The handle http://hdl.handle.net/1887/20681 holds various files of this Leiden University dissertation.

**Author:** Orkaydo, Ongaye Oda  
**Title:** A grammar of Konso  
**Issue Date:** 2013-03-28
13. Ideophones and interjections

This chapter describes the phonological and morphological characteristics as well as the metaphoric use of ideophones. It also presents the description and classification of interjections. Finally, it presents a brief description of greetings and leave-taking expressions.

13.1. Ideophones

All ideophones have closed syllables. Only short vowels occur in ideophones. Moreover, except for one instance (čumaʃ), all disyllabic ideophones have the same vowel in both syllables. In utterances, ideophones require the verb root kiɗ- ‘say’ to which inflectional as well as derivational suffixes are attached. For example, some ideophones occur only with the verb stem kiʔʃ- ‘cause to say’ < kiɗ-ʃ- say-DCAUS- > (see sentential examples in (5)). Ideophones denote a verbal action as well as the manner in which the action is done. In the following sub-sections, I present the phonological templates of ideophones, reduplication in ideophones, verbal and nominal derivations in ideophones and the metaphoric use of ideophones.

13.1.1. Phonological templates

Konso ideophones fall into CVC or CVCVC templates. The ideophones in (1) have a CVC template. Note that the lexical meanings of some ideophones appear similar but that in use there is subtle differences that distinguish their meanings.

(1) pas ‘to detach, break away; scatter’
pos ‘to break into two pieces; emit light suddenly’
op ‘to break (e.g. head, calabash with water)’
pap ‘to hit with a flat thing’
piw ‘to disappear’
pup ‘to blow’
pad ‘to hit slightly’
pat ‘to crash’
paf ‘to break (e.g. calabash); bite into fatty meat’
ped ‘to hit slightly’
ped ‘to explode’
paw ‘to fire a gun’
niɓ ‘to hit heavily’
niƙ ‘to choke’
maʃ ‘to bite or smash a fatty thing’
moʃ ‘to bite or smash a fatty thing’
maʃ ‘to step heavily on something’
moχ ‘to give a knock on the head’
| miʃ     | ‘to urinate little due to fear, etc.’         |
| moʃ     | ‘to knock on the head with the hand’         |
| faʃ     | ‘to splash’                                   |
| ful     | ‘to run away suddenly from a hideout’        |
| fuɗ     | ‘to swell lightly’                            |
| jaɓ     | ‘to kiss’                                     |
| jim     | ‘to stand firmly’                             |
| firi    | ‘to get out, shoot fast (e.g. snake, spear)’  |
| jir     | ‘to slide’                                    |
| ful     | ‘to give sharp smoke; have a sharp cough’     |
| kir     | ‘to shock; shiver’                            |
| kaʃ     | ‘to have a feeling of sudden fear’            |
| koʃ     | ‘to drop or step into dry fallen leaves’      |
| kaɓ     | ‘to bite little; cut little’                   |
| kiw     | ‘to be stunned’                               |
| hin     | ‘to buzz’                                     |
| lus     | ‘to insert easily; enter quickly’             |
| las     | ‘to insert easily’                            |
| liɓ     | ‘to extinguish’                               |
| ɓaɓ     | ‘to kick’                                     |
| ɓir     | ‘to become erect (e.g. penis); protrude from overeating (of the belly)’ |
| ɓar     | ‘to break a piece of cloth at once’           |
| tul     | ‘to fire a gun’                               |
| til     | ‘to hit with a fist’                          |
| tiw     | ‘to hit with a fist; fire a gun’              |
| toʃ     | ‘to drip’                                     |
| tuʃ     | ‘to pour fluid’                               |
| tiw     | ‘to gunshot; drop something heavy’            |
| cɓaw    | ‘to hit with something hard’                  |
| cʔen    | ‘to be naughty’                               |
| waχ     | ‘to hit something dry with a stick or piece of stone’ |
| wad     | ‘to hit something’                            |
| waɓ     | ‘to hit with stone or a small stick’          |
| wah     | ‘to slap’                                     |
| war     | ‘to slap’                                     |
| waɗ     | ‘to hit with a thin stick’                    |
| waŋ     | ‘to open wide (e.g. legs)’                    |
| was     | ‘to open eyes widely and suddenly’            |
| daɓ     | ‘to cut/break into two pieces’                |
| ɗuɓ     | ‘to lash’                                     |
| ɗuʃ     | ‘to shrink slowly’                            |
| diʃ     | ‘to give a mild but quick pain’               |
| daʃ     | ‘to give a mild but quick pain’               |
| daʔ     | ‘to shoot with a stone; hit with stick’       |
The following ideophones have the CVCVC template.

(2) kalaw  ‘to roll over’
kafar  ‘to bite little’
kiliw  ‘to roll over’
koʃor  ‘to clink’
koʃoɓ  ‘to hop’
makal  ‘to slip through hand’
micfr  ‘to be difficult to catch’
mucaɾ  ‘to be difficult to crush with the teeth’
meɗek  ‘to become weak after being stiff’
moŋoɗ  ‘to become lame’
ʃiɔɾ  ‘to change position swiftly’
ʃipir  ‘to twist; wind quickly’
ʃakar  ‘to jump/run lightly’
piʃiʃ  ‘to clink’
pilif  ‘to flash light’
pikir  ‘to faint and drop on the ground’
ʃiʌlaw  ‘to become pale’
ʃiʌmɑʃ  ‘to become crooked’
ʃapacʃ  ‘to splash’
ʃopocʃ  ‘to dip into water’
ʃocʃor  ‘to kick on the buttocks’
ʃucʃur  ‘to pull out tooth, piece of rock’
ʃutucʃ  ‘to overflow’
ʃutuk  ‘to suddenly run out in an ambush’
ʃakar  ‘to scratch with claws; shallow bite by animals’
tukur  ‘to snatch; take with force’
hapar  ‘to jump into a conversation’

A prolonged act of the ideophones with the CVC template is expressed by prolonging the articulation of the final consonant of the ideophone. The final consonants are continuants. Examples:

(3) hurrr  ‘to make a continuous sound (e.g. by a thrown stone)’
ʃorrr  ‘to flow (pour) uninterruptedly’
ʃuʃʃʃʃ  ‘to shrink slowly’
luʃʃʃ  ‘to get inserted steadily’
ʃuʃʃ  ‘to blow sharp smoke continuously’
ʃiʃiʃ  ‘to buzz around’

There are also ideophones with CV₁CV₂CV₃V₁CV₂CV₃… template. These ideophones show motion of many people or things. Also, sometimes the flow of floods is expressed with these ideophones.
250

(4)  
\begin{align*}
\text{muɗɗuɗɗuɗɗ} & \quad \text{‘to rush or gash’} \\
\text{tิติติต} & \quad \text{‘to rush’} \\
\chi \text{ɗɗиɗɗиɗɗиɗɗ} & \quad \text{‘to rush; thunder’} \\
\text{tuttuttutt} & \quad \text{‘to rush’} \\
\text{puppuppupp} & \quad \text{‘to rush; strom’}
\end{align*}

13.1.2. Reduplication in ideophones

The ideophones we have seen in (1) and (2) show two types of reduplication: full and partial. Reduplication in ideophones expresses the intensity or repetition of the action expressed.

Both the CVC (5a-b) and CVCVC (5c-d) templates may show full reduplication.

(5a)  
\begin{align*}
\text{moχ moχ kiʔʃi} & \\
\text{moχ moχ kid-f-i} & \\
\text{IDEO IDEO say-DACUS-IMP.SG} & \\
\text{‘Knock on it a couple of times!’}
\end{align*}

(5b)  
\begin{align*}
\text{timpaasinit tiw tiwee kiʔni} & \\
\text{timpaasiniʔ tiw tiw=i kid-ni} & \\
\text{drum-DEF.P IDEO IDEO=3 say-IPF.PRES} & \\
\text{‘The drum is being beaten.’}
\end{align*}

(5c)  
\begin{align*}
\text{ʃalootaasik kalaw kalaw kiʔʃi} & \\
\text{ʃaloota-asíʔ kalaw kalaw kid-f-i} & \\
\text{thread-DEM.M/F IDEO IDEO say-DCAUS-IMP.SG} & \\
\text{‘Roll this thread!’}
\end{align*}

The following ideophone occurs only in the reduplicated form:

(6)  
\begin{align*}
\text{kuʃ kuʃ} & \quad \text{‘to murmur’}
\end{align*}

Partial reduplication is found only in disyllabic ideophones. There are two interesting aspects of partial reduplication in disyllabic ideophones: first, the part of the ideophone that is reduplicated and, second, the direction of reduplication. In disyllabic ideophones, it is the CVC syllable of the CVCVC that is reduplicated, and the direction of reduplication is rightwards. This rightward reduplication is in opposition to the reduplication pattern in verbs (6.1.5) and adjectives (7.2). Below are demonstrative examples:
Dhoorre and Tosco (1998:127) have also reported the rightward reduplication of the CV part of the second syllable in Somali ideophones.

Disyllabic ideophones make semantic distinctions when they are derived or underived. These are shown below:

- Simple (underived) disyllabic ideophones indicate a single (punctual) action (8a);
- Full reduplication of disyllabic ideophones indicates that the action is done randomly or at a longer duration due to the size (big) or weight (heavy) of an object (8b);
- Partial reduplication in disyllabic ideophones indicates that the action is done very quickly. It shows a sense of urgency or small size or light weight (8c).

\[(8a)\quad \text{kala} \text{law} \quad \text{IDEO} \quad \text{‘Roll over’}\]

\[(8b)\quad \text{kala} \text{law} \quad \text{kala} \text{law} \quad \text{IDEO} \quad \text{IDEO} \quad \text{‘roll over and over’}\]

\[(8c)\quad \text{kala} \text{law-law} \quad \text{IDEO-RDP} \quad \text{‘roll over and over very quickly’}\]

The following ideophone makes four semantic distinctions on the basis of reduplication and gemination.

\[(9)\quad \text{pi} \text{li} \text{f} \quad \text{‘a spark of light (e.g. lightning, gunfire)’}\]

\[\text{pi} \text{li} \text{f} \quad \text{pi} \text{li} \text{f} \quad \text{‘a few sparks of light or at some intervals’}\]

\[\text{pi} \text{li} \text{fi} \text{f} \quad \text{‘sparks of light at a fast rate’}\]

\[\text{pi} \text{li} \text{fi} \quad \text{‘a spark of light for a brief duration’}\]
13.1.3. Verbal derivation in ideophones

Some ideophones can be transitivised by adding the causative suffix -ʃ. The addition of the causative suffix geminates the final consonant of the ideophone. The following are illustrative examples:

(10) tiwwiʃ ‘to drop something heavy; fire a gun’
    niɓɓiʃ ‘to hit drop something heavy’
    niʛʛiʃ ‘to hit very hard’
    wahhiʃ ‘to slap’
    waʄʄiʃ ‘to hit with a small stick’
    ɓaɓɓiʃ ‘to hit heavily’
    fulliʃ ‘to make leave a hideout’

Ideophones can also be transitivised by adding the causative suffix to the accompanying verb kid- ‘say’. This is exemplified in (11).

(11a) tiw kiʔʃi
     tiw  kidʃ-i
     IDEO  say-DCAUS-IMP.SG
     ‘Drop it (on the group)!’
     ‘(You (SG)) Shoot it!’
     tiw ‘to drop something heavy; gunshot’

(11b) kalaw kiʔʃi
     kalaw  kidʃ-i
     IDEO  say-DCAUS-IMP.SG
     ‘(You (SG)) Make it roll!’
     kalaw ‘to roll over’

The verb root kid- ‘to say’ may occur with more than one derivational suffix. For instance, in the following example, it occurs with the causative and the middle suffixes.

(12a) tul kiʔsadu
     tul  kidʃ-ad-u
     IDEO  say-DCAUS-MID-IMP.SG
     ‘(You (SG)) Smoke it for yourself!’
     tul ‘to fire a gun’

13.1.4. Nominal derivation in ideophones

Nominals may be derived from ideophones. For disyllabic ideophones, the nominal derivation involves the reduplication of the CVC before adding a nominal suffix. The nominal suffixes are -a (M/F) and -aa(P). The following are illustrative examples.
(13) tof'aa  ‘water droplets’  < tof  ‘to drip’
ʃakarkara ‘careless person’  < ʃakar ‘to carelessly do’
hapusara ‘care free’  < hapar ‘to be care free’
miçîrçîra ‘one with < miçîr ‘to be unpredictable’
unpredictable personality’

13.1.5. Metaphoric use of ideophones

Some ideophones are also used metaphorically in Konso. Below, I give some illustrative examples:

(14a) inantaasiw waa a ʃakkaaʄ ʄuɗaa ʄumaʄ kiʔni
  inanta-asiʔ waa a ʃakk-aaʔ ʄuɗaa=i ʄumaʄ kiɗ-ni
  girl-DEM.M/F thing REL be.small-P on=3 IDEO say-IPF.PRES
  ‘The girl gets angry with anything small.’
  ʄumaʄ  ‘to crook’

(14b) çimaytasik kalawee kiday
  çimayta-siʔ kalaw=i kid-ay
  old.man-DEF.M/F IDEO=3 say-PF
  ‘The old man died suddenly.’
  kalaw  ‘to roll over’

(14c) çimaytasit torraasinee a feyyaaʔe ʃipir kiʔʃay
  çimayta-siʔ torraa-sine a feyyaa-ʔ=i ʃipir kiɗ-ʃ-ay
  old.man-DEF.M/F discussion-DEF.P REL well-DAT=3 IDEO say-DCAUS-PF
  ‘The old man spoiled a healthy discussion.’
  ʃipir  ‘to twist quickly’

(14d) waasiniʔ ñipoʃ kiʔʃay
  waas-siʔ ñ=ipoʃ kid-ʃ-ay
  thing-DEF.P 3=IDEO say-DCAUS-PF
  ‘He disclosed the secret.’
  ñipoʃ  ‘to break’

(14e) sereeartaa kamman ʃr kiʔni
  sereeruta-a kamma-n ʃr kid-ni
  diarrhoea behind-PATH IDEO say-IPF.PRES
  ‘He is having explosive diarrhoea.’
  ʃr  ‘to get out fast’
13.2. **Interjections**

Following Ameka (1992), I classify Konso interjections into three: expressive interjections, conative interjections and phatic interjections.

13.2.1. **Expressive interjections**

Expressive interjections express the speaker’s emotions or sensations at the time of utterance. Below, I provide translations and, where possible, the contexts in which they are used. However, I do not claim that the contexts of use mentioned here are complete.

(15) **haa(ʔee)/hinee(yyee)** ‘What happened was that….’
    ‘What I want to say is that….’
    ‘The case is that….’

**weʔe**

‘Oh, my goodness!’
‘Oh, really?’

**aχ(χay)**

‘I am disgusted by that.’
‘I am serious/Come what may.’

**iɸɸ**

‘It stinks (of a fart or bad smell).’
‘It’s painful/hurting.’
‘It’s heavy.’
‘I feel tired.’

**aayyi**

‘Ouch!’ (<aayyaa ‘mother’>)

**huu**

‘Wow!’
‘It’s incredible!’

**atum**

‘I disapprove it (used by women).’
‘Shut up (used by women)!’

**waappu**

‘I do not believe you.’
‘It’s surprising!’

**uu(h)**

‘It is very great.’
‘It is very difficult.’
The following are illustrative examples:

(16a)  uu inansìʔ ʔìkìkkooki
       uu  inanta-asiʔ  i=kìkkook-i
       INTERJ  girl-DEM.M/F  3=be.strong-PF
      ‘Wow, this girl is strong!’

(16b)  uu aappooosiʔ ʔìneeʛi
       uu  aappaa-osiʔ  i=neeʛ-i
       INTERJ  father-DEM.M/F  3=be.bad-PF
      ‘Oh, this man is dangerous!’

The following is a phrasal expressive interjection:

(17)  awwee deʔta (ha)
       awwi=i  dey-t-a (ha)
       today=3  come-3F-IPF.FUT (INTERJ)
      ‘I’m telling you that I did not do it.’
      ‘It’s unbelievable.’
      (lit.: It will come today.)

13.2.2. Conative interjections

The conative interjection used as a response to calls is ee ‘yes!’. It is used equally by all people irrespective of age, gender and social status.

Conative interjections that demand an action from the hearer are expressed by the verb root ɗiiʃ- ‘to stop’. They are like imperatives, distinguishing singular hearer and plural hearer.

(18)  ɗììfi  ‘You (SG) stop what you are doing!’
       ɗììfa  ‘You (PL) stop what you are doing!’

The following interjections are used to present something to someone:

(19)  hinɗo  ‘You (SG), here you are!’
       hinɗa  ‘You (PL), here you are!’

The verb root ʛap- ‘hold, catch’ is also used as a presentational expression as shown below:

(20)  aYPE-da ʛapi
       aye-opa  da  ʛap-i
       here-to  there  hold-IMP.SG
      ‘You (SG), here you are!’
The other type of conative interjection is that used to summon or disperse animals. The following are used to summon animals:

(21) heeʃ call to a dog
tuktuktuk call to chicken
meʔeʔeʔ call to a goat
maʔaʔaʔ call to a sheep
aturr call to a cat < aturraata ‘cat’>
ump’aːa call to a cow/ox/bull

The following conative interjections, in contrast, are used to disperse or chase animals:

(22) saay to disperse birds
enac’ to chase away a sheep
lac’ to chase away a ram
usuk to chase away a goat
usss to chase away goats/sheep
heecc to chase away cows/oxen
fok to chase away (a) donkey(s)
luk to disperse chickens < lukkalitta ‘chicken’
tapay to chase away (a) rat(s) < tapayta ‘rat’
kut to chase away a dog < kuta ‘dog’

13.2.3. Phatic interjections

The following expression is used to welcome someone who arrives from the field, a market or a trip.

(23) okaaɗu ‘welcome!’

The following phatic interjection is used to reject what someone has said and indicate that the addressee is expected to stop talking about the subject.

(24) ef ‘I am disgusted by what you said and I want you to stop talking about this’

13.3. Greetings and leave-taking expressions

13.3.1. Greetings

In this section, general greetings and leave-taking expressions are discussed. General greetings, greetings used in the morning, during the daytime, in the evening and greetings used upon entering someone’s compound/house are presented.
The interrogative word atta ‘how?’ is used in most greetings.

General greetings are expressed with the words nakaytaa ‘health, peace’ and atta ‘how?’ These words may be used separately or in combination. The verb root japaad- ‘be strong’ is also used in general greetings. Interrogative suffixes are added to nakaytaa or to japaad-. Moreover, rising intonation is used. There are two words that are used as a polite form of greeting between men: innayti and sakni. These words are used only with nakaytaa ‘health, peace’ or atta ‘how?’.

The following are the most common/general greetings in Konso:

(25a)  nakaytaa
       health.Q
       ‘How are you?’
       (lit.: Is it peace/health?)

(25b)  nakaytaa-wwee
       health-only.Q
       ‘How are you?’
       (lit.: Is it only peace/health?)

(25c)  atta  nakaytaa
       how  health.Q
       ‘How are you?’

(25d)  atta  nakaytaa-wwee
       how  health-only.Q
       ‘How are you?’
       (lit.: Is it only peace/health?)

(25e)  iffapaannee
       iʔ=fapaad-ni=e
       2 = be.strong-IPF.PRES-Q
       ‘How are you?’
       (lit.: Are you (SG) strong?)

(25f)  atta iffapaannee
       atta  iʔ=fapaad-ni=e
       how  2 = be.strong-IPF.PRES-Q
       ‘How are you?’

(25g)  nakaytaa  sakni
       health  my.friend.M
       ‘How are you doing, my friend?’
Proper names may also occur in greetings. They may occur sentence-initially as in (26) or finally as in (27).

(26a)  kappooli  atta  
      kappoole  how  
‘Kappoole, how are you?’

(26b)  kappooli  nakaytaa-wwee  
kappoole  health-only.Q  
‘Kappoole, how are you doing?’

(26c)  kappooli  atta  nakaytaa-wwee  
kappoole  how  health-only.Q  
‘Kappoole, how are you doing?’

(27a)  atta  Kappooli  
how  Kappoole  
‘How are you, Kappoole?’

(27b)  nakaytaa-wwee  Kappooli  
health-only.Q  Kappoole  
‘How are you doing, Kappoole?’

(27c)  atta  nakaytaa-wwee  Kappooli  
how  health-only.Q  Kappoole  
‘How are you doing, Kappoole?’

Greetings used when entering someone’s compound/house are expressed using the noun hallaa ‘children’. The plural gender vocative suffix -y is added to hellaa. The word hellay may be used alone as in (28a) or with the greeting forms of the time of the day of conversation, as in (28b-d).

(28a)  hellaa-y  
children-VOC.P  
‘Hi everyone!’ (i.e. Is there anybody there?)

(28b)  hellay  iɛʔaʔtinee  
hellaa-y  iʔ=ɛʔ-t-i-n-ee  
children-VOC.P  2=stand.up-2-PF-P-Q  
‘Hi everyone! Good morning.’
(28c) **hellaay iʔʔooltinee**

* hellaa-y  iʔ=ʔool-t-i-n-ce
* children-VOC.P 2 = spend.day-2-PF-PL-Q

‘Hi everyone! Good afternoon/evening.’

(28d) **hellaay attaʔ ?ooltin**

* hellaa-y  atta =iʔ  ool-t-i-n
* children-VOC.P  how = 2  spend.day-2-PF-PL

‘Hi everyone! Good afternoon/evening.’

(lit.: Hi Children! How did you (PL) spend the day?)

In the above examples, **hellaay** occurs initially. However, it is equally possible to have it finally, as in (29).

(29a) **iχχaʔtinee hellaay**

* iʔ=χaʔ-t-i-n-ce  hellaa-y
* 2 = stand.up-2-PF-PL-Q  children-VOC.P

‘Good morning everyone.’

(29b) **iʔʔooltinee hellaay**

* iʔ=ʔool-t-i-n-ce  hellaa-y
* 2 = spend.day-2-PF-PL-Q  children-VOC.P

‘Good afternoon/evening everyone.’

The following greeting expression is also used when entering someone’s compound/house. It usually implies that the person entering the compound/house has not visited the addressee(s) for some time.

(30) **hellaay maanak koʔnittan**

* hellaa-y  maana =iʔ  kod-ui-ttan
* children-VOC.P  what = 2  do-IPF.PRES-PL

‘Hello! What are you doing?’

(lit.: Hi, children! What are you in?)

Greetings in the morning involve the verb root **χaʔ- ‘rise’**. The following are illustrative examples.

(31a) **iχχaʔtinee**

* iʔ=χaʔ-t-i-n-ce
* 2 = rise-2-PF-PL-Q

‘Good morning.’

(lit.: Did you (PL) rise?)
Greetings require knowledge of social relationships for addressing people. These terms appear in their vocative form and may occur sentence-initially or finally.

The following are illustrative examples:

(33a) aappu father.VOC.M/F how health
     atta how = 2 nakaytaa health-only.Q
     ‘How are you doing, daddy?’

(33b) atta father.VOC how health-only.Q nakaytaa-wee aappu
     ‘How are you, daddy?’

(33c) aappu father.VOC how health-only.Q atta nakaytaa-w-ee
     ‘Daddy, how are you?’
Both inanta ‘girl’ and tuparaa/tuparraa ‘girls’ may be used as vocatives when addressing a girl that someone does not know by name. However, the use of inanta ‘girl’ implies impoliteness or contempt, as in (34a), whereas tuparaa/tuparraa ‘girls’ carries with it politeness, as in (34b). When the addressee is plural (girls), then, the plural vocative marker -y is added to tuparaa/tuparraa ‘girls’, as shown in (34c).

(34a) inanta, tika a Ongayi aχaamu
        girl house POSS Ongaye which
   ‘Hey, girl! Which house is Ongaye’s?’

(34b) tuparaa, tika a Ongayi aχaamu
       girls house POSS Ongaye which
   ‘Hey, girl! Which house is Ongaye’s?’

(34c) tuparaa-y tika a Ongayi aχaamu
      girls-VOC.PL house POSS Ongaye which
   ‘Hey, girls! Which house is Ongaye’s?’

The plural tuparraɗɗaa < tuparaa ‘girls’ > is used to praise a girl who has done a good job. Similarly, hamiyyadda < hamiya ‘male child’, hamiyya ‘male children’ > is used to praise a boy who has done something very well. In both cases, the plural morpheme -ɗɗaa does not express plurality in these uses. In the following example, after hearing the report of the daughter that she fetched water twice (35a) the mother praises her daughter as in (35b).

(35a) aayyee! piʃaasinil lakkin ooray
        aayyee! piʃaa-sini lakki=in oor-ay
   ‘Hi Mammy! I fetched the water twice.’

(35b) tuparraɗɗaa
       girls
   ‘Well done!’

When entering into somebody’s house, the use of the plural vocative suffix -y is added to hellaa ‘children’ < hellaa-y ‘children-VOC.PL.’ ‘Hey! Anybody there?’ is the most common form to ask if there is anybody there in the house or to let a family member(s) know that you are coming in. The word tooła ‘family’ is also common in this context but it does not occur with the vocative suffix.
13.3.2. Leave-taking

We distinguish a short and long/indefinite time leave-taking. The short time leave-taking is for the day of conversation or a few days after that. Such leave-taking can further be divided into a daytime and an evening/night time of the day of conversation. The verb root ool- ‘spend day(s)’ is used in leave-taking. The word nakaytaa ‘health, peace’ is used with the instrumental case suffix -n(n) accompanying the verb root ool.

The following are examples of leave-taking during the daytime:

(36a)  oolla  
       ool-n-a  
      spend.day-1PL-OPT  
     ‘Have a good day.’
     (lit.: ‘May we have a good day.’)

(36b)  nakaytan oolla  
       nakayta-n  ool-n-a  
      health-INST  spend.day-1PL-OPT  
     ‘Have a good day!’
     (lit.: ‘May we spend the day with health/peace!’)

The following are examples of leave-taking in the evening/night:

(37a)  muk-n-a  
      sleep-1PL-OPT  
     ‘May we sleep.’

(37b)  nakayta-n  muk-n-a  
      health-INST  sleep-1PL-OPT  
     ‘May we sleep in peace!’
     (lit.: ‘May we sleep with health!’)

The following are leave-taking for a longer period:

(38a)  oppa oolla  
       oppa  ool-n-a  
      in  spend.day-1PL-OPT  
     ‘May you have a good day.’

(38b)  oppa  daaʔi-n-a  
      in  sit.down-1PL-OPT  
     ‘May you stay in peace.’
Enquiring the well-being of somebody else is expressed by mentioning the name of the person whose well-being is requested, followed by the postpositional phrase *maanaappaa* < *maana-oppaa* what-in> and the existential verb root *kiy*-. Examples:

(39a)  \begin{align*}
  \text{kappooli-ʔ} &\quad \text{maana-oppaa} = i &\quad \text{kiy-a} \\
  \text{kappoole-NOM} &\quad \text{what-in = 3} &\quad \text{be-IPF.PRES}
\end{align*}

‘How is kappoole doing?’

(lit.: What is kappoole in?)

(39b)  \begin{align*}
  \text{hellaat-ti} &\quad \text{maana-oppaa} = i \\
  \text{children-2SG.POSS.P} &\quad \text{what-in = 3}
\end{align*}

\begin{align*}
  \text{kiy-a-n} \\
  \text{be-IPF.FUT-P}
\end{align*}

‘How are your children?’

(lit.: What are your children in?)