase:-

HEAD	QUALIFIER	TOPIC	
ni sago	am that	te TOPIC	'that sago, our topic'

HEAD	CASE RELATOR	
ma	-n G ACT	'that (ground RECIPIENT)'

This nominal phrase is part of the EMPHATIC FOCUS PHRASE té ma-n which emphasises the ground as the alternative recipient of the sago and water which was prohibited.

VERB PHRASES in AXIS RELATOR EVENTS:

AXIS				RELATOR
DEST LOC	SOURCE TO DEST TRANS	ALT TOP LOC focused MOTION	DEST TOP LOC focused MOTION	
Tap bucket	mak -e that. to-from.in	ték -i move.to ALT TOP LOC	tank -áp sit -together	
				nkuno. they.must

'they (the sago and the water) must go from here to there, from in this bucket to that bucket, and stay together there.'

This is a TRANSITIVE TRANSFER EVENT in which the ACTIONS are TOPIC LOCATION focused.

AXIS				RELATOR
DEST LOC	SOURCE to DEST TRANSF	CAUSED MOTION	TOPIC PATIENT CROSS REF	
tap bucket	mak -e that. move.to from.this	pá put.together	te TOP (sago)	
				ampo you must

'you must put it to go from in this bucket to that bucket'

This is a CAUSED MOTION TRANSFER EVENT in which the TOPIC, the sago, is the PATIENT of the ACTION and the DESTINATION LOCATION is in focus.

The modal relator gives the STATE of MIND of the speaker in relation to both the transfer and the putting ACTIONS.



FUNCTIONING OF TOPIC FOCUS MARKERS:

(a) As a UNIT in a PHRASE as part of an ACTION:

The functioning of topic marking units may be diagrammed as follows:

	THIS	BETWEEN THIS and OTHER	OTHER
SINGLE FOCUS	te	té	ta
DOUBLE FOCUS	te	ti	ta

TOPIC MARKERS have INHERENT FOCUS elements in relation to the concepts of THIS and THAT, THIS and OTHER, NOW and THEN and HERE and THERE.

te marks THIS, HERE and NOW

té " BETWEEN THIS and THAT or OTHER

" HERE and THERE

" NOW and THEN

ta " THAT, THERE or OTHER

ti " THIS and OTHER

EXAMPLES:

(a) Phrases in ACTIONS/STATES:

ENTITY to ACTION RELATOR in TOPICALISED NOMINAL PHRASE:

te ono te yonkwae wuri 'as for me, I was very much afraid'

ACTION to SPACE RELATOR in VERB PHRASE:

te (am bris) yoro -i té nap 'that bridge which they had built  
that bridge build=D F there their.across there'  
BETW doing  
TOP  
LOC s

(b) As an EVENT to EVENT RELATOR:

EVENT I: yinó (am bris yoro -i té nap fenomp) LOCATION  
we that bridge build=D F BETW  
TOP  
LOCs their.doing from.on.this

(am fenomp yink -é né -nke mwa 'ri -a) REASON  
that from.on move-ing down - to look DES PRIOR  
other.to.this to.thu pl COMPLETED  
ACTION as REASON

yink -i omp

other.

to.this.

move -D F our.past.doing

FINAL ACT of EVENT I

RELATOR : te

EVENT II: ono te yonkwae wuri CONSEQUENTIAL STATE  
I TOP liver scraping(to be afraid)

'because we had said that we wanted to go there and look down to this (water race) from in that bridge which they had built across there, we went there but, I was very much afraid.'

yink -i omp te 'we had gone there' TOPIC

The TOPIC marker te here marks a prior completed Action -the move to the bridge - as the TOPIC ACTION the consequence of which was a STATE of extreme fear. The first Event is a SPACE TRANSFER ACTION EVENT and the second Event is a STATIVE EVENT.

(c) AS ENTITY to ENTITY CONJUNCTIVE:

ti 'this other to TOPIC ENTITY'

The inherent focus in ti is DUAL in nature involving two entities or two locations or two points in time.

Its GENERAL meaning is 'from this to other 'or 'from other to this'

Its SPECIFIC meanings are derived from this and are

(1) 'collect -objects from other places to this place'

(2) 'build (house etc.) Materials are collected from the forest and taken to the site of the building.

Another of its uses is as an ENTITY to ENTITY conjunctive translatable as 'and'. This conjunctive is basically verbal in nature and has the forms ti -a and ti -ak -a which are transfer verb forms so that the underlying meaning is that one entity completes a transfer to the other entity and then they act together,

e.g

<u>Jisas</u>	<u>ti -ak -a</u>	<u>Kwar</u>	<u>te</u> ,	<u>Naropwar</u>	<u>te</u>	<u>mámá</u>	<u>níník</u>
Jesus	and	God TOP		Father TOP		these	thinking (thoughts)

mak yak nomp fek te , námo -ént yak mo.

do.that go.on our.doing MEANS TOP us-with stay not

If we continue to go on doing that by COND means of these thoughts, God the Father and Jesus, will not stay with us.

It will be noted that Kwar and Naropwar are marked with te designation God as the TOPIC person who is joined by Jesus in a joint Action.

This example also illustrates

(d) TOPIC marker as a relator between propositions.

mámá    nánák    mak    yak    nomp    fek    te  
these   thoughts do.that go.on our.   MEANS   CONDITION  
doing

'if we go on doing that by means of these thoughts,'

This is the CONDITION which forms the GROUNDS for the following negative state of being without God. — the CONSEQUENCE.

(e) Marking the TOPIC in a TOPIC - COMMENT sentence,

e.g

Má    te    yumwi. 'As for this it is a stone/ This is a stone'  
this TOP stone

## II.2 FOCUS FACTORS in the STRESS SYSTEM:

Much work has been done on the phonological aspects of the Stress System in this language by Dorothy Price (1984). This describes the functioning of stress on the phoneme level. However, although the significance of stress as a focus factor has not been fully explored, it does appear that there are semantic implications in the placing of stress. Stress on the initial syllable of a word indicates that DESTINATION or GOAL is in FOCUS and stress on the final syllable indicates that the SOURCE is in FOCUS,

e.g    'korop    ko'rop    'come'

If a mother has a child with her and wants to leave where she is and wants to take the child with her, she will say, "Ko'rop!" 'come (from here) The focus here is on the present location as SOURCE of the transfer movement.

If the child is elsewhere and she wants it to come to where she is she will say, "Korop ae!" "come here!" The focus is on the speaker's position as the DESTINATION of the transfer.

On arrival at a place a person will say, "Ono    'korop 'namp -ono.'  
I    come my.doing. INDIC  
'I have just come.'

The stress on both words of the phrase is initial and focuses on the DESTINATION