WORK PAPERS OF SIL-AAB

Series A Volume 5

AUSTRALIAN PHONOLOGIES: COLLECTED PAPERS

Editor: Bruce Waters
PREFACE

These Work Papers are being produced in two series by the Summer Institute of Linguistics, Australian Aborigines Branch, Inc. in order to make results of SIL research in Australia more widely available. Series A includes technical papers on linguistic or anthropological analysis and description, or on literacy research. Series B contains material suitable for a broader audience, including the lay audience for which it is often designed, such as language learning lessons and dictionaries.

Both series include both reports on current research and on past research projects. Some papers by other than SIL members are included, although most are by SIL field workers. The majority of material concerns linguistic matters, although related fields such as anthropology and education are also included.

Because of the preliminary nature of most of the material to appear in the Work Papers, these volumes are being circulated on a limited basis. It is hoped that their contents will prove of interest to those concerned with linguistics in Australia, and that comment on their contents will be forthcoming from the readers. Papers should not be reproduced without the authors' consent, nor cited without due reference to their preliminary status.

Views expressed by the authors are not necessarily those of SIL.

Research resulting in this volume was partially funded by grants from the Department of Aboriginal Affairs.

To order individual volumes of the Work Papers, or to place a standing order for either series, write:

Bookseller
SIL
PO Box 182
Darwin NT 5708
Australia

S. K. Hargrave
Series Editor
INTRODUCTION TO SERIES A VOLUME 5

The papers in this volume deal with the phonologies of Nunggubuyu, Burarra, Kala Lagaw Ya, Murinbata, and some aspects of the higher level phonology of Walmajarri. Two papers dealing with orthographic decisions are also included.

Five of the papers in this volume are by SIL authors: Glasgow, Kennedy, Street and Hudson, with the Street paper co-authored by Gregory Panguna Nollinjin. Their papers are here in being made available in preliminary form, and reader's comments would be appreciated by the authors. These papers will be further revised and published more widely elsewhere. The other three papers are by non-SIL authors: M. Hore (Church Missionary Society); J. Stokes (Church Missionary Society), and G. McKay (Northern Territory Education Department). With the exception of Graham McKay, the non-SIL authors have had some interaction with SIL personnel in the writing of their papers - usually of a consulting and/or editing nature. For this reason we are pleased to include their papers in this volume.

Michael Hore's paper primarily deals with rules for stress placement and the interaction of stress and length in Nunggubuyu. He is able to show that stress placement is predictable, given the distribution of long syllables. Interestingly, Michael's analysis hinges partly on the analytical decision that Nunggubuyu has a pre-nasalised series of stops - and he shows how this is motivated by the stress analysis. There is a further point of interest to those concerned with the notion of 'simplicity' as a grammar evaluation criterion; Michael shows that the present synchronic facts motivate two rules of quite different points in the cycle; the two rules are very similar, yet neither can be eliminated.

Kathy Glasgow presents the phonemes and morphophonemics of Burarra. Kathy has given considerable attention over the years to the possibility of a geminate versus non-geminate contrast in the stop series, as well as to other issues such as the interpretation of retroflexed sounds. This paper is the fruit of that research. Kathy's analysis places the Burarra orthography within the main stream of Australian phonologies; she rejects the 'geminate hypothesis' (mainly on the basis of mother-tongue speaker's reactions) and expounds a retroflexed order of sounds. In addition, she has divided what previously was analysed as a flapped apico-alveolar stop into a flapped apico-alveolar rhotic, and an apico-alveolar voiced stop. Interestingly, with these changes the segmental inventory is now the same as that in neighbouring languages.
Kathy's second paper deals with the proposed orthography for Burarra and the factors which influenced the decisions made. It is refreshing to see that Aboriginal people were consulted and felt free to take initiative in expressing their feelings concerning their own orthography. It is SIL policy to encourage and co-operate with the initiatives of Aboriginal people.

Rod Kennedy presents an account of Kala Lagaw Ya phonology (Mabuleg dialect, Torres Strait). Kala Lagaw Ya is a language of Australian descent, but heavily influenced by its proximity to the languages of Papua New Guinea.

Judy Stokes' paper on Anindilyakwa phonology is the fruit of many years of wrestling with what must be one of the most difficult of Australian phonologies. Judy gives a good, well documented account of the segmental phonology of the language. She alludes to the difficulties of finding a simple and transparent analysis of the high vowels. This is an area of interest, for it would appear that Anindilyakwa shares some features of the phonologies of Central Australian languages - which have labialised peripheral stops and a tendency to loss of contrast in the high vowels. Velma Laming has addressed herself to the problem of the high vowels and labialised stops in Anindilyakwa, and is currently preparing a manuscript to be published elsewhere, dealing with these and other problems. Certainly, from a purely linguistic standpoint, Anindilyakwa is a most interesting language, and Judy's high quality work is a welcome addition to the literature on it.

The phonology paper by Chester Street and Gregory Panpawa Mollinjin is a re-written version of a paper on Murlinata which Chester wrote shortly after beginning study of the language. The morphophonemic changes dealt with would be of interest to anyone concerned with the idea of 'consonantal strength' in Natural generative phonology theory. Also included is a short dictionary of approximately 600 words.

Joyce Hudson's paper is a short account of some features of higher-level phonology in Walmajarri. It deals with variations of infonational contours, and the grammatico-semantic parameters which correlate with such variations. The paper is partly based on text data which is included in some unpublished manuscripts on paragraph structure which Joyce wrote several years ago. The references to these texts have been left in the present paper, in the eventuality that the paragraph analysis will be published at a later date.

Finally, Graham McKay's paper gives the results of some testing of the acceptability of the digraph 'ny' as used in many Australian orthographies.

Bruce Waters
Volume Editor
TABLE OF CONTENTS

Preface iii
Introduction to Series A Volume 5 v

SYLLABLE LENGTH AND STRESS IN NUNGGUBUYU by Michael Hore
1. Introduction 1
   1.1 Background and Acknowledgements 1
   1.2 Abbreviations 2
   1.3 Nunggubuyu Phonemes 3
   1.4 Motivation 5
   1.5 Relationship to the Overall Phonological System 7
2. Stress Assignment 11
   2.1 Introduction 11
   2.2 Stress Groups 13
   2.3 Introduction to the Rules 17
   2.4 Discussion of the Rules 20
   2.4.1 Preliminaries 20
   2.4.2 Segmentation 21
   2.4.3 Stress Assignment 26
   2.4.4 Five-Syllable Adjustment 31
   2.4.5 Primary Stress 36
   2.4.6 Rules Related to Primary Stress 37
   2.5 Rule Summary 43
   2.6 Rule Ordering 45
   2.7 Ordering with Respect to Other Phonological Rules 47
3. Related Topics 50
   3.1 # and + Boundaries 50
   3.2 Unstressed Words 55
   3.3 Prenasalised Stops 56
Footnotes 60
References 62
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Spelling Conventions</td>
<td>94</td>
</tr>
<tr>
<td>4.</td>
<td>Neighbouring Orthographies and Social Interaction</td>
<td>95</td>
</tr>
<tr>
<td>5.</td>
<td>Rationale</td>
<td>97</td>
</tr>
<tr>
<td>6.</td>
<td>Testing and Usage</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Footnotes</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Other Reference Works on Burarra</td>
<td>101</td>
</tr>
<tr>
<td>PHONOLOGY OF KALA LAGAW YA IN SAIBAI DIALECT by R. J. Kennedy</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>0.</td>
<td>Introduction</td>
<td>103</td>
</tr>
<tr>
<td>1.</td>
<td>Phonemes of KLY</td>
<td>104</td>
</tr>
<tr>
<td>2.</td>
<td>Interpretation</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>2.1 Interpretation of Ambivalent Consonant Sounds</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>2.2 Interpretation of Semi-Vowels</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>2.3 Vowel Length</td>
<td>109</td>
</tr>
<tr>
<td>3.</td>
<td>Consonants</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>3.1 Consonant Contrasts</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>3.2 Consonant Variation</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>3.2.1 Process Statements</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>3.2.2 Stops</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>3.2.3 Fricatives</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>3.2.4 Nasals</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>3.2.5 Lateral</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>3.2.6 Rhotic</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>3.2.7 Semi-Vowels</td>
<td>118</td>
</tr>
<tr>
<td>4.</td>
<td>Vowels</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>4.1 Vowel Contrast</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>4.2 Vowel Variation</td>
<td>120</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution of Phonemes</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>5.1 Distribution of Consonants in the Phonological Word</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>5.2 Distribution of Vowels in the Phonological Word</td>
<td>124</td>
</tr>
<tr>
<td>6.</td>
<td>Syllables</td>
<td>125</td>
</tr>
</tbody>
</table>
7. Distribution of Syllables into Words 125
8. Stress and Intonation 127
  8.1 Phonological Word 127
  8.2 Phonological Phrase 128
9. Morphophonemics 131
  9.1 Epenthesis 131
  9.2 Metathesis 132
  9.3 Assimilation 132
10. Text 133
    References 135
    Acknowledgements 137

ANINDILYAKWA PHONOLOGY FROM PHONEME TO SYLLABLE 139
by Judith Stokes 139
0. Introduction 139
1. Description of Phonemes 140
  1.1 Consonantal Phonemes 140
    1.1.1 Contrasts Between Consonants Having Similar
         Manner of Articulation 140
    1.1.2 Contrasts Between Phonetically Similar
         Consonantal Segments 144
    1.1.3 Phonemic Variation 146
    1.1.4 Allophonic Variation 148
  1.2 Vowel Phonemes 149
    1.2.1 Vowel Contrasts 149
    1.2.2 Vowel Allophones 153
    1.2.3 Epenthetic Vowels 157
2. Distribution 150
  2.1 Syllable Types 158
  2.2 Phoneme Distribution 158
    2.2.1 Consonants 158
    2.2.2 Vowels 165
3. Variation 166
THE PHONOLOGY OF MURINBATA by Chester S. Street and Gregory Panpawa Mollinjin

0. Introduction 183

1. The Phoneme 184
   1.1 Consonants 185
   1.1.1 Consonant Contrasts 185
   1.1.2 Consonant Variations 195
   1.2 Vowels 197
   1.2.1 Vowel Contrasts 197
   1.2.2 Vowel Variations 199

2. Interpretation 200
   2.1 High Vowels 200
   2.2 Semi-Vowels 201
   2.3 Vowel Glides 201
   2.4 Prenasalised Stops 202

3. Distribution 203
   3.1 Distribution of Syllables Into the Word 203
   3.2 Distribution of Phonemes Into the Syllable 203
   3.2.1 Vowels 203
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.2 Consonants</td>
<td>203</td>
</tr>
<tr>
<td>3.3 Distribution of Consonant Phonemes into Clusters</td>
<td>204</td>
</tr>
<tr>
<td>4. Stress</td>
<td>206</td>
</tr>
<tr>
<td>5. Morphophonemics</td>
<td>209</td>
</tr>
<tr>
<td>6. Orthography</td>
<td>217</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>220</td>
</tr>
<tr>
<td>Bibliography</td>
<td>220</td>
</tr>
<tr>
<td>Appendix - Murinbata to English Word List</td>
<td>221</td>
</tr>
</tbody>
</table>

**SOME FEATURES OF HIGH LEVEL PHONOLOGY IN HAMLATJARI**

by Joyce Hudson

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Introduction</td>
<td>245</td>
</tr>
<tr>
<td>1. Phonological Clause</td>
<td>245</td>
</tr>
<tr>
<td>1.1 Final</td>
<td>245</td>
</tr>
<tr>
<td>1.2 Non-Final</td>
<td>247</td>
</tr>
<tr>
<td>1.3 Interrogative</td>
<td>247</td>
</tr>
<tr>
<td>1.4 Continuous</td>
<td>248</td>
</tr>
<tr>
<td>1.5 Monotone</td>
<td>248</td>
</tr>
<tr>
<td>1.6 Hesitation</td>
<td>249</td>
</tr>
<tr>
<td>2. Phonological Sentence</td>
<td>249</td>
</tr>
<tr>
<td>2.1 Simple</td>
<td>249</td>
</tr>
<tr>
<td>2.2 Sequence</td>
<td>250</td>
</tr>
<tr>
<td>2.3 Duration</td>
<td>252</td>
</tr>
<tr>
<td>3. Phonological Paragraph</td>
<td>252</td>
</tr>
<tr>
<td>4. Discourse Level Phonology</td>
<td>254</td>
</tr>
<tr>
<td>Footnotes</td>
<td>256</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>257</td>
</tr>
</tbody>
</table>

**THE USE OF THE SYMBOL ny IN AUSTRALIAN ABORIGINAL ORTHOGRAPHIES** by G. R. McKay

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Survey</td>
<td>259</td>
</tr>
<tr>
<td>2. Discussion</td>
<td>261</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td>Conclusion</td>
<td>264</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>265</td>
</tr>
<tr>
<td>References</td>
<td>266</td>
</tr>
<tr>
<td>Appendix A</td>
<td>267</td>
</tr>
<tr>
<td>Appendix B</td>
<td>269</td>
</tr>
</tbody>
</table>
THE PHONOLGY OF MURINBATA

Chester S. Street

Gregory Panpawa Mollinjin

0. INTRODUCTION

Murinbata ([muɾinbata]) belongs to the Germain language family which is a member of the Australian Macro-phyllum family (Voegelin and Voegelin 1977:133). It is spoken by approximately 1,000 Aborigines, the majority of whom live at Port Keats - Wadeye, Northern Territory, 250 kilometres to the south-west of Darwin. A small number live on nearby cattle stations, with the largest groups at Auvergne Station, Northern Territory, and Kununurra, Western Australia.

The basic analysis of this paper was done during a 6 week phonology workshop at the Summer Institute of Linguistics in Darwin from 25 January to 1 March 1974 using data collected from two 6 week field trips to Port Keats commencing in October 1973.

The original analysis was done by Chester and Lynette Street with the help of Murinbata language consultants Harry and Irene Kolumboi. Valuable consultant help was given by Miss V. J. Leeding.

This paper is a complete revision of the original paper based upon a larger corpus of data, with all information thoroughly checked by Gregory Panpawa Mollinjin and these data put together by Chester Street. It is designed to give a description of the phonology of the Murinbata language with particular reference to the phonemes, syllable and word levels. The model used for this paper is that of K. L. Pike (1947). Thanks is extended to Bruce Waters (SIL) for his valuable help in getting this paper ready for publication.
1. **THE PHONEME**

There are 25 phonemes in Murnia, of which 21 are consonants and 4 are vowels.

The consonants consist of 5 voiceless stops, 5 voiced stops, 5 nasals, 2 laterals and 2 rhotics and 2 semi-consonants.

### CONSONANTS

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Apico-alveolar</th>
<th>Apico-postalveolar (retroflex)</th>
<th>Lamino-palatal</th>
<th>Dorso-palatal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voiceless</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stops</td>
<td>p</td>
<td>t</td>
<td>s</td>
<td>j</td>
<td>k</td>
</tr>
<tr>
<td><strong>Voiced</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stops</td>
<td>b</td>
<td>d</td>
<td>g</td>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td><strong>Nasals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>m</td>
<td>n</td>
<td>г</td>
<td>ĭ</td>
<td>ĭ</td>
</tr>
<tr>
<td><strong>Laterals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>l</td>
<td>l</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rhotics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>r</td>
<td>r</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semi-</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consonants</strong></td>
<td>w</td>
<td></td>
<td></td>
<td>y</td>
<td></td>
</tr>
</tbody>
</table>

184
The distinctive features of the vowels are the non-back and back positions with high and non-high tongue height positions.

VOWELS

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Non-back</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i</td>
<td>u</td>
</tr>
<tr>
<td>Non-high</td>
<td>e</td>
<td>a</td>
</tr>
</tbody>
</table>

1.1 CONSONANTS

1.1.1 CONSONANT CONTRASTS

Stops

The voiceless and voiced stops contrast at 5 points of articulation, namely: bilabial, apico-alveolar, alpico-postalveolar, lamino-palatal and dorso-velar. The tongue tip is the articulator for the alpico-alveolar and apico-postalveolar series and the tongue blade is the articulator for the lamino-palatal. (See facial diagrams Section 1.1.2.)

Contrast in word initial position:

/pamam/ 'they (pl) said/did'
/bamam/ 'white'
/takamka/ 'bush passionfruit'
/dama/ 'eastern golden plover'
/pamam/ 'we (du incl) said/did'
/pekpek/ 'well groomed (hair)'
/hekemonago/ 'open expanse of sea/land'
/tck/ 'red-tailed black cockatoo'
/dqks/ 'bull ant'
/hek/ 'paperbark tree (spec)'
/je/ 'ear'
/jc/ 'blue-swimmer crab'
/kcck/ 'male and female middle-aged grade classification'
/pjyamano/ 'they (pl) will say/do'
/piyepinu/ 'I/he/she will listen'
/tiwangko/ 'wedge-tailed eagle'
/diyepinu/ 'you (sg) will listen'
/gyil/ 'neap tide'
/giyvguyun/ 'tiny sea shells (spec)'
/qi/ 'over there'
/kiyemanunun/ 'they (pl) might say/do'

Contrast in word medial position:
/jopak/ 'fog, dew'
/jada/ 'you (sg) stab it in!
/jatajat/ 'jungle fowl'
/je/ 'skilva'
/jatjai/ 'you (sg) will bite it off'
/jajapak/ 'silver-crowned friar bird'
/jajapinu/ 'you (sg) will taste it'
/jajapinu/ 'you (sg) will shut it'
/jakatinu/ 'you (sg) will cut the bark from the tree.'
/yagi/ 'sand goanna'
/kapa/ 'sleep from eye'
/kabat/ 'yellow/orange ochre'
/katan/ 'native fruit tree (spec)'

186
/woote:/  place name
/mote:/  'I/he/she will catch it'
/moja/  'abdomen'
/majaj/  'sickness'
/mafo/kun/  'I/he/she will tie a knot'
/kaka/  'mother's brother'
/wuagaga/  'boomerang'
/kupa/mkun/  'he/she might name him/her'
/kubatunku/  'he/she might hit him/her'
/kutul/  'curly (as of hair)'
/tiluk/  'behind'
/kujalmukun/  'he/she might cut it'
/kugorunkon/  'they (pl) might depart'
/kujapnukon/  'he/she might touch it (with instrument)'
/katu/  'from, towards'
/kagokrunkon/  'he/she might chew it'
/kawamunkon/  'they (pl) might go the short cut'
/kupa/m/  'kurrajong tree'

Contrast in word final position:
/konapupa/  'he/she is residing'
/putput/  'pregnant'
/mawuł/  place name
/paŋapuŋ/  'I/he/she sweep it'
/nukomok/  'brains'
/qunjapap/  'I departed early'
/karawat/  'he/she habitually goes'
/karampaŋ/  'he/she left it'
/horj/  'kentia palm'
/wak/  'torresian crow'
/kugintipip/ place name
/kolampitpit/ 'Australian maple bark'
/pitpit/ 'fast'
/pesipit/ 'head'
/mik/ 'possessions of the deceased'

Nasals

The nasals contrast at five points of articulation, namely: bilabial, apico-alveolar, apico-postalveolar, lamino-palatal and dorso-velar. The tongue tip is the articulator for the apico-alveolar and apico-postalveolar series and the tongue blade is the articulator for the lamino-palatal. (See facial diagrams Section 1.1.2.)

Contrast in word initial position:
/miŋuli/ 'sail'
/miŋgi/ 'large black bat (spec)'
/miŋi/ 'you (sg)'
/miŋiga/ 'I was sitting'
/miŋapi/ 'lice'
/miŋapi/ place name
/miŋi/ 'that (previously referred to)'
/miŋalmin/ 'tree root'
/miŋčingap/ 'I/ha/she smelled it'
/miŋčtingap/ 'you (sg) smelled it'
/mę/ 'crab (spec)'
/męči/ 'little corolla'
/męči/ 'meat'
/męčiŋču/ 'I/ha/she will wash it'
/męčiŋču/ 'you (sg) will wash it'
/męčiŋču/ 'I will sharpen it to a point'

Contrast in word medial position:
/męčuŋuŋ/ 'blood'
/męčuŋuŋ/ 'old woman'
/muŋ/          'bone'
/puŋŋu/        'liver'
/muŋwaj/       place
/məmi/         'no food'
/mən/          modal word
/məŋiŋuj/      'he/she washed his/her tooth/teeth'
/məŋiŋempiŋu/  'he/she will help you (sg)'
/məŋiŋi/       'like, similar'
/paŋi/         'travally'
/paŋiŋaj/      'he/she will sit down'
/paŋiŋaj/      'they (pl) will sit down'
/paŋiŋajŋu/    'he will spear you (sg)'
/paŋiŋaŋgi/    'he will spear me'
/kəŋi/         'eye/face'
/kəŋami/       'he/she is'
/kəŋap/        'they (pl) are'
/pərəŋiŋakəŋ/  'they (du sb) are afraid'
/kəŋaŋaŋkəŋ/   'they (du sb) have possibly arrived'

Contrast in word final position:
/piŋəŋu/       'it is shining (light)'
/kəŋəŋu/       'beeswax'
/dəŋəŋu/       'sand, beach'
/ləŋəŋu/       'green tree ant'
/dəməŋəŋu/     'it has melted'

The nasals /m/ and /n/ also contrast with a sequence of nasals in the medial position:

/maŋiŋay/       ['maŋiŋay]    'child (male or female)'
/məŋiŋay/       ['məŋiŋay]    'he/she is sated'
/pəŋiŋaŋaŋiŋu/  ['pəŋiŋaŋaŋiŋu] 'they (pl) got it'
/pəŋiŋaŋaŋaŋu/  ['pəŋiŋaŋaŋaŋu] 'they (pl) got it for him'
/pinaŋnu/           ['pʰi.ne.ŋi.nu]    'he/she will cook it'
/pinnanaŋnu/        ['pʰin.na.ŋi.nu]   'they (pl) will cook it'

Notes regarding nasal sequences:
1. Stress appears to be different from the norm (see Section 4) when a sequence of nasals occur. As shown above, the syllable in which the second nasal is the initial consonant has a similar degree of stress to that of the previous syllable.
2. Native reaction to syllable boundaries breaks the sequence as shown above, which conforms to the syllable patterns of the language.

Laterals

The laterals contrast at two points of articulation, namely: alveo-alveolar and retroflexed. The tongue tip is the articulator for both.

Contrast in word medial position:
/malawuru/            'fish fin'
/majaŋ/                'naked'

/malu/               'wattle sap'
/majuk/              'didgeridoo'

/gala/                'large'
/gaŋgar/            'policeman'

/malay/              'stone axe'
/kaŋay/             'fishing net'

/malye/             'water goanna'
/yajye/           place

/pilpun/         'spear with ironwood head'
/pilpiŋməŋ/      'fast'
Contrast in word final position:

/ʃamu/ 'spear'
/muj/ 'common house fly'

/gaŋtʃeŋiŋjawaŋi/ 'we (du f) carried him/her on our shoulders'
/damŋiŋjawaŋi/ 'they (du f) speared him/her'

/wakal/ 'child'
/kej/ 'water lily root'

/wui/ 'shadow'
/muŋaŋuŋ/ 'he/she returned'

The lateral /I/ also contrasts with a sequence of laterals in the medial position:

/kala/ ['kʰə.la] 'tree (spcc)'
/kalla/ ['kʰəllə] 'bandicoot'

/guļaŋaŋ/ ['gu.laŋaŋ] 'I ate it'
/guļiŋaŋ/ ['gu.liŋaŋ] 'we (pl) ate it'

Notes regarding lateral sequences:

1. Stress appears to be different from the norm (see Section 4) when a sequence of laterals occur. As shown above, the syllable in which the second lateral is the initial consonant has a similar degree of stress to that of the previous syllable.

2. Native reaction to syllable boundaries break the sequence as shown above, which conforms to the syllable patterns of the language.

Phonetics

The phonetics contrast at two points of articulation, namely: alpico-alveolar and alpico postalveolar, both of which are articulated by the tongue tip.
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>/pākwa/</td>
<td>'straw-necked ibis'</td>
</tr>
<tr>
<td>/liŋwi/</td>
<td>'a sore'</td>
</tr>
<tr>
<td>/paŋwi/</td>
<td>'mangrove tree (spec)'</td>
</tr>
<tr>
<td>/piŋbraŋnu/</td>
<td>'he/she will watch it'</td>
</tr>
<tr>
<td>/piŋbraŋnu/</td>
<td>'they (pl) will watch it'</td>
</tr>
<tr>
<td>/kaŋak/</td>
<td>'blue-winged kookaburra'</td>
</tr>
<tr>
<td>/kaŋaŋak/</td>
<td>'blow fly'</td>
</tr>
<tr>
<td>/maŋimaŋi/</td>
<td>'knife'</td>
</tr>
<tr>
<td>/maŋiŋiŋknu/</td>
<td>'I/he/she will finish it (handywork)'</td>
</tr>
</tbody>
</table>

**Semi-consonants**

The semi-consonants contrast at two points of articulation, namely: bilabial and lamino-palatal.

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>/wil/</td>
<td>'white-necked heron'</td>
</tr>
<tr>
<td>/yil/</td>
<td>'dilly bag'</td>
</tr>
<tr>
<td>/wiln/</td>
<td>'a flood'</td>
</tr>
<tr>
<td>/ylan/</td>
<td>'priest'</td>
</tr>
<tr>
<td>/waŋa/</td>
<td>modal word</td>
</tr>
<tr>
<td>/yaŋa/</td>
<td>place</td>
</tr>
<tr>
<td>/warrgi/</td>
<td>'mangrove worm'</td>
</tr>
<tr>
<td>/yarrwo/</td>
<td>'cobbler' (fish spec)</td>
</tr>
</tbody>
</table>

192
Contrast in word medial position:

/\mu\nu/  'tall grass (spec)
/muyu/  'small hole'

/\pu\nu\nu/  'it will flow'
/\pu\y\u\nu\nu\nu/  'they (pl) will die'

/\nu\j\a\n\n\\i\\a\l/  'they (du m) continually blow'
/d\u\m\i\\i\\a\l/  'they (du m) are in a hurry'
### Table 3: Consonantal Allophonic Variation

<table>
<thead>
<tr>
<th>Word Initial</th>
<th>*</th>
<th>[p^2]</th>
<th>[t^p]</th>
<th>[k^h]</th>
<th>[h]</th>
<th>[t]</th>
<th>[g]</th>
<th>[k]</th>
<th>[j]</th>
<th>[w]</th>
<th>[y]</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /l/ &amp; /w/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /l/ &amp; /w/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word medial</td>
<td></td>
<td>[p^2]</td>
<td>[t^p]</td>
<td>[k^h]</td>
<td>[h]</td>
<td>[t]</td>
<td>[g]</td>
<td>[k]</td>
<td>[j]</td>
<td>[w]</td>
<td>[y]</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /l/ &amp; /w/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /l/ &amp; /w/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word final</td>
<td></td>
<td>[p^2]</td>
<td>[t^p]</td>
<td>[k^h]</td>
<td>[h]</td>
<td>[t]</td>
<td>[g]</td>
<td>[k]</td>
<td>[j]</td>
<td>[w]</td>
<td>[y]</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /u/ &amp; /o/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /u/ &amp; /o/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllable final</td>
<td></td>
<td>[p^2]</td>
<td>[t^p]</td>
<td>[k^h]</td>
<td>[h]</td>
<td>[t]</td>
<td>[g]</td>
<td>[k]</td>
<td>[j]</td>
<td>[w]</td>
<td>[y]</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>following nasals</td>
<td></td>
<td>[p]</td>
<td>[t]</td>
<td>[k]</td>
<td>[m]</td>
<td>[n]</td>
<td>[l]</td>
<td>[u]</td>
<td>[j]</td>
<td>[f]</td>
<td>[y]</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /u/ &amp; /o/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /u/ &amp; /o/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following nasals</td>
<td></td>
<td>[p]</td>
<td>[t]</td>
<td>[k]</td>
<td>[m]</td>
<td>[n]</td>
<td>[l]</td>
<td>[u]</td>
<td>[j]</td>
<td>[f]</td>
<td>[y]</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /u/ &amp; /o/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preceding /u/ &amp; /o/</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceding consonants</td>
<td></td>
<td>[p]</td>
<td>[t]</td>
<td>[k]</td>
<td>[m]</td>
<td>[n]</td>
<td>[l]</td>
<td>[u]</td>
<td>[j]</td>
<td>[f]</td>
<td>[y]</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervocally</td>
<td></td>
<td>[p]</td>
<td>[t]</td>
<td>[k]</td>
<td>[m]</td>
<td>[n]</td>
<td>[l]</td>
<td>[u]</td>
<td>[j]</td>
<td>[f]</td>
<td>[y]</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between identical vowels</td>
<td></td>
<td>[p]</td>
<td>[t]</td>
<td>[k]</td>
<td>[m]</td>
<td>[n]</td>
<td>[l]</td>
<td>[u]</td>
<td>[j]</td>
<td>[f]</td>
<td>[y]</td>
</tr>
</tbody>
</table>

* only for a small number of words
* [g] only precedes [j] in this position

**NOTE:** raised step symbols indicate unreleased stops.
Notes to Table 3:

1. The degree of tongue retroflexion with the five apico-postalveolar consonants varies according to the preceding vowel. For example, apico-postalveolar consonants preceded by the non-high vowels have a greater degree of retroflexion than those preceded by the high vowels.

2. The five apico-postalveolar consonants do not normally occur in the word initial position, nor is there any contrast with their apico-alveolar counterparts in this position. However, in fast speech there is a tendency towards retroflexion of the initial consonant of a word if the following consonant is retroflexed. (In slow precise speech there is no word initial retroflexion.)

Examples:

/tɛŋɛt/  [tɛŋɛt]-[tɛŋɛt]  'many'
/dɛŋɛ/  [dəŋɛ]-[dəŋɛ]  'mangrove swamp'
/nɛŋɛ/  [nəŋɛ]-[nəŋɛ]  'you (sg) catch it'
/lɛŋɛt/  [ləŋɛt]-[ləŋɛt]  'to dig for small yams'

Facial Diagrams

Tongue position for apico-alveolar series

Tongue position for apico-postalveolar series
Tongue position for lamino-palatal allophones [ʃ], [ʒ] 
& [ŋ]  

Tongue position for lamino-palatal allophones [ʃ], [ʒ] 
& [ŋ] (lamino-interdental)

1.2 VOWELS
1.2.1 VOWEL CONTRASTS

The four vowel phonemes /a/, /u/, /e/ and /i/ contrast as shown in the following examples.

Contrast in word medial position:

/mango/  'hand'  
/mugompo/ 'I/he/she broke it'  
/megaga dina/ 'he/she was saying to me'  
/megaga/ 'he/she nearly said to me'

/mom/  'you (sg) said'  
/mum/  'one'  
/mom/  place  
/mum/  place

197
/pana/ 'there, that'
/pumunu/ 'he/she will go'
/pcnu/ 'they (du sb) will sit'
/pinu/ 'he/she will sit'
/ŋamam/ 'we (du incl) said/did'
/ŋamampətu/ 'we (du incl) made it'
/ŋma/ 'he/she knows it/understands it'
/ŋimu/ 'nose'
/waŋgi/ 'mangrove worm'
/wuŋ/ 'arise, get up' (non-conjugated verb)
/weŋku/ 'sulphur-crested cockatoo'
/wiŋ/ 'burnt-out country'

Contrast in word final position:
/mampa/ 'i/he/she said to you (sg)'
/lumpu/ 'buttocks'
/fijimampe/ 'fan fern'
/mimpu/ 'lice'

/manaŋka/ negative
/peŋimpu/ 'bristle worm'
/ŋuŋküke/ 'calf'
/wonki/ 'termite'

/waŋu/ 'tree (spec)' 
/maiu/ 'wattle sap'
/kale/ 'mother'
/ŋali/ 'kelp shell'

/naw/ 'isn't it?'
/nawu/ 'tall grass (spec)'

198
1.2.2 Vowel Variations

/a/ [a:\] Voiced vowel gliding from low open central to high open front position. Occurs preceding [y] across a syllable boundary and also preceding [ɻ] and [ŋ] when in closed syllables.
  /mayq\/ [ma:\.yq\] 'track'
  /neba\$/ [na,be:\$] 'you (sg) take it'
  /laŋ/ [la:\ŋ] 'fish scales'

[a\u] Voiced vowel gliding from low open central to high open back position. Occurs preceding [w] across a syllable boundary.
  /ia\wam/ [ia:\wam] 'flour'

[a] Voiced low open central unrounded vowel occurs elsewhere.
  /kaŋka\$/ [k\bəŋ,ka\$] 'above, on top'

/u/ [u:\] Voiced vowel gliding from high open back to high open front position. Occurs preceding [y] across a syllable boundary and also preceding [ʃ] and [ŋ] when in closed syllables.
  /mu\u/ [mu:\.yu] 'small hole'
  /uâ$u\$/ [hu,â$u\$] 'strong'
  /puŋ/ [puŋ] 'final initiation ceremony'

[u] Voiced high open back rounded vowel occurs elsewhere.
  /wu\wama\$/ [we,lu,wa,m\a\$] 'blue-tongue lizard'

/e/ [e:\] Voiced vowel gliding from mid open front to high open front position. Occurs preceding [y] across a syllable boundary.
  /pe\u$/ [pe:\.ye] 'black shouldered kite'

[a] Voiced low close front unrounded vowel occurs occasionally in closed syllables in fluctuation with [e].
  /men\u$\$/ [men,t\i]-[m\a\n,t\i] 'hawksbill turtle'
Voiced mid close front unrounded vowel occurs word
finally in words of two or more syllables except in
reduplicated words.
/maŋye/  [maŋye]  "hand"
/pəŋye/  [pəŋye]  "below, down"

Voiced mid open front unrounded vowel occurs elsewhere.
/ŋəŋ[tʃ]/  [ŋəŋ[tʃ]]  "coral"

Voiced high open front unrounded vowel occurs in all
closed syllables and preceding [ɹ], [n], [tʃ] and [ʃ] in
open syllables.
/katampiti/  [kɑ̃tampiti]  "Australian magpie lark"
/miːʃi/  [miːʃi]  "arm"
/biːʃi/  [biːʃi]  "whole"
/miːʃi/  [miːʃi]  "wind"

Voiced high close front unrounded vowel occurs elsewhere.
/wiːɣ/  [wiːɣ]  "bad"
/lawii/  [lawii]  "thigh"

All vowels preceding retroflexed consonants tend to be retroflexed.
/maŋŋau/  [maŋŋau]  "I/he/she will get it"
/guŋŋau/  [guŋŋau]  "dust"
/ŋəŋ[ŋau]tʃi/  [ŋəŋ[ŋau]tʃi]  "greedy"
/ŋiːtʃi/  [ŋiːtʃi]  "breath"

2. INTERPRETATION
2.1 HIGH VOWELS
The high vowels [u], [i] and [ɪ] are interpreted as vowels because
they fill the peak slot of the syllable. (Syllable breaks are
marked by a period.)
/muŋuŋu/  [muŋuŋu]  "brains"
/kilvuŋu/  [kilvuŋu]  "beeswax"
/tišiš/  [tišiš]  "spear grass"
2.2 SEMI-VOWELS

The semi-vowels [y] and [w] occur word-initially, intervocally, and [y] also occurs word-finally. They have been interpreted as consonants because all non-suspect syllable patterns begin with a consonant and no VV patterns occur word-medially or finally.

/y̝ɛkpa/  [y̝ɛk.pə]  'Johnston fresh-water crocodile'
/pj̝imakəj/  [p̝i.mə.ka]  'he/she called out'
/pj̝εye/  [p̝e.ye]  'black-shouldered kite'
/pj̝ɛɛ/  [p̝ɛ.ɛ]  'dog'
/pj̝umawajama/  [p̝u.mə.ɯ.ə.ja.ɯ]  'they (pl) will make it'

2.3 VOWEL GLIDES

The following vowel glides are all interpreted as one phonetically complex segment and analysed as an allophone of the vowel (see Section 1.2.2): [o̝] and [u̝] before [y] across a syllable boundary and before [j] and [ɾ] in a closed syllable; [e̝] before [w] across a syllable boundary; [e̝] before [y] across a syllable boundary.

There is no contrast between these glides and their corresponding vowels in the phonetic environments mentioned.

/nam̝i.m̝aw̝i̝g̝a/  [nam̝i.m̝aw̝i̝.å]  'you (sg) shook my hand'
/j̝i̝aq̝/  [j̝i̝.aq̝]  'urine'
/nam̝iena/  [nam̝i.n̝ia]  'red tree sap'
/g̝u̝nu̝/  [g̝u̝.nu̝]  'we (excl pl) will sit'
/j̝u̝g̝u̝/  [j̝u̝.g̝u̝]  'to bathe'
/bu̝m̝u̝/  [bu̝m̝u̝]  'pheasant coucal'
/mam̝i̝wo̝.u̝.n̝a/  [mam̝i̝.p̝a,ɯ.ə.n̝a]  'I/ he/she will make it for you'
/dam̝i̝we̝ye̝/  [dam̝i̝.we̝.ye̝]  'I scratched my head'

The vowel glides [o̝], [u̝] and [e̝], when occurring in phonetic environments other than those mentioned above, are interpreted as VC because

1) there is only one syllable peak
2) there is contrast between the glide and the vowel which is the syllable peak
3) there are no non-suspect VV syllable patterns.
2.4 PRENASALISED STOPS

The suspect medial CC sequences [mp], [nt], [gt], [ht], [nt], and [nt] are interpreted as two units because:

1) both nasals and stops can occur separately within a word
2) words can either begin or end with a nasal or stop
3) a few words have these sequences in reverse order, in the word medial position.

/kambo/  [k̥am.p̥a] 'laughing'
/ktipma/  [k̥t̥ip.m̥a] 'black'
/mamta/  [m̥am.t̥a] 'close'
/duybotno/  [d̥u̯.b̥ot.n̥u] 'you (sg) might fall'
/paga/  [p̥aga.t̥a] 'groat'
/matru/  [m̥atru] 'I/he/she will get it'
/mariti/  [m̥ariti] 'thing'
/luwuqima/  [l̥u̯.w̥u̯q̥a.m̥a] 'you (sg) are strong'

'bush potato (spec)'  'new/norw'
'to call out'
'mother's brother'
'harmless'
'one unsuccessful in hunting'
'he/she went out'
'it flows'
'they (pl) will say/do'
'he/she will lack (possessions)'
/gaŋka/ [gəŋ.kə] 'over there'
/muk.muk.gə/ [muk.muk.gi.mə] 'I have brains'

3. DISTRIBUTION
3.1 DISTRIBUTION OF SYLLABLES INTO THE WORD

There are three syllable types, each with a single vowel nucleus:

CV /ʃə/ 'ear'
CVC /nəm/ 'you (sg) said/did'
CVCC /məŋ.kə/ 'moon'

Words most frequently consist of from one to six syllables. However, it is possible to have words comprising up to thirteen syllables.

/gu.mə.gə.mə.nə.ku.ʃə.ə,mə.nə.kə.ʃə,ə,ŋə.kə.mə/ 'I am shaking their (pc f) calves (lower legs) with my foot!'

All three syllable patterns may occur in all positions within the word.

3.2 DISTRIBUTION OF PHONEMES INTO THE SYLLABLE
3.2.1 VOWELS

All four vowels may occur in any vowel position in the syllable and word.

3.2.2 CONSONANTS

The initial consonant of the CV syllable pattern can be any of the twenty-one consonant phonemes.

The initial consonant of the CVC syllable pattern can be any of the twenty-one consonant phonemes. The final consonant can be any of the consonant phonemes except /b/, /d/, /g/, or /ŋ/.

The initial consonant of the CVCC syllable pattern can be one of the following consonant phonemes: /ʃ/, /θ/, /ʃ/, /θ/, /k/, /lk/, /l/, /r/ or /ŋ/.

The medial consonant of the CVCC syllable pattern can be one of the following consonant phonemes: /ʃ/, /θ/, /θ/ or /ŋ/.
The final consonant of the CVOC syllable pattern can only be the
consonant phonemes /t/, /m/ or /n/.

### 3.3 DISTRIBUTION OF CONSONANT PHONEMES INTO CLUSTERS

The following charts show consonant phone di-clusters and tri-
clusters across syllable boundaries.

#### CONSONANT DI-CLUSTERS

<table>
<thead>
<tr>
<th></th>
<th>p</th>
<th>t</th>
<th>s</th>
<th>k</th>
<th>b</th>
<th>d</th>
<th>g</th>
<th>n</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>l</th>
<th>r</th>
<th>w</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4

204
**CONSONANT TRI-CLUSTERS**

Table 5

| p | t | j | g | k | d | d̂ | ɡ | m | n | İ | ʟ | ŋ | w | y |
|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|
| lk | x | x | x | x | x | x |
| lm | x |
| lŋ | x | x |
| lŋ | x |
| ṭk | x |
| ŋŋ | x | x | x |
| yŋ | x | x | x |
| yŋ | x |
Stress in Murikabu is non-phonemic. There are three degrees of stress, namely: primary stress (marked ')', secondary stress (marked '"') and non-stressed (unmarked). None of these stress types occur adjacent to themselves, except in the case of reduplication (see below).

The following stress patterns occur in monomorphemic (only one morpheme) and polymorphemic (two or more morphemes) words from one to nine syllables. Words above nine syllables are rare in the language. (The longest monomorphemic words in the language have only five syllables.)

There is more than one syllable pattern for polymorphemic words of three, five, six, seven, eight and nine syllables in length. The patterns vary according to the make-up of the verb structure, conditioned by such things as subject, object, tense and incorporated body parts. No simple rules can be formulated without a detailed description of the verb structures as well; hence the solution of several stress patterns has been adopted for these particular words.

Morphemes that are reduplicated in polymorphemic words always carry equal primary stress. Therefore, the morphemes that come after the reduplicated section of the word do not always follow the regular stress pattern.

["phu,fi."kh6.t,"kh6.t,da]  'he/she was calling out continually'

Examples:

One syllable words: primary stress occurs on the first syllable
["ba"]  'march fly'

Two syllable words, monomorphemic and polymorphemic: primary stress occurs on the first syllable
["ba.p"h6]  'fog/dew'
["man,ga"]  'l/hao/she sold/old to her'

Three syllable monomorphemic words: primary stress occurs on the initial syllable and secondary stress occurs on the final syllable
["la.ma."la]  'shoulder'
Three syllable polymorphic words: primary stress occurs on the
initial syllable and secondary stress on the final syllable

['dil.u"de] \(\text{he/she was sitting}^\prime\)

or, secondary stress on the first syllable and primary stress on the
second syllable

['ama.pi.fa] \(\text{you (sg) said/did to them (pl)}\)

Four syllable words, monomorphic and polymorphic: primary
stress occurs on the first and third syllables

['ma.to.\'anu.mu] \(\text{blue-tongue lizard}\)

['ba.m.ni.\'kq.qu] \(\text{I/he/she saw you (sg)}\)

Five syllable monomorphic words: primary stress occurs on first
and third syllables and secondary stress occurs on the final
syllable

['\'pu.ce.\'we.\'fe.\'jen] \(\text{season just before the 'dry' when}
grass dies, seeds fall, etc.\)

Five syllable polymorphic words: primary stress occurs on first
and third syllables and secondary stress occurs on the final syllable

['me.na.\'kat.val.\'de (wu\'nin)] \(\text{he/she was leading us (excl pl)}\)

or, secondary stress occurs on the first syllable and primary stress
occurs on the second and fourth syllables

['\'yu.\'na.mu.\'pa.\'wu] \(\text{they (du m) went out}\)

Six syllable polymorphic words: primary stress occurs on the
first and third syllables and secondary stress on the fifth syllable

['na.xa.tq.\'tu.\'me] \(\text{we (excl pc f) arrived}\)

or, secondary stress occurs on the first syllable, primary stress
on the second and fourth syllables and secondary stress on the final
syllable

[\(\text{megce)} \'\'pu.ce.\'\'na.mu.\'\'wi.\'\'yu.\'\'ta] \(\text{they (pl) didn't arise}\)

Seven syllable polymorphic words: secondary stress occurs on the
first syllable, primary stress on the second and fourth syllables and
secondary stress on the sixth syllable

207
or, secondary stress occurs on the first syllable, primary stress on the second syllable, secondary stress on the fourth syllable, primary stress on the fifth syllable and secondary stress on the final syllable.

["pʰu.'bi.na.'nə.ye.pʰu.p."nə.me]  "they (pl) didn't hear me"

Eight syllable polymorphemic words: secondary stress occurs on the first syllable, primary stress occurs on the second and fourth syllables, secondary stress occurs on the sixth syllable and primary stress occurs on the seventh syllable.

["pʰu.'ba'rəm.'pi.ʃu."pʰu.p."nəŋ.tə]  "they (pl) cleared the ground of grass for them (du m)"

or, secondary stress occurs on the first syllable, primary stress on the second, fourth and sixth syllables and secondary stress on the final syllable.

["di.m."nəŋ.tə."wi.əi."mə.qə.pə."ŋə]  "they (du m) debated (with each other)"

or, primary stress on the first syllable, secondary stress on the third syllable, primary stress on the fifth syllable and secondary stress on the seventh syllable.

["pʰa.rəm."pən.ku."wəŋ.ʃu."nəŋ.tə]  "they (pl) lifted up them (du m)"


["pʰu.'bi.na."ŋə."ye.pʰu.p."tə.ŋə.me]  "they (pc m) didn't hear me"

or, primary stress on the first syllable, secondary stress on the third syllable, primary stress on the fifth syllable, secondary stress on the seventh syllable and primary stress on the eighth syllable.

["pʰu.də."ren.ku."ye.ʃu."tə."ŋə.me]  "they (pc m) nearly taught them (du sb)"

or, primary stress occurs on the first syllable, secondary stress
on the third syllable, primary stress on the fourth syllable, secondary stress on the sixth syllable and primary stress on the eighth syllable

[‘da.mi.’ku.mə.ja.”jan.ɲa.”ne.me]   ‘they (pc m) were sad’

5. MORPHOPHONEMICS

Extensive morphophonemic changes take place in Murinbaf when prefixes are added to stems. Both the initial consonant or vowel of the stem and the prefix may be affected (apart from Rule No. 23 which applies to a suffix).

In some cases, there is more than one rule when the same consonants are contiguous. In such cases, it cannot be determined which rule applies but, in fact, each verb stem has its own morphophonemic rule. (The rules with incorporated body parts, however, are constant and these are noted.)

The reason for this is that many verb stems are very similar in form apart from the initial consonant, and to avoid confusion in some structures of the verb more than one rule is needed. The following verb stems provide a good example for Rule No. 18.

\[\begin{align*}
\text{pi} & \quad \text{‘to waste’} \\
\text{wi} & \quad \text{‘to blow’}
\end{align*}\]

When these verb stems are put into a verb structure, they are

\[\begin{align*}
/\text{uju-} & \text{pi-nu/} \quad \text{‘you (sg) will waste it’} \\
/\text{uju-} & \text{wi-nu/} \quad \text{‘you (sg) will blow it’}
\end{align*}\]

In another tense, however, when /n/ proceeds these stems necessitating morphophonemic changes to be made, the /w/ in stem wi does not change to /p/ (Rule No. 18a) which would then make it the same as the other stem, but rather uses the other morphophonemic rule (No. 18b) and changes to /m/.

For example:

\[\begin{align*}
/\text{ujuan-} & \text{pi/} \quad \text{‘you (sg) wasted it’} \\
/\text{ujuan-} & \text{ni/} \quad \text{‘you (sg) blew it’}
\end{align*}\]

Therefore, stem wi uses only Rule No. 18b.
1. When /m + b/ or /n + b/ occur, the /b/ changes to an /m/.
   /ŋa-ŋi]-nu/  'you (sg) will turn your head'
   /ŋa-mi]/  'you (sg) turned your head'
   /ŋa-bɛŋ]-nu/  'I/he/she will get him/her'
   /ŋa-en-ɛŋ]/  'I/he/she got him/her'

2. When /m + tʃ/ occur, the /m/ assimilates to the same point of articulation as the /tʃ/, i.e. /ʃ/.
   /puy-tʃm-m]/  'he/she will dry himself/herself'
   /pam-tʃm/  --->
   /pam-ʃm/  'he/she dried himself/herself'

3. When /n + tʃ/ occur, the /ʃ/ assimilates to the same point of articulation as the /n/, i.e. /n/.
   /pʊ-[l]-nu/  'he/she will cut it'
   /pam-tal/  'he/she cut it'

4. When /m + d/ occur, one of the following rules take place:
   (a) The /m/ assimilates to the same point of articulation as the /d/, i.e. /d/, and the /d/ is deleted. (This is the rule which also applies to incorporated body parts.)
      /ma-gɛ]-nu/  'he/she will yawn'
      /ma(m)-gɛ]/  --->
      /ma-gɛ]/  'he/she yawned'
      /ma-[l]-pu]-nu/  'you (sg) will wash his/her teeth'
      /ma(m)-[l]-pu]/  --->
      /ma-[l]-pu]/  'you (sg) washed his/her teeth'
   (b) The /m/ is deleted.
      /gani-[l]-nu/  'I will enter'
      /gana(m)-[l]/  --->
      /gana-[l]/  'I entered'
5. When /n + ŋ/ occur, one of the following rules take place:

   (a) The /ŋ/ changes to an /n/ also. (This is the rule which also applies to incorporated body parts.)
   
   /jʊ̞-gal-nu/  'you (sg) will stand it up'
   /jæ̞-næ̞l/  'you (sg) stood it up'
   /ŋuŋu-ŋæ̞-læ̞tæ̞p-nu/  'I will pat/thump his/her back'
   /ŋuŋan-ŋæ̞-læ̞tæ̞p/  'I patted/thumped his/her back'

   (b) A transitional syllable /nʊ̞/ is added, where the vowel harmonises with the first syllable of the verb stem.
   
   /pa-ŋ-æ̞n-nu/  'he/she will have it stuck in himself/herself'
   /kæ̞fɪ̞n-na-ŋæ̞n/  'he/she has it stuck in himself/herself'

6. When /m + ŋ/ occur, the /m/ assimilates to the same point of articulation as the /ŋ/, i.e. /n/.

   /pæ̞-ŋæ̞n-nu/  'I will blow the didgeridoo'
   /pæ̞(m)-ŋæ̞/  'I blew the didgeridoo'
   /piŋ-ŋæ̞-ŋæ̞kæ̞/  'it will drizzle (rain)'
   /piŋ(ŋ)æ̞-ŋæ̞kæ̞/  'it is drizzling (rain)'

7. When /m + ɡ/ occur, the /ɡ/ changes to its voiceless counterpart /ʃ/ and the /m/ assimilates to the same point of articulation, i.e. /n/.

   /pa-ɡæ̞p-nu/  'he/she will shut it'
   /da(m)-ʃæ̞p/  'he/she shut it'
   /daŋ-ʃæ̞p/  'he/she shut it'
8. When /n + g/ occur, the /g/ changes to its voiceless counterpart /ʃ/. (Note: /n/ does not assimilate to the same point of articulation as in No. 3.)

/ga-gaʃpų-nu/  'I'll ask him'
/ga-n-ʃpų-nu/  'I'll ask them (pl)'

9. When /m + g/ occur, the /g/ changes to its voiceless counterpart /h/.

/pu 행사-pų/  'they (pl) will drink'
/pu 행사-pų/  'they (pl) drank'

10. When /m + ŋ/ occur, the /m/ changes to the alveolar nasal /n/.

/ma-ŋe-nu/  'he/she will say/do to us (du incl)'
/me(m)-ŋe/  'he/she said/did to us (du incl)'

11. When /m + l/ occur, one of the following rules take place:
(a) No change takes place.

/ba-ile-le-nu/  'I/he/she will bite him/her'
/ba-ile-le/  'I/he/she bit him/her'

(b) The /m/ is deleted. (This is the rule which also applies to incorporated body parts.)

/quu-mu-ill-i-nu/  'I will walk'
/quu ga(m)-ıli/  'I am walking'
/quu-ma-illı/  'he/she will have a pain in his/her forehead'
/pa-la-ll-tu-tu-nu/  'he/she had a pain in his/her forehead'
12. When /m + i/ occur, one of the following rules take place:

(a) The /m/ is deleted.

/nə-juʔ-nu/  'you (sg) will turn direction'
/nə(ə)-juʔ/  'you (sg) turned direction'

(b) The /i/ changes to /i/.

/pa-juʔ-nu/  'he/she will be cold'
/dam-juʔ/  'he/she is cold'

13. When /n + i/ occur, one of the following rules take place:

(a) No change takes place. (This is the rule which also applies to incorporated body parts.)

/ʃu-λεʔkpeʔk-nu/  'you (sg) will break it (glass etc.)'
/jam-λεʔkpeʔk/  'you (sg) broke it'
/pa-lu-veʔu-nu/  'he/she will wet his/her forehead (baptise him)'
/pa-lu-veʔu-nu/  'he/she will wet their (pl) foreheads'

(b) A transitional syllable /nv/ is added, where the vowel harmonises with the first vowel of the verb stem.

/juʔu-λiili-nu/  'you (sg) will walk'
/juʔan-λiili/  'you (sg) are walking'

14. When /n + i/ occur, one of the following rules take place.

(a) The /i/ changes to /i/.

/ma-jaʔ-νu/  'i/ha/she will wrap it'
/ma-n-jaʔ-νu/  'i/ha/she will wrap them (pl)'

213
(b) A transitional syllable /w/ is added, where the vowel harmonises with the first vowel of the verb stem.

/ŋaŋu-[ŋ]-pu/
'I will roll it over'

/ŋaŋan-[ŋ]-ŋə/
'I rolled it over'

15. When /m + ŋ/ occur, the /ŋ/ changes to /tʃ/, and the /m/ assimilates to the same point of articulation, i.e. /p/.

/ŋaŋ-çiwek-ŋu/  'I will follow him/her'
/ŋaŋ(ŋ)-çiwek/  'I followed him/her'

16. When /n + ŋ/ occur, the /ŋ/ changes to /tʃ/.

/pu-çiwu-ŋu/  'he/she will count'
/paŋ-çiwek/  'he/she counted'

17. When /m + w/ occur, one of the following rules take place:

(a) The /w/ changes to a /p/. (This is the rule which also applies to incorporated body parts.)

/puma-waŋa-ŋu/  'They (pl) will make it'
/puma-ŋaŋa/  'They (pl) made it'

/nu-we-ŋə-puŋ/  'you (sg) will wash his/her head/hair'
/nam-ŋə-puŋ/  'you (sg) washed his/her head/hair'

(b) The /m/ is deleted.

/gani-wiŋ-ŋu/  'I will sit down'
/gaŋəŋ (ŋ)-wiŋ/  'I sat down'
18. When /n + w/ occur, one of the following rules take place:

(a) The /w/ changes to /p/. (This is the rule which also applies to incorporated body parts.)

/ŋiPa-wiŋaŋ-u/   "I will look/look for/search"
/ŋiPa-an-piŋaŋ/   "I looked/searched"
/bu-wi-paŋ-mu/    "he/she will put it on his/her head"
/ðan-pi-pak/      "he/she put it on his/her head"

(b) The /w/ changes to /n/.

/na-wiŋ-mu/       "you (pl) will drag it"
/naŋ-i-wiŋ-mu/    "you (pl) dragged it"

19. When /n + y/ occur, one of the following rules take place:

(a) The /y/ changes to /ŋ/.

/pani-yəi-mu/      "it will rain"
/kanam-ŋəi/        "it is raining"

(b) The /y/ changes to /ŋ/ and the /n/ assimilates to the same point of articulation, i.e., /ŋ/. (This is the rule which also applies to incorporated body parts.)

/mi-yəŋ-nu/       "he/she will look out/around"
/mi(m)-jəŋ/       "he/she looked out/around"

20. When /n + y/ occur, one of the following rules take place:

(a) The /y/ changes to /ŋ/.

/ŋa-yəŋaŋ-mu/      "you (sg) will drop it"
/ŋaŋiŋiŋ-æŋaŋ/     "you (sg) dropped it"
(b) The /y/ changes to /j/. (Note: /n/ does not assimilate to the same point of articulation as for 19b.) (This is also the rule which applies to incorporated body parts.)

/pu-yəʔən-nu/  'he/she will chip out (a log for wild honey)'
/paŋ-ʔəʔən/   'he/she chipped out (a log for wild honey)'
/nan-pun-kə-puʃ/  'you (sg) washed their (du sb) ears'
/nan-pun-ʔə-puʃ/  'you (sg) washed their (pl) ears'

21. When /e/ or /n/ precede a verb stem which begins with the consonant cluster /ŋk/, the /y/ of the stem is deleted.

/puŋa-ŋke-ən-nu/  'they (pl) will wave'
/punam-ŋke-ən/    'they (pl) waved'

/giŋa-ŋke-ən/  'I'll be jealous'
/giŋaŋaŋ-ən/     'I was jealous'

22. When vowel + vowel occur, one of the following rules take place:

(a) In the case of the vowels /i + a/ the two vowels become one vowel, namely /e/.

/pibi-ən = /pibe/  'they (pl) stood'

(b) When a combination of vowels occur (other than the combination in (a) above), the second vowel is deleted.

/mang-an-əŋ/ = /mangaeŋ/  'he/she got it for her'
/mere pulła-ŋəŋ / = /mere pulleŋ /  'they (pl) didn't eat'

23. When the suffix /tc/ follows a consonant, it changes to /tc/, or /tc/ if the adjacent consonant is retroflexed.

/takun-tc/  'by way of the left'
/dampe-tc/  'when he/she speared it'
6. ORTHOGRAPHY

One of the main reasons for the study of Murinbata phonology is to provide an effective alphabet which the Murinbata people can use to read and write their own language.

There are two considerations involved in the selection of an orthography, as outlined in Leaning and Gudschinsky 1974:

1) 'The orthography should be chosen to make learning to read as easy as possible for the beginner and also allow the experienced reader to skim new materials smoothly.'

2) '... the vernacular orthography should facilitate transition into English.'

It is felt that the orthography chosen meets the conditions above. It also has the advantage now of being thoroughly used and tested for several years. Quite a number of adults have learned to read Murinbata, transferring from English. Even a greater number of children have used and are continuing to use this orthography in the local school's bilingual programme, which commenced in 1975.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Orthographic Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>t</td>
<td>t</td>
</tr>
<tr>
<td>k̂</td>
<td>rt</td>
</tr>
<tr>
<td>ĵ</td>
<td>th</td>
</tr>
<tr>
<td>k̂</td>
<td>k</td>
</tr>
<tr>
<td>b̂</td>
<td>b</td>
</tr>
<tr>
<td>d̂</td>
<td>d</td>
</tr>
<tr>
<td>ĝ</td>
<td>rd</td>
</tr>
<tr>
<td>ɑ̂</td>
<td>dh</td>
</tr>
<tr>
<td>ĝ</td>
<td>g</td>
</tr>
<tr>
<td>m̃</td>
<td>m</td>
</tr>
<tr>
<td>ñ</td>
<td>n</td>
</tr>
<tr>
<td>ṽ</td>
<td>rn</td>
</tr>
<tr>
<td>ڭ̃</td>
<td>nh</td>
</tr>
</tbody>
</table>
Notes and rules concerning the above orthography:

1. Although there is contrast between the consonant clusters /ŋt/ and /ŋj/ it is felt best to orthographically spell both clusters as nth, to avoid the clumsy spelling of nth. (Except for the /-jo/ past tense suffix following /R/ or /ŋ/ spelling is in such cases nth or nth.) However, where the consonant cluster /ŋʃ/ occurs, this is orthographically spelled nth.

/ŋaŋʃəpə/ ngantharrpu 'I asked him'
/ŋaŋʃəpumu/ ngantharrpunu 'I will ask them (pl)'

/ŋiniguduŋga/ nginalchurutha 'I was swallowing it'
/meŋe ɲiŋgiŋgeŋga/ mero ngirrangithentha 'I didn't recognise it'

/kuŋik/ kurnthik 'stomach'

2. Where retroflexed consonant clusters /ŋt/, /ŋj/ etc. occur, these are spelled orthographically as nth, rth etc.

/ŋaŋta/ parnta 'groin'
/ŋampaŋjic/ ngamparite 'when I speared it'

3. In some cases it is felt that two orthographic spellings are possible. This occurs in a small number of verb structures where the verb stem's initial consonant is /ŋ/ or /ŋʃ/.
However, when preceded by a nasal, these consonants change to /ʒ/ (rules 7 and 8) and /k/ (rule No. 9) respectively. Because they more frequently occur in verb structures as /ʒ/ and /ʒ/, the verb stems in this form would become well known, and even though phonetically they change to their voiceless counterparts following a nasal, both spellings are acceptable.

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ma-gap-nu/</td>
<td>madnapnu</td>
</tr>
<tr>
<td>/maŋ-ŋap/</td>
<td>manthap-mandhap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ma-guruk-nu/</td>
<td>maguruknu</td>
</tr>
<tr>
<td>/man-guruk/</td>
<td>mankuruk-manguruk</td>
</tr>
</tbody>
</table>

4. Following a nasal, the initial consonant /y/ of a verb stem will change by application of rules 19a and 20a. However, the orthographic spelling remains as y, for similar reasons as given in 3. above — the verb stem is well known as beginning with /y/, and to avoid clumsy spelling.

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/pani-ye1-nu/</td>
<td>paniyelnu</td>
</tr>
<tr>
<td>/kanam-ye1/</td>
<td>kanamye1</td>
</tr>
</tbody>
</table>
ABREVIATIONS

adj  adjective
du  dual
excl  exclusive
f  female
gen  generic
incl  inclusive
m  male
pc  paucal
pl  plural
sb  sibling
sg  singular
spec  species

BIBLIOGRAPHY

LEEDING, Velma J. and Sarah C. GUDSCHINSKY. 1974. 'Towards a More Uniform Orthography for Australian Aboriginal Languages'. AJAS Newsletter, New Series No. 1, pp. 26-31


APPENDIX

MURINBATA TO ENGLISH WORD LIST

The practical orthography is used in the following vocabulary items. Items listed in brackets are noun classes. (Noun classes are always placed before the noun.)

<table>
<thead>
<tr>
<th>Murinbata</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba (ku)</td>
<td>march fly</td>
</tr>
<tr>
<td>babirrnu</td>
<td>I/he/she will bury/plant it</td>
</tr>
<tr>
<td>bagurdaknu</td>
<td>I/he/she will drink it</td>
</tr>
<tr>
<td>balli (ku)</td>
<td>mud crab</td>
</tr>
<tr>
<td>bomam</td>
<td>white (colour)</td>
</tr>
<tr>
<td>banamthanmai (ku)</td>
<td>Torres Strait pigeon</td>
</tr>
<tr>
<td>bommat</td>
<td>I/he/she fell</td>
</tr>
<tr>
<td>baengingkardu</td>
<td>he/she saw me</td>
</tr>
<tr>
<td>bampunkardu</td>
<td>I/he/she saw them (pl)</td>
</tr>
<tr>
<td>bangamirr</td>
<td>I/he/she buried/planted it</td>
</tr>
<tr>
<td>bangamgilele</td>
<td>he/she bit me</td>
</tr>
<tr>
<td>bangamparl</td>
<td>I/he/she broke it (with a stone etc.)</td>
</tr>
<tr>
<td>bangampelpip</td>
<td>I/he/she hit him/her on the head (with a stone etc.)</td>
</tr>
<tr>
<td>bangampurl</td>
<td>I/he/she cleared the ground (with a hand or instrument)</td>
</tr>
<tr>
<td>banganthaduk</td>
<td>I/he/she prepared a fire</td>
</tr>
<tr>
<td>bangarnitikerdek</td>
<td>I/he/she finished drinking, finished constructing (with an instrument)</td>
</tr>
<tr>
<td>bangarnurt</td>
<td>I/he/she found it</td>
</tr>
<tr>
<td>bangiyuku</td>
<td>I will rest</td>
</tr>
<tr>
<td>banhingkardunu</td>
<td>I/he/she will see you (sg)</td>
</tr>
<tr>
<td>baniolumu</td>
<td>I/he/she will bite them (pl)</td>
</tr>
</tbody>
</table>
bannurdi
bangkak
bparinu
batbat
batbat-te
baybaye (ku)
bibrirrhirdha kardi
bekomorda (da)
bekonln ngem
bennungkardu
bengleeledha
bepi (da)
berduy kanam
bere
berangunh
bere mitha wengu
bere ngatha wengu
binnayapup
bimpayapupnu
binki
biribiri
birnu (nanthi)
birnu (ku)
biyapupnu
bukmantharr
buntmunh (ku)
butaknu
butbururr
burrekburreknum
buybat rukun
1/he/she put it inside
1/he/she put it down
1/he/she will break it (with stone etc.)
right (i.e. opposite to left)
by way of the right
temale antilopine kangaroo
he/she was planting/burying many objects
open country/sea
I am thinking
1/he/she looked at my/him/herself
he/she nearly bit me
black soil country
he/she is going around and around
finish, end (paragraph marker)
O.K., I've got it, etc.
always
always
1/he/she heard him
1/he/she will listen to you (sg)
the whole (of an object)
alert, watchful (adj)
alive, life
balt
1/he/she will listen/hear
red (colour)
peasant
1/he/she will put it down
cold (adj)
sticky/cruel (adj)
1/he/she might fall
da

dabirru

dagurduk

dammardathin

damgarramut

damgarramuwu wurram

damningkardu

damningkarr

damgiriwar wurran

damniltik

dampamut

damparl

damplinhipak

dampirnturrt

dang (ka)

dangkardu

dampak

danthu

dara (da)

dardurtnu

darnnte dim

darnntili dim

darrarart (kardu)

darrida (ku)

darrikardu (kurd)

darrinpirr

darripli (mantli)

damgilmohan

damnthangkabirr

(noun class)
camps, living places, localities
time
seasons
you (sg) will plant/bury it
you (sg) drink it!
he/she is sad, sorrowful
he/she gave it to me
he/she always gives to us (pl)
you (sg) saw me
he/she showed it to me
he/she is following me
he/she swore at/abused me
he/she gave it to you (sg)
he/she speared it
he/she poured/spilled it
he/she lifted it up

lobster
you (sg) look!
you (sg) put it

he blew the didgeridoo

mangroves
you (sg) will find it
she is weaving (a dilly bag)

he/she is writing

thief, robber

black mosquito

relative, countryman

large plain (grass lands)
skin (of human, fruit, etc.)
bark of tree

he/she was frightened of me

they (du m) complained to each other
depinhlipingkari
depyirryirr dim
dennam
denthomurriyet
dowu dim
dhekhek
dhpndhep (mil)
dhuyungyung (nantili)
dim
dinkampa
dimkan
dimkarrk
dimku
dinme
dimmiribirl
dimurrk
dimngamardamarda
dimnegren
dimparr
dimpirt
dimu (nantili)
dimurardi
dingari (nantili)
dirrangathenh
dirri (ku)
dirrimu
dirryerrdi (da)
du
dupak
durdlu
dutmararri
duway (ku)

he/she kneeled down
(the water) is boiling
he/she was frightened
he has shaved his face
he/she has a temperature
to play
food (excl meats)
shell necklace
he/she is sitting
he/she is laughing (sitting)
it extinguished itself
he/she is crying (sitting)
he/she caught a fish (by line)
he/she vomited
he/she is awake
he/she is eating (sitting)
he/she is waiting for me
he/she is talking (sitting)
it broke (by itself)
it came off (by itself)
tooth, teeth
shore
tea tree
he/she recognised it
bird's nest
patterns, paints, etc.
cliff bank
to cry (non-conjugated verb)
you (sg) put it down!
you (sg) will put it inside
bent (adj)
black stingray
duybat nukun
duyginthamardinu

you (sg) might fall down
you (du f) will get married
(literally - you will put it on your finger's i.e. the ring)

kabo (ku)
kabat (nanthi)
kagu
kaka
kakalok (ku)
kakpa (nanthi)
kakakkulak (nanthi)
kalamitpi (ku)
kala
kaikaik
kalla (ku)
kaurerre (ku)
kama(-ya)
kamarl (nanthi)
kamarl (ai)
kamarl (kardu)
kamarl (kura)
kamarrama (kardu)
kanafo
kamamkut
kanammarap
kanampat
kananganthan (ku)
kamardi
kanavup
kanga
kanganu

northern rosella
golden orange ochre
come!
mother's brother (uncle)
baler/mulion shell
tear
juice from fruit/animal
cloud(s)
Australian magpie lark (peewaa)
mother and mother's sisters
middle of the night
brindled bandicoot
masked plover
maybe, perhaps
eye(s), face, hook of woomera
seed
sweetheart, boyfriend/girlfriend
waterhole
blind person
he/she climbed up
he/she collected them
he/she got into (boot, plane, etc.)
he/she left it
emu
he/she entered
he/she sat down
small of back
half way, middle
kangkari
Kangkarimawu
kangunu
kanhi
kanhi-re
kanhiwari nukan
kaniyel nukan
kanthanhinah
kapari (nanthi)
kaparlingka (ku)
kardu
karl (ni)
karlay (nanthi)
karmurrin (nanthi)
karrfikak (ku)
karrak (ku)
karrath (ku)
karrkurrk (ku)
karrmi (ku)
karrthin (ku)
kartpurr (ku)
karrun (ku)
kawen (nanthi)
kawu
kem
komnintha
korrenfoi (da)
kiama (ku)
kilikkilik (ku)
kiringan nukan

above, on top
God (literally = one who abides above)
fragrance, odour
divine, here
by this way
he might spear you (sg)
it might rain
sweet (adj)
sleep from eye
periwinkle shell
(noun class) human being
(aboriginal only)
edible root of Nymphaoides
water lily
fishing net
woollybutt tree
spotted tree monitor
blue-winged kookaburra
spirit of deceased
tammy frogmouth
straw-necked ibis
spotted or swamp harrier
plumed butcher bird
witchetty grub
bloodwood tree
mother's mother and her sisters
he/she is there (sitting)
they (du mi) are there (sitting)
sunset
beeswax
golah
it might extinguish itself
kalingk (nath)  
digging stick

dugout canoe

kiniwu (nath)  
it might break itself

kiri nukun  
it might come off itself

kipari nukun  
it might snap itself

kipirrt nukun  
(noun class)

kirtai nukun  
animals, birds, insects and

ku  
marine life

meat

kukpi (ku)  
the spirit world

kulangu (ku)  
products of animals, birds and

kuirrrkurrk (ku)  
marine life

kumilu (mi)  
carpet snake

kumpana  
mullet

kumparrra  
brolga

kumpit (k)  
native potato (spec)

kungku  
white love apple

kungkuinre  
they (pl) are there (moving)

kungku (kardu)  
first/leading

kunhbit nukan  
mae antipine kangaroo

kunun gunjan  
afternoon

kununungki  
yesterday

kununtharr  
good hunter/fisherman

kupkup  
he/she might hit you (sg)

kapumpi nukun  
ho/she is there (moving)

kara  
small (adj)

kara patha  
first born

kara laolingkin  
soft (adj)

kara yeyel  
he/she might die

(k noun class)

(kara)  
water, rain

liquid that is drinkable

fresh water

salt water

rain

227
kuraqadha (thu)
kuwa (ku)
lurri (da)
kuhun (ku)
karnthik
kurron
kurrukurru (nanthi)
kuwarrri (nanthi)
kuwin (ku)
kuydharr (ku)
kuyw (ku)

lakakkakam
lakumin (nanthi)
lela (ml)
lamala (nanthi)
lametingi (karu)
lamunh (ku)
lammh (nanthi)
larrpiarrp (nanthi)
ite
len (thungku)
letomam
lirri (nanthi)
litipyr (nanthi)
lumpu (nanthi)
lurrunh (ku)
lurruth
luturruth (nanthi)

ma
mo!

mabamhu

boomerang
Marian's water monitor
a short stay (in time)
step-ladder
dosima shell
stomach
he/she is there (moving)
seaweed
shield, with handle
blue-faced honeyeater
talpan
pink cockatoo

shiny (adj)
cyprid pine
cyced palm fruit
shoulder
uninitiated boy
green tree ant
fish scales
shell grit
happy
hot coals, charcoal
sticky (adj)
a scoro
axe
buttocks, rear
cicada
strong, rough (adj)
head sores

but
give it to me!
I/he/she will take it
mabertnu
magulki (nanthi)
makardu
maku
malarnath (thu)
malawuru (nanthi)
makimarrin (nanthi)
maisanga (ku)
malye (ku)
mam
nan
nanma
namningkawadha
mantath
manpurl
manmaknga
manganart
manangilmart
mango (nanthi)
mangnum
mangputung (nanthi)
mangthingin (nanthi)
mangka
manghamur (ml)
manggurrurr (ku)
mahilmarrnu
manman (ku)
manto
manthigat (ku)
marda
marda yidi (nanthi)
mardinhuy (kardu)

1/he/she will get him/her
heart
nobody
no meat
thunder and lightning
tin (of a fish)
vein/tendon
small wallaby
mangrove monitor
he/she said/did
no food
1/he/she said/did to him
he/she said my name
1/he/she made it, fixed it
1/he/she washed it
not
1/he/she got it
he/she took it from me
hand
five (one hand)
knuckle (on hand)
fingernail
father's mother and her sisters
bush grape
spider
1/he/she will take it from you (sg)
butlerfly
close, near
red-collared lorikeet
abdomen (belly)
chest
teenage girl
marioroknunu
mariorunanu
mariarrunu
marluk (nathi)
marr
marray (mi)
marrngmarrng (kardu)
martanu
martnu
mart (ku)
mathak nukun
mathapnu
mawothanu
mawuyu (nathi)
mavlyn (ku)
me (nathi)
medy1
melemelkhay (ku)
meve
memnumapurl
menok (nathi)
menthingap
menti (ku)
meru
merithuktha wurrini
merrk (nathi)
merl (ku)
mi

1/ha/she will finish it
(handiwork)
1/ha/she will push him
1/ha/she will wrap it
didgeridoo
new, now
native potato (spec)
a funny person
1/ha/she will catch it
1/ha/she will get it
perch
1/ha/she might lose it
1/ha/she will touch it
1/ha/she will make it, fix it, etc.
poison
dragon fly
foot
hungry
spoonbill
1/ha/she turned my/his/her
head around
1/ha/she washed my/his/her
hands
ironwood tree
1/ha/she smelled it
hawbkill turtle
(negative word) used mainly
with verbal constructions
1/ha/she was messing around
moon
sandfly
(noun class)
vegetable foodstuffs
fruit
faeces
mik (nantli)
milku (nantli)
milmunurr (kardu)
miltili (ku)
mlu (ku)
mimpil (ku)
minthiro
mirarr (nantli)
mirkka (nantli)
mirrangan (da)
mu
mukuk (nantli)
mulurn (nantli)
mumun (ku)
munak
mune (ku)
mup!
murdak (nantli)
murdurinu
murak
murntak
murntak (da)
murnu (nantli)
murnuri
murrinh
murrirr (nantli)
murrirrbe (ku)
murrwurrl
muyu (da)
muyu (ku)
muyungu (nantli)
possessions of the deceased
side of buttocks
widow/widower
white-faced heron
grass whistling duck
head lice
when?
a handle
clapping sticks
the dry season
but
brains
leaf, leaves, shade
water rat
sister
stingray (spec)
sit down! stop! (moving)
grevillea tree
/lhe/she will shake it
dangerous, cheeky
old (adj)
a long time ago
bone
bony, skinny (adj)
(noun class)
speech, language, news
a name, a word
feather(s)
bird (gen)
correct, good, nice (adj)
small hole
red and black meat ant
acacia tree
na?
madhap
madhalehu
makut
nakuri
nol (ku)
namngingkarlay
nampatha
ngingkarlay
nangkal?
nangkal-dha?
nangkal-mu?
nangkal-yu?
nangkarantnu
nanki

nanku
nankaneme
nankunintha
nankungime
nankungintha
nanghap
narta
nathak nukun
nangabiri
nertpi (ku)
neyingapnu

Isn't it?
you (sg) shut your mouth!
you (sg) will till it up
you (sg) collect them!
after
osprey
you (sg) waved to me
you (sg) made it
you (sg) wave to me!
who?
who from?
who for?
who?
you (sg) will select, choose
(pronoun)
you (2nd person pl)
you (2nd person paucal siblings)
(pronoun)
you (2nd person dual siblings)
(pronoun)
you (2nd person paucal m)
(pronoun)
you (2nd person dual a)
(pronoun)
you (2nd person paucal f)
(pronoun)
you (2nd person dual f)
you (sg) touched it
you (sg) catch it!
you (sg) might lose it
you (sg) turn your head around to me!
frilled-necked lizard
you (sg) will smell it
ngadharparnu
ngale
ngalek (ku)
ngaliwe
ngalulu (ku)
ngalthe
nganann
ngamunu
ngamere
ngampamutnu
ngampirnturt
nganamutnu
nganhiriwoknu
nganimpakutnu
nganirnunu
nganirupunu
nganki
nganku
ngankunomo
ngankungimo
ngankungintha
ngankuninatha
ngapuru (nathi)
ngarillu
ngarillu (ku)
ngarturru
ngarre?
ngarra

I'll ask him/her
large, big
white mosquito
short
small wallyby
narrow, close
I said/old
I'll say/do
few (adj)
I'll give it to you (sg)
I lifted it
I'll give it to him
I'll follow you (sg)
I'll collect them for you (sg)
I'll go to sleep
I'll sit down
(pronoun)
we (1st person pl)
we (1st person paucal sibling)
(pronoun)
we (1st person duai sibling)
(pronoun)
we (1st person paucal m)
(pronoun)
we (1st person paucal f)
(pronoun)
we (1st person duai f)
(pronoun)
we (1st person duai m)
breast
I will write it
policeman
I will peel off paper bark
where?
at, on, by, in etc.
ngarraratuy
ngathunu
ngatiyarr
ngatiparr (da)
ngavuwunu
ngay
ngek (ku)
gem
ngommurrk
ngen (ku)
ngenam
ngenthuth
ngepan (ku)
ngere (ku)
nginarwilthnu
nginathunu
nginipunh (manthi)
nginhirrin (manthi)
ngiplinh (kura)
ngirrelnu
ngirnu (ku)
ngirrabathnu
ngirraputhnu
ngukin (mil)
ngulathnu
nguluyuyu (ku)
ngungardurr
nguniyunu
ngungurruru
ngunihat nukun
ngunubatnu
we (pl excl) arrived
I'll blow (the didgeridoo)
move back! keep away!
long way (distance)
I'll wet it
(pronoun)
I, me, mine
little corella
I'm sitting
I'm eating (sitting)
meat
I was frightened
I bathed
spirit, soul
small oyster
I will ascend
I will cook it
body
sweat
river, creek
I will sing
long-necked turtle
I'll watch it
I'll throw them (many objects) away
excrete
I'll eat it
echidna
I left/departed
I will go outside
I'll pull it
I might hit you (sg)
I'll kick it
ngawunam ngam
ngapu (ku)
nguruthnu
ngurdmay
ngurdaŋkarl
ngurlwalnu
ngurdiwaru
ngurduŋhuŋthnu
ngurduwalnu
nguerthnu
nguridwunu
ngurimiri (ku)
ngumtinh (nanghi)
ngurrankath
ngurr
ngurrmu (ku)
ngurrngwarl
ngurrrunu
ngurrupapnu
nguyuykumnu
mhinh
niguunu
ningkoningke
ninthi (ku)
ningtih (nanghi)
ningthi kureng (nanghi)
ninthu

niaiyi (kardi)
niyițiñiyi (murrin)
<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>nukunu</td>
<td>(pronoun)</td>
</tr>
<tr>
<td></td>
<td>he, him</td>
</tr>
<tr>
<td>numi</td>
<td>one</td>
</tr>
<tr>
<td>numidharrngi</td>
<td>by myself (alone)</td>
</tr>
<tr>
<td>numidharrnu</td>
<td>by himself (alone)</td>
</tr>
<tr>
<td>napurrk</td>
<td>you (pl) clap!</td>
</tr>
<tr>
<td>mura-wa</td>
<td>you (pl) go away!</td>
</tr>
<tr>
<td>palathy (nanthi)</td>
<td>billy goat plum tree</td>
</tr>
<tr>
<td>palla (ku)</td>
<td>false trumpet shell</td>
</tr>
<tr>
<td>palyrr (da)</td>
<td>hill</td>
</tr>
<tr>
<td>palyrr (nanthi)</td>
<td>stone, rock</td>
</tr>
<tr>
<td>pamam</td>
<td>they (pl) said/did</td>
</tr>
<tr>
<td>pamangga</td>
<td>they (pl) said/did to me</td>
</tr>
<tr>
<td>pamamunu</td>
<td>he/she will give it to you (sg)</td>
</tr>
<tr>
<td>pana</td>
<td>there, that (medium distance)</td>
</tr>
<tr>
<td>pengkin</td>
<td>back, on top of</td>
</tr>
<tr>
<td>pangkuy</td>
<td>long (adj)</td>
</tr>
<tr>
<td>pangkuy (ku)</td>
<td>snake (gen)</td>
</tr>
<tr>
<td>pangu</td>
<td>there, that (long distance)</td>
</tr>
<tr>
<td>panhingkarrnu</td>
<td>he/she will show you (sg)</td>
</tr>
<tr>
<td>paniriniu</td>
<td>he/she will enter</td>
</tr>
<tr>
<td>parl (nanthi)</td>
<td>pus</td>
</tr>
<tr>
<td>parnu (nanthi)</td>
<td>gross (gen)</td>
</tr>
<tr>
<td>peruynu</td>
<td>he/she/they (pl) will arrive</td>
</tr>
<tr>
<td>pata wangu</td>
<td>move along!</td>
</tr>
<tr>
<td>patta</td>
<td>good</td>
</tr>
<tr>
<td>pelanangka (ku)</td>
<td>kidney fat</td>
</tr>
<tr>
<td>pelipth (nanthi)</td>
<td>head</td>
</tr>
<tr>
<td>pelipth pepe</td>
<td>upside down</td>
</tr>
<tr>
<td>pomarr (nanthi)</td>
<td>hair</td>
</tr>
<tr>
<td>pengel (nanthi)</td>
<td>shoulder blade</td>
</tr>
<tr>
<td>peningintha</td>
<td>(pronoun)</td>
</tr>
<tr>
<td></td>
<td>they (3rd person dual f)</td>
</tr>
</tbody>
</table>
penintha
pepe
perrkenku
perrkenkuneme
pawinhipingkarlu
payirryirrnu
pi (nanthi)
piimarr (ku)
piilithman (ku)
piiliyin (ku)
pingerrennu
pingkarl (nanthi)
pipl
pirda
pirdi (ku)
pirlay (ku)
pirranawinhadhathnu
pirrapenu
pirrayalinu
pirrim
pirrilmuth
pirrimyol
piriptirt
piru (nanthi)
pubonpak
pubinthopup
pule (kardu)
pulith (kardu)
pulu
pulupulu (ku)

(pronoun)
they (3rd person dual m)
down, under
two
three
he/she will kneel down
it will boil
string
northern snapping turtle
red-winged parrot
little brown falcon
he/she will talk
knee
father's sister (aunt)!
Stop it! don't!!
queen fish
sand rat
he/she will look for him
he/she will look after/guard it
it will rain
he/she is standing
he/she threw them (many objects) away
it's raining
fast (adj)
stringybark tree
they (pl) put it down
they (pl) heard it
old man, head man, husband (term used by wife)
cripple (adj)
white/grey (of hair)
fork-tailed kite
punawathamu
punhinh (ku)
punhu (nanthi)
purdllyithnu
puretnu
purr (ku)
purrus-wa
putput (kardu)

they (pl) will make/fix it
eggs of pied geese
liver
he/she will tell a story
he/she/they (pl) will start
quail
let's go! (incl dual)
pregnant (adj)

atatatalan
tey (ku)
tek (ku)
tek (nanthi)
torert
tetetemun
thado (nanthi)
thodherrpunu
thakunh
thallili (ku)
thalmanh (ku)
thama
thamamay (nanthi)
thamori (nanthi)
thamuli
thamurr (nanthi)
thangamu
thangiriwanunu
thangku?
thangku (da)
thangku-nu?
thangku numa?
thangunu

exhausted (adj)
egret
black cockatoo
bloodroot
many (adj)
hard, strong (adj)
saliva
you (sg) will ask him/her
left
kelp shell
cricket
you (sg) say/do it!
beard
neck
(noun class)
spears
side of face
you (sg) give it to me!
you (sg) will follow me
what?
the wet season
what for?
how many?
from
thanimardap
thaningkaa
thapart
thanka (mil)
thanIRDinu
thaniwup
thanthin thim
thapak (nathli)
thapulinn (ku)
thatibirlu
thatlukku
thatmiranka (ku)
thatimu (nathli)
thatthop
thatthpi (nathli)
thatthpi were (nathli)
thatthpirr
thatwath
thawinhimardapoknu
thawuy (ml)
thay
the (nathli)
thaelerr (nathli)
thaelpung (ku)
thaelput (nathli or da)
thaeltel (ku)
thamen (nathli)
thennamnu
thaelpangaye (nathli)
therrotherren (da)
therrke (nathli)
theith (ku)

you (sg) get into it!
you (sg) climb up!
you (sg) leave it!
yam
you (sg) will enter
you (sg) sit down!
you (sg) have it
fog, dew
banana prawn
you (sg) will light the fire
you (sg) will chew it
rainbow bee-eater
shin
you (sg) touch it!
mouth, lips
moustache
ttrue
careful, slowly
you (sg) will pour (into a container)
chewing tobacco
tree (gen)
ear
carryall - made from paperbark
common rock rat
house
small bird (gen)
tongue
you (sg) will be frightened
earwax
mountain
new grass
bush-tail possum
thwirnhurt
thigath (nenthal)
thikampa
thillimpirrith (ku)
thimerri (ku)
thilminkit (nenthal)
thimmingren
thimu (nenthal)
thinganmardamaranu
thinang (da)
thingmanhay (nenthal)
thinidha
thinimin (ku)
thingthingmum
thipinhil (da)
thipinhele (da)
thipmoon
thirni
thirrimi (nenthal)
thirrimhin (ku)
thithimampe (nenthal)
thithimantle
thiwim (ku)
thu

you (sg) stand up!
urine
you (sg) laugh!
willie wagtail
jabiru
kidney
you (sg) are talking
nose
you (sg) will wait for me
promontory
whiskers
you (sg) were sitting
small bat
hairy (adj)
night
morning, tomorrow
black (adj)
you (sg) will sing
navel
skink
fan fern
bitter (adj)
small black duck
(noun class)
offensive weapons (e.g. club boomering)
thunder and lightning
playing cards
you (sg) eat it!
king prawn
you (sg) go outside!
(noun class)
fire etc.
you (sg) will pull me
thunguningkin (ku)
thurru (nanthi)
thupith (nanthi)
thunu
thupup nukan
thuputhnu
thurdemmay
thurdawurl
thurdapi thanam
thurdingayithnun
thurdiwa
thurdangkerl
thurdanglyothithnu
thurduwimu
thurran
thurru-wa
thurrukathnu
thurruullinu
thurrudirr (ku)
thut (nanthi)
thut (ku)
thuyeeukum nukan

threadfin salmon
nape of neck
large woomera
you (sg) throw it away!
you (sg) might die
you (sg) will sweep
you (sg) failed
you (sg) came back
you (sg) always waste it
you (sg) will tell me a story
you (sg) jump down!
you (sg) put it back!
you (sg) will teach me
you (sg) will blow it
you (sg) are going
you (sg) go away!
you (sg) will cross over
you (sg) will walk
black broom
small woomera
black-breasted whistling kite
you (sg) might forget

smooth, slippery (adj)
corner
spear grass
last born
witchetty grub
poudary, dry (adj)
cowry shell
wak (ku)
wokai (kordu)
wokal
wal (ni)
walet (ku)
walmarr (ku)
walumuma (ku)
walurnak (ku)
wamparn (ku)
wangu
wanhpanh (nanthi)
wanthay (nanthi)
wardi
warri (ku)
warnak (nanthi)
warth (nanthi)
warthom
we (nanthi)
were (ku)
were pulangarr (ku)
weripen
woripen (ku)
worntak (nanthi)
werwererarr (nanthi)
worrk (ku)
werlarnrni
woyi (do)
wilan (kura)
wilmurr (nanthi)
wirlrigi (ku)
wirrirr (nanthi)
wirrirr (thu)

Torresian crow
child
small
pandanus fruit
yellow bat
hammer-head shark
blue-tongue lizard
pelican
salt-water crocodile
way
womb
armpit
thin (adj)
mangrove worm
smoke
kentia palm
quiet, calm
paper bark tree (spec)
dog
dingo
flat (adj)
butterfly fish
coral
shivers, jitters, nerves
sulphur-crested cockatoo
greedy (adj)
hole
large volume of rising water,
flood
horns
greasy or estuary cod
wind
strong winds, cyclone
withkul (ku)  grown goshawk
wiye  bed/no good (adj)
wul (nanthi)  shadow
wulmanthay (ku)  long-tail catfish
wulingintin (da)  very hot ground, mirage
wulumu (nanthi)  forehead
wumarr (ku)  salmon
gungki (ku)  termite
wurlidirr (ku)  big oyster
wurnangat  many (adj)
yagurr (ku)  sand geanna
yarra (ku)  snail
yok  clan group
yekpo (ku)  fresh-water crocodile
yemhek (ku)  mangrove jack
yenge (ku)  black-tip shark
yenthak (ku)  spangled drongo
yerrwariyen (kura)  high tide
yerlpala (nanthi)  cycad palm
yeta (ku)  rifle fish
yi (nanthi)  dilly bag
yibimpup  he/she died
yidi (mi)  native red apple
yidningurr  pain
yidningurr (nanthi)  tamarind tree
yile  father, father's brothers
yingompup  he/she laid it down
yingawurt  he/she scooped water
yirrithpin (nanthi)  bânska
yithit  heavy (adj)
yu  yes
yudha  he/she was lying down

243
yukuy
yulu (ml)
yulurn (ku)
yunganpint
yunganyerr
yungawuy
yungurrkurrttha

that's right
liquid excreta, diarrhoea
saddle-tail sea perch
he/she took it off
the tide has gone out
he/she went outside
he/she was sleeping