

Achumawi Database

Summary of work during April 2024

You can download the current backup from

- <http://zelligharris.org/Achumawi/achumawi-db.html>

I have updated the webonary at

- <https://www.webonary.org/odissi/>

The sections in this report are

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3. Inventory of the text
4. Language learning
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1 External Syntax

This month I have focused on the ‘external’ syntax of phrases, clauses, sentences, and the linking of sequences of sentences. The basic methodology is an analysis of center strings and adjuncts (the empirical basis for adjunction grammars and tree-adjointing grammars). The work environment for the first text is the spreadsheet [1.thief.ods](#). Each sentence of the text occupies a cell in the first column of the spreadsheet. The columns to the right of the text are labeled as follows, and others may be added as required:

C	Connective
Meta	Metalanguage operator
Interj	Interjection, exclamation
S	Sentence (core sentence, center string)
S-adjunct	Sentence adjunct
V-adjunct	Verb adjunct
N-adjunct	Noun adjunct
Vs	Verb with sentence argument
Vsn	Verb with sentence and noun arguments

At this level of analysis I am not concerned with the internal structure of the sentential verb. In particular, only those verb arguments which appear as separate words are noted, but the pronominal prefixes are not. Cells in the table are buckets for collecting examples of sentence types and adjunct types. Their order in the columns only accidentally corresponds to word order in the sentence. However, the table provide a basis for marking up examples.

2 Analysis of ‘Bear Doctor Cures a Thief’

The database presents texts in alphabetical order, and in that arrangement the first narrative from Lela Rhoades is **LR: Bear Doctor cures a thief (LA49.012 = mp3 9:05)**. The parenthetical expression in the text label identifies the audio record, which includes her rendition in English as well. In the story, the first two sentences have set the context. In the old days, the people did doctoring (*qa ís ílíci’ twicííni*). In that circumstance (*am q^há*) there was one young man (*tyíicííni hamís pílayuucóóluucan*) who stole an old woman’s food (*tyanawámmííni qa wiyáacáálu ú támmi kúci*). The demonstrative *q^há* has a meta-discourse (and metalanguage) function, pointing to prior context whether stated or understood as though stated, so *am q^há* could be glossed something like ‘in respect to that (practice of doctoring)’. I have suggested previously that the *am* here could be an allomorph of *ma*, but *amq^há* can occur within a sentence or clause, as e.g. *wé, qa tóólollíni amq^há íicóoyí, iluuc^húccam qa ámmú* ‘after you’ve done all those things, drag a log up there’

In the first column of the spreadsheet, all but the very simplest sentences are divided over several lines, one coherent part of the sentence on each line. The third sentence (on row 4 of the spreadsheet) appears as follows (without the gloss):

<i>ma áncia tuttéeemi íllim,</i>	And then he went outside [the village],
<i>ánákkaayé tuttéeemi ,</i>	went far out,
<i>ma áncia we támmi qa q^hé qá kac^hú tínawámmí ,</i>	and then, well, he ate what he had stolen,
<i>wiyáacáálu ú támmi kúci ínawwámmí .</i>	stealing the old woman’s food.

Here is a preliminary markup of the above sentence, based upon how I analyzed it and sorted its parts into columns of the table:

C	Meta	t-V [N]	D	D		t-V [N]	
		<i>ma áncia tuttéeemi íllim,</i>				<i>ánákkaayé tuttéeemi ,</i>	
C	Meta	Interj	t-V	Nd	Ns		Ns
							-V-
			<i>ma áncia we támmi qa q^hé qá kac^hú tínawámmí ,</i>			<i>wiyáacáálu ú támmi kúci ínawwámmí .</i>	

The connective expressions *ma*, *ma áncia*, *ma áncia we* occur frequently. The metalanguage and metadiscourse functions of *ánca* was a topic last month. Related words are *ánicíy* ‘lacking’, *tánicíy* ‘that kind’. The derivations probably involve (*á*)n ‘go; iterative, intensive’, *c* ‘do’, (*í*)y ‘stative; be’, *íé* ‘thus’. Better understanding of relations across sentences in discourse will help clarify this.

A verb stem with initial *t-* and final *-i* is labeled *t-V*. The *t-* is evidently an argument indicator under a higher-level verb, as in *cé suwí t^hús tit^hééwi* ‘I didn’t hear well’ (not I am good hear), *támmi wa míuwí* ‘does he want to eat?’. In this sentence, *támmi* occurs both as a verb as though *t-* were a 3rd-person pronoun, and in the phrase *támmi kúci* apparently as a noun (in a noun phrase reduced from *qa wiyáacáálu yáami kúci* or the like). A verb in this form can have an overt argument (as e.g. in *hamís yályú taacáawací qa ápp^hít* ‘one man was stationed in the doorway’). In this example, [N] indicates where the noun *pílayuucóóluucan* ‘young man’ is understood from the preceding sentence, whereas in the second line above Nd is for the demonstrative *q^hé*. Ns is for a nominal expression that is reduced from a sentence; *qá kac^hú tínawámmí* is presumed to be reduced

from e.g. *qá kac yánáwámmi táq sa* ‘he stole something’. Detailed treatment of these reductions will be possible after many examples have been accumulated in diverse texts.

The argument indicator *qa* has a broader distribution than the definite and indefinite articles have in English.

As has often happened, reviewing my transcription has again led to more accurate rectification here and there. For example, in the 1970s I transcribed the end of the 4th sentence this way:

... *qa ticéptaswaci qa q^hé qa pílayuucóólu c^hú sa amá tiici.*

Review of the audio record and Praat image results in a sentence that makes sense at last:

... *ma ticéptaswaci qa q^hé qa pílayuucóólu u c^hú sa amá tiici.*

‘... and [the mountain] watched everything that young man did.’

3 Inventory for the text

Below is an inventory for each category in the spreadsheet for this text.

C

am (Always as part of *amq^há*.)

ma (Often as part of *ma áncá*.)

mám (With falling pitch, perhaps intonational.)

amá

, (Comma intonation.)

meta

q^há (In the *q^hé* family. Always after *ám* here, but cp. e.g. *q^há lúkk^ha tyípsíwci* ‘he tried to climb up’, lit. ‘I will climb there!’ he thought. Also indicating its nominal pro-form status, it may be followed by the agentive *ka* or *kam*.

ánca (After *ma*. The construction *tínmáqci kúci áncííni* suggests that *ánca* may also be a gerund, but more examples are needed.)

tóólol in ‘the interpreter understood everything [that she said and sang]’ *tóólol tímacqáti qa inast^húúmaaki*

interj

we

he

yá

S

V

V N, N V

N V N

V Ns

Ns = nominalization, nominal reduced from a sentence

t-V

t- = absolute or subordinate, glossed 3rd person

t-V N, N *t*-V

<i>t-V</i> Ns, Ns <i>t-V</i>	
N- <i>ka</i> N <i>t-V</i>	<i>ka</i> = agentive
N <i>c</i>	<i>c</i> ‘do’
N -V- <i>c</i>	
<i>w</i>	<i>w</i> = stative or copula
pro <i>w</i>	pro = pro-form
pro <i>w t-V</i>	
A <i>w</i>	
-V- <i>a</i>	imperative

S-adjunct

<i>qa paláqmi</i>	‘long ago’; this temporal noun has not yet been analyzed.
<i>umásmi</i>	‘go ahead (if you want to)’ has not yet been analyzed.
Ns <i>i-V-i</i>	<i>i-V-i</i> = gerund, ‘bare stem participle’
D	Adverb; e.g. <i>amq^hááwáté</i> , <i>palá</i> , <i>k^héstam</i> , <i>íáq^há pá</i>
<i>kú</i> , <i>kúci</i>	future/potential
Ns	<i>qa túmmaamí c^hééwa</i> ‘looking there’

V-adjunct

<i>t-V</i> D, D <i>t-V</i>
D
N- <i>wa</i> , N- <i>wáté</i> , N- <i>áté</i>

N-adjunct

<i>kúci</i>	adjunct to sentence reduced to Ns
<i>tóólol</i> , <i>tóólollí</i>	adjunct to sentence reduced to Ns
<i>q^hé</i> <i>tóólol</i> , <i>qa q^hé</i> <i>qa</i> N	
<i>piq^há</i>	
<i>kac^hú</i>	
<i>c^hókca</i>	
-V-, <i>t-V</i>	A participle functioning as N is reduced from S <i>qa inast^húúmaaki</i> ‘the interpreter’ < <i>qa ís inast^húúmaaki</i> (<i>ka</i>)

Unsurprisingly, there is a small residue of words and constructions without an obvious place in this analysis. A few have been called out above.

4 Language learning

Paul and Lisa are conducting hybrid *acúmmááwi ó tiši* classes on a regular schedule, 10-20 participants, with Connor’s important assistance. They do a lot of traveling to teach language and culture.

5 Atsugewi project status

Paul has almost finished entering material from the file talmy.002.003.pdf, images of 768 ‘dictionary’ file slips. In May, he will be creating and refining entries in the FLEx lexicon for these, before moving on to another of Talmy’s PDF files.

6 **Ánca, áncíy, táncíy**