Tentative Grammar Description

for the [khz] Kalo language
spoken in Central Province

Written by Phil King with Momoro Kini and Aimo Pokana Raka

June 2014

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Province: UK

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Language: Kalo
Province: Central

Name: Aimo Pokana Raka
Language: Kalo
Province: Central

The following works are covered by this form:

<table>
<thead>
<tr>
<th>Description</th>
<th>Contribution</th>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tentative Grammar Description</td>
<td>author</td>
<td>Phil King</td>
<td>10 June 2014</td>
</tr>
<tr>
<td>Tentative Grammar Description</td>
<td>language data and checking</td>
<td>Aimo Pokana Raka, Momoro Kini</td>
<td>6 June 2014</td>
</tr>
<tr>
<td>Text collection – written and audio</td>
<td>author</td>
<td>Momoro Kini</td>
<td>10 June 2014</td>
</tr>
</tbody>
</table>
1 INTRODUCTION

Language name: Kalo (listed in the Ethnologue as a dialect of Keapara [khz])

Classification: Austronesian, Malayo-Polynesian, Central-Eastern Malayo-Polynesian, Eastern Malayo-Polynesian, Oceanic, Western Oceanic, Papuan Tip, Peripheral, Central Papuan, Sinagoro-Keapara

Location of Language Group: Spoken in Kalo village, Central Province, coast east of Hood Point / Hula Point.

Dialect(s) represented in this description: Kalo

Name(s) of contributor(s): Aimo Pokana Raka and Momoro Kini

Period during which this information was collected: April 29 - June 11 2014

Location where most data has been collected: Ukarumpa, Eastern Highlands Province

Texts used to help produce this description:

*Kelenigepagepa “Man Eater”; Lema Rakagau? “What is stealing?”; Auna numa egalana aonai au rakagau pana kala “If my house is on fire, what would I do?”; Translators’ Training Course Mulinau Au Pana Kala Gaura “The things I will do after TTC”*
This grammar is very tentative. It has been written by Phil King during the five-week long Translators’ Training Course at Ukarumpa, at which the two Kalo speakers, Aimo Pokana Raka and Momoro Kini, were participants. The course itself focused on other assignments, so the data for this grammar was just collected and written up in spare moments between other sessions. The analysis is based on little more than four natural texts written by Momoro Kini and a selection of elicited sentences. Gerhard Tauberschmidt’s *A Grammar of Sinaugoro* was incredibly helpful in providing grammatical background for the languages in this area. There may well be errors due to the time pressure in producing this document, and some inconsistencies within the analysis. We are thankful to Sissie D’Jernes for reading the paper and pointing out some of the worst inconsistencies, some of which have been corrected, whilst others have been footnoted for others to research further. Despite its tentative nature, we hope this grammar will be helpful to speakers of the Kalo language, and to others who want to learn more about the language. Hopefully, it provides a foundation for others to build upon in the future.

**Abbreviations**
The following abbreviations are used in this document:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>~</td>
<td>Alternates with</td>
</tr>
<tr>
<td>1</td>
<td>1st Person</td>
</tr>
<tr>
<td>2</td>
<td>2nd Person</td>
</tr>
<tr>
<td>3</td>
<td>3rd Person</td>
</tr>
<tr>
<td>ADJ</td>
<td>Adjective</td>
</tr>
<tr>
<td>CTS</td>
<td>Continuous (an action perceived as ongoing)</td>
</tr>
<tr>
<td>DEM</td>
<td>Demonstrative</td>
</tr>
<tr>
<td>EXC</td>
<td>Exclusive (does not include the person you are speaking to)</td>
</tr>
<tr>
<td>FUT</td>
<td>Future</td>
</tr>
<tr>
<td>IMV</td>
<td>Imperative (command)</td>
</tr>
<tr>
<td>INC</td>
<td>Inclusive (includes the person you are speaking to)</td>
</tr>
<tr>
<td>IRR</td>
<td>Irrealis (covers things in the future, but also other things that might or might not happen)</td>
</tr>
<tr>
<td>NUM</td>
<td>Numeral</td>
</tr>
<tr>
<td>OBJ</td>
<td>Object</td>
</tr>
<tr>
<td>PL</td>
<td>Plural</td>
</tr>
<tr>
<td>POSS</td>
<td>Possessive</td>
</tr>
<tr>
<td>PRES</td>
<td>Present</td>
</tr>
<tr>
<td>REC</td>
<td>Recent past</td>
</tr>
<tr>
<td>REFL</td>
<td>Reflexive</td>
</tr>
<tr>
<td>SBJ</td>
<td>Subject</td>
</tr>
<tr>
<td>SG</td>
<td>Singular</td>
</tr>
</tbody>
</table>
2 WRITING SYSTEM AND SOUNDS
The following letters are used in the Kalo writing system:

\(<\text{a e g i k l m n o p r t u v w}>\)

The letter \(<\text{g}>\) represents a velar fricative, a ‘softer’ sound than in English.

The previous Organised Phonology Data\(^1\) also used the letters \(<\text{q}>\) and \(<\text{q}^\text{w}>\) to show a difference between the uvular stop \(\text{q}\) (at the back of the throat, called by some a ‘heavy k’) and the velar stop \(\text{k}\) (less far back in the mouth, called a ‘light k’). Although there are still differences between these sounds, they are not being shown in the current writing system.

<table>
<thead>
<tr>
<th>Previous spelling</th>
<th>Current spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\text{kala} ) ‘grow’</td>
<td>(\text{qala} ) ‘make’</td>
</tr>
<tr>
<td>(\text{kale} ) ‘shellfish’</td>
<td>(\text{qale} ) ‘taro’</td>
</tr>
<tr>
<td>(\text{kavu} ) ‘ash’</td>
<td>(\text{qavu} ) ‘fireplace’</td>
</tr>
<tr>
<td>(\text{kaka} ) ‘small stream’</td>
<td>(\text{qaqa} ) ‘brother’</td>
</tr>
</tbody>
</table>

3 NOUNS AND NOUN PHRASES

3.1 Pronouns and Possessive Suffixes
Our pronouns are shown in the charts below. Section 3.1.1 shows normal pronouns; 3.1.2 shows normal possessive pronouns; 3.1.3 shows the special possessive pronouns used for edible items; 3.1.4 discusses the suffixes used for inalienably possessed objects (such as \(\text{tamaku} \) ‘my father’); and section 3.1.5 shows the reflexive pronouns used when someone does something to themselves.

3.1.1 Normal Pronouns
Normal pronouns are words like \(\text{I, you} \) and \(\text{they} \), which stand in place of other noun phrases. These are some technical words used to talk about pronouns and other grammatical features:

- 1\(^{st}\) person (1) = the speaker. English: ‘I’, ‘we’
- 2\(^{nd}\) person (2) = the listener. English: ‘you’
- 3\(^{rd}\) person (3) = neither the speaker nor the listener. English: ‘he/she/it/they’

Singular (SG) = just one person/thing. English: ‘I/he/she/it’
Plural (PL) = more than one. English: ‘we/they’

- 1\(^{st}\) person exclusive (1 EXC) = the speaker and some other people, but not the listener. Tok Pisin \(\text{mipela} \).
- 1\(^{st}\) person inclusive (1 INC) = the speaker and the listener (and maybe other people too). Tok Pisin \(\text{yumi} \).

Some languages have different pronouns for the subject and object of the sentence. In English, ‘I’ is used for the first person singular subject pronoun, and ‘me’ is the first person singular object pronoun. Kalo does not have different pronouns for subjects and objects. However, there are object suffixes that are attached to verbs, as described in Section 5.1.2.

\(^1\) Online at http://www-01.sil.org/pacific/png/abstract.asp?id=928474542234.
Table 2: Normal pronouns

<table>
<thead>
<tr>
<th></th>
<th>Normal Kalo pronoun</th>
<th>English / Tok Pisin</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>1st person</td>
<td>au</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>goi</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>ia</td>
</tr>
<tr>
<td>plural</td>
<td>1st person inclusive</td>
<td>ita</td>
</tr>
<tr>
<td></td>
<td>1st person exclusive</td>
<td>ai</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>gomi</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>ira</td>
</tr>
</tbody>
</table>

Here is an example sentence using a normal pronoun:

Example 1

au p- a- ripa au -na numa kalova -na e- gala -a -na
1SG REC 1SG.SBJ know 1SG POSS house fire 3SG.POSS 3SG.SBJ burn 3SG.OBJ PRES

'If I knew that my house was burning’ (literally, ‘my house’s fire, it burned it’)

3.1.2 Normal Possessive Pronouns

Possessive pronouns are pronouns used when something belongs to someone. In Kalo we have different possessive pronouns for something that belongs to someone (normal possessive pronouns) and something that someone is going to eat (possessive pronouns for edible items). Table 3 lists our Kalo normal possessive pronouns. First and second person plural possessive pronouns are formed by adding the suffix –na to the normal pronouns listed in Table 2. These normal possessive pronouns are used for something that belongs to someone, but is not part of their body, a member of their family, or something to eat.
TABLE 3: Normal possessive pronouns

<table>
<thead>
<tr>
<th></th>
<th>Possessive pronoun</th>
<th>English / Tok Pisin equivalent</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>geku</td>
<td>my</td>
<td>geku numa</td>
<td>my house</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>gemu</td>
<td>your</td>
<td>gemu numa</td>
<td>your house</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>gena</td>
<td>his, her, its</td>
<td>gena numa</td>
<td>his, her, its house</td>
</tr>
<tr>
<td>plural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person inclusive</td>
<td>itana</td>
<td>our / bilong yumi</td>
<td>itana numa</td>
<td>our (inc) house</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person exclusive</td>
<td>aina</td>
<td>our / bilong mipela</td>
<td>aina numa</td>
<td>our (exc) house</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>gomina</td>
<td>your / bilong yupela</td>
<td>gomina numa</td>
<td>your (plural) house</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>geria</td>
<td>their</td>
<td>geria numa</td>
<td>their house</td>
</tr>
</tbody>
</table>

Examples (2) and (3) show sentences using possessive pronouns. Usually the possessive pronoun comes before the noun itself:

Example 2

\[ ne \text{ Kipa e- vaikila -a -to ge -na numa -i pene laka } \]
then Kipa 3SG.SBJ tell 3SG.OBJ PAST.PERFECT POSS 3SG.POSS house at 3SG.IRR go
‘Then he told Kipa to go to his house’

Example 3

\[ Peka p- e- kila \]
Peka REC 3SG.SBJ say
\[ goi vanuga talima -ra ge -ria pae -ta p- o- lema -a \]
2SG village people PL POSS 3PL.POSS pig one REC 2SG.SBJ steal 3SG.OBJ
‘Peka said you stole the village people’s pig’

3.1.3 Possessive Pronouns for Edible Items

There are a special set of possessive pronouns used for things that are to be eaten. They are similar in form to the normal possessive pronouns, but all begin with *ga-*.

---

2 Note that *au-na numa* ‘my house’ is also used, as in Example 1, where a possessive pronoun has been formed by adding –*na* to the normal pronoun.
### TABLE 4: Possessive pronouns for edible items

<table>
<thead>
<tr>
<th>Possessive pronoun</th>
<th>English / Tok Pisin equivalent</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>gaku</td>
<td>my</td>
<td>gaku galivata</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>gamu</td>
<td>your</td>
<td>gamu galivata</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>gana</td>
<td>his, her, its</td>
<td>gana galivata</td>
</tr>
<tr>
<td><strong>plural</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person inclusive</td>
<td>gara</td>
<td>our / bilong yumi</td>
<td>gara galivata</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person exclusive</td>
<td>gama</td>
<td>our / bilong mipela</td>
<td>gama galivata</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>gami</td>
<td>your / bilong Yupela</td>
<td>gami galivata</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>garia</td>
<td>their</td>
<td>garia galivata</td>
</tr>
</tbody>
</table>

The choice of using the normal or ‘edible’ possessive pronoun depends on the context. The edible possessive pronoun is used for the person who will eat something, whereas the normal possessive pronoun may be used to show that the same thing belongs to someone else.

**Example 4**

\[
g -na \quad \text{pae}
\]

EDIBLE 3SG.Poss pig

‘his/her pig’ (that is, it is his hers to eat)

**Example 5**

\[
ge -na \quad \text{pae}
\]

NON-EDIBLE 3SG.Poss pig

‘his/her pig’ (that is, it belongs to him/her)

### 3.1.4 Possessive Suffixes

Possessive suffixes are another way to show who something belongs to (possession), by adding something to the end of the word. These possessive suffixes are often used with words for family relationships or body parts (such as *ear, eye, brother or father*), rather than using a separate word. Further discussion of different ways to show possession is given in Section 3.7.

These are some examples of words with possessive suffixes in Kalo. The word with a possessive suffix can either be used on its own, or with the normal pronoun preceding it.
Example 6

\[ \text{mata-ku / au mata-ku} \quad \text{‘my eye’} \]
\[ \text{tama-mu / goi tama-mu} \quad \text{‘your father’} \]
\[ \text{poka-na / ia poka-na} \quad \text{‘his mouth’} \]
\[ \text{tega-ria / ira tega-ria} \quad \text{‘their ears’} \]

Table 5 shows our possessive suffixes:

<table>
<thead>
<tr>
<th></th>
<th>Possessive suffix</th>
<th>Word with possessive suffix</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1\textsuperscript{st} person</strong></td>
<td>-ku</td>
<td>(au) tamaku</td>
</tr>
<tr>
<td></td>
<td><strong>2\textsuperscript{nd} person</strong></td>
<td>-mu</td>
<td>(goi) tamamu</td>
</tr>
<tr>
<td></td>
<td><strong>3\textsuperscript{rd} person</strong></td>
<td>-na</td>
<td>(ia) tamana</td>
</tr>
<tr>
<td></td>
<td><strong>plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1\textsuperscript{st} person</strong></td>
<td>-ra</td>
<td>(ita) tamara</td>
</tr>
<tr>
<td></td>
<td><strong>inclusive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1\textsuperscript{st} person</strong></td>
<td>-mai</td>
<td>(ai) tamamai</td>
</tr>
<tr>
<td></td>
<td><strong>exclusive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2\textsuperscript{nd} person</strong></td>
<td>-mi</td>
<td>(gomi) tamami</td>
</tr>
<tr>
<td></td>
<td><strong>3\textsuperscript{rd} person</strong></td>
<td>-ria</td>
<td>(ira) tamaria</td>
</tr>
</tbody>
</table>

The main kind of words that use possessive suffixes in the Kalo language are body parts and kinship terms, but the possessive suffixes are also used for some other words that are closely related to a person, as in example (7). In linguistic terminology, these are often called \textit{inalienably possessed} words, because they cannot usually appear without a suffix saying who they belong to (see Section 3.7.1).

Example 7

\[ \text{ara-ku / au ara-ku} \quad \text{‘my name’} \]
\[ \text{vali-ku / au vali-ku} \quad \text{‘my news’} \]
3.1.5 Reflexive Pronouns
Reflexive pronouns are words like ‘myself’ and ‘himself’. They are used when the actor and patient refer to the same person.

In Kalo, reflexive pronouns are made by adding possessive suffixes to the stem *matotau*, as shown in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Reflexive pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td><em>matotauku</em></td>
<td>myself</td>
</tr>
<tr>
<td>2nd person</td>
<td><em>matotaumu</em></td>
<td>yourself</td>
</tr>
<tr>
<td>3rd person</td>
<td><em>matotauna</em></td>
<td>himself, herself, itself</td>
</tr>
<tr>
<td><strong>plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td><em>matotaura</em></td>
<td>ourselves / <em>yumi yet</em></td>
</tr>
<tr>
<td>inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td><em>matotaumai</em></td>
<td>ourselves / <em>mipela yet</em></td>
</tr>
<tr>
<td>exclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td><em>matotaumi</em></td>
<td>yourselves / <em>yupela yet</em></td>
</tr>
<tr>
<td>3rd person</td>
<td><em>matotauria</em></td>
<td>themselves / <em>ol yet</em></td>
</tr>
</tbody>
</table>

In clauses like ‘he hit himself’, the reflexive pronoun is used, but the verb also begins with the reflexive prefix *ve-*, as in the example below:

Example 8

```
au  matotau -ku  p- a-  ve- kwari
1SG  REFL  1SG.POSS  REC 1SG.SBJ  REFL  hit/strike
'I hit myself'
```

3.1.6 Translation Issues for Pronouns
In Kalo, we make a difference between the first person inclusive pronoun *ita* and the first person exclusive pronoun *ai*. However, English, Greek and Hebrew do not make this difference. So, when we are translating from these languages into Kalo, we need to decide whether to use *ita* or *ai*.

In Kalo there is just one pronoun *ia* that is used for men or women or animals, whereas English makes a difference between ‘he’ and ‘she’ and ‘it’.

3.2 Nouns
Nouns are naming words that are often used for objects that can be seen and touched, such as people, places and things. However, some nouns are things that cannot be seen, such as invisible things (wind, electricity); times (morning, day); abstract things (friendship, love) and actions (prayer, suffering).
Nouns in Kalo are not usually marked for singular or plural on the noun itself, so you cannot tell from the noun whether it is singular or plural. However, it is possible to tell whether something is plural by markers on other words that go along with the noun in the noun phrase, or through markers on the verb, or other parts of the sentence, as shown in examples (10) to (17).

These are some example nouns in Kalo:

**Example 9**

<table>
<thead>
<tr>
<th>Noun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>vugae</td>
<td>‘crocodile / crocodiles’</td>
</tr>
<tr>
<td>pae</td>
<td>‘pig / pigs’</td>
</tr>
<tr>
<td>galivata</td>
<td>‘banana / bananas’</td>
</tr>
<tr>
<td>numa</td>
<td>‘house / houses’</td>
</tr>
<tr>
<td>kupa</td>
<td>‘sky’ (in Kalo thinking, there is just one sky)</td>
</tr>
<tr>
<td>amoamo</td>
<td>‘morning / mornings’</td>
</tr>
<tr>
<td>velekwa</td>
<td>‘feast / feasts’</td>
</tr>
<tr>
<td>maru</td>
<td>‘man / men’</td>
</tr>
<tr>
<td>talima</td>
<td>‘person / people’</td>
</tr>
<tr>
<td>rinaga</td>
<td>‘possession / possessions’</td>
</tr>
</tbody>
</table>

When there is more than one of something, this can sometimes be seen by using a numeral to say how many there are, even though the noun does not change at all, as in examples (10) and (11).

**Example 10**

numa kwapuna
house one
‘one house’

**Example 11**

numa ruala
house two
‘two houses’

When adjectives are used with a noun, the adjectives take the suffix –na if the noun is singular, and the suffix –ra if the noun is plural. There is more information on adjectives in Section 3.3.

**Example 12**

pae kamu -na kwapuna
pig big SG one
‘one big pig’
Example 13

\[
pae \quad kamu \quad -ra \quad ruala
\]

pig \quad big \quad PL \quad two

'two big pigs'

When nouns are used as the **subjects** of verbs, different prefixes are used on the verb to show whether the subject noun is singular or plural. For example, the prefix *e-* on the verb shows a third person singular subject, and the prefix *ge-* shows a third person plural subject, as shown below:

Example 14

<table>
<thead>
<tr>
<th>SINGULAR SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>vo vugae</td>
<td>e- laka -to</td>
</tr>
<tr>
<td>DEM crocodile</td>
<td>3SG.SBJ go PAST.PERFECT</td>
</tr>
</tbody>
</table>

'That crocodile went.'

Example 15

<table>
<thead>
<tr>
<th>PLURAL SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>vo vugae</td>
<td>ge- laka -to</td>
</tr>
<tr>
<td>DEM crocodile</td>
<td>3PL.SBJ go PAST.PERFECT</td>
</tr>
</tbody>
</table>

'Those crocodiles went.'

When a noun is the **object** of a verb, the verb has a suffix which shows whether the noun is singular or plural. For example, when the object is in the third person, the suffix *–a* is used if the noun is singular, and the suffix *–ra* if the noun is plural, as shown below.

Example 16

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SINGULAR OBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pita -na</td>
<td>vo vugae e- gita -a -to</td>
<td></td>
</tr>
<tr>
<td>Pita ERGATIVE</td>
<td>DEM crocodile 3SG.SBJ see SG.OBJ PAST.PERFECT</td>
<td></td>
</tr>
</tbody>
</table>

'Peter saw that crocodile.'

Example 17

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PLURAL OBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pita -na</td>
<td>vo vugae e- gita -ra -to</td>
<td></td>
</tr>
<tr>
<td>Pita ERGATIVE</td>
<td>DEM crocodile 3SG.SBJ see PL.OBJ PAST.PERFECT</td>
<td></td>
</tr>
</tbody>
</table>

'Peter saw those crocodiles.'

### 3.2.3 Translation Issues for Singular and Plural Nouns

Since Kalo does not show a difference on the noun between singular and plural things, we will need to make sure when we are translating that the readers can tell whether something is singular or plural.

### 3.3 Adjectives

#### 3.3.1 Normal Adjectives

**Adjectives** are words which describe a noun. Adjectives might describe the size, shape and colour of something, the age or feelings of a person, or the appearance of a place.
Some English Adjectives are: big, small, round, square, triangular, red, blue, green, tall, short, young, old, happy, sad, stressed, relaxed, rocky, wet, dry, hot and cold. There are many more! Kalo as well as English seems to have many adjectives.

Table 7 shows some adjectives in Kalo.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Gloss</th>
<th>Example sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>kamu</td>
<td>big</td>
<td>vo vugae kamu-na DEM crocodile big SG ‘that big crocodile’</td>
</tr>
<tr>
<td>kei</td>
<td>small</td>
<td>vugae kei-na crocodile small SG ‘a small crocodile’</td>
</tr>
<tr>
<td>gaoka</td>
<td>hard</td>
<td>guria gaoka-na betelnut hard SG ‘a hard betelnut’</td>
</tr>
<tr>
<td>nama</td>
<td>good</td>
<td>melo nama-na boy good SG ‘a good boy’</td>
</tr>
<tr>
<td>rakava</td>
<td>bad</td>
<td>melo rakava-na boy bad SG ‘a bad boy’</td>
</tr>
<tr>
<td>moga</td>
<td>long</td>
<td>galivata moga-ra toitoi banana long PL three ‘three long bananas’</td>
</tr>
<tr>
<td>kune</td>
<td>old</td>
<td>numa kune-ra ruala house old PL two ‘two old houses’</td>
</tr>
<tr>
<td>verovero</td>
<td>smooth/slippery</td>
<td>gautupu lau-na verovero -na trees leaf SG smooth SG ‘the smooth leaf’</td>
</tr>
<tr>
<td>valigu</td>
<td>new</td>
<td>gati valigu-na canoe new SG ‘a new canoe’</td>
</tr>
<tr>
<td>pala</td>
<td>cold</td>
<td>nanu pala water cold ‘cold water’</td>
</tr>
<tr>
<td>tiavu</td>
<td>hot</td>
<td>nanu tiavu water hot ‘hot water’</td>
</tr>
<tr>
<td>kalovakalova</td>
<td>red</td>
<td>rapuga kalovakalova-na clothing red SG ‘red clothing’</td>
</tr>
</tbody>
</table>

\(^3\) Nanu pala is the normal way of referring to ‘cold water’ as something to drink. However, nanu pala-na could be used when the ‘coldness’ of the water is in focus, as opposed to ‘hot’ water.
The adjectives come after the noun in Kalo, and usually take either a –*na* or –*ra* suffix depending on whether the noun they are describing is singular or plural (although sometimes the adjective has no suffix).

All the colour adjectives have repeated stems, and also some others such as *verovero* ‘smooth, slippery’.

In English, words like *very* and *a bit* can be used to describe the strength of an adjective. For example a book may be *very interesting* or a child may be *a bit small*.

These are some examples of how we make adjectives stronger or less strong in Kalo.

To make an adjective stronger, the suffix –*vagi* is added on to the adjective.

Example 18

```
vo vugae kei -vagi
DEM crocodile small very
‘that crocodile is very small’
```

Example 19

```
vo vugae kei -vagi -ra
DEM crocodile small very PL
‘those very small crocodiles’
```

Example 20

```
pae mona -vagi
pig fat very
‘a very fat pig’
```

The word *para* ‘great’ can also be used following the adjective *kamu* for something that is very big. *Para* does not take a singular or plural suffix.

Example 21

```
vo numa kamu -na para
DEM house big SG great
‘that great big house’
```

To make an adjective less strong, the suffix –*lagi* is used between the adjective and the singular or plural suffix.
3.3.2 Comparatives
In English, the size, shape or quality of things can be compared by using the marker ‘–er’ on adjectives, or by using the word ‘more’ with other adjectives. For example, ‘Your dog is bigger than mine’, ‘he is more careful than I am’.

Here is an example of how we compare things in Kalo. We do not have an easy way to say something is ‘bigger than’ something else, we need to say one thing is small, and the other is big.

Example 23
-au -na kwaëvakei -na na ia -na kwaëva kamu -na
1SG POSS dog small SG but 3SG POSS dog big SG
‘my dog is small, but his dog is big’

In English we can say that something is better than all other examples by using the marker ‘–est’ at the end of an adjective, or by using the word ‘most’. For example, ‘she is the most beautiful woman’, ‘Everest is the tallest mountain’.

In Kalo, the best way to say something is the biggest or the smallest is to add the suffix –iwavigi ‘very much beyond’, between the adjective and the plural or singular suffix, as in example (24).

Example 24
-numa kamu -iwa -vagi -na
house big beyond very SG
‘the biggest house’

3.3.3 Translation Issues for Adjectives
In English a comparative or superlative can be made with just one word, such as ‘bigger’ or ‘biggest’, whereas in Kalo we usually need to write a whole sentence to convey the same idea.

3.4 Numerals and Number-Marking
3.4.1 Traditional Counting System
This is our traditional Kalo counting system:

<table>
<thead>
<tr>
<th>Number</th>
<th>Kalo</th>
<th>English meaning (if there is one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>kwapuna</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>ruala</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>toitoi</td>
<td>three</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>4</td>
<td>vativati</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>imaima</td>
<td>five</td>
</tr>
<tr>
<td>6</td>
<td>taula-toitoi</td>
<td>two threes</td>
</tr>
<tr>
<td>7</td>
<td>taula-toi kwapuna</td>
<td>two threes plus one</td>
</tr>
<tr>
<td>8</td>
<td>taula-vativati</td>
<td>two fours</td>
</tr>
<tr>
<td>9</td>
<td>taulavati kwapuna</td>
<td>two fours plus one</td>
</tr>
<tr>
<td>10</td>
<td>gagalana</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>gagalana kwapuna</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>gagalana ruala</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>gagalana toitoi</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>gagalana vativati</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>gagalana imaima</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>gagalana taula-toitoi</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>gagalana taula-toi kwapuna</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>gagalana taula-vativati</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>gagalana taula-vati kwapuna</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>gagala ruala</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>gagala toitoi</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>gagala vativati</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>gagala imaima</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>gagala taula-toitoi</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>gagala taula-toi kwapuna</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>gagala taula-vativati</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>gagala taula vati</td>
<td></td>
</tr>
</tbody>
</table>
We use our traditional numbers rather than Tok Pisin or English for all our counting. Numbers usually come after the main noun, as in examples (10) and (11) above.

### 3.4.2 Other Quantity Words

**Quantifiers** are words like ‘some’, ‘many’, ‘all’, or ‘a few’ in English, which do not tell us a specific number, but rather a general quantity.

The quantifiers we have found in Kalo are given below. Examples (25) and (26) show how they are used.

<table>
<thead>
<tr>
<th>Quantifier</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>maine</strong></td>
<td>‘few’ (less than 10)</td>
</tr>
<tr>
<td><strong>geleta</strong></td>
<td>‘some’ (literally, ‘one row’)</td>
</tr>
<tr>
<td><strong>reketa</strong></td>
<td>‘some’ (maybe spread all over the place, including a variety of objects)</td>
</tr>
<tr>
<td><strong>vogo</strong></td>
<td>‘many’</td>
</tr>
<tr>
<td><strong>ati vogo</strong></td>
<td>‘not many / few’</td>
</tr>
</tbody>
</table>

Example 25

*talima maine*

people few

‘a few people’

Example 26

*kwaeva reketa*

dogs some

‘some dogs’

### 3.4.3 Ordinal Numbers

**Ordinal numbers** are used to show the order in a group of items, like ‘first’, ‘second’, ‘third’ in English.

Kalo does not have easy ways of saying first, second, third, etc. However, we can say ‘first’, ‘next’ and ‘last’, as in examples (27) – (31).

Example 27

*ia p- e- kwara kune*

3SG REC 3SG.SBJ arrive first

‘he arrived first’

Example 28

*ia tovotovo -na -i p- e- kwara*

3SG beginning 3SG.POSS at REC 3SG.SBJ arrive

‘he came first (at the beginning)’
Example 29
ia p-e kwara tovoto
3SG REC 3SG.SBJ arrive beginning
'he came first'

Example 30
ia p-e kwara kapi
3SG REC 3SG.SBJ arrive later
'he came next'

Example 31
ia p-e kwara kapi -vagi
3SG REC 3SG.SBJ arrive later very
'he came very last'

It is possible to use the word vega with a numeral to express ideas like ‘second’, ‘third’ and so on, as in example (32).

Example 32
ia vega toitoi -na e- vogomai -to
3SG make three 3SG.POSS 3SG.SBJ come PAST.PERFECT
'he came a third time'

3.4.4 Translation Issues for Numerals and Number Marking
We need to remember to use the word vega in order to translate ordinal numerals like ‘second’, ‘third’, ‘fourth’.

3.5 Demonstratives and Articles
In English, an indefinite article tells us that an item is one of a set of things (for example, ‘a car’). A definite article tells us that we are supposed to know which member of the set it is (‘the car’) or that it is the only one of its kind (‘the sun’). Many PNG languages do not have articles, but some do.

A demonstrative (often called a “pointing” word) points you towards the place where the people or things are. They might be near the person speaking (for example ‘this dog’), or somewhere away from the person who is speaking (for example ‘that man’), or in some other direction or place.

3.5.1 Articles
The word ta seems to function somewhat like an indefinite article, to identify singular nouns that have not previously been introduced into the discourse. We have not found anything parallel to this for plural nouns.

Example 33
velekwa ta pia gani ulanana .
feast one 3PL.IRR eat because
‘... because they were going to eat a feast’

The word ta, is glossed above as meaning ‘one’, however further study is needed to be clear about the meaning.
3.5.2 Demonstratives

Objects near the speaker use the demonstrative prefix e- ‘this’. Usually, this is written attached to the following noun, in order to distinguish it from e ‘and’.

Example 34

e- galivata ono veni -ku
this banana 2SG.IMV give 1SG.OBJ
‘give me this/these banana(s)’

Objects that are near the hearer use the demonstrative prefix ne-. Again, this is usually written joined to the following noun.

Example 35

ne- galivata ono veni -ku
that banana 2SG.IMV give 1SG.OBJ
‘give me that/those banana(s) (close to you)’

Objects that are further from both the speaker and the hearer, at any distance, use the demonstrative vo ‘that’. At the moment, this is sometimes written as a separate word, but sometimes written joined onto the following noun.

Example 36

vo galivata ono veni -ku
DEM banana 2SG.IMV give 1SG.OBJ
‘give me that/those banana(s) (far from both of us)’

3.5.3 Translation Issues for Articles and Demonstratives

English only has two demonstratives, ‘this’ and ‘that’, for things that are near and far, respectively. Kalo has three demonstratives, so when we are translating we need to decide whether something is near to the speaker, near to the hearer, or far from both of them. For example, when God speaks at Jesus’ baptism and says ‘this is my son’, the Kalo translation would be ne au natuku ‘this (near hearer) is my son’ rather than e au natuku ‘this (near speaker) is my son’.

3.6 Basic Noun Phrase Structure

A noun phrase is a group of words that together describe a particular object, such as ‘those two big noisy dogs’ in English. Usually there is a common order for the different parts of speech in a noun phrase.

3.6.1 Noun Phrase Examples

In Kalo, the common order for the parts of the noun phrase is for demonstratives to come before the noun, and adjectives and numerals to follow the noun. There is also a common order of adjectives depending on what kind of adjective is used.

This can be represented in the following way. The brackets show parts of the noun phrase that do not need to be there in every noun phrase, showing that demonstratives, adjectives and numerals are all optional.

Noun Phrase (NP):

(DEMONSTRATIVE) NOUN (ADJECTIVE<sub>Size</sub>) (ADJECTIVE<sub>Colour</sub>) (NUMERAL)
Here is an example of a noun phrase in the usual order in Kalo. The demonstrative ‘those’ comes before the noun for ‘dog’. The dog is described using both an adjective of size and one of colour, in that order. The final element in the phrase is the numeral.

Example 37

<table>
<thead>
<tr>
<th>DEM</th>
<th>NOUN</th>
<th>ADJ_{Size}</th>
<th>ADJ_{Colour}</th>
<th>NUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>vo</td>
<td>kwaeva</td>
<td>kamu-ra</td>
<td>ruparupa -ra</td>
<td>ruala</td>
</tr>
<tr>
<td>those</td>
<td>dogs</td>
<td>big</td>
<td>PL</td>
<td>black</td>
</tr>
</tbody>
</table>

‘Those two big black dogs’

3.7 Possession

The noun phrases above do not however show how possession is expressed by the noun phrase in Kalo. There are two basic ways of showing possession in Kalo, direct and indirect.

3.7.1 Direct (Inalienable)

Direct possession is when a possessed noun has part of the word itself telling you who it belongs to, usually as a possessive suffix. Direct possession is usually used for nouns which have to belong to someone, such as body parts and family members. These kinds of nouns are said to be inalienable. Some examples of direct possession are given in section 3.1.4. Four examples are also given here, and labelled to show which is the possessor and which is the possessed noun. For these inalienable nouns, there does not usually need to be a separate word to show who is the possessor, because the suffix gives this information.

The structure for direct possession of inalienable nouns (that use possessive suffixes) is:

\[(\text{POSSESSOR}) \text{ NOUN}_{\text{inalienable}}\]

Example 38

NOUN

tama -ku

father 1SG.POSS

‘my father’

Example 39

POSSESSOR  NOUN

Momoro  tama -na

Momoro  father 3SG.POSS

‘Momoro’s father’

Example 40

POSSESSOR  NOUN

Palagu  palagu -na

God/spirit  spirit 3SG.POSS

‘God’s spirit (Holy Spirit)’
3.7.2 Indirect (Alienable)

Indirect possession is when you have one or more separate words that go with a noun to show you to whom the noun belongs. Often indirect possession is used for alienable nouns, which do not have to belong to someone (like house or car). In Kalo both alienable noun possession and edible noun possession are shown using indirect possession. In both cases a possessive pronoun is usually used.

The usual structure for indirect possession of alienable or edible nouns is:

\[
(\text{POSSESSOR}) \quad \text{POSSESSIVE PRONOUN} \quad \text{NOUN}_{\text{Alienable/Edible}}
\]

Examples (41–43) show this pattern for indirect possession. Examples (42) and (43) show that the pattern is the same for edible and non-edible nouns, the only difference being the type of possessive pronoun that is used.

Example 41

\[
\begin{array}{l}
\text{POSSESSIVE PRONOUN} \quad \text{NOUN} \\
\text{ge} \quad \text{-na} \quad \text{numa} \\
\text{NON-EDIBLE} \quad \text{3SG.POSS} \quad \text{house} \\
\text{‘his house’}
\end{array}
\]

Example 42

\[
\begin{array}{l}
\text{POSSESSOR} \quad \text{POSSESSIVE PRONOUN} \quad \text{NOUN} \\
\text{Aimo} \quad \text{ge} \quad \text{-na} \quad \text{numa} \\
\text{Aimo} \quad \text{NON-EDIBLE} \quad \text{3SG.POSS} \quad \text{house} \\
\text{‘Aimo’s house’}
\end{array}
\]

Example 43

\[
\begin{array}{l}
\text{POSSESSOR} \quad \text{POSSESSIVE PRONOUN} \quad \text{NOUN} \\
\text{Kika} \quad \text{ga} \quad \text{-na} \quad \text{galivata} \\
\text{Kika} \quad \text{EDIBLE} \quad \text{3SG.POSS} \quad \text{house} \\
\text{‘Kika’s banana’}
\end{array}
\]

And in a more complex sentence:

Example 44

\[
\begin{array}{l}
\text{POSS PRONOUN} \quad \text{NOUN} \\
\text{goi} \quad \text{-na} \quad \text{puka rakagau} \quad \text{-na} \quad \text{p- e- gani} \quad \text{-a} \\
\text{2SG} \quad \text{POSS} \quad \text{book} \quad \text{what} \quad \text{ERGATIVE} \quad \text{REC} \quad \text{3SG.SBJ} \quad \text{eat} \quad \text{3SG.OBJ} \\
\text{‘What ate your book?’}
\end{array}
\]

Sometimes, a possessive suffix –\text{na} is added to the possessor rather than using a possessive pronoun, as in the following structure:

\[
\text{POSSESSOR-} \text{na} \quad \text{NOUN}_{\text{Alienable/Edible}}
\]

This can be seen in examples (45– 46). In example (45), the first person singular pronoun \text{au} is optional if the possessive pronoun \text{geku} is used, but must be present if the structure with the possessive suffix –\text{na} is used.
4 POSTPOSITIONS

In English, words like ‘by’, ‘at’, ‘to’ and ‘in’ are called prepositions, because they come before the noun phrase they are related to, as in ‘in the house’. In Kalo, there are no prepositions. Instead there are words or parts of words which have similar meanings to the English prepositions, but they come after the noun phrase they are related to. Because they come after the noun phrase, they are called postpositions.

4.1 Examples

These are some examples of postpositions in our language:

4.1.1 The Postposition –ai/-i ‘at’

The suffix –ai is the most common postposition and means something like the English preposition ‘at’, and can be used to describe location or time. When it is suffixed to a word that already ends in a, the suffix is shortened to –i on its own. Sometimes this postposition is written as a separate word, as in the first example below, but usually it is written as a suffix to a noun.

4.1.1.1 Using –ai for locations

Location (-ai following a noun)

The suffix -ai can follow proper nouns to express locations as shown below (a destination in example (47), and a location where something is happening in example (48)):

Example 47

\[\text{Moresby ai pana-laka}\]
Moresby \text{at} \ 1SG.IRR \ \text{go}
‘I will go to Moresby’

Example 48

\[\text{Keapara -i velekwa -i ge- gani gatu -to muli -na -i}\]
Keapara \text{at} \ \text{feast} \ \text{at} \ 3PL.SBJ \ \text{eat} \ \text{finish \ PAST.PERFECT} \ \text{after} \ 3SG.POSS \ \text{at}
‘After they finished eating at the feast at Keapara, . . . ’

However, it is also very commonly used with inalienable nouns for the top, side, bottom or other part of an object, to give meanings that are expressed in English with prepositions like ‘on’, ‘beside’, or ‘under’. For example, the English prepositional phrase ‘on that crocodile’ is expressed in Kalo as \text{vo vugae ata –na –i},
literally in English ‘that crocodile top.his.at’. Similarly, ‘on those crocodiles’ only differs by using the 3rd person plural possessive suffix –ra, as in vo vugae ata –ra –i, literally ‘that crocodile top.theirs.at’.

Here are some further examples:

Example 49

\[
gau \ \text{lau} \ -na \ \ \text{kamu} \ -na \ \ \text{palaka} \ \text{ata} \ -na \ \text{-i}
\]

Tree leaf 3SG.POSS big SG bilum top 3SG.POSS at

‘the big leaf is on the bilum’

Example 50

\[
vo \ \text{kwakwa} \ ao \ -ra \ -i
\]

DEM leftover inside 3PL.POSS at

‘amongst/in those leftovers’

Example 51

\[
ao \ -\text{ku} \ -\text{-ai}
\]

Inside 1SG.POSS at

‘in me’

A larger list of nouns to which –ai can be attached to show location relationships is given in table 9. For simplicity, the 3rd person singular suffix has been used with the noun in the examples, before the –ai postposition.

**TABLE 9: Examples of location nouns**

<table>
<thead>
<tr>
<th></th>
<th>Meaning</th>
<th>Example sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ao –na –i</td>
<td>at the inside of it</td>
<td>wai ao –na –i river inside 3SG.POSS at ‘in the river’ (when following a clause, aonai has the meaning ‘during/in the time when…’, as described below in 4.1.1.2)</td>
</tr>
<tr>
<td>pipi –na –i</td>
<td>at the side of it</td>
<td>wai pipi –na –i river side 3SG.POSS at ‘beside the river’</td>
</tr>
<tr>
<td>kava –na –i</td>
<td>at the opposite side of it (eg. a river bank)</td>
<td>wai kava –ta –i river side one at ‘on the other side of the river’</td>
</tr>
<tr>
<td>laga –na –i</td>
<td>at the side of it</td>
<td>palaka laga –na –i bilum side 3SG.POSS at ‘beside the bilum’</td>
</tr>
<tr>
<td>ata –na –i</td>
<td>at the top of it</td>
<td>vo vugae ata –na –i DEM crocodile top 3SG.POSS at ‘on that crocodile’</td>
</tr>
<tr>
<td>nuga –na –i</td>
<td>at the middle of it</td>
<td>wai nuga –na –i river middle 3SG.POSS at ‘in the middle of the river’</td>
</tr>
<tr>
<td>Location</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>kapule –na –i</td>
<td>at the underneath of it</td>
<td></td>
</tr>
<tr>
<td>palaka kapule -na -i</td>
<td>bilum underneath 3SG.POSS at ‘under the bilum’</td>
<td></td>
</tr>
<tr>
<td>muli –na –i</td>
<td>at the back of it</td>
<td></td>
</tr>
<tr>
<td>numa muli -na -i</td>
<td>house back 3SG.POSS at ‘behind the house’</td>
<td></td>
</tr>
<tr>
<td>waila –na –i</td>
<td>at the front of it</td>
<td></td>
</tr>
<tr>
<td>au waila -ku -ai</td>
<td>1SG front 1SG.POSS at ‘in front of me’</td>
<td></td>
</tr>
<tr>
<td>kuku –na –i</td>
<td>at the top of it</td>
<td></td>
</tr>
<tr>
<td>gautupu kuku -na -i</td>
<td>tree top 3SG.POSS at ‘on top of the tree’</td>
<td></td>
</tr>
<tr>
<td>kwala –na -i</td>
<td>at the foot of it / under it</td>
<td></td>
</tr>
<tr>
<td>gautupu kwala -na -i</td>
<td>tree foot 3SG.POSS at ‘at the foot of the tree’</td>
<td></td>
</tr>
</tbody>
</table>

**Location (-ai attached to demonstrative)**

The suffix -ai can also be used with a demonstrative in the word vonai to mean ‘at that place’.

**Example 52**

vo -na -i talima vo vugae ata -na -i ge- ragekau -wai
DEM 3SG.POSS at people DEM crocodile top 3SG.POSS at 3PL.SBJ board PAST.CONTINUOUS
‘There(at that place) people would get on that crocodile’

**4.1.1.2 Using –ai for time**

The suffix –ai can also be attached to time nouns to express the time at which something happened:

**Example 53**

kune -na -i vugae kamu -na para Kalo vanuga -na wai -na
old 3SG.POSS at crocodile big SG great Kalo village POSS river POSS
ao -na -i e- talu -wai
inside 3SG.POSS at 3SG.SBJ stay PAST.CONTINUOUS
‘Before, a great big crocodile it was staying inside Kalo village river.’

**Example 54**

tovotovo -na -i Palagu -na kupa e tano -para
first 3SG.POSS at Spirit ERGATIVE sky and earth great
e- kala -ra -to
3SG.SBJ do/make 3PL.OBJ PAST.PERFECT
‘At the first, God made sky and earth.’

Some of the location nouns listed above with the –ai suffix can also be used at the end of clauses to show the time relationship between clauses, as follows:

4 It seems like the conjunction kwalana ‘because’ (section 7.1.3.2) is related to this, meaning something like ‘at the root of it...’
TABLE 10: Relationship between location and time meanings

<table>
<thead>
<tr>
<th>Location meaning</th>
<th>Time meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>muli –na –i</td>
<td>at the back of</td>
</tr>
<tr>
<td>waila –na –i</td>
<td>at the front of</td>
</tr>
<tr>
<td>ao –na –i</td>
<td>at the inside of</td>
</tr>
</tbody>
</table>

These uses are shown in the following examples:

Example 55
Keapara -i velek -i ge- gani gatu -to muli -na -i
Keapara at feast at 3PL.SBJ eat finish PAST.PERFECT after 3SG.POSS at lavi ge- waikule -to Kalo vanuga -na -i
afternoon 3PL.SBJ go.back PAST.PERFECT Kalo village 3SG.POSS at
‘In Keapara, after (at the back of) they finished eating the feast, in the afternoon they went back to Kalo village.’

Example 56
ai ga- kila kila -vo -na Victor p- e- matoga waila -na -i
1PL.EXC 1PL.EXC.SBJ say say here PRES Victor REC 3SG.SBJ come in front 3SG.POSS at
‘We were talking before (at the front of) Victor came in’

Example 57
wai pipi -na -i ge- vekwara -to ao -na -i
river side 3SG.POSS at 3PL.SBJ arrive PAST.PERFECT inside 3SG.POSS at
vo vugae ire e- ripa -ra -to
DEM crocodile 3PL 3SG.SBJ know 3PL.OBJ PAST.PERFECT
‘When they arrived at the side of the river, the crocodile knew them’

4.1.1.3 Other uses of -ai

Although the basic meaning of -ai is something like ‘at’ in English, there are times when it is better translated as ‘in’ or ‘by’. Here are two examples where the meaning in the free translation for English has to be changed from ‘at’.

Example 58
ia gima -na -i ge -na kolova e- gapi -a -to.
3SG hand 3SG.POSS at POSS 3SG.POSS spear 3SG.SBJ take 3SG.OBJ PAST.PERFECT
‘he took his spear in his hand’

Example 59
tot i maeka -na -i pae e- voro -a -to
torch light 3SG.POSS at pig 3SG.SBJ cut 3SG.OBJ PAST.PERFECT
‘he cut up the pig in/by the light of the torch’

4.1.2 The postposition –ria ‘with’
The postposition –ria is used as a suffix to mean something like the preposition ‘with’ in English:
Example 60
vo vugae talima -ria ve- marana
DEM crocodile people with RECIPROCAL be.friends
‘That crocodile was friendly with people’

4.1.3 The postposition goti ‘with’ and prefix ma- ‘with’
The word goti also means something like the English word ‘with’, and comes after someone or something that is accompanying someone else. The accompanying person is also often marked by the prefix ma-, as shown below.

Example 61
ne ma-garawa -na goti -na
then with wife 3SG.POSS with ERGATIVE5
pae e- voro kinikini -a -to gau -ra
pig 3SG.SBJ cut pieces 3SG.OBJ PAST.PERFECT thing PL
ge- vua -ra -to numa -i ge- lakagi -ra -to
3PL.SBJ carry PL.OBJ PAST.PERFECT house at 3PL.SBJ brought PL.OBJ PAST.PERFECT
‘then (he) with his wife carried the pieces of pig they cut up and brought them to the house’

4.1.4 The postposition na/-na ‘from’ SOURCE or ‘with’ INSTRUMENT
The postposition –na is used to show a location that is a source for someone who is moving from one place to another. It is sometimes written as a word, and sometimes as a suffix.

Example 62
Aperaamo Ur na e- ago -to Haran
Abraham Ur from 3SG.SBJ go PAST.PERFECT Haran
‘Abraham went from Ur to Haran’

Example 63
pae muli -na na e- veiga rage -to
pig behind 3SG.POSS from 3SG.SBJ stalk up PAST.PERFECT
‘he stalked up from behind the pig’

It can also be used for a source of something that is taken from somewhere else:

Example 64
vo araga ao -ra na ganigani ge- rawali -wai
DEM garden inside PL from food 3PL.SBJ receive PAST.CONTINUOUS
‘the food they were receiving from inside that garden’

The same word or suffix, na/-na can also be used to mark an instrument that somebody uses to carry out an action.

5 We have not observed whether this can occur without ergative marking as well.
Example 65
Tom pereti kativa -na p- e- voro -a
Tom bread knife INSTRUMENT REC 3SG.SBJ cut 3SG.OBJ
‘Tom cut bread with a knife’

Example 66
nanu -na p- e- gunu -a
water INSTRUMENT REC 3SG.SBJ extinguish 3SG.OBJ
‘he put it out with water’

5 VERBS

5.1 Person and Number Marking

5.1.1 Subject Marking
Many languages have markers on the verb to show who or what the subject is. The following table shows the prefixes in Kalo which show who (or what) the subject is:

<table>
<thead>
<tr>
<th>Subject marker</th>
<th>Example of a verb with subject prefixes</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>a-</td>
<td>alakana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘I am going’</td>
</tr>
<tr>
<td>2nd person</td>
<td>o-</td>
<td>olakana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘you are going’</td>
</tr>
<tr>
<td>3rd person</td>
<td>e-</td>
<td>elakana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘he/she/it is going’</td>
</tr>
<tr>
<td>plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inclusive</td>
<td>ta-</td>
<td>talakana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘we (inc) are going’</td>
</tr>
<tr>
<td>1st person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exclusive</td>
<td>ga-</td>
<td>galakana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘we (exc) are going’</td>
</tr>
<tr>
<td>2nd person</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>go-</td>
<td>golakana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘you (plural) are going’</td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ge-</td>
<td>gelakana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘they are going’</td>
</tr>
</tbody>
</table>

Here are some example sentences:

Example 67
vo vugae ge- laka -to
DEM crocodile 3PL.SBJ go PAST.PERFECT
‘Those crocodiles went’
5.1.2 Object Marking
Many languages also have markers on the verb to show who or what the object is. The following table shows the suffixes on the verb in Kalo which show who or what the object is. These object suffixes on verbs are very similar to the possessive suffixes on nouns that were listed in section 3.1.4. The object may also appear before the verb as a pronoun, but it does not need to be present.

Example 69
Pita -na p- e- kwari -ku
Pita ERGATIVE REC 3SG.SBJ hit/strike 1SG.OBJ
‘Peter hit me’

<table>
<thead>
<tr>
<th>Object marker</th>
<th>Example of a verb with object marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ku</td>
<td>(au) p-e-vale-ku</td>
<td>‘he hit me’</td>
</tr>
<tr>
<td>-mu</td>
<td>(goi) p-e-vale-mu</td>
<td>‘he hit you’</td>
</tr>
<tr>
<td>-a</td>
<td>(ia) p-e-vale-a</td>
<td>‘he hit him’</td>
</tr>
<tr>
<td>-ra</td>
<td>(ita) p-e-vale-ra</td>
<td>‘he hit us (inc)’</td>
</tr>
<tr>
<td>-mai</td>
<td>(ai) p-e-vale-mai</td>
<td>‘he hit us (exc)’</td>
</tr>
<tr>
<td>-mi</td>
<td>(gomi) p-e-vale-mi</td>
<td>‘he hit you (pl)’</td>
</tr>
<tr>
<td>-ra</td>
<td>(ira) p-e-vale-ra</td>
<td>‘he hit them’</td>
</tr>
</tbody>
</table>

5.1.3 Reflexive / Reciprocal Marker ve-
The prefix ve- is added before the verb stem when the verb describes a reflexive situation (where someone is doing something to themselves) or a reciprocal situation (where people are doing the same thing to each other).

This is an example of the reflexive meaning:

Example 70
au matotau -ku p- a- ve- kwari
1SG REFLEXIVE 1SG.POSS REC 1SG.SBJ REFLEXIVE hit/strike
‘I hit myself’
This is an example of the reciprocal meaning:

Example 71
\[ vo\ vugae\ talima\ -ria\ ve-\ marana \]
DEM crocodile people with RECIPROCAL be.friends
‘That crocodile was friendly with people’

5.1.4 Recipient Marking
Some languages have markers on the verb to show who or what the recipient is, for verbs where something is given to someone. We haven’t found any evidence of recipient markers in Kalo.

5.1.5 Benefactive Marking
Some languages have markers on the verb to show who or what the beneficiary is, when somebody does something for someone else. These are called benefactive markers. We haven’t found any evidence of benefactive markers in Kalo.

5.2 Tense, Aspect and Mood Markers

5.2.1 Introduction
We have found several morphemes on Kalo verbs which show a combination of tense, aspect and mood and in some cases these also combine with subject marking. That is, these morphemes express when an action took place (tense), whether it is completed or continuing (aspect) and whether it is used in a statement about something real, a statement about a possibility, or a command (mood), and sometimes the subject agreement marking as well.

5.2.1.1 Past tense suffixes –to and –wai
When actions happened two days before the time of an utterance, or at any time before that, past tense suffixes are used. These suffixes also indicate the aspect (whether the action is continuing or completed). There are two alternative suffixes that can be used:

- to past perfect (used for completed actions in the past);
- wai past continuous (used for continuing actions in the past).

When either of these suffixes is attached to a verb, it is usually the final suffix in the word. See examples (72-74).

Example 72
\[ au\ watana\ a-\ laka\ -to \]
1SG day.before.yesterday 1SG.SBJ go PAST.PERFECT
‘I went the day before yesterday’

Example 73
\[ vugae\ -na\ pae\ e-\ gani\ -a\ -to \]
crocodile ERGATIVE pig 3SG.SBJ eat 3SG.OBJ PAST.PERFECT
‘that crocodile ate the pig’
Example 74

kune -na -i vugae kamu -na para Kalo vanuga -na wai -na
old 3SG.POSS at crocodile big 3SG great Kalo village POSS river POSS
ao -na -i e- talu -wai
inside 3SG.POSS at 3SG.SBJ stay PAST.CONTINUOUS

'Before, a great big crocodile was staying inside Kalo village river.'

5.2.1.2 Recent past tense prefix p-

For actions that happened yesterday or today, the recent past tense is used. In this case, there is no tense suffix, and instead the prefix p- is used before the verb.

Example 75

au p- a- laka
1SG REC 1SG.SBJ go

‘I went (recently)’

When the p- prefix precedes a subject prefix that begins with a consonant, an extra vowel is inserted to match the vowel in the subject prefix, as shown below.

<table>
<thead>
<tr>
<th>Subject prefix</th>
<th>Verb with subject prefix and recent past prefix</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>a-</td>
<td>p- a- laka</td>
</tr>
<tr>
<td>2nd person</td>
<td>o-</td>
<td>p- o- laka</td>
</tr>
<tr>
<td>3rd person</td>
<td>e-</td>
<td>p- e- laka</td>
</tr>
<tr>
<td>plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person inclusive</td>
<td>ta-</td>
<td>pa- ta- laka</td>
</tr>
<tr>
<td>1st person exclusive</td>
<td>ga-</td>
<td>pa- ga- laka</td>
</tr>
<tr>
<td>2nd person</td>
<td>go-</td>
<td>po- go- laka</td>
</tr>
<tr>
<td>3rd person</td>
<td>ge-</td>
<td>pe- ge- laka</td>
</tr>
</tbody>
</table>

5.2.1.3 Present tense suffix -na

For actions happening at the same time as an utterance, the suffix –na is used.

Example 76

au a- laka -na
1SG 1SG.SBJ go PRES

‘I am going’
5.2.1.4 Irrealis prefixes

For actions that have not happened yet at the time of an utterance, the set of prefixes listed below are used.

\[
\text{Pana- / pono- / pene- / pita- / paia- / pio- / pia-}
\]

Future tense / Irrealis mode (used for actions that haven’t happened, but might or might not happen in the future)

These could be called future tense prefixes. However, they are also used when describing what someone would do if something else happened. That is, for things that might not happen at all. To illustrate this, the sentences below show these forms being used both when someone has definite plans for what they will do next week, and where someone is talking about what they would do if their house caught fire.

Example 77

\[
\text{TTC muli -na -i au geku rinaga pana tao koukou -ra}
\]

TTC after 3SG.POSS at 1SG 1SG.POSS possessions 1SG.IRR put together 3PL.OBJ

‘After TTC, I will get my possessions together’

Example 78

\[
\text{au p- a- ripa au -na numa kalova -na e- gala -a -na,}
\]

1SG REC 1SG.SBJ know 1SG POSS house fire 3SG.POSS 3SG.SBJ burn 3SG.OBJ 3SG.POSS

\[
\text{au e gau -ra pana kala -ra}
\]

1SG these thing PL 1SG.IRR do/make 3PL.OBJ

‘If I knew that my house was burning, these are the things I would do.’

Since these prefixes are used in both situations, it is more helpful to call them irrealis (IRR) prefixes. The term ‘irrealis’ covers several different situations which have not actually happened. PNG languages often have a difference between realis and irrealis mode. Realis refers to the more real and certain events, while irrealis refers to possible or doubtful events.

This prefix is typically written in the Kalo writing system as a separate word, but for this table they have been treated as prefixes. The prefixes are shown in the table below. Most include the letter \text{n}. These prefixes replace the usual subject prefixes for other tenses.

**TABLE 14: Examples of irrealis verbs**

<table>
<thead>
<tr>
<th></th>
<th>Usual subject prefix</th>
<th>Irrealis subject prefix</th>
<th>Verb with irrealis prefix</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>1\textsuperscript{st} person</td>
<td>a-</td>
<td>pana</td>
<td>pana laka</td>
</tr>
<tr>
<td></td>
<td>2\textsuperscript{nd} person</td>
<td>o-</td>
<td>pono</td>
<td>pono laka</td>
</tr>
<tr>
<td></td>
<td>3\textsuperscript{rd} person</td>
<td>e-</td>
<td>pene</td>
<td>pene laka</td>
</tr>
<tr>
<td>plural</td>
<td>1\textsuperscript{st} person inclusive</td>
<td>ta-</td>
<td>pita</td>
<td>pita laka</td>
</tr>
</tbody>
</table>
5.2.1.5 Imperative / Intentive Prefixes
A set of prefixes that are very similar to the irrealis prefixes are used for commands (commands are also called imperatives) and for expressing something someone wants to do right now. These prefixes are just the same as the irrealis prefixes, but without the initial p.

In the Grammar of Sinaugoro, Gerhard Tauberschmidt describes similar prefixes in Sinaugoro as ‘intentive / imperative’, so we have used the same term here. Intentive describes something that someone intends to do: that is, they want to do it right now. Examples are given in table 15.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Usual subject prefix</th>
<th>Imperative / intentive subject prefix</th>
<th>Verb with imperative / imperative prefix</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>1st person exclusive</td>
<td>ga-</td>
<td>paia</td>
<td>paia laka</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>go-</td>
<td>pio</td>
<td>pio laka</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>ge-</td>
<td>pia</td>
<td>pia laka</td>
</tr>
</tbody>
</table>

### Table 15: Examples of imperatives

5.3 Aspect
Aspect has to do with the timing of an action or event itself. For example an action might be continuing, completed, repeated, and so on.
5.3.1 Continuous

Continuous aspect ( ) describes an action or event that is viewed as carrying on at some point in time. For example, in Tok Pisin, *mi ritim buk i stap* or *mi wok long ritim buk*. Both of these expressions could describe reading happening in the past or in the present, but the significant thing is that I am continuing to read.

Continuous aspect in the past in Kalo uses the suffix –*wai* (see section 5.2.1.1) and continuous aspect in the present uses the suffix –*na* (section 5.2.1.3). Since there is more than one kind of past tense, the examples have labels that show when the past tense is also continuous (PAST.CONTINUOS). On the otherhand, present tense is always continuous in Kalo and that is the only kind of present tense. So, it is just labelled with the simple abbreviation PRES.

5.3.2 Habitual

Habitual aspect ( ) describes an action or event that happens several times, whether in the past or the present. For example, in Tok Pisin, *em i save ritim buk*, or in English ‘he used to read books’ or ‘he often reads books’.

We didn’t find any evidence of a separate marker to show habitual action in Kalo, other than the continuous aspect markers. For example, the story about the habitual action of a crocodile in the past contains clauses like this, using the suffix –*wai* for habitual action in the past:

```
Example 79
ge- ago -wai vo vugoe e- vealo -wai kapu -na -i
3PL.SBJ go PAST.CONTINUOUS DEM crocodile 3SG.SBJ wait PAST.CONTINUOUS place SG at
‘they would go to the place where that crocodile would be waiting’
```

Habitual aspect can also be shown on conjunctions by using plural rather than singular suffixes. For example, school mulinai means ‘once after school’ whereas school mulirai means ‘habitually after school’. See Section 7.1.2.5.

5.3.3 Completed

Completed aspect ( ) describes an action or event that is viewed as having finished. For example, in Tok Pisin, *em i ritim buk pinis*, or in English ‘he read a book’.

In Kalo, the word *gatu* can be added to the verb stem to show completed aspect, as shown in this example:

```
Example 80
kalova mapa -ra -na paia gunu gatu -a muli -na -i
fire all PL POSS 1PL.EXC.IRR extinguish finish 3SG.OBJ after 3SG.POSS at
‘after we have finished putting out all the fire, . . . ’
```

At other times, the suffix –*tali* can be added to the verb to show a completed action, as shown here:

```
Example 81
pene ago kalova paia gunu -tali -a
until fire 1PL.EXC.IRR extinguish completely 3SG.OBJ
‘until we have completely extinguished the fire’
```
5.4 Compound Verbs

There are many compound verbs in Kalo which are made up of a root alongside one or more other elements that modify the meaning. These compound verbs include verbs that begin with vega ‘make’ in order to give a causative meaning, verbs that end with something like the English prepositions ‘on’, ‘across’, ‘up’, ‘down’, and verbs that end with something that expresses the manner of the verb, like the English ‘quickly’, ‘slowly’ or ‘well’.

5.4.1 Verbs with vega ‘make’

There are many verb stems that are created by adding the root vega- ‘make’ to another root. Some examples are given in the following table, with example sentences below the table showing how these verbs are used in a larger context. The use of vega can change an adjective into a verb, an intransitive verb into a transitive verb, or a transitive verb into a ditransitive verb (see section 6.1-6.3 for definitions of these words).

<table>
<thead>
<tr>
<th>TABLE 16: Examples using vega</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changing adjectives to verbs:</strong></td>
</tr>
<tr>
<td>vega ‘forbidden / holy’</td>
</tr>
<tr>
<td>nama ‘good’</td>
</tr>
<tr>
<td>rori ‘straight’</td>
</tr>
<tr>
<td><strong>Changing intransitive to transitive verbs:</strong></td>
</tr>
<tr>
<td>leu ‘move’</td>
</tr>
<tr>
<td>vanagi ‘cross’</td>
</tr>
<tr>
<td>gevo ‘leave’</td>
</tr>
<tr>
<td><strong>Changing transitive to ditransitive verbs:</strong></td>
</tr>
<tr>
<td>ripa ‘know something’</td>
</tr>
</tbody>
</table>

Example 82

ne kapu pono vega vega -a
that.near.hearer place 2SG.IRR make forbidden/holy 3SG.OBJ
‘you will make that place holy’

Example 83

kepi ono vega nama -a
trouble 2SG.IMV make good 3SG.OBJ
‘sort out that trouble (literally, make it good)’

Example 84

ne motuka pene vega leu -a Kalo ai
then car 3SG.IRR make roll/move 3SG.OBJ Kalo at
‘then he will drive the car to Kalo’
Example 85

* puka * vega * vanagi * talima -ra *

book make cross people PL

‘translators’ (this phrase is given in context in example (86))

Example 86

* au * -na * puka * vega * vanagi * talima -ra * pana * vega * ripa -ra *

1SG ERGATIVE book make cross people PL 1SG.IRR make know 3PL.OBJ

* au * warauna * p- a- kwara * vanuga -i *

1SG already REC 1SG.SBJ arrive village at

‘I will make known to the people who translate books that I already arrived’

Example 87

* ge * -ku * laka * raupara -na *

Training Centre -na

POSS 1SG.POSS go way/manner 3SG.POSS Training Centre people PL 3SG.POSS

* pia * kala * vega * rori -a *

3PL.IRR do/make make straight 3SG.OBJ

‘the people of the Training Centre will make straight the way of my journey’

Example 88

* au * Ukarumpa * pana * vega * gevo -a *

1SG Ukarumpa 1SG.IRR make leave 3SG.OBJ

‘I will leave Ukarumpa’

5.4.2 Compound verbs with direction / location modifiers

Many verbs in Kalo include a modifier after the root, specifying the action more clearly.

This modifier may have a meaning expressing the location or direction of an action (similar to the concepts expressed by prepositions in English). In Kalo, the modifiers can come from different word classes, including other verb stems and postpositions.

### Table 17: Examples of verbs with modifiers

<table>
<thead>
<tr>
<th>Verb root</th>
<th>Root + modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>rage ‘go up’</td>
<td>rage - kau ‘board (go up on)’</td>
</tr>
<tr>
<td>tao ‘put’</td>
<td>tao - koukou ‘put together’</td>
</tr>
<tr>
<td></td>
<td>tao - vanagi ‘put across’</td>
</tr>
<tr>
<td>ago ‘go’</td>
<td>ago - veni ‘go towards’</td>
</tr>
<tr>
<td>veni ‘give’</td>
<td>veni - ago ‘take and give (to someone at a distance)’</td>
</tr>
<tr>
<td>popo ‘pour’</td>
<td>popo - kau ‘pour on’</td>
</tr>
<tr>
<td>voro ‘cut’</td>
<td>voro - kinikini ‘cut to pieces’</td>
</tr>
<tr>
<td>rai ‘berth sideways’</td>
<td>rai - kau ‘berth sideways on’</td>
</tr>
<tr>
<td></td>
<td>rai - kavi ‘berth sideways near’</td>
</tr>
</tbody>
</table>

6 Notice here that there are actually three roots that make up the verb stem: kala ‘do/make’; vega ‘make’; and rori ‘straight’.

7 We do not have examples of gevo ‘leave’ occurring alone, so are unable to say the difference in meaning if vega is not present.
Example 89
ma- talima reketa tao vanagi -ra ula -ra -na,
other people some put cross PL so that PL 3SG.Poss

togatoga -i e- raikavi -to
ford at 3SG.SBJ berth (sideways) PAST.PERFECT

ne ia ata -na -i ge- rage -kau -to
then 3SG top 3SG.Poss at 3PL.SBJ board on PAST.PERFECT

‘in order to put some other people across, it berthed at the ford, and then they went on board, on his top’

Example 90
ne ira e- ago -veni -ra -wai
then 3PL 3SG.SBJ go towards 3PL.OBJ PAST.CONTINUOUS

‘then it would go towards them’

Example 91
e puka Aimo ono veni ago -a
this book Aimo 2SG.IMV give go 3SG.OBJ

‘pass this book to Aimo’

Example 92
ne kalova ata -na -i paia popo -kau
then fire top 3SG.Poss at 1PL.EXC.IRR pour on

‘then we would pour (the water) on the fire’

5.4.3 Compound verbs with manner modifiers
Verbs can also take modifiers to show the manner in which something is done, such as veleke ‘quick’, kwaipo ‘slow’, namanama ‘well’. The description of manner can be part of the verb stem, and occur before the object suffix, but if the quantifier vagi ‘very’ is used, the manner adverb must come as a separate word, after the object suffix, as shown below. Further examples are given in Section 6.6.

Example 93
p- e- gunu veleke -a
REC 3SG.SBJ extinguish quickly 3SG.OBJ
‘he put it out quickly’

Example 94
p- e- gunu -a veleke -vagi
REC 3SG.SBJ extinguish 3SG.OBJ quickly very
‘he put it out very quickly’

Example 95
p- e- gunu kwaipo -a
REC 3SG.SBJ extinguish slowly 3SG.OBJ
‘he put it out slowly’
Example 96

\[ p\text{-}e\text{-}gunu\text{-}a\text{ kwai}_p\text{-}vagi \]

REC 3SG.SBJ extinguish 3SG.OBJ slowly very

‘he put it out very slowly’

Example 97

\[ p\text{-}e\text{-}gunu\text{ nama nama\text{-}a} \]

REC 3SG.SBJ extinguish good good 3SG.OBJ

‘he put it out well’

5.7 Verbs with a Demonstrative Marker -vo

The suffix -vo ‘there’ can be attached to verbs to show where something took place with reference to the speaker.8

Example 98

ai ga\text{-}kila kila\text{-}vo\text{-}na, Victor p\text{-}e\text{-}matoga waila\text{-}na\text{-}i

1PL.EXC 1PL.EXC.SBJ say say DEM PRES Victor REC 3SG.SBJ come in before 3SG.POSS at

‘We were talking there before Victor came in’

6 CLAUSES

6.1 Transitive clauses

\textbf{Transitive} clauses include a subject (S), a verb (V) and an object (O).

6.1.1 Discussion

In Kalo, the usual word order for a transitive clause is SOV. The subject is the actor in the clause, and is usually marked with \textit{na} following the actor. This is not used after the subject (or actor) in intransitive clauses (see section 6.2). For this reason, \textit{na} is called an \textbf{ergative marker}, rather than a subject marker. In the current writing system, this ergative marker is written as a separate word, although this is still being discussed.

Example 99

\begin{tabular}{|c|c|c|}
\hline
\textbf{SUBJECT} & \textbf{OBJECT} & \textbf{VERB} \\
\hline
Pita & \textit{na} & kwaeva \text{ dog} \\
Pita & \text{ERGATIVE} & p\text{-}e\text{-}kwari\text{-}a \\
\hline
\end{tabular}

Pita REC 3SG.SBJ hit/strike 3SG.OBJ

‘Peter hit the dog’

Since the object is always marked on the verb, it does not always need to be written as a separate noun, as shown below.

Example 100

\begin{tabular}{|c|c|c|}
\hline
\textbf{SUBJECT} & \textbf{VERB} & \textbf{(OBJECT)} \\
\hline
Pita & \textit{na} & p\text{-}e\text{-}vale\text{-}ku \\
Pita & \text{ERGATIVE} & REC 3SG.SBJ hit 1SG.OBJ \\
\hline
\end{tabular}

‘Peter hit me’

8 The function of vo in different contexts would benefit from further study. There may be better ways to analyse it.
Since the actor in a transitive clause is marked by the ergative marker –*na*, it is possible to bring the object to the front of a clause (to create an OSV order), and the meaning is still understood because of the ergative marker.

This can be seen in the following example where ‘those people’ are the object, but they have been brought to the front of the sentence in order to focus on them.

Example 101

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>vo taunilimalima</td>
<td>vo vugae na</td>
<td>e- tao vanagi -ra -to</td>
</tr>
<tr>
<td>DEM people</td>
<td>DEM crocodile ERGATIVE</td>
<td>3SG.SBJ put cross 3PL.OBJ PAST.PERFECT</td>
</tr>
</tbody>
</table>

‘Those people, that crocodile, it put them across’

Since both the subject and object of a transitive clause are marked on the verb, it is possible to have a clause without any separate words for the subject or object.

In some sentences, the ergative marker can be omitted from the actor of a transitive clause. We have not done enough analysis of Kalo to explain the reasons for this. However, the 1992 paper ‘Transitivity and Ergativity in Sinaugoro’ by Gerhard Tauberschmidt and Alfred Bala gives more details about the similar situation in the neighbouring Sinaugoro language. This paper is available from www.pnglanguages.org.

6.1.2 Translation Issues for Transitive Clauses

In English, there always needs to be a separate word for the subject and the object, but this is not necessary in Kalo. For example, the English sentence ‘he went’ could just be one word *pelaka* in Kalo. So we need to remember that we don’t need to translate every pronoun in English as a separate word. When we add the pronoun in Kalo, it makes that person more heavily emphasised, so we need to be careful not to do this if the person is not emphasised in the original story.

6.2 Intransitive clauses

Intransitive clauses contain a verb that usually cannot take an object. For example, *he walked, he laughed, he jumped* in English.

6.2.1 Discussion

There is no marker on the single subject of an intransitive clause.

Here are some examples of intransitive clauses:

Example 102

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>kune -na -i</td>
<td>e- talu -wai</td>
</tr>
<tr>
<td>old 3SG.POSS at inside 3SG.POSS at</td>
<td>3SG.SBJ stay PAST.CONTINUOUS</td>
</tr>
<tr>
<td>vugae kamu -na para</td>
<td>Kalo vanuga -na wai -na</td>
</tr>
<tr>
<td>crocodile big SG great Kalo village POSS river POSS</td>
<td></td>
</tr>
</tbody>
</table>

'Before, a great big crocodile it was staying inside Kalo village river.’
Example 103

**SUBJECT**

vo- upema **ira** ge -ria numa -i

DEM after 3PL POSS 3PL.POSS house at

**VERB**

pia waikule

3PL.IRR go.back

‘After that they will go back to their houses’

Since the subject of an intransitive clause is marked on the verb, there does not need to be a separate word for the subject in every clause, as in the example below.

Example 104

**VERB**

pana kwara muli -na -i

1SG.IRR arrive after 3SG.POSS at

‘after I arrive’

We have not found any differences in intransitive clauses for voluntary and involuntary actions. For example, in the following sentence, the people involuntarily fall into the river (when the crocodile turns over), but there are no different markers on the subject or the verb.

Example 105

**SUBJECT**

talima wai ao -na -i

people river inside 3SG.POSS at

**VERB**

ge- keto rai -to

3PL.SBJ fall in PAST.PERFECT

‘The people fell into the river’

6.2.2 Translation Issues for Intransitive Clauses

We need to remember the same issue as for transitive clauses (section 6.1.2). That is, in English, there always needs to be a separate word for the subject in an intransitive clause, but this is not necessary in Kalo. For example, the English sentence ‘he went’ could just be one word *pelaka* in Kalo. So we need to remember that we don’t need to translate every pronoun in English as a separate word. When we add the pronoun in Kalo, it makes that person more heavily emphasised, so we need to be careful not to do this if the person is not emphasised in the original story.

6.3 Di-transitive clauses

Clauses that have both an object and a recipient are called **di-transitive**. An English example is: *I gave the book to him.*

6.3.1 Discussion

In Kalo, usually the recipient comes between the person who is giving something and the object that is being given, as in the sentence below. However, the words can be in different orders if the speaker wishes to emphasise a different participant, as in example (107) where the emphasis is on the book (the object) rather than the recipient. Also either the subject or the object can be omitted because they are marked on the verb.
Example 106

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RECIPIENT</th>
<th>OBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>aneru</td>
<td>Elizah</td>
<td>ganigani</td>
<td>e-</td>
</tr>
</tbody>
</table>

An angel gave food to Elijah

Example 107

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>RECIPIENT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>e puka</td>
<td>Aimo</td>
<td>ono</td>
</tr>
</tbody>
</table>

Pass this book to Aimo

See further examples in Section 6.4.9.

6.4 Semantic roles

6.4.1 Agent
An agent deliberately makes an action or event happen. Eg. ‘Cain murdered his brother’

We have not found any evidence of special marking for an agent in Kalo. They are marked just the same way as other actors, using the ergative na marker in transitive clauses.

Example 108

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RECIPIENT</th>
<th>OBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cain na</td>
<td>tari</td>
<td>e-</td>
<td>vagi</td>
</tr>
</tbody>
</table>

Cain killed/murdered his brother

6.4.2 Force
A force makes an action happen but not deliberately. E.g. ‘the wind blew down Job’s house’

We have not found any evidence of special marking for forces in Kalo. They are marked just the same way as other actors, with the ergative na marker in transitive clauses. In the example below, the wind, agi, is the force and the subject of the sentence, and it occurs after the object (so the order here is OSV, not the normal SOV order). However, this is just because the author was more interested in the house, and the sentence could equally well have been said with the wind in the first position in the sentence.

Example 109

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>SUBJECT (FORCE)</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job</td>
<td>agi</td>
<td>e-</td>
</tr>
</tbody>
</table>

The wind blew Job’s house down

6.4.3 Experiencer
An experiencer does not control what happens, and they are not changed by what happens. They feel what happens with their senses or emotions. E.g. ‘Samuel heard the sheep’, ‘Jonah felt angry’

When someone experiences something with their senses (such as seeing and hearing) the pattern is just the same as for other actions, using the ergative marker na:

\[\text{OBJECT} \quad \text{SUBJECT (FORCE)} \quad \text{VERB} \]

| Job    | agi     | e-   | lavu | -lau | -a | -to |

The wind blew Job’s house down
Example 110

Samuel na mamoe e- kamonagi-ra to
Samuel ERGATIVE sheep 3SG.SBJ hear 3PL.OBJ PAST.PERFECT
'Samuel heard sheep'

However, for some experiences, such as feeling hungry, feeling cold or feeling sad, the verb takes an object suffix as well as a subject prefix, even though only one person is involved.

Example 111

Samuel p- e- vito -a
Samuel REC 3SG.SBJ be.hungry 3SG.OBJ
'Samuel felt hungry' (perhaps, 'he was made hungry')

Example 112

Samuel p- e- nakula -a
Samuel REC 3SG.SBJ be.cold 3SG.OBJ
'Samuel was cold'

Example 113

Samuel ma- vetuga-na p- e- vetuga -a
Samuel with sadness 3SG.POSS REC 3SG.SBJ sad 3SG.OBJ
'Samuel was sad with sadness'

However, this pattern does not hold for all emotions. For example, 'being angry' does not need the object marker on the verb.

Example 114

Samuel e- paru -to
Samuel 3SG.SBJ be.angry PAST.PERFECT
'Samuel felt angry'

'Anger' can also become the subject of the clause, and act as the thing 'which fills someone', but we are not sure why there is no object marker on this verb.

Example 115

(Samuel) paru-na e- vonu -to
(Samuel) anger ERGATIVE 3SG.SBJ fill PAST.PERFECT
'Anger filled (Samuel)'

6.4.4 Possessor

A possessor is someone who has something. E.g. 'Joseph has a coat'

Possession is shown by using a possessive pronoun with the prefix ma- 'with' between the possessor and the possessed object.
Example 116

Iosep ma-ge -na kativa
Joseph with POSS 3SG.POSS knife
‘Joseph has a knife’

6.4.5 Location

A location is where an action or event takes place. E.g. ‘Eli slept in his bed’, ‘She found the coin under the table’

Most locations in Kalo are described by using a locative noun (like ‘top’, ‘underneath’, ‘side’) with a singular or plural possessive suffix and the postposition –ai ‘at’, as discussed in section 4.1.1.1. Here is a further example.

Example 117

ia na kativa numa kapule -na -i e- rawali -a -to
3SG ERGATIVE knife house underneath 3SG.POSS at 3SG.SBJ find 3SG.OBJ PAST.PERFECT
‘She found the knife underneath the house’

6.4.6 Source / destination

A source is where something moves from, a destination is where something moves to. E.g. ‘Abraham travelled from Ur (source) to Haran (destination)’

Sources in Kalo can be shown by the postposition na, as in the example below.

Example 118

SOURCE DESTINATION
Aperaamo Ur na e- ago -to Haran
Abraham Ur from 3SG.SBJ go PAST.PERFECT Haran
‘Abraham went from Ur to Haran’

In the previous example, the destination is given in isolation, as an unmarked noun, after the verb. However, destinations can also occur before the verb, with the suffix –ai ‘at’.

Example 119

Aperaamo Ur na Haran -ai e- ago -to
Abraham Ur from Haran at 3SG.SBJ go PAST.PERFECT
‘Abraham went from Ur to Haran’

Example 120

au vanuga -l pana laka
1SG village at 1SG.IRR go
‘I will go to the village’

6.4.7 Instrument

An instrument is something used by someone to make something happen. E.g. ‘Jael killed Sisera with a tent peg’; ‘Saul attacked David with a spear’.

Instruments in Kalo can be marked with the postposition -na.
Example 121

Tom na pae kolova -na p- e- kini -a
Tom ERGATIVE pig spear INSTRUMENT REC 3SG.SBJ spear 3SG.OBJ
'Tom speared a pig with a spear'

6.4.8 Accompaniment

Accompaniment describes a situation in which someone does something with someone else. E.g. ‘Moses went to Pharaoh with his brother’

There are some different ways of showing accompaniment in Kalo. The first set uses either the prefix ma- ‘with’ attached to the noun phrase of the person accompanying someone else, as in example (122a) below; or the postposition goti ‘with’ following the noun phrase that tells who went with someone else, as in ..........below; or both ma- and goti can be used as in example (122c).

Example 122

a. Tau ma- tari -na ge- navu -to
   Tau with small brother 3SG.POSS 3PL.SBJ swim PAST.PERFECT
b. Tau tari -na goti ge- navu -to
   Tau small brother POSS with 3PL.SBJ swim PAST.PERFECT
c. Tau ma- tari -na goti ge- navu -to
   Tau with small brother 3SG.POSS with 3PL.SBJ swim PAST.PERFECT
   ‘Tau swam with his brother’

Another way to show accompaniment is to make use of the postpositional suffix –ria ‘with’, as in example (123) below. Further investigation is needed to clarify the reasons for choosing one way of describing accompaniment over another.

Example 123

Tau tari -ria ge- navu -to
Tom small brother POSS with 3PL.SBJ swim PAST.PERFECT
   ‘Tau swam with his brother’

6.4.9 Recipient

A recipient receives something from someone else. E.g. ‘The angel gave food to Elijah’

A recipient normally is not marked with any suffix in Kalo. It can occur before or after the object, depending on the preference or emphasis of the speaker.

Example 124

OBJECT   RECIPIENT
   e puka Aimo ono veni ago -a
this book Aimo 2SG.IMV give go 3SG.OBJ
   ‘pass this book to Aimo’ (emphasising the book)
Example 125
RECIPIENT OBJECT
vugae velekwa -i gani kova geleta ge- veni -a -to .
crocodile feast at eat leftover some 3PL.SBJ give 3SG.OBJ PAST.PERFECT
‘they gave the crocodile some leftovers’ (emphasising the crocodile as recipient)

6.4.10 Beneficiary
A beneficiary is someone who benefits from an action done by someone else. E.g. ‘Dorcas made clothes for the children’.

We have found no special marking for a beneficiary, which may occur between the actor and an object, as shown below.

Example 126
BENEFICIARY OBJECT
Dorcas girigiri ge -ria rapuga e- kala -to
Dorcas children POSS 3PL.POSS clothing 3SG.SBJ do/make PAST.PERFECT
‘Dorcas made the children their clothes’

6.4.11 Patient
A patient is someone or something an action happens to. E.g. ‘John ate a locust’

There is no special marking on the patient in Kalo sentences. The patient usually occurs in the expected place for objects, between the subject and the verb.

Example 127
John koi -ta e- gani -a -to
John grasshopper one 3SG.SBJ eat 3SG.OBJ PAST.PERFECT
‘John ate a grasshopper’

6.5 Time

6.5.1 Words for Time
These are several words for time in Kalo. The table below gives some examples.

<table>
<thead>
<tr>
<th>Time word</th>
<th>English gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>watauilagita</td>
<td>‘three days ago’ (the day before the day before yesterday)</td>
</tr>
<tr>
<td>watana</td>
<td>‘the day before yesterday’</td>
</tr>
<tr>
<td>walagani</td>
<td>‘yesterday’</td>
</tr>
<tr>
<td>etoma</td>
<td>‘today’ (lit. ‘this day’)</td>
</tr>
<tr>
<td>pogipogi</td>
<td>‘tomorrow’</td>
</tr>
<tr>
<td>ilagaita</td>
<td>‘the day after tomorrow’</td>
</tr>
<tr>
<td>watauilaigaita</td>
<td>‘the day after the day after tomorrow’</td>
</tr>
<tr>
<td>kapinai</td>
<td>‘later’</td>
</tr>
</tbody>
</table>

Perhaps this example should be translated better as ‘Dorcas made the children’s clothes’, in which case it does not give an example of a beneficiary.
### 6.6 Manner

Sometimes the manner in which something is done can be included as part of the verb. For example, when a fire is extinguished quickly, the adverb ‘quickly’ is included as part of the verb, before the object suffix. However, when it is done ‘very’ quickly, the adverb occurs after the verb, as shown below.

**Example 128**

\[
\begin{align*}
\text{RE} \quad & 3\text{SG.SBJ} \quad \text{extinguish} \quad 3\text{SG.OBJ} \\
\text{‘he put it out’}
\end{align*}
\]

**Example 129**

\[
\begin{align*}
\text{RE} \quad & 3\text{SG.SBJ} \quad \text{extinguish} \quad \text{quick} \quad 3\text{SG.OBJ} \\
\text{‘he put it out quickly’}
\end{align*}
\]

**Example 130**

\[
\begin{align*}
\text{RE} \quad & 3\text{SG.SBJ} \quad \text{extinguish} \quad \text{quick} \quad \text{very} \quad 3\text{SG.OBJ} \\
\text{‘he put it out very quickly’}
\end{align*}
\]

The same pattern holds for doing something ‘slowly’, ‘well’ or ‘silently’.

**Example 131**

\[
\begin{align*}
\text{RE} \quad & 3\text{SG.SBJ} \quad \text{extinguish} \quad \text{slowly} \quad 3\text{SG.OBJ} \\
\text{‘he put it out slowly’}
\end{align*}
\]

**Example 132**

\[
\begin{align*}
\text{RE} \quad & 3\text{SG.SBJ} \quad \text{extinguish} \quad \text{slowly} \quad \text{very} \quad 3\text{SG.OBJ} \\
\text{‘he put it out very slowly’}
\end{align*}
\]

**Example 133**

\[
\begin{align*}
\text{RE} \quad & 3\text{SG.SBJ} \quad \text{extinguish} \quad \text{good} \quad \text{good} \quad 3\text{SG.OBJ} \\
\text{‘he put it out well’}
\end{align*}
\]

**Example 134**

\[
\begin{align*}
\text{e} \quad & \text{laka} \quad \text{garigari} \quad \text{to} \quad \text{e} \quad \text{ago} \quad \text{to} \\
\text{3SG.SBJ} \quad \text{go} \quad \text{silently} \quad \text{PAST.PERFECT} \quad 3\text{SG.SBJ} \quad \text{go} \quad \text{PAST.PERFECT} \\
\text{‘he went silently’}
\end{align*}
\]
So far, all of these descriptions of manner could be considered as adverbs added onto the verb root. However, the next example is complex, with poepoe explaining that he was watching and expecting to see something (a pig) as he went along.

Example 135
\[
e\text{-} \text{laka poepoe} \text{-to}
\]
3SG.SBJ go looking(intentionally.to.find) PAST.PERFECT
‘he went along with his eyes open hoping to see something’

6.7 Negative Clauses and Negation
Negative clauses are those which include a meaning like ‘no’ or ‘not’ in English.

In Kalo the most common way to indicate negation is to use the negative word ati ‘not’. This word can be used in noun phrases to negate an adjective, or at the clause level to negate a verb.

Example 136
\[
pae ati kamu -na
\]
pig NEG big SG
‘a not-big (small) pig’

Example 137
\[
ati p- e- ago
\]
NEG REC 3SG go
‘she did not go’

The negative can be made stronger by adding the suffix –vagi ‘very’, to make ativagi ‘never’.

Example 138
\[
ati -vagi pene gani -a
\]
NEG very 3SG.IRR eat 3SG.OBJ
‘he must never eat it’

The word ragaina ‘must not’ can also be used in negative clauses, for something that the speaker strongly thinks should not happen, as shown in the following examples.

Example 139
\[
Liza pogipogi ati pene vogomai
\]
Liza tomorrow NEG 3SG.IRR come
‘Liza will not come tomorrow’

Example 140
\[
Liza pogipogi ragaina pene vogomai
\]
Liza tomorrow must.not 3SG.IRR come
‘Liza must not come tomorrow’

Ragaina is also used in negative commands as in example (141).
Example 141
\[ \text{ragaina ono gani -a} \]
\[ \text{must.not 2SG.IMV eat 3SG.OBJ} \]
'you must not eat it’

The suffix –vagi can also be added to make an even stronger statement.

Example 142
\[ \text{Pita ragaina -vagi pene talu} \]
Pita must.not very 3SG.IRR stay
‘Peter must never stay’

In Kalo, if we are not sure whether something will happen or not, the word noo ‘possibly’ can be used, or we can add the question particle pa at the end of the sentence.

Example 143
\[ \text{Liza ati pene vogomai pogipogi pa?} \]
Liza NEG 3SG.IRR come tomorrow QN
'Liza might not come tomorrow?’

Example 144
\[ \text{Liza noo ati pene vogomai pogipogi} \]
Liza possibly NEG 3SG.IRR come tomorrow
'Liza possibly will not come tomorrow’

7 SENTENCES

7.1 Conjunctions

7.1.1 Discussion
Here are some conjunctions in Kalo. They are summarised in the table and then given in more detail below. The conjunctions are divided into coordinating conjunctions, which join two clauses together at the same level, and subordinating conjunctions, which join two clauses together so that one clause supports another ‘main’ clause.

<table>
<thead>
<tr>
<th>Coordinating conjunctions</th>
<th>Meanings and usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>‘and’</td>
</tr>
<tr>
<td>ne</td>
<td>‘then’ (the clause following ne happens in time after the clause preceding ne)</td>
</tr>
<tr>
<td>na</td>
<td>‘but’ (the clause following na is something unexpected, given the previous clause)</td>
</tr>
<tr>
<td>aonai</td>
<td>‘when/while’ (the clause ending in aonai happens at the same time as the adjacent clause)</td>
</tr>
</tbody>
</table>
### 7.1.2 Coordinating Conjunctions

#### 7.1.2.1 The conjunction *e* ‘and’

The conjunction *e* can be used to join together either noun phrases or clauses. In example (145), the conjunction *e* joins together the noun phrases *kupa* ‘sky’ and *tanopara* ‘earth’.

Example 145

\[
\begin{array}{llllll}
tovoto\text{-}na & -i & \text{Palagu\text{-}na} & \text{kupa e tano\text{-}para} \\
\text{first} & 3\text{SG.POSS} & \text{at spirit} & \text{ERGATIVE sky and earth great} \\
e\text{-} & \text{kala} & -ra & -to \\
3\text{SG.SBJ} & \text{do/make} & 3\text{PL.OBJ} & \text{PAST.PERFECT} \\
\end{array}
\]

‘At the first, God made sky and earth.’

In the next example, the conjunction *e* joins together two clauses, the first clause is about the crocodiles living in the river, and the second is about them eating people.

Example 146

\[
\begin{array}{llllllll}
vo & \text{toma\text{-}na} & \text{vegata vugae} & \text{Kalo wai\text{-}na} & \text{ao\text{-}na} & -i \\
\text{DEM day} & 3\text{SG.POSS} & \text{onwards crocodile} & \text{Kalo river} & 3\text{SG.POSS inside} & 3\text{SG.POSS at} \\
ge\text{-} & \text{talu\text{-}na} & \text{e} & \text{talima ge\text{-}gani} & -ra & -na \\
3\text{PL.SBJ} & \text{stay PRES} & \text{and people} & 3\text{PL.SBJ eat} & 3\text{PL.OBJ PRES} \\
\end{array}
\]

‘From that day onwards, crocodiles live in the Kalo river and eat people.’

---

10 We do not have enough data to show how *voupe* differs from *mulinai*, above.
7.1.2.2 The conjunction *ne* ‘then’
The conjunction *ne* is usually used between two clauses that happen after each other in time. The clause before *ne* happens first, and the clause after *ne* happens afterwards, as in this example.

Example 147

```
7.1.2.2 The conjunction *ne* ‘then’
The conjunction *ne* is usually used between two clauses that happen after each other in time. The clause before *ne* happens first, and the clause after *ne* happens afterwards, as in this example.

Example 147

talima wai ao -na -i ge- ke -to raito
people river inside 3SG.POSS at 3PL.SBJ fell PAST.PERFECT into
then crogae -na e- gani -ra -to.

‘The people fell into the river, then the crocodile ate them.’
```

7.1.2.3 The conjunction *na* ‘but’
The conjunction *na* is used when the following clause is in some way unexpected. In the example below, the people are doing something unexpected when they give the crocodile meat as they are crossing the river, rather than just riding on the back of the crocodile.

Example 148

```
7.1.2.3 The conjunction *na* ‘but’
The conjunction *na* is used when the following clause is in some way unexpected. In the example below, the people are doing something unexpected when they give the crocodile meat as they are crossing the river, rather than just riding on the back of the crocodile.

Example 148

vo taunilimalima vo vugae na e- tao vanagi -ra -to
DEM people DEM crocodile ERGATIVE 3SG.SBJ put cross 3PL.OBJ PAST.PERFECT

but 3SG.SBJ put cross 3PL.OBJ PAST.CONTINUOUS inside 3SG.POSS at

croga vekua -i gani kova geleta ge- veni -a -to
feast at eat leftover some 3PL.SBJ give 3SG.OBJ PAST.PERFECT

‘Those people, that crocodile, it put them across, but when it put them across, they gave the crocodile some of the leftovers from the feast’
```

7.1.2.4 The conjunction *aonai* ‘while / when’
The word *aonai* literally means something like ‘at the inside of’ (see section 4.1.1), but when it is used to join two clauses together it means that the following clause happens at the same time that the action of the preceding clause is happening. One example is given in example (148) in section 7.1.2.3, in which the people give leftovers to the crocodile at the same time that they are crossing the river. Another example is given below, in which the people have gone to the crocodile, and at the same time, because the crocodile knows them, it has already gone to the bank to await them.

Example 149

```
7.1.2.4 The conjunction *aonai* ‘while / when’
The word *aonai* literally means something like ‘at the inside of’ (see section 4.1.1), but when it is used to join two clauses together it means that the following clause happens at the same time that the action of the preceding clause is happening. One example is given in example (148) in section 7.1.2.3, in which the people give leftovers to the crocodile at the same time that they are crossing the river. Another example is given below, in which the people have gone to the crocodile, and at the same time, because the crocodile knows them, it has already gone to the bank to await them.

Example 149

wai pipi -na -i ge- vekwa -to ao -na -i
river side 3SG.POSS at 3PL.SBJ arrive PAST.PERFECT inside 3SG.POSS at

vo vugae ira e- ripa -ra -to gaurai
DEM crocodile 3PL 3SG.SBJ know 3PL.OBJ PAST.PERFECT therefore
togatoga -i e- rai -kau -to
ford at 3SG.SBJ berth on PAST.PERFECT

‘When they arrived at the side of the river, the crocodile knew them so it was already berthed at the ford.’
```

7.1.2.5 The conjunction *mulina* / *mulirai* ‘after’
The literal meaning of *mulina* is something like ‘at the back of’ (see section 4.1.1), but it can also be used to express the time relationship between events in two clauses. It shows that the clause immediately preceding *mulina* occurs in time before the other clause.
In Keapara, after they finished eating the feast, in the afternoon they went back to Kalo village.

When the conjunction mulira is used instead of mulinai, the meaning is that something happened regularly or habitually after something else, as in example (151). Notice that here that the clause which happens later in time (making gardens) occurs before the clause about what happened earlier in time (going to school).

Example 151
Ira ma- garawa-ria e ma- natu -ria araga ge- kala -wai
3PL with wives 3PL.POSS and with child 3PL.POSS garden 3PL.SBJ make PAST.CTS
lavilavi ai -na, school muli -ra -i.
afternoon at 3SG.POSS school after 3PL.POSS at
‘They would make gardens in the afternoon with their wives and children, (regularly) after school’

7.1.2.6 The conjunction wailanai ‘before’
The word wailanai literally means something like ‘at the front of’ (see section 4.1.1), but when it is used to join clauses together it shows that the action in the clause of which it is a part happened later in time than the other clause to which it is related. Thus, it has a similar meaning to the English conjunction ‘before’. In the example below, note that the first clause still happens first in time, but it is the second clause which is marked with the conjunction wailanai ‘before’.

Example 152
ai ga- kila kila -vo -na Victor p- e- matoga waila -na -i
1PL.EXC 1PL.EXC.SBJ say say here PRES Victor REC 3SG.SBJ come in before 3SG.POSS at
‘We were talking before Victor came in’

7.1.2.7 The conjunction pe ‘so that’
In the data we have, the conjunction pe is used between clauses to show that the following clause is the purpose for the preceding clause, similar to ‘so that’ in English.

Example 153
laga -ku talima -ra ve- veakava pia vogomai
side 1SG.POSS people PL for help 3PL.IRR come
maki11 ge -ria nanu gapi gau -ra pia gapi
also POSS 3PL.POSS water take thing PL 3PL.IRR take
pe nanu paia gutu kalova ata -na -i paia popo -kau
so.that water 1PL.EXC.IRR collect fire top 3SG.POSS at 1PL.EXC.IRR pour on
pene ago kalova paia gunu -tali -a
until fire 1PL.EXC.IRR extinguish completely 3SG.OBJ
‘My neighbours would come to help and also get their water collecting things, so that we can collect water, and we would pour it on the fire until the fire is completely extinguished.’

11 This word could be studied further.
7.1.2.8 The conjunction **voupe** ‘and after that’
The conjunction **voupe** is used between clauses to show that the clause following **voupe** happened in time after the clause before **voupe**. The conjunction is made up of two morphemes, **vo** is a demonstrative, ‘that’, referring back to the action of the previous clause, and –**upe** means something like ‘after’.

Example 154

*au ma- geku numa talima -ra paia tanutagaole .*

**1SG with 1SG.POSS  house  people PL 1PL.EXC.IRR rest**

*vo- **upe** au pana verenagi kalova raka p- e- wala -tiwa*

**DEM after 1SG 1SG.IRR ask  fire how  REC 3SG.SBJ happen how**

‘My household and I will rest and after that I will ask “how did this fire happen?”’

7.1.3 Subordinating Conjunctions
Subordinating conjunctions join two clauses together so that one clause supports another ‘main’ clause.

7.1.3.1 The conjunction **gaurai** ‘because / therefore’
The word **gaurai** usually comes at the end of a clause which gives a reason for the main clause, giving it a meaning something like ‘because’ in English (although in English, ‘because’ needs to come at the start of the clause).

Example 155

*kalova kei -vagi **gaurai**, au vo kalova pana gunu -a ripa*

*fire small very because 1SG DEM fire 1SG.IRR extinguish 3SG.OBJ able.to*

‘Because the fire is very small, I am able to put it out.’

Example 156

*vo vugae talima -ria ve- marana **gaurai**,*

**DEM crocodile  people with  RECIPROCAL be.friends therefore/because**

*ia wai pipi -na -i e- vealo -wai .*

**3SG river side 3SG.POSS at 3SG.SBJ wait PAST.CONTINUOUS**

‘Because that crocodile was friendly with people, it was waiting at the side of the river’

However, the conjunction **gaurai** can also come at the beginning of a clause, as in the next example. Perhaps this is an unusual case because it is the last sentence in a story

Example 157.

**gaurai** Kalo taunilimalima -ra -na vo vugae ara -na therefore/because Kalo people(several) PL ERGATIVE DEM crocodile name 3SG.POSS

*ge- kea -a -to "Kelenigepagepa”*

**3PL.SBJ call 3SG.OBJ PAST.PERFECT man.eater**

*kwalana ia taunilimalima e- gani -ra*

**because 3SG people(several)3SG.SBJ eat 3PL.OBJ**

‘Therefore, Kalo people called that crocodile’s name, ”Man Eater” because it eats people.’

7.1.3.2 The conjunction **kwalana** ‘because’
Along with **gaurai**, the conjunction **kwalana** is also best translated as ‘because’ in English, but it is used after a main clause and at the start of a clause that gives the reason for the main clause. One example is given in section 7.1.3.1 above (see example (157)), another is given here in example (158).
Example 158

*pana vaikila -ra e- toma nama,*
1SG.IRR tell 3PL.OBJ this day good

*kwalana kalova pa- ta- gunu veleke -a .*
because fire REC 1PL.INC.SBJ extinguish quick 3SG.OBJ

‘I will tell them, “Today was good, because we put the fire out quickly.”’

7.1.3.3 The conjunction *ulanana / ularana* ‘so that’
The conjunction *ulanana* or *ularana* is used to mark a purpose clause. Purpose clauses are normally introduced by ‘in order to’ or ‘so that’ in English. In Kalo, the clause which ends with *ulanana/ularana* gives the reason for the main clause, but this kind of reason specifically shows the purpose, or ‘thinking beforehand’, of the participants in the story. Thus, in the example below, the Kalo people go to Keapara village ‘so that’ or ‘in order to’ eat a feast.

Example 159

*ne ge- laka -to Keapara vanuga -na -i*
then 3PL.SBJ go PAST.PERFECT Keapara village 3SG.POSS at

*velekwa -ta pia gani ulanana*
feast one 3PL.IRR eat so.that

‘Then they went to Keapara village in order to eat a feast.’

7.2 Questions (Interrogative Sentences)

7.2.1 Yes-No Questions
Yes-no questions normally have the same structure as statements, but a change in intonation (a rise in pitch near the end) shows that it is a question.

Example 160

*galivata Pita -na p- e- gani -a*
banana Pita ERGATIVE REC 3SG.SBJ eat 3SG.OBJ

‘Peter ate the banana’

Example 161

*galivata Pita -na p- e- gani -a ?*
banana Pita ERGATIVE REC 3SG.SBJ eat 3SG.OBJ

‘Did Peter eat the banana?’

7.2.2 WH Questions
When we want to find out more than just ‘yes’ or ‘no’, in English we ask questions using question words such as ‘Who? What? Which? How many? When? Where? How? Why?’ (People sometimes call these WH questions because most of these English question words start with ‘wh’.)

7.2.2.1 ‘Who’ questions
The word *rai* is used for ‘who’ questions. If the person being asked about is the subject of an intransitive verb or the object of a transitive verb, *rai* is used on its own. If the person being asked about is the actor of a transitive verb, the ergative marker *na* is added.

Page 55
Example 162
\[ rai \quad p-\quad e-\quad laka \quad taoni \quad a? \]
who \quad REC \quad 3SG.SBJ \quad go \quad town \quad at
‘Who went to town?’ (subject of an intransitive verb)

Example 163
\[ rai \quad Pita \quad na \quad pe \quad kwari \quad -a \]
who \quad Pita \quad ERGATIVE \quad so.that \quad hit/strike3SG.OBJ
‘Who did Peter hit?’ (object of a transitive verb)

Example 164
\[ rai \quad na \quad galivata \quad e-\quad gani \quad -a \quad -to? \]
who \quad ERGATIVE \quad banana \quad 3SG.SBJ \quad eat \quad 3SG.OBJ \quad PAST.PERFECT
‘who ate the banana?’ (actor of a transitive verb)

7.2.2.2 ‘What’ questions
The word rakagau is used for ‘what’ questions. Again, rakagau is used on its own when the thing being asked about is the subject of an intransitive verb or the object of a transitive verb, and the ergative suffix – na is added when the actor of a transitive verb is in question. The question word usually comes in the same place in the sentence as the thing that is being asked about. That is, it comes at the start of the sentence when the subject of a transitive verb is being asked about, but in the place of the object if the object of a transitive verb is being asked about.\(^\text{13}\)

Example 165
\[ Pita \quad rakagau \quad p-\quad e-\quad gani? \]
Pita \quad what \quad REC \quad 3SG.SBJ \quad eat
‘What did Peter eat?’ (object of a transitive verb)

Example 166
\[ vuata \quad -i \quad rakagau \quad e-\quad keto \quad -tali \quad -to? \]
floor \quad at \quad what \quad 3SG.SBJ \quad fall \quad on \quad PAST.PERFECT
‘What fell on the floor?’ (subject of an intransitive verb)

Example 167
\[ rakagau \quad -na \quad goi \quad -na \quad puka \quad p-\quad e-\quad gani \quad -a? \]
what \quad ERGATIVE \quad 2SG \quad POSS \quad book \quad REC \quad 3SG.SBJ \quad eat \quad 3SG.OBJ
‘What ate your book?’ (actor of a transitive verb)

7.2.2.3 ‘Why’ questions
The phrase rakagau gaurai ‘because of what’ can be used to question why somebody did something.

\(^{12}\) It would be equally normal to change the order of the first two words, and say Pitana rai pekwaria?
\(^{13}\) However, there is flexibility with the word order depending on the emphasis that the speaker wishes to place on different parts of the sentence.
Example 168

*rakagau* *gaurai* Pita -na *galivata* p- e- *gani* -a?
what because Pita ERGATIVE banana REC 3SG.SBJ eat 3SG.OBJ
‘Why did Peter eat the banana?’

7.2.2.4 ‘When’ questions

In Kalo, ‘when’ questions are created by using the word *arigi*, which means something like ‘which’, with another word for time, such as *toma* ‘day/time’ or *lagani* ‘time’.

Example 169

*arigi* *toma* p-o- *laka* *taoni* ai?
which time REC 2SG.SBJ go town at
‘When did you go to town?’

Example 170

*arigi* *lagani* Pita -na *galivata* p- e- *gani* -a?
which time Pita ERGATIVE banana REC 3SG.SBJ eat 3SG.OBJ
‘When did Peter eat a banana?’

7.2.2.5 ‘Where’ questions

‘Where’ questions also use the word *arigi* ‘which’ with a singular suffix and the suffix –ai / -i ‘at’.

Example 171

*arigi* -na -i o- *laka* -na?
which SG at 2SG.SBJ go PRES
‘Where are you going?’

7.2.2.6 ‘How many’ questions

The word *vira* is used to question ‘how many’ of something.

Example 172

Pita -na *galivata* *vira* p- e- *gani* -ra?
Pita ERGATIVE banana how.many REC 3SG.SBJ eat PL.OBJ
‘How many bananas did Peter eat?’

7.2.2.7 ‘How’ questions

When we are questioning the manner of a verb, to find out ‘how’ someone did something, Kalo adds the question word *raka* before the verb, and adds the suffix –*tiwa* to the verb itself.

Example 173

Pita *taoni* ai *raka* p-e- *laka* -tiwa ?
Pita town at how REC 3SG.SBJ go how
‘How did Peter go to town?’

7.3 The Mirative Particle –*aikina*

Miratives are words that introduce unexpected or surprising parts of a story. The word *aikina* is used to introduce a clause that is expected but still somewhat surprising at this point in the narrative, so it can be called a mirative particle.
The word ‘lo’ is perhaps the best translation in English, although this is not a common word in English.

The following sentence gives an example of its use in a text where we already know that pigs sometimes break into people’s gardens, and now somebody is going to look in their garden with the hope that perhaps he will find a pig there.

Example 174

\[
\begin{align*}
e & \quad laka & \text{poepoe} & \quad \text{-to}, \\
& \quad \text{3SG.SBJ} & \text{go} & \quad \text{looking(intentionally.to.find)} & \quad \text{PAST.PERFECT} \\
\text{aikina}, & \quad \text{vanuga} & \text{pae} & \quad \text{-na} & \quad \text{kwapuna} & \quad \text{ia} & \quad \text{-na} & \quad \text{araga} & \quad \text{-i} & \quad e & \quad \text{ganigani} & \quad \text{-wai} \\
\text{lo!} & \quad \text{village} & \quad \text{pig} & \quad \text{3SG.POSS} & \quad \text{one} & \quad \text{3SG POSS} & \quad \text{garden at} & \quad \text{3SG.SBJ} & \quad \text{food} & \quad \text{PAST.CTS} \\
e & \quad \text{gita} & \quad \text{-a} & \quad \text{-to} \\
\text{3SG.SBJ} & \quad \text{see} & \quad \text{3SG.OBJ} & \quad \text{PAST.PERFECT} \\
\end{align*}
\]

‘He went looking to see if anything was there, and lo!, he saw a village pig eating his garden’

7.4 Relative Clauses

Sometimes the subject, object, location or other parts of a sentence have a clause embedded within them. Such clauses are called relative clauses.

Due to the limited amount of time to work on this paper, I have not been able to analyse them in any detail. However, some examples are given below.

This example shows a relative clause for the subject of an intransitive verb in the main clause. The subject of the main clause is *talimamai maparamai* ‘all of us people’ and the main clause says the subject was ‘boarding the PMV (bus).’ The relative clause describes the subject further as ‘the people who would go on that car’. Thus these people are the subject of an intransitive verb (*ragekau* ‘board’) in the main clause, but also the subject of an intransitive verb (*rage* ‘go up’) in the relative clause. A rectangle has been drawn around the relative clause, which includes the subject for the main clause.

Example 175

\[
\begin{align*}
\text{ne} & \quad \text{vo-} & \quad \text{motuka-i} & \quad \text{paia} & \quad \text{rage} & \quad \text{talima -mai} & \quad \text{mapa-ra-mai} \\
\text{then} & \quad \text{DEM} & \quad \text{car} & \quad \text{at} & \quad \text{1PL.EXC.IRR} & \quad \text{up} & \quad \text{people 1PL.EXC.POSS all PL 1PL.EXC.POSS} \\
\text{MAIN VERB} & \quad \text{paia} & \quad \text{ragekau} & \quad \text{1PL.EXC.IRR} & \quad \text{board} \\
\end{align*}
\]

‘Then we all *who want to board that car*, will board.’

The next example shows a relativized addressee. The author is planning to give a message to his nephew, *who drives a Kalo PMV*. In Kalo, there is no relative pronoun (like ‘who’ in English). In this example, the nephew is the addressee in the main clause, and the actor of a transitive verb in the relative clause (the one who drives the PMV). The word *vogaku* ‘nephew’ which refers to him, occurs at the start of the relative clause.
Example 176

<table>
<thead>
<tr>
<th>MAIN SUBJECT</th>
<th>ADDRESSSEE</th>
<th>CONTENT OF MESSAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>au</em></td>
<td><em>vogaku -ku</em></td>
<td>Kalo PMV -ta e- giu -a -na</td>
</tr>
<tr>
<td>1SG</td>
<td>sister's child 1SG.POSS</td>
<td>Kalo PMV one 3SG.SBJ drive 3SG.OBJ PRES</td>
</tr>
<tr>
<td><strong>MAIN VERB</strong></td>
<td><strong>CONTENT OF MESSAGE</strong></td>
<td><strong>KALO PMV -TA E- GIU -A -NA</strong></td>
</tr>
<tr>
<td><em>pana vaikila -a</em></td>
<td><em>au vanuga -i pana laka</em></td>
<td></td>
</tr>
<tr>
<td>1SG.IRR tell 3SG.OBJ</td>
<td>1SG village at 1SG.IRR go</td>
<td></td>
</tr>
</tbody>
</table>

'I will tell my nephew (who drives a Kalo PMV) that I will go to the village'

Another similar example has the author later on giving a message to the people, *who translate books*. Once again, these people are the addressee in the main clause and semantically they are the actors of a transitive verb in the relative clause (literally, they make books go across). However, they do not occur in the actor position at the start of the relative clause, nor does the verb begin with the *ge-* subject prefix, so this is a different kind of sentence to the previous type.

Example 177

<table>
<thead>
<tr>
<th>MAIN SUBJECT</th>
<th>ADDRESSSEE</th>
<th>MAIN VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>au -na</em></td>
<td><em>puka vega vanagi talima -ra</em></td>
<td><em>pana vega ripa -ra</em></td>
</tr>
<tr>
<td>1SG ERGATIVE</td>
<td>book make cross people PL</td>
<td>1SG.IRR make know 3PL.OBJ</td>
</tr>
<tr>
<td><em>au warauna p- a- kwara vanuga -i</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1SG already REC 1SG.SBJ arrive village at</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

'I will make know to the people who translate books that I already arrived'

This example shows a relativized *location*. The main clause is about people going, and they go to ‘the crocodile it-was-waiting place-at’.

Example 178

<table>
<thead>
<tr>
<th>MAIN VERB</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ge- ago -wai</em></td>
<td><em>vo vugae e- vealo -wai kapu -na -i</em></td>
</tr>
<tr>
<td>3PL.SBJ go PAST.CTS</td>
<td>DEM crocodile 3SG.SBJ wait PAST.CTS place 5G at</td>
</tr>
</tbody>
</table>

'They would go to the place that crocodile would wait’

In every example here, the noun about which the relative clause gives more information is explicit (shown in a bold box). For all but *vogaku* in example (176), this noun comes at the end of the relative clause: *talimamai maparamai; talimara* and *kapunai*. We have found no examples of any kind of relative pronoun being used (‘who’, ‘that’, ‘where’…).

Finally, here is a more complicated sentence in which both the subject and the object of the main clause use relative clauses to provide further descriptions. This is further complicated by the fact that both subject and object refer to food! However, the subject is food *that is received from the garden* (and this food is marked with the ergative marker –*na* in the main clause), whereas the object is food *that is given out weekly by the college*. 
Example 179

RELATIVE CLAUSE 1
vo araga ao -ra na ganigani ge- rawali -wai
DEM garden inside PL from food 3PL.SBJ receive PAST.CTS

RELATIVE CLAUSE 2
college -na wik kwapuna ao -na -i ira e- veni -ra -wai
college ERGATIVE week one inside 3SG.POSS at 3PL 3SG.SBJ give 3PL.OBJ PAST.CTS

MAIN CLAUSE SUBJECT

ganigani -ra -na

MAIN CLAUSE OBJECT

food 3SG.POSS

MAIN VERB

e- veakava -a -wai
3SG.SBJ help 3SG.OBJ PAST.CONTINUOUS

'The food that they received from in these gardens, helped the food that the college gave to them each week'

BIBLIOGRAPHY


http://www.ethnologue.com/language/khz

Appendix: Texts Used for this Analysis

Auna numa egalana aonai au rakagau pana kala

‘What I would do if my house was burning’

1.1 au p- a- ripa au -na numa kalova -na
   1SG REC 1SG.SBJ know 1SG POSS house fire 3SG.POSS
e- gala -a -na , au e gau -ra pana kala -ra .
   3SG.SBJ burn 3SG.OBJ PRES 1SG this thing PL 1SG.IRR do/make 3PL.OBJ

If I knew that my house was burning, these are the things I would do.

1.2 kalova kei -vagi gaurai , au vo kalova pana gunu -a ripa
   fire small very therefore/because 1SG DEM fire 1SG.IRR extinguish 3SG.OBJ able.to

If the fire was very small, I might be able to put it out.

1.3 kalova rogotina e- gala kamu kamu gaurai au -na numa
   fire not.yet 3SG.SBJ burn big big therefore/because 1SG POSS house
   laga -na numa -ra talima -ra pana vega ripa -ra , au -na numa -i
   side 3SG.POSS house PL people PL 1SG.IRR make know 3PL.OBJ 1SG POSS house at
   kalova .

If the fire has not yet become very big, I will let the people in the houses beside my house know that there is a fire at my house.

2.1 au ma- geku numa talima -ra nanu gutu gau -ra paia gapi
   1SG with 1SG.POSS house people PL water collecting/fetching thing PL 1PL.EXC.IRR take
   ne nanu kapu -na vekavi -na -i nanu paia gapi ne kalova
   then water place 3SG.POSS near 3SG.POSS at water 1PL.EXC.IRR take then fire
   ata -na -i paia popo -kau .
   top 3SG.POSS at 1PL.EXC.IRR pour on

I and the people living in my house would get water collecting things, then get water from nearby water sources, then we would pour it on the fire.

2.2 laga -ku talima -ra ve- veakava pia vogomai maki ge -ria nanu gapi
   side 1SG.POSS people PL for help 3PL.IRR come also POSS 3PL.POSS water take
   gau -ra pia gapi pe nanu paia gutu kalova ata -na -i paia
   thing PL 3PL.IRR take so.that water 1PL.EXC.IRR collect fire top 3SG.POSS at 1PL.EXC.IRR
   popo -kau pene ago kalova paia gunu -tali -a .
   pour on until fire 1PL.EXC.IRR extinguish completely 3SG.OBJ
My neighbours would come to help, they would also bring their water collecting things, so that we could collect water, and we could pour on the fire, until we had completely put it out.

3.1 kalova mapa -ra -na paia gunu gatu -a muli -na -i , 
fire all PL POSS 1PL.EXC.IRR extinguish finish 3SG.OBJ after 3SG.POSS at 
uma -i kalova gunugunu -na -i momo pa- ga- kala -ra 
house at fire extinguishing 3SG.POSS at rubbish REC 1PL.EXC.SBJ do/make 3PL.OBJ 
gau -ra paia aleva -ra . 
thing PL 1PL.EXC.IRR clean PL

After we had finished putting out all the fire, we would clean up the rubbish that we made while we were putting out the house fire.

3.2 kalova kapu -na paia aleva gatu -a muli -na -i , au -na 
fire place 3SG.POSS 1PL.EXC.IRR clean finish 3SG.OBJ after 3SG.POSS at 1SG POSS 
uma talima -ra e laga -mai talima -ra -na pe- ge- 
house people PL and side 1PL.EXC.POSS people PL ERGATIVE REC 3PL.SBJ 
veakava -mai , au -na pana vega nama -ra , vo- upe ira 
help 1PL.EXC.POSS 1SG ERGATIVE 1SG.IRR make good 3PL.OBJ DEM after 3PL 
ge -ria numa -i pia waikule . 
POSS 3PL.POSS house at 3PL.IRR go.back

After we finished cleaning the place where the fire was, we would thank (literally, ‘make good to’) our neighbours who helped us, and after that they would go back to their house.

4.1 au ma- geku numa talima -ra paia tanutagaole vo- upe au pana 
1SG with 1SG.POSS house people PL 1PL.EXC.IRR rest DEM after 1SG 1SG.IRR 
verenagi kalova raka p- e- wala -tiwa . 
ask fire how REC 3SG.SBJ happen how

My household and I would rest and after that I would ask ‘how did this fire happen?’

4.2 au pana ripa vo- upe numa talima -ra pana vaikila -ra kalova pia 
1SG 1SG.IRR know DEM after house people PL 1SG.IRR tell 3PL.OBJ fire 3PL.IRR 
gitatago -a vo- vetai -na 14 ragaina ma pene wala -wai 
look.after 3SG.OBJ DEM like 3SG.POSS must.not again 3SG.IRR happen PAST.CONTINUOUS

I would find out, and after that I would tell the people in my house, and they would be careful with fire, so that something like that would not happen again.

14 This example illustrates the need to further investigate the function of vo, and whether it should be classified as a root or a suffix.
I would tell them, "Today was good, because we put the fire out quickly."

They would look after themselves, otherwise later on fire might burn their houses completely.

### Kelenigepagepa

**‘Man eater’ (crocodile)**

Before, a great big crocodile was staying inside Kalo village river.

That crocodile was friendly with people, therefore it was waiting at the side of the river
People who were wanting to cross to the other side of the river went to the place that crocodile was waiting, then the crocodile would know them and go towards them and berth at the ford.

There people would get on that crocodile, then it would cross them to the other side of the river, then they would go to the places they wanted (literally, ‘want places’).

One morning, some Kalo people were taken by that crocodile to the other side of the river, then they went to Keapara village so that they will eat a feast.

In Keapara, after they finished eating the feast, in the afternoon they went back to Kalo village.
When they arrived at the side of the river, the crocodile knew them so it was berthed (sideways) at the ford

3.6 vo taunilimalima vo vugae -na e- tao vanagi -ra -to.
DEM people(several) DEM crocodile ERGATIVE 3SG.SBJ put cross 3PL.OBJ PAST.PERFECT

Those people, that crocodile, it put them across

3.7 na e- tao vanagi -ra -wai ao -na -i vugae
but 3SG.SBJ put cross 3PL.OBJ PAST.CONTINUOUS inside 3SG.POSS at crocodile

velekwa -i gani kova geleta ge- veni -a -to.
feast at eat leftover some 3PL.SBJ give 3SG.OBJ PAST.PERFECT

But when (lit. at inside) it put them across, they gave the crocodile some of the leftovers from the feast

3.8 vo kwakwa ao -ra -i pae ge- gani -to kova -ra geleta
DEM leftover inside 3PL.POSS at pig 3PL.SBJ eat PAST.PERFECT leftover PL some

maki vugae ge- veni -a -to e- gani -to.
also crocodile 3PL.SBJ give 3SG.OBJ PAST.PERFECT 3SG.SBJ eat PAST.PERFECT

In those leftovers was some pig. They ate the leftovers and also they gave to the crocodile.

3.9 vugae -na pae e- gani -a -to mami -na
crocodile ERGATIVE Pig 3SG.SBJ eat 3SG.OBJ PAST.PERFECT taste 3SG.POSS

nama -vagi.
good very

The crocodile ate the pig, it tasted very good

3.10 vo -ia muli -na -i ma- talima reketa tao vanagi -ra
DEM after 3SG.POSS at other people some put cross PL
ula -ra -na , togatoga -i e- raikavi -to ne ia
so.that PL 3SG.POSS ford at 3SG.SBJ berth (sideways) PAST.PERFECT then 3SG
ata -na -i ge- ragekau -to.
top 3SG.POSS at 3PL.SBJ board PAST.PERFECT

After that, in order to put across some other people, it berthed at the ford then they went on it.

3.11 ge- vanagi -wai ao -nai vugae pae mami -na
3PL.SBJ cross PAST.CONTINUOUS inside at crocodile pig taste 3SG.POSS
e- gapi kuneato nama -vagi , ne e- tugamagi -to pae vo
3SG.SBJ take earlier good very then 3SG.SBJ think PAST.PERFECT pig DEM
taunilimalima mami -ra , gaurai wai nuga -na -i vugae
people(several) taste PL therefore/because river middle 3SG.POSS at crocodile
e- geno mapio -to.
3SG.SBJ sleep overturn PAST.PERFECT
When they were crossing, the crocodile pig taste it take at first very good, then it thought pig was people taste, therefore in the middle of the river the crocodile slept overturned.

3.12 talima wai ao -na i ge- keto rai -to ne people river inside 3PL.SBJ at PAST.PERFECT then vugae -na e- gani -ra -to .
crocodile ERGATIVE 3SG.SBJ eat 3PL.OBJ PAST.PERFECT

The people fell into the river and the crocodile ate them

3.13 vo toma -na vegata vugae Kalo wai -na ao -na i DEM day 3SG.POSS onwards crocodile Kalo river 3SG.POSS inside 3SG.POSS at ge- talu -na e talima ge- gani -ra -na , kwalana talima 3PL.SBJ stay PRES and people 3PL.SBJ eat 3PL.OBJ PRES because people mami -ra pae ve- tai -ra .
taste 3PL.POSS PL RECIPROCAL be.like PL

From that day onwards, crocodiles stay inside the Kalo river and eat people, because people taste like pig.

3.14 gaurai Kalo taunilimalima -ra -na vo vugae ara -na therefore/because Kalo people(several) PL ERGATIVE DEM crocodile name 3SG.POSS ge- kea -a -to " Kelenigapega " kwalana ia taunilimalima 3PL.SBJ call 3SG.OBJ PAST.PERFECT man.eater because 3SG people(several) e- gani -ra .
3SG.SBJ eat PLOBJ

Therefore Kalo people called that crocodile its name, "Man Eater" because it eats people.

Lema Rakagau?

‘What is Stealing?’

1.1 lawes college ai ripa ge- tavu -wai talima -ra , araga Lawes College 1PL.EXC knowledge 3PL.SBJ seek PAST.CONTINUOUS people PL garden maki ge- kala -wai .
also 3PL.SBJ do/make PAST.CONTINUOUS

At Lawes College, the people seeking knowledge (students) were also making gardens.
They, with their wives and their children, were making gardens in the afternoon, after school.

The food that they received from in these gardens, helped the food that the college gave to them each week.

Many times, village pigs would eat the students' gardens.

He took his spear in his hand.
He went looking to see if anything was there, and lo!, he saw a village pig eating his garden.

2.5 e- laka garigari -to e- ago -to .
   3SG.SBJ go silently PAST.PERFECT 3SG.SBJ go PAST.PERFECT

He went silently.

2.6 pae muli -na na e- veiga rage -to .
   pig after 3SG.POSS from 3SG.SBJ stalk up PAST.PERFECT

He stalked up from behind the pig.

2.7 e- vekavi -a -to , ne gima -na -i kolova gaunana
   3SG.SBJ near 3SG.OBJ PAST.PERFECT then hand 3SG.POSS at spear which
   e- kini -a -to .
   3SG.SBJ spear(archaic) 3SG.OBJ PAST.PERFECT

He came near to it, then with the spear in his hand, he speared it.

2.8 veganamo , e- gapi -a -to , e- vagi
   immediately 3SG.SBJ take 3SG.OBJ PAST.PERFECT 3SG.SBJ kill
   kwarega -a -to .
   die 3SG.OBJ PAST.PERFECT

Immediately, he took it and killed it completely.

2.9 e- rolo -a -to e- agoagi -a -to
   3SG.SBJ pull 3SG.OBJ PAST.PERFECT 3SG.SBJ take to 3SG.OBJ PAST.PERFECT
   gautupu -ta kwala -na -i e- tao veavuga -a -to .
   trees(general) one under 3SG.POSS at 3SG.OBJ put hide 3SG.OBJ PAST.PERFECT

He pulled it and took it to the foot of a tree and hid it.

3.1 ia e- laka -to ge -na numa -i kativa -ta
   3SG 3SG.SBJ go PAST.PERFECT POSS 3SG.POSS house at knife one
   e- gapi -a -to e garawa -na
   3SG.SBJ take 3SG.OBJ PAST.PERFECT and wife 3SG.POSS
   e- vaikau -a -to ne ge- waikule -to pae
   3SG.SBJ brought 3SG.OBJ PAST.PERFECT then 3PL.SBJ go.back PAST.PERFECT pig
   e- tao -a -to kapu -na -i .
   3SG.SBJ put 3SG.OBJ PAST.PERFECT place 5G at

He went to his house he took a knife and he brought his wife and then he went back to the place where he put the pig.
3.2 pae e- rinu -a -to vo- upe
pig 3SG.SBJ burn.pig's.hair 3SG.OBJ PAST.PERFECT DEM after
e- laka -to toti -ta e- gapi -a -to , toti 3SG.SBJ go PAST.PERFECT torch one 3SG.SBJ take 3SG.OBJ PAST.PERFECT torch maeka -na -i pae e- voro -a -to , ne light 3SG.POSS at pig 3SG.SBJ cut 3SG.OBJ PAST.PERFECT then ma- garawa -na goti -na pae e- voro kinikini -a -to with wife 3SG.POSS cut 3SG.SBJ pieces 3SG.OBJ PAST.PERFECT gau -ra ge- vua -ra -to numa -i thing 3PL.SBJ carry.on.shoulder PL OBJ PAST.PERFECT house at ge- lakagi -ra -to 
3PL.SBJ brought PL PAST.PERFECT

He burnt the hair of the pig and after that he went and got a torch. By the light of the torch he cut up the pig and then with his wife they carried the pieces of pig that they had cut up and brought them to the house.

3.3 pogi ao -na -i pae ge- ware verovero -a -to 
night inside 3SG.POSS at pig 3PL.SBJ share completely 3SG.OBJ PAST.PERFECT
taukava -na mapa -ra -ra e- veni -ra -to , e partner 3SG.POSS all PL PL 3SG.SBJ give PLOBJ PAST.PERFECT and vevegaripa talima -ra reketa maki .
making known (teaching) people PL some also

In the night they completely shared the pig , he gave some to all the fellow students and also some teachers.

4.1 ripa tavu talima -ra ao -ra -i talima -ta vo -a
knowledge seek people PL inside 3PL.POSS at people one DEM 3SG.OBJ
talima -na tugamagi rakava , pae e- vagi -a -to 
with POSS 3SG.POSS think bad pig 3SG.SBJ kill 3SG.OBJ PAST.PERFECT
talima -na genai .
people ERGATIVE therefore

Amongst the students there was one person who thought badly about the person who killed the pig, and so...

4.2 gaurai e- ago -to principal e- vaikila -to ,
therefore/because 3SG.SBJ go PAST.PERFECT principal 3SG.SBJ tell PAST.PERFECT
n- e- tiwa -to " Kipa ( ati ia ara -na ) -na vanuga ?
3SG.SBJ speak PAST.PERFECT Kipa NEG 3SG name 3SG.POSS ERGATIVE village
talima -ra ge -ria pae -ta p- e- lema -a ."
person PL POSS 3PL.POSS pig one REC 3SG.SBJ steal 3SG.OBJ
Therefore he told the principal, he said "Kipa (not his name)\textsuperscript{15} stole the village people's pig."

The principal sent for Kipa.

He told him, “Peka (not his name) said (that) you stole one of the village people's pigs.” he said.

Kipa told the principal and said, “I don’t know if I stole it, but I know I killed it."

The principal looked hard, then he asked Kipa saying, "You don’t know you stole it, but you do know you killed it - what does this mean?"

\textsuperscript{15} The speaker is presumably doing this to conceal the identity of the person.
Kipa told the principal saying, “I killed a pig, cut it up, so that I shared it with all the students and also some teachers.”

5.2 Peka maki p- a- veni -a , na goi ati p- a- veni -mu
Peka also REC 1SG.SBJ give 3SG.OBJ but 2SG NEG REC 1SG.SBJ give 2SG.POSS kwalana pae ati p- e- kamu ."

because pig NEG REC 3SG.SBJ be.big

“I also gave some to Peka, but I did not give you any, because the pig was not big (enough).”

5.3 pere p- a- ra lema -a genai au -mo ma- garawa -ku e
If REC 1SG.SBJ steal 3SG.OBJ therefore 1SG only with wife 1SG.POSS and ma- natu -ku p- a- gara gani , talima -ta ati pere ripa .

with child 1SG.POSS REC 1SG.SBJ should eat people one NEG if knowledge

“If I had stolen it then only I and my wife and my children should have eaten it, without another person knowing about it.”

5.4 principal repa -na e- kwarakwara -a -to , ne Kipa
principal head 3SG.POSS 3SG.SBJ shook 3SG.OBJ PAST.PERFECT then Kipa

e- vaikila -a -to ge -na numa -i pene laka .
3SG.SBJ tell 3SG.OBJ PAST.PERFECT POSS 3SG.POSS house at 3SG.IRR go

The principal shook his head and told Kipa to go to his house.

5.5 Kipa e- kuliiti -to , principal
Kipa 3SG.SBJ got.up PAST.PERFECT principal

e- vega neka -a -to ne ge -na numa -i
3SG.SBJ make goodbye 3SG.OBJ PAST.PERFECT then POSS 3SG.POSS house at

Kipa got up, said goodbye to the principal, and went to his house.
Translators Training Course Mulinai Au Pana Kala Gaura

‘What I will do after the Translators’ Training Course’

1.1 TTC muli -na -i au geku rinaga pana tao koukou -ra ne
   TTC after 3SG.POSS at 1SG 1SG.POSS possessions 1SG.IRR put together 3PL.OBJ then
   pana kala maavu Moresby ai pan- a- laka .
   1SG.IRR do/make ready Moresby at

After TTC, I will get my possessions together, then I will get ready to go to Moresby.

1.2 ge -ku laka raupara -na Training Centre talima -ra -na pia
   POSS 1SG.POSS 8° way/manner 3SG.POSS Training Centre people PL 3SG.POSS 3PL.IRR
   kala vega rori -a .
   do/make make straight 3SG.OBJ

The people of the training centre will make straight the way of my trip.

1.3 ge -ku raupara pia kala -a vetai -na -i , au
   POSS 1SG.POSS way/manner 3PL.IRR do/make 3SG.OBJ like 3SG.POSS at 1SG
   Ukarumpa pana vega gevo -a plane ai pana rage , pana rau pene ago
   Ukarumpa 1SG.IRR make leave 3SG.OBJ plane at 1SG.IRR get.on 1SG.IRR fly until
   Jackson's Airport , Moresby .
   Jackson's Airport Moresby

According to how they organise my journey, I will leave Ukarumpa by getting on a plane and flying to
Jackson's Airport, Moresby.

2.1 pana kwara muli -na -i ge -ku gapi gapi gau -ra pana
   1SG.IRR arrive after 3SG.POSS at POSS 1SG.POSS belongings thing PL 1SG.IRR
   gapi -ra , pana ago taxi ge- vealo -na kapu -na -i .
   take 3PL.OBJ 1SG.IRR go taxi 3SG.SBJ wait PRES place SG at

After I arrive, I will take my things, I will go to the place where the taxis are waiting.

2.2 vo -na -i taxi -ta pana gapi -a , pana ago , neamo au natu -ku
   DEM SG at taxi one 1SG.IRR take 3SG.OBJ 1SG.IRR go until 1SG child 1SG.POSS
   vavine -na e- talu -na kapu -na -i , Rainbow .
   female 3SG.POSS 3SG.SBJ stay PRES place SG at Rainbow

There I will take a taxi, I will go, until the place where my daughter is staying, at Rainbow.
There, we will sleep until daybreak, I will tell my nephew (who drives a Kalo PMV) that I will go to the village.

He himself will collect me at Rainbow, then we will go to the place where Kalo PMV cars are waiting, at 4 mile.

There, we will wait until the time for the moving of the cars. (lit. the cars, their moving time, it will arrive)

Then those people who want to go on that car, all of us will get on board.

The driver will get on board, then he will make it move (drive it) to Kalo, we will go to Kalo and we will arrive at night.
I will make known to the translators (lit. book making across people) that I already arrived in the village, and that I will choose a day for our working together.

4.2 pe toma -na -i ai mapa -ra -maí au -na numa -i
so.that day 3SG.POSS at 1PL.EXC all PL 1PL.EXC.POSS 1SG POSS house at
paia verawali ne ge -ma inagulu ma paia tina -a .
1PL.EXC.IRR meet then POSS 1PL.EXC.POSS work again 1PL.EXC.IRR start 3SG.OBJ

So that, on that day we will meet at my house and then we will resume our work.