

Seoina: A Speedlang

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1 Introduction

Seoina is a speedlang created for the 6th (biennial? semiannual?) speedlang challenge. It was created with a series of constraints in mind. Here's what it had to do and how it did it:

- **Neutralization of some phonemes in certain environments. Bonus points if you can use a morphological test to figure out which of the neutralized phonemes is present in a particular word!** Seoina neutralizes /s g/ with /r q/ word-finally and certain monophthongs with certain diphthongs in stressed syllables. Adding a suffix makes clear which of /s g r q/ is underlying and can move stress to reveal whether it was a monophthong or a diphthong.
- **A productive morphophonological process involving suprasegmental features like stress or tone.** SAP verb endings are the same for past and non-past—the only difference is a shift in stress.
- **Sound symbolism or sound iconicity of some sort.** Diminutive nouns are marked with front high vowels and there's a series of quasi-ideophonic movement verbs.
- **Show some kind of unusual agreement phenomenon.** Nouns can belong to one of four semantically motivated noun classes. If they don't they're assigned to one of two residue classes based on their phonology. Certain things block agreement with semantically motivated classes and agree based on phonology regardless. One example is with conjunctions, which show phonologically motivated closest-conjunct agreement.
- **Clearly distinguish factive and non-factive complement clauses, either syntactically or morphologically.** There's the a-series of complementizers for factive clauses and the k-series for non-factive (and some other stuff I didn't finish writing up...)
- **Incorporate noun classifiers or measure words in some construction.** I created some noun classifiers that work parallel to the noun class system. Section 4.3 is all about them!

There were also three tasks to complete (and one optional one, which I did not).

1. **Document and showcase your language, explaining and demonstrating how it meets all of the elements of the challenge.** You're readin' it!

2. **Translate and gloss five example sentences [from =stest or 5MOYD].** I included Syntax Test sentences 1, 46, and 73 from as well as 5MOYDs 1237 and 1244.

3. **Explain your conlang’s kinship terms and how they’re used.** Check out section 5.1.

I just barely finished and I didn’t describe the language nearly as well as I’d like to, but I made it. Here’s what I’ve figured out so far about this speedlang, **Seoina**.

2 Phonology

2.1 Inventory

Seoina has fifteen consonant phonemes.

	Labial	Coronal	Dorsal	Guttural
Stop	p	t d	k g	q
Fricative	f	s		h
Nasal	m	n		
Liquid	w	l r	j	

- /f s h q/ become [v z ɦ ɣ] intervocally
- /r q/ become [s ɣ] word-finally
- /p t k q/ may be aspirated word-initially or in stressed syllables
- /m/ becomes [m̃] and nasalizes the previous vowel word-finally
- /t d/ become [ts dz] before /i/

	Front	Central	Back
High	i		u u
Mid	e ø		o
Low		a	

- /e ø o a/ can become [ɛ ɐ ɔ ɐ] in closed unstressed syllables
- /i/ becomes [ɪ] after /q/

Seoina also has a rich system of falling diphthongs including closing and centering diphthongs.

Nucleus		Offglide			
		j	w	ɥ	ə
Back	Front	ej		øɥ	iə
	Unrnd	aj	aw		uə
	Rnd		ow	oɥ	uə

2.2 Common Synchronic Processes

In stressed open syllables or when doubled, monophthongs /i e ø a u u o/ become diphthongs /iə ej øɥ aw uə uə ow/, resulting in productive stem changes when affixation results in moved stress.

3 Verbs

Seoina finite verbs inflect for past and non-past tense and agree with the number, person, and noun class of the nominative argument (see section 4.2 for more information on noun class agreement). Constructions with auxiliary verbs are used to mark modality, evidentiality, and voice.

The verb ending paradigm is shown below. An acute accent indicates that the ending attracts stress to the last syllable of the word.

	NON-PAST		PAST	
	SG	PL	SG	PL
1	-n	-m	´-n	´-m
2	-l	-m	´-l	´-m
3I	-s	-ia	-(r)ias	-ia
3II	-s-te	-te	-(r)ia-te	-i-te
3III	-si	-si	-(r)ia-si	-i-si
3IV	-s-ku	-ku	-(r)ia-ku	-i-ku
3V	-r-i	-i	-(r)ai	-ia
3VI	-r-u	-u	-(r)au	-eua

3.1 Tense

Seoina distinguishes between two tenses: past tense and non-past. The non-past is used for events that are currently occurring or will occur after the utterance time.

(1) **Hisira as teoi.**

hisi -ra a -s teoi
 child NOM eat 3SG.I.NPST fruit

“The child is eating some fruit.”

(2) **Kas fo ama ia haqiara alia ku minda?**

kas =fo ama ia hauqi-ra al -ia ku min-da
 when here 2PL CL guest NOM arrive 3PL.I.NPST CL city ABL

“When will your guests arrive from the city?”

The past tense is used for events that occurred before the time of utterance or states that held before the utterance time.

(3) **Hisira sousias lei tida.**

hisi -ra sos-ias lei tik -da
 child NOM fall 3SG.I.PST CL tree ABL

“The child fell from the tree.”

(4) **Nau lua alaum.**

na -u =lua al -m
 river DAT there arrive 1P.PST

“We arrived at the river.”

With null-copula sentences, there's no verb that can take the past-tense marking. To specifically mark past tense, speakers use temporal adverbs.

(5) **Teoira so s'ia hisi.**

teoi -ra so s=ia hisi
fruit NOM before with CL child

“The child had the fruit (before).”

3.2 Negation

Basic negation of a sentence is marked with the second-position clitic **meo**. Seoina shows negative concord, where the verb takes the suffix **-me** to mark negation elsewhere in the sentence, including negative quantifiers such as **fia** ‘none (cl. I)’ and negative adverbs such as **tomu** ‘never, not yet’. Multiple negative words can cooccur in one sentence.

(6) **So meo pemeirias peu a mos.**

so =meo pei -me -rias peu a mos
before NEG tend.to NEG 3SG.I.PST INF eat sausage

“He didn’t use to eat sausage.”

(7) **Fiara hisira fendames s’pi heusa.**

fia -ra hisi -ra fenda-me -s s=pi heusa
no.I NOM child NOM win NEG 3SG.I.NPST with CL game

“No child is winning the game.”

(8) **N’ili tomu lua istoura almia ku mini.**

n=ili =tomu =lua isto -ra al -me -ia ku min-i
1SG CL never there friend NOM arrive NEG 3PL.I.PST CL city DAT

“My friends never arrived in the city.”

(9) **Fiara tomu wakmeirias fte qa.**

fia -ra =tomu wak-me rias fte qa
no.I NOM never see NEG 3SG.I.PST no.II fork

“Nobody ever saw any forks.”

3.3 Infinitives

Infinitive verbs are uninflected and marked with one of the two particles **peu** or **na**. When the subject of an infinitive verb corefers with the subject of the matrix verb, the particle **peu** is used.

(10) **Salauda peu a fo uo teoi.**

saula-da peu a fo uo teoi
saula ABL INF eat this CL fruit

“Saula wants to eat this piece of fruit.”

(11) **So meo pemeirias peu a mos.**

so =meo pei -me -rias peu a mos
before NEG tend.to NEG 3SG.I.PST INF eat sausage

“He didn’t use to eat sausage.”

When the subject of an infinitive verb is not the same as the matrix verb, the particle **na** is used.

(12) **Elaura si torau n’es s’ili hauqi!**

ela -ra =si to -rau na=es sa=ili hauqi
wine NOM really PASS 3SG.VI.PST INF= drink with= CL guest

“All the wine really was drunk by the guests!”

(13) **Ama li skouria na wak ili sora?**

ama=li sko -ria na wak ili sora
2PL =Q help 3PL.I.PST INF see CL ring

“Did they help you find your rings?”

(14) **Hilouda na lesta.**

hialo -da na lesta
dumpling ABL INF eat

“The dumplings need (to be) eaten.”

There are several minimal pairs where the choice of infinitive marker selects whether the infinitive is controlled by the subject or object of the matrix verb.

(15) **Salaura lau melias s’ia isto peu aro.**

saula -ra =lau mel-ias s=ia isto peu aro
Saula NOM there ask 3SG.I.PST 3SG CL friend INF enter

“Saula asked her friend to come in.”

Context: “Saula wants to come in, so she asked her friend for permission.”

(16) **Salaura lau melias s’ia isto n’aro.**

saula -ra =lau mel-ias s=ia isto na aro
Saula NOM there ask 3SG.I.PST 3SG CL friend INF enter

“Saula asked her friend to come in.”

Context: “Saula wants her friend to enter the room, so she invited him in.”

3.4 Auxiliary Verbs

3.4.1 Tendency

Tendency or habits are marked with the verb **pei** ‘to tend to do, to have used to do, to usually do’.

(17) **So meo pemeirias peu a mos.**

so =meo pei -me -rias peu a mos
before NEG tend.to NEG 3SG.I.PST INF eat sausage
“He didn’t use to eat sausage.”

(18) **So peim peu kiapa ka n’ia toura touto.**

so pei -m peu kiapa ka n=ia tos -a
before tend.to 1SG.PST INF think CMP.NFCT 1SG CL teacher NOM
touto
speaker’s.uncle
“I used to think my teacher was my uncle.”

3.4.2 Passive Voice

The passive voice is marked with the auxiliary verb **to**, which selects the infinitive marker **na**. The agent may be optionally reintroduced as an object of the preposition **sa**.

(19) **Hosia ftireira ho hiloura toneua n’a.**

hosia ftiere-ra =ho hielo -ra to -eua na=a
all.v olive NOM and dumpling NOM PASS 3PL.VI.PST INF eat
“All the olives and dumplings were eaten.”

(20) **Elaura si torau n’es s’ili hauqi!**

ela -ra =si to -rau na=es sa=ili hauqi
wine NOM really PASS 3SG.VI.PST INF= drink with= CL guest
“All the wine really was drunk by the guests!”

4 Nouns

Seoina has a large open class of nouns, which contains people, places and things, but also properties, qualities, and some states. For quality words, there are often pairs such as **kala** ‘a happy person’ and **kalau** ‘happiness’, where one word is used primarily to refer to the quality itself and the other word is used both as a modifier and as a word to refer to things that possess that quality. Nouns mark four cases and belong to one of six noun classes. Number is not marked on noun phrases, but verbs agree with the number of their subject, suggesting that number is a property of noun phrases in Seoina.

4.1 Case

Seoina nouns decline for four cases: absolutive, nominative, dative, and ablative.

4.1.1 Absolutive

The absolutive is unmarked and is the citation form for nouns. It is used when mentioning things or answering questions with a bare noun phrase.

(21) **Keira soumai? Lei tig.**

keira som-ai lei tig
what.NOM fall 3SG.V CL tree

“What fell? (It was) the tree.”

It’s used for the direct object of a transitive verb.

(22) **Hisira as teoi.**

hisi -ra a -s teoi
child NOM eat 3SG.I.NPST fruit

“The child is eating some fruit.”

It’s used as the object of most prepositions.

(23) **Am s’te qa.**

a -m s=te qa
eat 1SG.NPST with CL fork

“I’m eating with the fork.”

(24) **Siara li kiapas ken auna d’oure?**

sia -ra =li kiap -as ken aun-a d=oure
3SG NOM Q think 3SG.I.NPST CMP.NFCT.1 1SG NOM in house

“Does she think I’m at home?”

Possession is marked using a ‘possessor CL possessee’ structure, where the classifier used is selected by the possessee.

(25) **Hisira ho s’ia istoura sadia sia lei teun.**

hisi -ra =ho s=ia isto -ra sad -ia sia lei teun
child NOM and 3SG.I CL friend NOM throw 3PL.I.NPST 3PL.I CL fish

“The child and his friends throw their fish.”

With the suffix **ki**, the absolutive makes a locational modifier.

(26) **Minki nou kala.**

min -ki nou kala
city.ABS KI person happy

“The people in the city are happy.”

Because the absolutive is the least marked noun form and has no overt marking, I will often leave it un glossed, unless it's important in the example sentence. It can generally be assumed that bare nouns are in the absolutive case.

4.1.2 Nominative

The nominative case is marked with the suffix **-(r)a**. It's used for the subject of intransitive verbs, the agent of intransitive verbs, and the subject of null-copula constructions.

(27) **Hisira as teoi.**

hisi -ra a -s teoi
 child NOM eat 3SG.I.NPST fruit
 "The child is eating some fruit."

(28) **Hisira sousias lei tida.**

hisi -ra sos-ias lei tik -da
 child NOM fall 3SG.I.PST CL tree ABL
 "The child fell from the tree."

(29) **S'ia istoura tos.**

s=ia isto -ra tos
 3SG.I CL friend NOM teacher
 "His friend is a teacher."

4.1.3 Dative

The dative case is marked with **-u** for nouns ending in back vowels and **-i** for nouns ending in front vowels. The dative case is used for the recipient or benefactor in ditransitive verbs, motion towards, and as an argument of certain emotional predicates.

(30) **Deon teun amau.**

deo -n teun ama-u
 give 1SG.PST fish 2PL DAT
 "I gave you some fish."

(31) **Aleksia toniate na deo qanoula heaura.**

Aleksi-i ton -iate na deo qano-a heia -ra
 Alex DAT PASS 3SG.II.PST INF give oak NOM table NOM
 "Alex was given an oaken table."

(32) **Nau lua alaum.**

na -u =lua al -m
 river DAT there arrive 1P.PST
 "We arrived at the river."

Seoina has no verb equivalent to ‘to have.’ Instead, the dative case is used as the subject of a null-copula construction. With **-ki**, the dative forms a modifier denoting possession of something.

(33) **Kalau hisia isto.**

kala -u hisi -i isto
happy DAT child DAT friend
“The happy child has friends.”

(34) **Waun qauki tam.**

wak-n qa -u -ki tam
see 1SG.PST fork DAT KI man
“I saw a man with a fork.”

4.1.4 Ablative

The ablative case is marked with the suffix **-da**. It is used to mark motion away from or out of, lack or avoidance of something, and as an argument of certain largely negative emotional predicates.

(35) **Soun lei tida.**

sos-n lei tik -da
fall 1SG.PST CL tree ABL
“I fell out of the tree.”

With **-ki**, the ablative makes a modifier showing lack of something.

(36) **Amra istaki hisi!**

ama-ra is -da -ki hisi
2PL NOM idea ABL KI child
“You are clueless children!”

Seoina does not have a word for ‘to want,’ and instead uses another null copula construction with the subject in the ablative and the object in the absolutive. To express that someone wants to perform an action, you can use an ablative subject with an infinitive.

(37) **Adauki hisida teoi.**

ada -u -ki hisi -da teoi
hunger DAT KI child ABL fruit
“The hungry child wants fruit.”

(38) **Saula peu a fo uo teoi.**

saula-da peu a fo uo teoi
saula ABL INF eat this CL fruit
“Saula wants to each this piece of fruit.”

4.2 Noun Class

Seoina nouns all belong to one of six noun classes. Four of the classes are largely semantically motivated, although there are some exceptions. The remaining two are phonologically determined residue classes. Verbs agree with the noun class of their subject and certain modifiers agree with the noun class of their complement. The noun class of a referent also determines which pronoun is used to refer to it. Although there is some correlation between which classifier a noun selects and its class (at least for the four semantically motivated classes), noun class and classifier systems work independently. In the lexicon, a particular noun's class and most common classifier are specified separately.

- Class **I**: Broadly animate, including people, pets and livestock, some food items (especially ones which are edible without being processed, such as fruit)
- Class **II**: Tools, vehicles, furniture, things built by humans generally with multiple joined parts
- Class **III**: Bright things, things in the sky, water, also used for sentential subjects or as a pronoun to refer to propositions
- Class **IV**: Locations, places, cities, rooms
- Class **V**: Residue class for all other nouns where the last vowel in the noun stem is one of /e i ø/
- Class **VI**: Residue class for all other nouns where the last vowel in the noun stem is one of /a u o u/

Verbs agree with the noun class of their subject and the quantifiers **fia** 'none' and **hosia** 'all' agree with their complement. If two nouns of the same class are conjoined, then agreement is with that class.

(39) **Hisira ho s'ia istoura alia peu fenda teuani.**

hisi -ra =ho s=ia isto -ra al -ia peu fenda teu-i
child NOM and 3SG CL friend NOM arrive 3PL.I INF win fish DIM

"The child and her friend managed to win the little fish."

(40) **Fiara tomu wakmeirias fte qa.**

fia -ra =tomu wak-me rias fte qa
no.I NOM never see NEG 3SG.I.PST no.II fork

"Nobody ever saw any forks."

When two nouns of different classes are conjoined, it is less straightforward. When the subject is a conjunct of nouns in different classes, the verb can never agree with any of the semantically motivated cases. It agrees with whichever of the residue classes **V** or **VI** is specified by the last vowel of the closest conjunct. This means that sometimes changing the order of two conjoined noun phrases can change the verb agreement.

- (41) a. **Qaura ho teoira sousia te heuda.**
 qa -ra =ho teoi -ra sos-ia te heia -da
 fork NOM and fruit NOM fall 3PL.V.PST CL table ABL
 “The fork and the fruit fell off the table.”
- b. **Teoira ho qaura souseua te heuda.**
 teoi -ra =ho qa -ra sos-eua te heia -da
 fruit NOM and fork NOM fall 3PL.VI.PST CL table ABL
 “The fruit and the fork fell off the table.”

When nouns of different classes are conjoined, the quantifier also agrees with the residue class **V** or **VI** of the closest conjunct. However, since quantifiers come before the noun phrase, this means they agree with the *first* conjoined noun rather than the last. This results in sentences where the quantifier and verb mark agreement with different noun classes, in spite of agreeing with the same conjunction structure.

- (42) **Hosia ftireira ho hiloura toneua n’a.**
 hosia ftiere-ra =ho hielo -ra ton -eua na=a
 all.v olive NOM and dumpling NOM PASS 3PL.VI.PST INF eat
 “All the olives and dumplings were eaten.”

4.3 Classifiers

Noun classifiers accompany nouns in Seoina in a number of constructions, often but not always marking individuation or picking out specific referents. Some classifiers refer to specific quantities or measurements, but many classifiers are specified lexically or by some salient characteristic of the noun they appear with. Here is a list of several common classifiers in Seoina.

- **ia**: classifier for people, unit of measurement approximately equal to a person’s height (~175 cm)
- **uo**: classifier for roundish things, commonly used as a default classifier for objects
- **te**: classifier for tools and furniture, commonly used with class **II** nouns
- **lei**: classifier for long things, trees, some cold-blooded animals such as fish and snakes
- **po**: classifier for warm-blooded animals
- **ku**: classifier for locations, commonly used with class **IV** nouns
- **sek**: classifier for individual grains, seeds, bits of sand
- **pi**: classifier for an event, a time, an occurrence
- **ka**: classifier for periods of rest

- **oi**: classifier for parts of a whole, segments, items in a list, unit of length measurement equal to a single finger joint (1~2 cm)
- **reo**: classifier for meals
- **loi**: classifier for pairs of things or things that come in two parts, especially if symmetrical
- **eol**: classifier for flat, flexible things such as leaves or pieces of paper
- **ira**: classifier for branching things such as feathers or palm fronds
- **ili**: classifier for undistinguished masses or plural nouns, *never* used with numerals
- **pei**: classifier for cups or beverages, a unit of measurement equal to a traditional Seoina teacup (~100 mL)
- **dai**: classifier for a group of ten of something

Classifiers appear linking nouns with numbers, demonstratives, and possessors. With numbers, the plural classifier **ili** is never used.

(43) **Alia id ia istoura haqiara.**

al -ia id ia isto-ra hauqi-ra
arrive 3PL.I.PST one CL friend NOM guest NOM

“Two friendly guests arrived.”

(44) **Saula peu a fo uo teoi.**

saula-da peu a fo uo teoi
saula ABL INF eat this CL fruit

“Saula wants to eat this piece of fruit.”

(45) **Hisira ho s’ia istoura sadia sia lei teun.**

hisi -ra =ho s=ia isto -ra sad -ia sia lei teun
child NOM and 3SG.I CL friend NOM throw 3PL.I.NPST 3PL.I CL fish

“The child and his friends throw their fish.”

Definite nouns in non-subject positions take classifiers, but bare nouns in pre-verbal subject position can be interpreted as definite.

(46) a. **Hisira sousias lei tida.**

hisi -ra sos-ias lei tik -da
child NOM fall 3SG.I.PST CL tree ABL

“The child fell from the tree.”

b. **Hisira sousias tida.**

hisi -ra sos-ias tik -da
child NOM fall 3SG.I.PST tree ABL

“The child fell from a tree.”

c. **Lei tida sousias hisira**

lei tik -da sos-ias hisi -ra
CL tree ABL fall 3SG.I.PST child NOM

“A child fell from the tree.”

Repeating a classifier gives the sense of ‘*every piece of, every bit of*’.

(47) **Loimaura mias sek sek askoe.**

loima -ra m -ias sek~sek askoe
Loima NOM eat 3SG.I.PST CL RDP couscous

“Loima ate every grain of couscous.”

4.4 Adjectives

Seoina does not have a distinct adjective class, but freely uses nouns attributively. Certain nouns that refer to individuals in certain states or things with certain properties are more likely to be used attributively, but there is no clear distinguishing factor. For example, **kala** can mean either ‘*happy*’ or ‘*a happy person*.’

(48) **Loimaura han kala.**

loima -ra han kala
Loima NOM very happy

“Loima is very happy.”

Or: “Loima is a very happy person.”

Or: “Loima is very much a happy person.”

(49) **Kalau hisia isto.**

kala -u hisi -i isto
happy DAT child DAT friend

“The happy child has friends.”

(50) **Leora tos.**

leo -ra tos
sun NOM clear

“The sun is shining.”

(51) **Tosa leora siftisi deo ku min.**

tos -a leo-ra sifti-si deo ku min
clear NOM fall 3SG.III.NPST sun NOM in CL city

“The bright sun is falling on the city.”

Or: “The sun shines bright on the city.”

Words used as adjectives can undergo left-branch extraction and can split from the noun they modify by second-position clitics.

(52) **Istoura fo alia haqiara.**

isto -ra =fo al -ia hauqi-ra
 friendly -NOM here arrive 3PL.I.PST guest NOM
 “Some friendly guests arrived.”

4.5 Diminutives

Diminutives are formed with the suffix **-i**. Some speakers also front the last vowel of the word. Diminutives stress the small size, cuteness, or youth of the noun.

(53) **Wam po del.**

wak-m po del
 see 1SG.NPST CL mouse
 “I see the mouse.”

(54) **Wam po deili.**

wak-m po del -i
 see 1SG.NPST CL mouse DIM
 “I see the little mouse.”
 Or: “I see the baby mouse.”

4.6 Pronouns

Seoina pronouns mark person, number and case as well as noun class for third-person referents. All people are referred to with the the class **I** pronouns. Classes **II-IV** do not have plural pronouns. Inanimate plural nouns are referred to with the class **V** pronouns if they end in a front vowel and class **VI** pronouns if the end in a back vowel. Since class **IV** nouns are mostly locations, they are often referred to using locative clitics **fo** and **lua** instead of object pronouns. The third-person plural absolutive and nominative forms are merged.

Full pronouns may be used when stressed, as subjects of null-copula constructions, in isolation (such as when answering questions), or when a clitic pronoun is blocked from appearing. Clitic pronouns appear as second-position clitics and can represent direct or indirect objects.

	Singular		Plural	
	Full	Clitic	Full	Clitic
1	aun	na	auma	ma
2	lai	la	ama	ma
3I	sia	si	iara	ra
3II	te	te		
3III	si	si		
3IV	ku	ku		
3V	hia	hi	iara	ra
3VI	heua	heu	euara	ra

The first-person pronominal clitics cannot follow the third-person clitics. For sentences with first-person direct objects and third-person indirect objects there are two repair strategies: to use a stressed pronoun instead of a clitic pronoun or to replace the third-person indirect object with the locative clitic **lua**.

- (55) a. **Maksiara na ra sadias.**
 Maksi-ra =na =ra sad -ias
 Maksi NOM 1SG 3PL throw 3SG.I.PST
 “Maksi suggested them to me.”
- b. ***Maksiara ra na sadias.**
 Maksi-ra =ra =na sad -ias
 Maksi NOM 3PL 1SG throw 3SG.I.PST
 Intended: “Maksi suggested me to them.”
- c. **Maksiara ra sadias aun.**
 Maksi-ra =ra sad -ias aun
 Maksi NOM 3PL throw 3SG.I.PST 1SG.ABS
 “Maksi suggested me to them.”
- d. **Maksiara lua’n sadias.**
 Maksi-ra =lua =na sad -ias
 Maksi NOM there 1SG throw 3SG.PST
 “Maksi suggested me to them.”

Some speakers also disallow first-person clitics following full third-person pronouns.

- (56) a. **Maksiara na ra sadias.**
 Maksi-ra =na =ra sad -ias
 Maksi NOM 1SG 3PL throw 3SG.I.PST
 “Maksi suggested them to me.”
- b. ?**Iara na ra sadias.**
 iara =na =ra sad -ias
 3SG.I.NOM 1SG 3PL throw 3SG.I.PST
 “She suggested them to me.”
- c. **Iara ra sadias aunu.**
 iara =ra sad -ias aun-u
 3SG.I.NOM 3PL throw 3SG.I.PST 1SG DAT
 “She suggested them to me.”

4.7 Complement Clauses

When a verb takes a proposition as an argument, that is expressed using a complement clause, introduced with a complementizer. There are six complementizers, selected by the person of the

subject and whether or not the complement is factive.

Person	Factive	Non-factive
1	an	ken
2	al	kel
3	as	ka

Factive complementizers are used when the speaker presupposes that the proposition expressed in the complement clause is true.

(57) **Aunu is aq tiqa soumai.**

aunu is as tiq -a som-ai
 1SG.DAT knowledge CMP.FCT tree NOM fall 3SG.V.PST

“I know that the tree fell.”

(58) **Auna tos fia as lua Maksi alias d’oure.**

aun-a tos fia as =lua Maksi al -ias d=oure
 1SG NOM clear lung CMP.FCT there Maksi arrive 3SG.I.PST in house

“I’m happy that Maksi made it home.”

Non-factive complementizers are used when the speaker does not presuppose that it is true.

(59) **Siara li kiapas ken auna d’oure?**

sia -ra =li kiap -as ken aun-a d=oure
 3SG NOM Q think 3SG.I.NPST CMP.NFCT.1 1SG NOM in house

“Does she think I’m at home?”

(60) **So peim peu kiapa ka n’ia toura touto.**

so pei -m peu kiapa ka n=ia tos -a
 before tend.to 1SG.PST INF think CMP.NFCT 1SG CL teacher NOM

touto
 speaker’s.uncle

“I used to think my teacher was my uncle.”

Some verbs may take factive or non-factive complementizers depending on the context surrounding their complement.

(61) Context: “I came and found you on the docks. We both know you were there. Later you ask me how I knew you would be on the docks.”

Salaura na gokias al lua laira d’emot.

Saula-ra =na gok-ias al =lua lai -ra d=emot
 Saula NOM 1SG tell 3SG.I.PST CMP.FCT.2 there 2SG NOM in patience

“Saula told me you were waiting there.”

- (62) Context: “I went looking for you at the docks, but I couldn’t find you, so I don’t know if you were really there or not. You ask me why I thought you might be at the docks.”

Salaura na gokias kel lua laira d'emot.

Saula-ra =na gok-ias kel =lua lai -ra d=emot
Saula NOM 1SG tell 3SG.I.PST CMP.NFCT.2 there 2SG NOM in patience

“Saula told me you were waiting there.”

5 Lexicon

5.1 Kinship Terms

Most Seoina kinship terms consist of two parts: one part indicating the section of the family that a relation belongs to and another part indicating their relative age and gender. Seoina divide the extended family into family groups called **lar**. One **lar** is generally a nuclear family: your mother’s sister’s family is your **folar**, your mother’s brother’s family is your **naular**, your father’s sister’s family is your **lenlar**, your father’s brother’s family is your **telar**, your sister’s family is your **silar** and your brother’s family is your **dolar**. Two exceptional **lar** are your **salar** and your **tilar**, which are your maternal grandparents and their siblings, and your paternal grandparents and their siblings, respectively.

The prefix denoting the family member’s **lar** comes before one of several words for relations, including **do** for brothers and male cousins, **si** for sisters and female cousins, **to** for uncles and great-uncles, **mei** for aunts and great-aunts, **na** for mothers and grandmothers, and **ta** for fathers and grandfathers. Family members are addressed by reduplicating the relationship word without the **lar** prefix. For example, your mother’s aunt is your **samei** and your father’s sister is your **lenmei** but you’d address both as **meimei**. These reduplicated forms can sometimes be used in conversatio to refer to the speaker’s relations.

5.2 Sound Symbolism in Movement Predicates

Seoina has a series of movement predicates that show sound symbolism describing the thing moving, the path, and the type of motion. Especially during storytelling, speakers may coin new motion predicates freely, broadly adhering to the following rules:

- Initial /s/ marks free motion such as falling or being thrown, for example **sos** ‘to fall past or through an obstruction’ or **som** ‘to fall and hit something, to thud’
- Initial /j/ marks movement by foot such as **yeira** ‘to walk’ or **yayeoi** ‘to wander back and forth’
- The sound /f/ and the cluster /ft/ are associated with flight, for example **ftirere** ‘to fly away suddenly’ or **ftifteoi** ‘to flit back and forth’
- Syllable-final /s/ marks movement through an obstruction or brushing against something, for example **sos** ‘to fall past or through an obstruction’

- Word-final /m/ or /g/ mark an abrupt end to the movement or a loud, dull noise made by the object hitting something, for example **som** ‘to fall and hit something, to thud’
- Front unrounded vowels tend to correlate with smaller moving objects and back rounded objects tend to correlate with larger moving objects
- The sound /l/ is associated with slow movement, movement through water, or in storytelling with a ‘sense of time slowing down,’ for example **salom** ‘to fall slowly and thud against something’
- Reduplication, especially with ABB forms, can indicate speed or suddenness, such as **firere** ‘to fly away suddenly’ or **keusoso** ‘to crash through something’
- The template CaCeoi, with repeating consonants or clusters suggests a zigzagging motion, such as **fifteoi** ‘to flit back and forth’ or **yayeoi** ‘to wander back and forth’

5.3 Wordlist

A

ada (VI, uo) *n.* hunger, an appetite

al *vb.* to arrive, to get somewhere, to be capable of doing something

ama *prn.* second person plural pronoun, you, y’all

askoe (V, ili/sek) *n.* a grain dish consisting of small round bits of pasta, similar to pearl couscous

D

deo *prep.* in, on, at, into, onto

del (I, po) *n.* a mouse, something evasive, something nimble

diaqeo, diqeoira (I, uo) *n.* a pomegranate, a difficult problem, a complicated solution, use **sek diaqeo** for an individual pomegranate pip

doe *vb.* to give

E

ela, elaura (VI, ili) *n.* some wine, an alcoholic drink

elauki (I, ia) *n.* a drunk person, a tipsy person

emot (VI, uo) *n.* some patience, some waiting

es *vb.* to drink, to relax

F

f- *part.* none, not any, no (declines for noun class)

fai, faira (V, uo) *n.* a lung, some lungs, an emotion, a feeling

haluaki fai (V, uo) *n.* a stressed person, a worried person (*lit.* ‘heavy lung’)
mani fai (V, uo) *n.* a sad person, a melancholy person (*lit.* ‘thick lung’)
ron fai (V, uo) *n.* a relaxed person (*lit.* ‘slow lung’)
tos fai (V, uo) *n.* a happy person, a joyous person (*lit.* ‘clear lung’)
fenda *vb.* to win, to succeed, to get a reward
fo *part.* here, local visible deictic *second position clitic*
ftiere, ftireira (V, uo) *n.* an olive, something made with olives

G

go, gokia *vb.* to say, to tell, to inform (often used with expletive **fo** or **lua**)

H

hau, haula (VI, uo) *n.* a weight, a difficulty
haluaki (V, uo) *n.* something heavy, something difficult
hauqi, haqiara (I, ia) *n.* a guest, an invited one, a welcome one
heia, heaura (II, te) *n.* a table
heusa, heusaura (VI, pi) *n.* a game, a contest, an informal thing, a fun thing
hialo, hiloura (VI, uo) *n.* a starchy unfilled dumpling, similar to gnocchi or spätzle
hisi (I, ia) *n.* a child (old enough to speak), a small one
ho *part.* and (nominal conjunction)
hos *part.* all (declines for noun class)

I

ia *cl.* classifier for people
ili *cl.* classifier for mass nouns or plurals of count nouns
is (V, uo) *n.* an idea, a clue, some knowledge, some information
isto, istoura (I, ia) *n.* a friend, a friendly person, a kind and known person

K

kala (I, ia) *n.* a happy person, a fortunate person
kalau (VI, uo) *n.* happiness, fortune
kas *prn.* when, at what time, *abl.* since when, from when on, *dat.* to when, until when
kel, keira *prn.* what, which
ki *part.* three (numeral)
kiap *vb.* to think, to believe
ku *cl.* classifier for places, locations, spaces, settlements

L

lei *cl.* classifier for long or tall things

lesta *vb.* to cook, especially by steaming, blanching, or boiling, to support someone, to run a household

leye, leira (I, ia) *n.* a self, someone's self, someone's identity

lua *part.* there, distal non-visible deictic *second-position clitic*

M

a, mia *vb.* to eat, to consume

min (IV, ku) *n.* a city, a settlement

meo *part.* no, not (second position clitic)

mos, mora (VI, lei) *n.* a sausage, a sausage link

N

na *part.* infinitive particle marking mismatch between agent of matrix clause and the agent of the infinitive (see section 3.3)

nou (I, ia) *n.* a person, a human, something human

O

oure (IV, ku) *n.* a house, an inhabited building, **(IV, uo)** a home, a place of comfort

P

pei *vb.* to tend to do something, to usually do something

peu *part.* marks the infinitive form of a verb (see section 3.3)

Q

qa (II, te) *n.* a fork, a branching thing, a forking thing, something stuck in something else

qano, qanoula (VI, lei) *n.* an oak tree, something made of oak

qanouda (IV, ku) *n.* an oak pasture used agriculturally, *una dehesa*

S

sa *prep.* with a tool, with a person, in a group of people or tribe

sad *vb.* to throw something, to suggest an idea

si *prn.* third-person singular class I pronoun, he, she

si *part.* really, in fact, for sure, emphatic positive (second position clitic)
so *adv.* before, already, earlier
som *vb.* to fall and hit something, to fall (of large objects), to thud
sos, sousia *vb.* to fall, especially through or past something that lightly resists

T

tam (I, ia) *n.* a man, a male one
te *cl.* classifier for tools, furniture, vehicles, residue classifier for class II
teoi (I, uo) *n.* a piece of fruit, some fruit
teun, teuara (I, lei) *n.* a fish, a cold-blooded thing, a cold-blooded person (idiomatic)
tia *vb.* to add, to embellish, to help, to positively improve, (prefix) step- (in kinship terms)
tig, tiqa (V, lei) *n.* a tree, a pole, a pillar
tomu *part.* never, not ever (second position clitic)
to, ton, tonia *vb.* auxiliary marking the passive voice
tos, toura (I, ia) *n.* teacher, instructor, mentor
tos, touse (VI, uo) *n.* something clear, something bright, something flowing, something easy

U

uo *cl.* classifier for round things, residue classifier for inanimates

W

wak, wan, wakia *vb.* to see something, to acknowledge someone, to find something