

VERBS IN OROMO SENTENCE PATTERNS

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ABSTRACT

The main purpose of this research was to find the categories of verbs that determine the various Oromo sentence patterns.

At the initial stage, a review of all available books and publications on Oromo in general, and the verb in particular was made. In cases where adequate information was lacking an interview of the people concerned was conducted. Besides, to get a good picture of what sentence patterns look like, certain books on English sentence patterns were reviewed.

Five categories of verbs have been determined. These categories of verbs fit into the following five basic Oromo sentence patterns which also have been studied in the course of the research:

1. NP^1_S V. gut\aman inDufe. (Gutama came).
2. NP^1_S NP^2_O V. gut\aman da\ljessa ajjese. (Gutama killed a baboon).
3. NP^1_S NP^1_C V. gut\aman hakimi Da. (Gutama is a physician).
4. NP^1_S Adj. V. gut\aman ga\baba Da. (Gutama is short).
5. NP^1_S NP^2_O NP^2_{OC} V. gut\aman Cala minje goD\ate. (Gutama made Chala his bestman).

The researcher believes that these five basic sentence patterns form the basis for the various kinds of transforms that can be derived. Though the researcher has not dealt with the transforms in this study, it is anticipated that once they are determined properly, the teaching of Oromo syntax may be facilitated immensely.

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CHAPTER 1

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS USED

1.1. THE PROBLEM

1.11. Statement of the Problem: This paper is an attempt to find out the categories of verbs that determine the basic sentence patterns of Oromo. It is hoped that a knowledge of Oromo sentence patterns will facilitate the teaching and learning of Oromo syntax systematically.

1.12. Significance of the Problem: Since Oromo verbs in basic sentence patterns have not been studied so far, there is a need for this study which attempts to explore the verbs in the various Oromo sentence patterns with the view of teaching Oromo syntax systematically, which can be a contribution to the development of Oromo itself.

The study also contributes to the linguistic development of the Department of the Ethiopian Languages and Literature whose aim is to develop Ethiopian languages of which Oromo is one. The Department has even gone to the extent of planning to offer Oromo as a course at the University level. To this effect, it has employed a full-time instructor who is now preparing the teaching materials. For more detailed information, the researcher had interviewed¹ Ato Mulugeta Seyoum, the Chairman of the Department of Ethiopian Languages and Literature, about the Department's activities concerning the development of Oromo. According to Ato Mulugeta, as per the experience gained from leading socialist countries, the rights of nationalities will be recognized which, in Ethiopia has been guaranteed by the Programme of the National Democratic Revolution (NDR).

What should automatically follow this is doing as much research on every language as is possible. Then comes the task of setting priorities, in terms of function, for languages that need to be developed and taught first. With this in mind, the Department of Ethiopian Languages and Literature has set up four sections: Semitic, Cushitic, Omotic, and Nilotic sections the work of each of which is coordinated by a researcher. The hiring of researchers and the allotment of 30,000 Birr for these sections by the University authorities has enabled the Cushitic section to start doing research work on Oromo by means of a researcher who is primarily concerned with the preparation of Oromo teaching materials. He is assisted by a committee comprising of members who are considered very good at the language.²

As soon as these materials are ready, Oromo will be given to university students as a general course at the initial stage, but as a minor and, finally, as a major course capable of producing graduates who can teach Oromo, produce more teaching/reading materials and who can also do research of various kinds. "We have started all these now", Ato Mulugeta says, "in order to avoid the eleventh hour rush and the possible hectic situation in getting ready with qualified teachers, researchers, and material producers in the various Ethiopian languages when this is called for as soon as the idea of regional autonomy is put into effect."

Besides, at the present moment, very important and encouraging steps are being taken by the Ministry of Education in preparing teaching materials. The researcher had the chance of interviewing³ Woizerit Almaz Mukulu, one of the members of the Adult Education Division of the

Ministry of Education concerned with the production and distribution of books and materials meant for literacy programmes and adult education. According to Woizerit Almaz and her colleagues, what is being accomplished now is an extension of and a follow-up to what was done during the Development Through Cooperation Campaign Programme. During this campaign, five major languages were taken according to the population census indicated in L. M. Bender's Languages in Ethiopia and teaching materials prepared for literacy programmes.

There were six such teaching materials in Oromo⁴: a) በረኖ ፊደላዩ ቶባ /b̄aranno fidəlaf dubbisa/, b) ድዳሳ ፊደላ /Diessa fidəla/, c) በርሲሳ ሀሃሽ መጠፋ ተጠፋ /b̄arsisa hisaba m̄Cafa tokkoffa/, d) ቶባ ለወፋ /dubbisa lammaffa/, e) በርሲሳ ከተቢ /b̄arsisa katābbi/, and f) መጠፋ በርሲፍ ተ /m̄Cafa barsiftu/.

These books were revised from time to time and made suitable for the adult education programme which is the primary concern of the Adult Education Division. The following four books were used for the follow-up programme⁵

a) ስፍ ኡገና ደስተፍ በርባፒሱ /of eggəna dessotaf barbaccisu/, b) ፋይዳ በሽን ቁል ቁሉ /faida biSan KulKullu/, c) ና ተ መና ዐሉሱ /nata manəballessu/, and d) በዩፍ ኡገምሳ ብዩ /biyyef egamsa biyye/,

all of which are translations from the original readers in Amharic.

The translation was mainly done by Woizerit Almaz but reviewed by a committee made up of persons from the various Oromo regions to accommodate the various dialectal differences. Later on, however, mainly for economic reasons, these four books came out in one book form with the title ቶባ ለኮከ ስገማ /dubbisa akeka oguma/ which eliminated the irrelevant items in the previous four books. This and three

other books⁶ a) ዋኤ ገርቢ /wā-e jirbi/, b) ቁል ቁልጫ ገፋ /KulKullumma nafa/, and c) ዋኤ ቀጥሳ ቡና /wā-e Kotisa buna/ were used as follow-up text-books during the Second Phase of the National Literacy Campaign and are currently being used during the Third Phase of the programme. This kind of a commendable beginning is hoped to lead to an eventual preparation of the appropriate Oromo teaching materials at least for the elementary schools.

Moreover, as stated earlier, it is hoped that this research contributes to the realization of the aims of the National Democratic Revolution. According to the Programme of the NDR of Ethiopia, which is the main guiding principle of Ethiopia at this period of its transition to socialism,

The right to self-determination of all nationalities will be recognized and fully respected. No nationality will dominate another one since the history, culture, language and religion of each nationality will have equal recognition in accordance with the spirit of socialism. /The researcher's underlining./⁷

This clearly shows the need for a research of this nature.

One important thing to take note of is the fact that many people from the outside world have now begun to show interest in Oromo which had been suppressed harshly by the feudo-bourgeois regime. Nevertheless, no amount of suppression could obliterate the language spoken by at least ten million Oromos. Incidentally, people who have written books on Oromo give different figures to Oromo population in Ethiopia. To mention four of these, Foot (1913), in his preface to his Galla-English/English-Galla Dictionary estimated the Oromo population at the time to be ten million.⁸ This view is supported by Gene Gragg (1976)⁹ who gives the same figure as Foot for the Oromo

population. However, L. M. Bender, who considers this figure an exaggeration, states that it is not more than eight million.¹⁰ Another notable linguist, Leonard Bloomfield, estimated the Oromo population at eight million in 1933.¹¹

It is quite understandable that the exact figure of the Oromo population still remains obscure due to the absence of an accurate census in Ethiopia. [Not even the Central Statistical Office was able to give an accurate data on this.] Nevertheless, one can safely conclude that Oromo is among the two or three major languages of Ethiopia. Speaking about Oromo population Bender himself, else where in the book, says, "from a broader perspective, among the modern Afro-Asiatic languages [in Africa], Oromo and Amharic are among the four most important numerically (after Arabic and Hausa)."¹² Again, Bender states that "the Galla probably comprise the largest single tribal grouping in Africa,"¹³ thus making a research of this kind a very valuable one.

On the whole, it is hoped that the foregoing discussion would briefly explain the vital role that a research of this kind can play. In fact, this is the time for doing more research on Oromo in order to make the teaching of it simpler and more systematic, and it is hoped that this research would be a contribution to this effort. In this connection, what has to be quite clear is the fact that this paper is by no means a complete study of the categories of verbs that fit into Oromo sentence patterns. It is hoped that it would at least provide a preliminary groundwork for a thorough study in the future.

1.13. Limitations: The researcher's desire to present an exhaustive study on the verbs in the Oromo sentence patterns has been

curtailed by the absence of books and other related materials on the topic. Besides, in the absence of a systematic study of the sentence patterns of any of the Ethiopian languages, the researcher has been forced to follow the general guidelines of Ann. E. Nichol's English Syntax, Paul Roberts' English Sentences and English Syntax, as well as George Gates' The Kernel Sentence (See Chapter 2 for review of these books).

1. 14. Scope of the Research: This research is dominated by the dialect of the Oromo of south-western Ethiopia — Illubabor, Wollega, and Kaffa — a dialect which is, fortunately, that of the researcher and his thesis advisor. Notwithstanding this specification, basically all Oromo dialects have the same structure. Even as far as vocabulary is concerned, M.L. Bender, Mulugeta Etaffa and D. Lloyd Stinson believe that:

on the grounds of mutual intelligibility and basic vocabulary, it seems fair to maintain that Ethiopian Galla is one language. If we adopt a cut-off point for separate languages as being less than 70 percent basic vocabulary is common, all the Ethiopian varieties can easily be included under one heading.¹⁴

This means that even though this study is based on the dialect of the south-western administrative regions of Ethiopia, its findings may be applicable to other Oromo speaking regions, too.

1.2. DEFINITION OF TERMS USED AND PRONUNCIATION KEY

1.2.1. Definition of Those Terms that may be confusing to the reader:

Oromo is a word which, unless otherwise specified, refers to the language.

Galla is the name which was used by non-Oromos to refer to

the Oromo ethnic group. The Oromos consider this derogatory term. Instead, the Oromos, as a whole, have always referred to themselves and the language as Oromo. Therefore, the word "Oromo" -- which is the most preferred name -- has been used throughout this research. However, if the word "Galla" is mentioned at all, it must be quite clear that it is because the word has been used by other people who are quoted in this research.

Basic/Main/Kernel Sentences: Martin Stevens and Charles Kegel have this to say regarding the basic/main/kernel sentences -- all of which can be used interchangeably: "The kernel sentence ... is a term used ... to describe basic or elementary sentence types, as contrasted with all other sentence types derived from them. Kernel sentences are basic in the sense that they cannot be derived from other sentences".¹⁵ In this research, the word "basic" is used instead of "kernel" or "main".

1.22 Pronunciation Key: The following is a very approximative attempt to give the prospective reader a key to pronunciation:

The Vowels. According to ABU (bAri:sa:), the Oromo bi-weekly, there are five main vowels in Oromo.¹⁶ These are: a, u, i, é and o. When we consider these in terms of being short and long, we get a total of ten vowels. To these can be added "ʌ" and its unstressed phonetic variant "ə". In this research, therefore, the following Oromo vowel symbols are used:

<u>Vowel Symbols</u>	<u>The Symbol represents the English sound in</u>	<u>The Symbol represents the Oromo sound in</u>
ʌ	"but" / <u>bʌ t</u> /	mʌnə (house)
u (short u)	"full" / <u>fʊl</u> /	fuDʌccu (to take)
u: (long u)	"fool" / <u>fʊ:l</u> /	Cu:nfu (to wring)
i (short i)	"sit" / <u>sɪt</u> /	sila (a short while ago)
i: (long i)	"seat" / <u>si:t</u> /	acci: (from there)
a (short a)		adu (sun)
a: (long a)	"glass" / <u>glɑ:s</u> /	a:du (to groan)
e (short e)	"desk" / <u>dɛsk</u> /	(a)deme (I/he went)
e: (long e)		be:la (hunger)
ə	"economical" / <u>ɛkɒnɒmɪkəl</u> /	mʌnə (house):
o (short o)	"obey" / <u>oʊbeɪ</u> /	oli (above)
o: (long o)		o:li (spend the day)

Note: Whenever two vowels come in succession, both of which need to be pronounced, this is indicated by separating the two vowels by a hyphen "-". e.g. du-e (died), ta:e (sat), etc.

Besides, it has to be quite clear that length is phonemic in Oromo vowels as shown in adu and a:du or oli and o:li.

The Consonants. For all consonants the International Phonetic Alphabet has been adopted where possible. For consonant sounds that are found only in Oromo, however, special symbols have been designated. Following is a list of the Oromo consonants:

<u>Consonant Symbol</u>	<u>The Symbol represents the English sound in</u>	<u>The Symbol represents the Oromo sound in</u>
h	hot	himu (to tell)
l	let	lukʌ (leg)

<u>Consonant Symbol</u>	<u>The Symbol represents the English sound in</u>	<u>The Symbol represents the Oromo sound in</u>
m	man	muCa Di:ra: (son)
r	rain	rʌfu (to sleep)
s	sun	sire (bed)
****S	shake / <u>Seik</u> /	biSan (water)
b	book	ba:la (leaf)
t	tell	mʌta (head)
*c	Church / <u>cə*c</u> /	argʌccu (to get)
n	new	nama (human being)
k	keep	beku (to know)
w	wait	wamu (to call)
**y	yes	yom? (when?)
d	dog	du:ka (with)
***j	jump	ija (eye)
g	game	gubu (to burn)
f	free	fu:la (face)
K	voiceless ejective velar stop	KoPPi (preparation)
ñ	palatal dental	ñata (food)
T	voiceless dental ejective stop	Tinno (little/small)
C	voiceless palatal ejective affricate	Cufu (to shut)
P	voiceless bilabial ejective plosive	Koppi (preparation)
D	voiced dental implosive	Damocca (cold-noun)

*c substitutes the IPA "tʃ".

***y " " " "j".

***j " " " "dʒ".

****S " " " "ʃ".

Note:

a) Gemination is shown by doubling the particular consonant involved. It (gemination) is very important in Oromo because it is phonemic. For instance, bala /b̄a:la/ and balla /b̄alla/ are different in meaning for they mean "leaf" and "forked pole" respectively.

b) Moreover, whenever a sound is optional, this is shown by putting that sound within parenthesis. So, (h) indemu can be read as either hindemu or indemu, both of which mean "I/he will not go."

CHAPTER 2

REVIEW OF RELATED LITERATURE

For practical purposes, this chapter has been divided into three sections. The first section deals with books and other publications that deal with Oromo and its grammar in general, with particular emphasis on verbs. The second deals with dictionaries and sources of Oromo verbs. The third section is a review of relevant books on English sentence patterns. The books and other publications in each section are reviewed in chronological order, i.e. from the oldest to the latest.

2.1. BOOKS DEALING WITH OROMO GRAMMAR IN GENERAL

AND OROMO VERBS IN PARTICULAR

One of the oldest books written on Oromo is F. Praetorius' Zur Grammatik der Gallasprache (1893). The fact that it is an old book and that it is in the German language may make its use very limited. However, it touches upon almost all aspects of Oromo, especially the Oromo grammar from the traditional grammarians' point of view.

Another book, written at the beginning of the twentieth century is that of Arnold Hadson and Craven Walker. Their book: An Elementary and Practical Grammar of the Galla or Oromo Language, though primarily meant for the trader and his desire for practical sentences used in ordinary life,¹⁷ is of great importance to anyone interested in Oromo. Besides, though most aspects of the language are treated in general, emphasis is given to Oromo tense and verb paradigms, dividing the verbs under four major conjugation patterns.

What makes this different from any other book on Oromo is that it explains twelve different ways of verb formation. Thus, the book is one of the very few rich sources on the study of Oromo verbs.

Another important book, at least from the pedagogical point of view, is P. Battista Cavaliera's Grammatica della Lingua Oromo (1939). This book, which is in Italian, starts with a description of the Oromo sounds and states that Oromo sounds are not different from Italian in most cases. However, the implosive "D" sound, which is an important phoneme in Oromo, is said to be the same as the "D" sound in Sicilian dialect.¹⁸

What makes this book very valuable for teaching Oromo is that each lesson starts with situational conversations such as "greetings", "On the road", "in the garden", "the human body", "in the market" etc., thus leading the learner to an understanding of the contextual meanings of vocabulary items and grammatical constructions used in the conversations. Then, at the end of each lesson, the Oromo learner is provided with exercises on these vocabulary items and grammatical constructions.

Another commendable work is Mario M. Moreno's Grammatica Teorico — Pratica Della Lingua Galla con esercizi, which is again in Italian. It is based on the Borena and Jemjem dialects and is divided into three major parts: Part I, Phonology; Part II, Morphology; and Part III, Syntax. At the end, ample notes on the grammar as well as adequate conjugation and translation exercises are given. The exercises on grammar are arranged sequentially and the notes on grammar refer back to what has already been said about

certain grammar rules. The rules are repeated several times and progress is deliberately made slow. The idea of an order of sequence works for the syntax section, too. Besides, Moreno gives a detailed description of the geographical distribution of languages belonging to the Cushitic branch. However, this book's greatest contribution is its treatment of the Oromo verbs in terms of the various tense and conjugation patterns.

Equally important is M. Nordfeldt's: A Galla Grammar which gives a general view of Oromo from the phonological and the eight-parts-of-speech point of view. The part that deals with verbs discusses at length the Oromo auxiliary verbs such as jirA (there is), ture (was), tA-e (became), etc. and the uses of these auxiliary verbs both as auxiliary and as principal verbs with full meanings of their own. Then, Oromo verbs are divided into eight conjugation patterns with the necessary description and explanation concerning the characteristics of the verbs belonging to the various conjugation class. Generally speaking, the book serves as a good source for someone interested in the Oromo grammar, with particular emphasis on verbs.

Another publication worth mentioning is B. W. Andrzejewski's My Recent Researches into the Galla Dialects which was published in 1960. According to Andrzejewski, this is the only book that deals with the Borena dialects of Oromo since all other books by Cerulli, Moreno, Borello, Hodson & Walker, Nordfeldt, Da Thiene, etc, deal with the dialects spoken south of the Borena province.¹⁹ However, Moreno also says that his book is based on the Borena and Jemjem dialects as a

result of his visit to Sidamo.²⁰ Nevertheless, Andrzejewski has to be credited for doing a good study of Oromo, paying more attention to the five Borena dialects.

Regarding the teaching and learning of Oromo, Johannes Lunhardt's Guide to Learning the Oromo (Galla) Language is a commendable one. The whole material is given in Ethiopian script with occasional diacritics for gemination and is meant to be used with the help of an informant. The whole book is dominated by situational conversations each of which is accompanied by a listening and reading exercise, and conversation and comprehension exercises — with examples and sentences taken from the Bible. Besides, there are occasional translation exercises and listening quizzes. The book also gives a proposed schedule for using it while studying the Oromo language.

One of the latest books on Oromo: Zaborski's The Verb in Cushitic, looks at the Oromo grammar in the light of other Cushitic languages. This is accomplished by explaining the different aspects through various examples and by making comparisons with other related languages wherever these are necessary. Zaborski concludes by saying that "Oromo is closely related to Somali which is more conservative since it has retained a few 'strong' i.e. prefix conjugated verbs" and says that "this relationship is confirmed by lexical and phonemic data."²¹

The present researcher's Language Materials: Oromo (in mimeograph form, 1975) prepared to teach foreigners the basics of Oromo in two to three month's time, also deserves a brief treatment in this review. This, just as the other two books meant for teaching/learning

Oromo, is primarily concerned with situational conversations which are supplemented by the necessary grammar explanations wherever these serve to explain the conversation better. The appendix part that contains the basic conjugation patterns is specially helpful in that it acts as a self-teach kind of guide for any non-native learner of the language — Oromo.

"Galla" by M. L. Bender, Mulugeta Etaffa and Lloyd Stinson, an article that appears in Language in Ethiopia by M. L. Bender, et al, is another important source that deserves attention. This study is based on the Tulema variety. The authors of "Galla" deal with the grammar of the language in general. They divide the grammar into two main forms: perfect and imperfect which they consider as aspects rather than as tense. They prefer the term "aspect" to "tense" despite the fact that the latter is more customarily used to refer to time in Indo-European Languages. Besides, the authors are of the opinion that most verbs are of the form CVC even though there are verbs of the other forms. Besides, they discuss at length verb derivations for which they give numerous examples: a) duplication, e.g. be:ku — bebbeku; b) medial (suffix — ac from — ad'), e.g. fud'u — fud'accu; c) causative (suffix s), e.g. bA'u — basu, etc.²²

One of the outstanding aspects treated in the book is word order in a sentence where the various ways of word orders to form Oromo sentences is treated. For example, a formula for the usual order of words in a sentence is given: "verb and positive and negative copula last, adjectives immediately precede the copula, the subject stands at the head of its clause, and the direct and indirect

objects precede the verb."²³ On the whole, this book gives a good account of Oromo from a general point of view. It uses the Latin character from beginning to end.

Another book that makes a great contribution in terms of grammar is the Non-Semitic Languages of Ethiopia, edited by Lionel M. Bender. This book has an important chapter: "Oromo of Wollega" by Gene Gragg and it mainly deals with the grammar of the Wollega dialect. The introductory part is devoted to the review of the various sources of studies concerning Oromo. The review is divided into: earliest observation, missionary efforts, secular efforts, future direction, and the like. The historical sketch of the study of Oromo is summed up by the concluding remark that "what has been done in the last thirty years is very low and most of what we have from the past is too far from being complete"²⁴ thus inviting deeper investigations into Oromo.

Gene Gragg's chapter — which is an article in the anthology — is divided into phonology, morphology, and syntax. The phonology section, through charts, deals with the consonant and vowel sounds, suprasegmentals, and morphophonemics. Long vowels are represented by the doubling of the particular vowel so that, for example, the short a in Daba (lack) is distinguished from the long aa in Daaba (plant). But in the opinion of the researcher such double vowels appear confusing and odd. The morphophonemics part, in turn, deals with consonant clusters and consonant assimilation. The morphological section of Gragg's article is primarily concerned with different internal structure classes of Oromo verbs like the copula, simple and

complex derived stems, the different finite and non-finite forms of verbs, and the like. The syntax part deals with the main clause and word order in a noun phrase, interrogation, negation, and the like.

2.2. DICTIONARIES AND OTHER SOURCES OF VERBS

The researcher has consulted various dictionaries and other sources of Oromo verbs. One of these is Karl Tutschek's Lexicon Der Galla Sprache which, though written as long ago as 1844, is helpful from the point of view of Oromo vocabulary items. Another book that is equally important and quite as old is Onesimos Nessibou's (Abba Gamachis') jelkaba barsisa innisa maCafa dubbis barsisanun afan Oromoti which has been a very valuable source of Oromo words. This small book has, among other things, a list of words arranged alphabetically and by the number of letters a word is made up of. Thus, first, two-letter words are listed alphabetically; then three-letter words and so on up to six-letter words. It has been of immense use to the researcher's aim of getting as many Oromo verbs as possible. Besides, E. C. Foot's Galla-English/English-Galla Dictionary, even though as old as 1913 and with a very limited number of word entries in general and a limited number of verbs in particular, has been of some help. E. Viterbo's Vocabolario Della Lingua Oromonica (Lingua Galla) which, like that of E. C. Foot, uses Latin script throughout and is divided into Italian-Galla and Galla-Italian, has also been of some use.

Another dictionary Dizionarietto Galla by B. Ducati which, though as its name "Dizionarietto" indicates, is a small one, has been of some help to the researcher. It is divided into two parts:

Galla-Italian and Italian-Galla, all of which use Latin characters.

Still another valuable source is Da Thiene's Dizionario della Lingua Galla which serves both as a source that deals with the language in general and as a dictionary which serves as a rich mine of vocabulary items. It starts by giving general information about the grammar of Oromo. Specially, it lays more emphasis on the verb "to be" with jiru (to exist), ta-u (to be) туру (past of "to be") and Da (is) as principal auxiliaries. It also gives eleven different conjugation patterns. Finally comes the dictionary section which is divided into two parts: "Galla-Italian" and "Italian-Galla".

This, in short, is a review of books and other publications on the different aspects of Oromo which the researcher has been able to come across. If there are publications after 1977, they are not included here because neither the Kennedy Library nor the library of the Institute of Ethiopian Studies — both of which are the main sources of books and other publications on Oromo — has them.

Evidently, in none of the literature reviewed is there any study on categorization of verbs that determine a particular Oromo sentence pattern. Thus, it is hoped that the findings in the next chapter of this research may fill the gap.

2.3. BOOKS ON ENGLISH SENTENCE PATTERNS

It has already been stated that, to the best knowledge of the researcher, the categories of verbs that determine Oromo sentence patterns have not been studied so far. But, of course, a lot of research has been done on English sentence patterns, and it is hoped that a review of books that deal with English sentence patterns can be of help

this research. The following is, therefore, a review of the available literature on English sentence patterns and the categories of verbs that characterize each pattern.

Paul Roberts, in his Understanding English (1958), states that the great majority of the sentences written in English fall into seven most common patterns. These are:

PATTERN ONE: \overline{N} \underline{V} In this pattern, a noun is tied to a verb. The verb is intransitive.

e.g. Lions roar.

Babies cry.

The car burst.

PATTERN TWO: \overline{N} \underline{V} \underline{Adj} Basically, a noun is tied to a verb with an adjective following. Even though the commonest verb in this pattern is the verb "be", yet there are others like "look", "seem" and the like which fit this pattern.

e.g. Grass is green.

They looked unhappy.

The well ran dry.

PATTERN THREE: \overline{N}^1 \underline{V} \underline{N}^2 Here, a noun is tied to a verb and a second noun follows. The second noun is called "Object" and the verb is called "transitive".

e.g. Children drink coca-cola.

He eats cakes.

They play the piano.

PATTERN FOUR: $\underline{N^1}$ V N^1 $\underline{.}$ Here, too, a noun is tied to a verb and a second noun follows. The difference between Pattern Three and Pattern Four is that in Pattern Three, the two nouns refer to different persons or things while in Pattern Four they refer to the same person or thing. The linking verbs that fit Pattern Four are "be", "become" and "remain".

e.g. That boy is my brother.

Abebe became a teacher.

She remained a nurse.

PATTERN FIVE: $\underline{N^1}$ V N^2 N^3 $\underline{.}$ This pattern consists of a noun tied to a verb with two other nouns (nominals) following. Verbs like "give", "bring", "ask", etc. fit this pattern.

e.g. My brother gave me a book.

She asked Abebe a question.

PATTERN SIX: $\underline{N^1}$ V N^2 N^2 $\underline{.}$ This is a pattern that consists of a noun tied to a verb with two other nominals referring to the same person or thing. Verbs like "thought", "elected", "considered", etc. fit Pattern Six.

e.g. Bogale thought my brother a fool.

We elected Bogale secretary.

PATTERN SEVEN: \underline{There} V N. $\underline{Adv.}$ In this pattern, the sentence is introduced by the structure word: "there". It is very important to know that "there" is not used as an adverb.

e.g. There is a snake under the tree.

There is a donkey outside.

This is a high frequency pattern.

On the whole, Paul Roberts says that the majority of sentences written in English fall into these seven most common patterns, or an expansion of any one of them through modification, or a combination of two or more of the patterns. He then explains how the noun phrase, verb phrase, or sentence can be expanded in various ways. For instance, in the sentence: "Lions roar" of Pattern One, "Lions" may be expanded by the addition of a determiner and an adjective, and the verb "roar" can be expanded by the addition of an auxiliary and an adverb to get the sentence: The big lions were roaring loudly.

In another book, English Sentences (1962), Paul Roberts takes a deeper look at English sentence patterns and comes up with ten of them. In this too, he shows that besides the seven basic sentence patterns, which are almost similar to those given in Understanding English, there are three more patterns which are the basic patterns with "be". These are:

PATTERN EIGHT: \overline{N} be Adv. $\overline{}$ The adverb that occurs must be one of those with place or time such as "here", "there", "in", "out", etc.

e.g. She was there.

He was outside.

PATTERN NINE: \overline{N} be Adj. $\overline{}$ In this pattern, an adjective is used in place of an adverb.

e.g. He is tired.

The dogs are hungry.

PATTERN TEN: \overline{N} be N_1 The two nouns refer to the same person or thing.

e.g. Tsegaye is my friend.

He is a history teacher.

Thus, we get a total of ten basic sentence patterns.

Another book that deals with English sentence patterns is Ann Eljenholm Nichols' English Syntax: Advanced Composition for Non-Native Speakers (1965). She treats five sentence patterns, namely Patterns One, Two, Three, Four, and Five treated in Paul Roberts' Understanding English, as primary. Then she treats the remaining two patterns, i.e. Pattern Six: N^1 V N^2 N_1^2 , and Pattern Seven: There V N Adv., as secondary. This means that she also has come up with seven English sentence patterns. However, the various methods of expanding phrases and, ultimately, sentences are explained in more detail in Nichols' English Syntax: An Advanced Composition for Non-native speakers than they are in Paul Roberts' Understanding English.

Another important book in this connection is the New Ways in English (1968) by Helen C. Lodge and Gerald L. Trett. This book treats only Paul Roberts' first six basic sentence patterns. The various methods of expanding the six patterns are given in more detail in this book than they are in Paul Roberts'.

George Gates' The Kernel Sentence (1967), which is in a mimeographed form, is the other source of English sentence patterns. George Gates starts by reviewing what Chomsky and Paul Roberts did regarding English sentence patterns. He uses the S V \emptyset pattern

rather than the NP + VP pattern and gives eight kernel patterns. Of these, four are similar to Paul Roberts' Patterns One, Three, Four and Eight. One other pattern of Gates is similar to a combination of Paul Roberts' Patterns Nine and Ten.

Paul Roberts' Patterns Two, Five, Six, and Seven are not treated by George Gates as patterns. Of the patterns that are treated by Gates but not by Paul Roberts, one is the pattern: S V S where the verbs are restricted to "seem", "taste", "look", "feel" and the like. The second one is of the pattern: S V SS O where the "SS" stands for "shifting suffix". In this case, particles are used as in "Daniel put up the curtains", or : Her sister put off the light". The third and final pattern treated by Gates but not by Paul Roberts is the S V O type which patterns with the verb "to have" as in "He has a car".

On the whole, the researcher has benefited from the patterns and substitution methods these books on English sentences have employed in developing the patterns. They have also inspired him to undertake this project whose main aim is to find out the categories of verbs that determine the basic sentence patterns of Oromo the knowledge of which is hoped to facilitate the teaching and learning of Oromo syntax systematically.

CHAPTER 3

VERBS IN OROMO SENTENCE PATTERNS

3.1. INTRODUCTION

The verb is the key element that not only tells about an action but also determines the pattern of a sentence. This same general principle is also discernable in Oromo sentences, in which nouns and their equivalents are tied to a verb by a concurrence of forms. The following short introduction into Oromo grammar in terms of the possible tenses can clarify this:

Future

- Singular: muCan Di:ra kwasi bituf jirΛ (The boy
is going to/will buy a ball.)
- Plural : ijollen Di:ra kwasi bituf jiru (The
boys are going to/will buy a ball).

Present

- Singular: muCan Di:ra kwasi bitΛ (The boy buys a
ball.)
- Plural : ijollen Di:ra kwasi bitu. (The boys
buy a ball.)

Simple Past

- Singular: muCan Di:ra kwasi bite. (The boy
bought²⁵ a ball.)
- Plural : ijollen Di:ra kwasi bitΛni. (The boys
bought a ball.)

Present Perfect

- Singular: muCan Di:ra kwasi bitera. (The boy
has bought a ball.)
- Plural : ijollen Di:ra kwasi bitΛniru. (The
boys have bought a ball.)

However, in some other cases, both the verb and the auxiliary

must agree with the noun. This is clearly shown in the plural. For instance:

- Singular: muCan Di:ra kwasi bite ture. (The boy had bought^{*} a ball.)
- Plural : ijollen Di:ra kwasi bitani turani.
(The boys had bought*a ball).

Primarily, as a basis of any research, Oromo sentences can be accounted for five basic sentence patterns each of which requires a certain category of verbs. Each of the patterns has a nominal and a verbal element. The simplest of these patterns consists of a noun phrase and a verb and its optional modifier. The most complex basic sentence pattern has three nominal elements.

For pedagogical purposes, certain derived sentences (transforms) can be generated by transformational processes. In the following analysis, reference will be made only to basic sentence patterns and not to their transforms.

One important thing to bear in mind concerns lexical entries. What is common with all Hamito-Semitic languages is the use of the third person masculine form for the lexical entry. However, for Oromo, the third person masculine for verbs that end in "t" may or may not alternate with "D". For instance, even though the last sound of verbs such as baKate (ran away), fakkate (resembled), sodate (feared), etc. change to "D" to give baKaDDe, fakkaDDe, and sodaDDe, etc. for the 1st person form, yet there are verbs like gate (lost), dute (barked), kute (cut), etc. that do not change their last sound for the 1st person accordingly. Even here, there is a problem since

*This should not be taken for the past perfect tense

verbs like deme (went) apply to both 1st person (singular) and 3rd person singular (masculine). But, it seems quite clear that many of the verb forms are predictable if one uses the 1st person (singular) for the lexical entry.

3.2. DETAILED EXAMINATION OF THE BASIC SENTENCE PATTERNS

3.21. PATTERN ONE: NP¹ V (where the NP¹ stands for the subject noun phrase and the V stands for a verb — an intransitive verb.)

This pattern is quite simple in that it consists of only a noun phrase, a verb, and its optional modifier. Sometimes such a sentence consists of only two words: a noun and a verb.

e.g. nAmni indu-a. (Man dies).

sAren induta. (A dog barks).

Calan Dufe. (Chala came).

Any intransitive verb like fi:ge (run), de:me (go), Ci:se (lie down), mAcca-e (get drunk), etc. fit this pattern. /See Appendix A for a list of some of the common intransitive verbs.⁷

It is obvious that intransitive verbs do not normally take an object. However, some of the verbs in this category function both transitively and intransitively, thus structuring with objects when they function as transitive verbs. Such objects are called "cognate objects". Passivization, which is impossible in all other cases, seems grammatically possible even though semantically unaccepted in most of the cases.

Examples of sentences of this sub-pattern are:

a) inni du-a ag ^ gge du-e. (He died a cruel death).

b) Da:ban soba sobe. (Daba lied a lie).

c) rAggatu:n weddu weddifte. (Raggatu sang a song).

Verbs of this nature are shown with an asterisk (*) in Appendix A.⁷

Substitution Within Pattern One

There are various grammatical structures that can replace the NP¹ of this pattern thus proving that the basic sentence can be expanded without requiring any transformation. For instance, it is possible to make the following substitution:

Basic sentence: muCan Di:ra Dufe. ((The)²⁶ boy came).

NP replaced by a pronoun: inni Dufe. (He came).

" " " " proper noun: Duguman Dufe (Duguma came).

" " " " noun and a determiner: bArsisan sun Dufe.

(That teacher came).

Expanding Pattern One

Both elements of this pattern, i.e. NP and V, can be expanded by various modifiers. The following shows some of the ways of expanding the NP:

Unexpanded sentence: muCan Di:ra Dufe. (The boy came).

Expanded NP a) addition of an adjective: muCan Di:ra Deran
Dufe. (The tall boy came).

b) addition of possessive marker: muCanko²⁷ Dufe.
(My son came).

c) addition of an article: muCicci Dufe. (The
boy came).

d) addition of relative clause: muCan Di:ra
kAlessa kararratti argine Dufe. (The boy
(whom) we met in the street yesterday came).

The verb also can be expanded. For example:

Unexpanded sentence: muCan Di:ra (a)deme. (The boy went).

Expanded verb by adding: a) adverb of location: muCan Di:ra acci

(a)de:me. (The boy went there).

b) adverb of time: muCan Di:ra kalessa

de:me (The boy went yesterday).

c) adverb of manner: muCan Di:ra dafe

de:me (The boy went quickly).

d) adverb of instrument: muCan Di:ra

mAkinaDan de:me. (The boy went by car).

e) prepositional phrase: muCan Di:ra garə

mAnə tamari de:me (The boy went to/

towards school).

Thus, the addition of the devices mentioned above, plus the addition of dependent clause(s) can change the basic sentence: muCattin hinrafte (The little girl slept/went to bed) to: muCattin silə mAnə bukke tAPacca turte mi:llase DiKatte yeroDan räfte (The little girl that was playing near the house a short while ago washed her feet and went to bed on time).

3.22. PATTERN TWO: NP¹ NP² V. (NP¹ stands for the subject noun phrase, the NP² for the object noun phrase, and the V for the verb).

What is the key to this pattern is that a verb ties together two noun phrases, and there is always the possibility to promote the NP² to NP¹ by passivization. The verbs that typically pattern in this structure are transitive verbs, i.e. verbs that state the relationship between two nominals, the second nominal being the direct object.

<u>e.g.</u>	NP ¹	NP ²	V
	fufa:n	lenCa	ajjese. (Fufa killed a lion).
	Daba:n	konkolata	bite. (Daba bought a vehicle).
	fi:Ta:n	mAnəsa	gurgure. (Fita sold his house).

Some of the common verbs that belong to this pattern are:

abare (curse), abbome (control) bArbade (search), Cufe (close), dubbise (read), miCCe (wash), tArsase (tear-v), etc. /See Appendix B for the list of some of the common Oromo transitive verbs/.

Substitution within Pattern Two

The NP¹ in this pattern can be a proper noun, a personal pronoun, an indefinite pronoun, or a combination of determiner and a noun.

For example, in the sentence: "muCan Di:ra Caltu arge" (The boy saw Chaltu), the NP¹ "muCan Di:ra" (the boy) can be replaced by:

- a) a proper noun: Duguman Caltu arge (Duguma saw Chaltu).
- b) a personal pronoun that can assume the position of:
 - (i) NP¹ : inni Caltu arge. (He saw Chaltu).
 - (ii) NP² : Duguman iSe arge. (Duguma saw her).
 - (iii) both NP¹ and NP² : inni iSe arge. (He saw her).
- c) an indefinite pronoun: eññuyu²⁸ Caltu inargine. (Nobody saw Chaltu).
- d) a combination of a determiner and a noun: namicci kun Caltu inargine. (This man has not seen Chaltu).

Expanding Pattern Two

All the methods employed in expanding Pattern One are also used in expanding Pattern Two. In addition, this pattern can be

expanded by the addition of the preposition -f (for) to the beneficiary object, as it were. For example, Da:ban kitaba bite (Daba bought a book) is a Pattern Two sentence in which the verb "bite" (bought) ties together the two noun phrases "Da:ba" and "kitaba". But, if the preposition - f (for) is added to Cala, the sentence expands to: Da:ban Calaf kitaba bite or Calaf Daban kitaba bite (Daba bought a book for Chala), a sentence with a verb tying together three phrases -- two of which are noun phrases and the third is the beneficiary object.

It has already been explained that the main distinguishing characteristic of Pattern One and Pattern Two is that intransitive verbs are used in Pattern One and transitive verbs are used in Pattern Two. Besides, it has been stated that Pattern One verbs having cognate objects can be exceptions to this rule. The other exception is that there are some verbs that can function both as transitive and intransitive. For instance, in the sentence: guddinan bankitti hojjeta (Guddina works at the Bank), the verb "hojjeta" (works) is intransitive whereas in the sentence: guddinan sa-ati hojjeta (Guddina repairs watches), the same verb "hojjeta" (works) functions as transitive.

Another difference is that transitive verbs in Pattern Two can be changed into passive voice. For example, saren muCa Cinine (The dog bit the child) can be muCCan inCininame (The child was bitten). But an exception to the rule of passivization is the verb Kaba (to have). Although the verb Kaba (to have) can also pattern as NP¹ NP² V, it cannot be passivized at all. For example, nuy

manə KAbna (We have a house) cannot be changed into a passive voice as does: nuy sAngota hi:kne (We untied the oxen) sAngonni inhikamani (The oxen have been untied).

PATTERN THREE: NP_s^1 NP_c^1 V

NP_s^1 stands for subject noun phrase, NP_c^1 stands for the complement noun phrase, and V stands for the verb.

Even though both Patterns Two and Three have the common characteristic of one verb tying together two noun phrases, they differ in the verb they employ since Pattern Three makes use of the copula, incohesive and simulative verbs: Da (is), tA -e (become) fAkka:DDa (look like), etc. respectively.

The other difference between the two patterns is that, according to subject focus rules, transposition is impossible -- or becomes meaningless -- in Pattern Two while it is possible in Pattern Three. For instance, the Pattern Two sentence (NP_s^1 NP_c^2 V): rAggatun fArda hi:te (Raggatu tied a horse) cannot be transposed to: fArdi rAggatun hi:te (The horse tied Raggatu), and this is clearly indicated by the raised different Arabic numerals used for the two NP_s^1 's. However, the Pattern Three sentence (NP_s^1 NP_c^1 V): rAggatun fira koti can be transposed to: firriko rAggatun Da (My friend is Raggatu). Since both NP_s^1 and NP_c^1 refer to the same person "rAggatun", similar Arabic numerals are used to show such a relationship.

Moreover, the process of passivization is possible with Pattern Two but impossible with Pattern Three. For instance, the Pattern Two sentence: rAggatun fArda hi:te (Raggatu tied a horse) can be passivized to "fArdi inhiDame" (The horse is tied). Here it is

important to note that, in Oromo passivization, the addition of "by so and so", so to speak, is not possible. For instance, it is ungrammatical to say: fArdi rAggatuDan hiDame (The horse was tied by Raggatu).

The Pattern Three sentence: rAggatun bArsistu Da (Raggatu is a teacher) cannot be passivized. Neither can one passivize the sentence: inni abbasa fAkkata (He resembles his father), or: an makina KAba (I have a car).

Depending upon the nature of the verbs employed, Pattern Three can be divided into two sub-patterns: These are:

3.231. NP¹ NP¹ V. Here the verbs are Da (is) and tA-e (become) only.

e.g. dirri:ban Kota Da. (Diriba is a farmer).

Calan danna tA-e. (Chala became a judge).

3.232. NP¹ NP¹ V. Here the verb is fAkkADDe (look like).

e.g. an abbakon fAkkADDa. (I look like my father).

gu:tan bArsisa fAkkata. (Guta looks like a teacher).

In the sentence: gu:tan bArsisa fAkkata, the verb "fAkkata" implies that Guta looks like a teacher, "to someone."

Explicitly stated, therefore, the sentence gu:tan bArsisa fAkkata can be gu:tan Calatti bArsisa fAkkata or calatti gu:tan bArsisa fAkkata (Guta looked like a teacher to Chala). Calatti (to Chala) can either precede or follow gu:ta.

The NP's of each of the basic sentences: inni Suferi Da (He is a driver), iSen haDaSe fAkkatti (She looks like her mother), can be replaced by, for instance,

- a) a proper noun: mullisan SuferiDa. (Mullisa is a driver).
b) a common noun: ijollen haDasani fAkkatu (Children look like their mother).
c) a combination of a determiner and a noun: nAmicci sun obbolessAsa fAkkata (That man looks like his brother).

Expanding Pattern Three

The method of expansion employed in Pattern One can be used in this case, too. A combination of the various expansion devices can change the basic sentence: inni Suferi Da (He is a driver) to: inni fu:lasa mAnə kessatti Dikaccutti jiru suni Suferi nAmiccə soressa tokkoti. (The man who is washing his face in the house is a rich man's chauffeur).

PATTERN FOUR NP¹ Adj. V. Here, the NP stands for the subject noun phrase, Adj. for the adjective, and V for verb.

The adjective, which can be called "predicate adjective", qualifies the subject noun phrase. The common verbs in this pattern are: Da (is), tA-e (became), and fAkkADDe (appear).

e.g. a) Da:ban Dera Da. (Daba is tall).

b) Duguman furdAte. (Duguma became fat).

In example (b) above, "furdAte" seems to be the short form of furda tA-e (became fat). But furda tA-e is not a common expression in Oromo. Instead, the inchoative form (e.g. furdAte) is used as shown in the example. However, for the verb "Da" (to be), the inchoative form is: Da:ban inDerAte (Daba got tall).

The verb "fAkkADDe" (appear) that is commonly used in Pattern Three with a complement can also be used as verb "to be" in

this pattern, i.e. it can pattern with an adjective, too.

e.g. Dibbisan lugna fAkkata. (Dibbisa looks cowardly).

bulcan iyyessa fAkkate. (Bulcha looked poor).

muCicci soressa fAkkata. (The boy looks rich).

The method of substitution as well as that of expansion employed in the preceding patterns can be used for this pattern also.

PATTERN FIVE NP_s^1 NP_o^2 NP_c^2 V. The NP^1 stands for the subject noun phrase, NP_o^2 for the object noun phrase, NP_c^2 for the complement noun phrase, and V for the verb.

This pattern differs from the other patterns in that it has three noun phrases. The most common verbs are goDe (make) and se-e (feel).

e.g. NP_s^1 NP_o^2 NP_c^2 V

a) Da:ban gammAccu minjesa goDAte. (Daba made Gamachu his bestman).

NP_s^1 NP_o^2 NP_c^2 V

b) Da:ban gammAccu obbolessa fufa se-e. (Daba considered Gamachu (as) Fufa's brother).

The main difference between the two verbs in this pattern, viz, "goDe" and "se-e" is that the former allows the auto-benefactive formation as shown in the example given while the latter, i.e. "se-e" does not allow this kind of formation.

Besides, the verb "goDe" has the capacity of forming a complex complement noun phrase like: gammAdan rAggasa dura ta:a Kottota goDe (Gammada made Ragassa the chairman of the Peasants' Association).

Two verbs, e.g. ilale (consider) and yade (consider) also structure in this pattern, but they need the word akka (as, like).

e.g. gammaccun dabala akka obbessasatti ilala/yada (Gamachu considers Debela as his own brother).

3.3. SUMMARY OF THE PATTERNS

The five Oromo verb patterns can be summarized as follows:

PATTERN ONE NP¹ V

a) NP¹ V: muCan Di:ra inniyya. (The little boy cries)

b) NP¹ NP² V: Duguman ñata bayye ñate (Duguma ate a lot of eating).

PATTERN TWO NP¹ NP V: sAren Da:ba Cini:ne (The dog bit Daba).

PATTERN THREE NP¹ NP¹ V

a) NP¹ NP¹ V: (i) Calan bAra Da (Chala is a student).

(ii) Caltun bArsistu tate (Chaltu became a teacher).

b) NP¹ NP¹ V: iSen abbaSe fAkkatti (She looks like her father).

PATTERN FOUR NP Adj. V: Duguman Dera Da (Duguma is tall).
Dilgasan KAllo tA-e (Dilgasa grew thinner).

PATTERN FIVE: NP¹ NP² NP² V
s o c

e.g. dirriban fAyyisa minje goDDate. (Dirriba made Fayisa his bestman).

A P P E N D I X

LIST OF COMMON OROMO VERBS THAT CHARACTERIZE

THE FIVE SENTENCE PATTERNS

<u>APPENDIX A</u>		<u>VERBS THAT SUIT NP¹ V</u>	
<u>Oromo</u>	<u>English</u>	<u>Oromo</u>	<u>English</u>
ademe	go	dal^cca-e	become tawny/ sandy colour
aj^e	smell bad	daDDabe	get tired
ara galfadDe	rest	daTTabe	" "
are	get angry	debi-e	go/come back
aTTinfadDe	sneeze	de:me	go
b^ade	disappear; get/be spoiled	dide	refuse
ba:Ce	joke (derogatory)	di:lalla-e	get cold
baKaDDe	ran away	*dubbaDDe	talk
b^e	go out	*du-e	die
bela-e	feel	dukk^ana-e	get darker
*bo-e	weep	dute	bark
bokoKe	distend	D^Ke	go
bule	spend the night	Dama-e	try hard
Ca:le	excel	Da:moDDe	get cold
**Ca1 j^De	keep quite	D^ng^gga-e	get sour
Ca:me	stop raining	*DeboDDe	feel thirsty
C^be	is broken	Dekkame	get angry

*They can pattern with cognate nouns

**Though compound verbs, they serve as single verbs.

APPENDIX A (cont'd)

<u>Oromo</u>	<u>English</u>	<u>Oromo</u>	<u>English</u>
*Ci:Se	sleep	Dia:DDe	get closer
Cite	is cut	DibΛ-e	feel reluctant
Dokse	hide	Di-e	get darker (time)
Dufe	come	Di:Se	leave out; cancel
Dukkubs^DDe	get ill	Do-e	burst
f^gaDDe	go/get far	hom^cca-e	foam
f^kkaDDe	look like (seem) resemble/appear	huKkaDDe	lose weight
f^yye	recover	ijajje	stand (up)
fiTe	finish	irranf^DDe	forget
fi:ge	run	iyye	shout
g^dde	feel sad	iyyome	get poor
g^e	suffice; reach	j^baDDe	get stronger
g^le	enter	jilbenf^DDe	kneel
g^mm^de	feel happy	jiraDDe	live; exist
g^te	throw away; lose	k^e	get up
goDe	do	kolfe	laugh
goge	get dry	ko:re	feel proud
gore	change direction towards	kufe	fall down
guddaDDe	grow up, get bigger	kute	cut
gurracca-e	get darker (in colour)	Korre	become cold
h^afe	is cancelled; do not come	Kuf^e	cough
		Ku:fe	get satisfied (food)
		la:fe	get loose

APPENDIX A (cont'd)

<u>Oromo</u>	<u>English</u>	<u>Oromo</u>	<u>English</u>
(h) amummaDDe	yawn	leyya-e	feel embarassed
hasa-e	speak	liKimse	swallow
*hawwe	aspire	lo-e	creep
hi:Ke	get closer	lugna-e	become coward
hojeDDe	work	macca-e	get intoxicated
muge	feel sleepy	mada-e	wounded
muka:ye	feel lonely	mAryyADDe	consult
mullaDDe	be seen	mAKe	change direction towards
o:le	spend the day	miaye	become sweet/ expensive
robe	rain	wayya-e	prove better, start recovering
sobe	tell untruth	yadADDe	remember
sodaDDe	fear	yade	think
sokke	go away	ya-e	ooze out
sorome	get rich	yu:se	make sound (like that of the hyena)
tAbadDe	play		
t^e	become		
ta-e	sit		
taPPadDe	play		
TinnaDDe	get smaller/less		
Tira-e	get dry		
ture	is, wait, delay		
urg^e	smell good		

<u>APPENDIX B</u>	<u>VERBS THAT SUIT</u>	<u>NP¹</u>	<u>NP²</u>	<u>V</u>
<u>Oromo</u>	<u>English</u>	<u>Oromo</u>		<u>English</u>
arge	see	abbome		punish
arkise	pull	arame		weed
amane	believe	balle		widen
arrabsse	scold	bare		know; learn
afu:fe	blow	barsise		teach
ajaje	order	ba:DDe		carry
ajjese	kill	ba:se		take out; contribute
adamse	hunt	beke		know
abare	curse	bobe:sse		burn
dabale	add	bu-e		pick; collect
danda-e	be able to	bute		pull, ellope
danfise	boil (a liquid)	Ca:le		excel
darbADDe	throw	CaKabe		begin
darbe	pass	Ce-e		cross
dubbaDDe	speak	Cinine		bite
dubbise	talk to	hime		tell
ebbise	bless	hire		distribute
elme	milk	hoDe		suck milk
e:ge	wait for	hoDDe		sew
erge	send	hojjADDe		work
fACase	sow; scatter	ho:Ke		scratch
fayyise	cure	(h)u:me		create
feDe	want	ibse		light
fe-e	load			

APPENDIX B (cont'd)

<u>Oromo</u>	<u>English</u>	<u>Oromo</u>	<u>English</u>
fide	bring	ijare	build
finCa:-e	urinate	ilale	see
fu:De	take; marry	jAbesse	make stronger/ tighter
gafADDe	ask	jAlKAbе	start
gar galcce	turn over	ka:e	put
gArgar baise	separate	kenne	give
geddAre	change	kolfe	laugh
gubaDDe	burn	Kote	plough
gurgure	sell	lAkka-e	count
hAte	steal	leyya-e	feel embarrassed
hiDe	tie	mAdesse	wound
sa:me	loot	mAre	wrap
socco:se	shake	mure	cut
tolcce	prepare	na:nna-e	go round
tuffaDDe	despise	o:fe	drive
tu:le	pile	rase	shake
uffADDe	wear		
utale	jump		
wame	call		
warane	stab; spear		
yabbaDDe	mount		

PATTERN C VERBS THAT SUIT NP¹ NP¹ V.

<u>Oromo</u>	<u>English</u>
Da	is
f^kkaDDe	look like; see; appear
K^ba	have, possess
t^e	become

PATTERN D VERBS THAT SUIT NP¹ Adj. V.

<u>Oromo</u>	<u>English</u>
Da	is
f^kkaDDe	appear/seem/look like
t^e	become

PATTERN E VERBS THAT SUIT NP¹_S NP²_O NP²_C V.

<u>Oromo</u>	<u>English</u>
goDe	make
se-e	think/feel/believe

F O O T N O T E

¹ Ato Mulugeta Seyoum was interviewed on April 16, 1980, 3:15 - 3:50 p.m.

² Members of this ad hoc committee are: Ato Asfaw Birratu, Ato Boshera Tolesa, Dejenie Leta (the present researcher), Ato Demissie Wolde Aregay, Ato Eshetu Kebede (Chairman of the Committee), Ato Fisseha Sisay, Ato Mulugeta Etaffa, Ato Seifu Metaferia, and Dr. Tilahun Gamta (researcher's thesis advisor).

³ The interview was on Friday, May 30, 1980, 12:00 - 12:15 p.m. and on Saturday, May 31, 1980, 12:00 - 12:45 p.m.

⁴ Titles in English: a) Primary Reading, b) Chart of Oromo Alphabet, c) Mathematics: Book 1, d) Reader Two, e) Teaching Writing, and f) Teacher's Book.

⁵ Titles in English: a) Mothers' Self-Care, b) Use of Clean Water, c) Parasites: Domestic, d) Soil and Its Use.

⁶ Titles in English: a) About Cotton, b) Body Care, and c) About Coffee Plantation.

⁷ Ethiopia, Provisional Military Government, Programme of the National Democratic Revolution of Ethiopia (Addis Ababa: Artistic Printers Ltd., n.d.), p. 16.

⁸ E. C. Foot, A Galla-English/English-Galla Dictionary. (Cambridge: Cambridge University Press, 1913), Preface.

⁹ Gene Gragg, "Oromo of Wollega", The Non-Semitic Languages of Ethiopia, ed. M. L. Bender (East Lansing: Michigan State University, 1976), p. 166.

¹⁰ M. L. Bender, The Non-Semitic Languages of Ethiopia (East Lansing: Michigan State University, 1976), p. 195.

¹¹ Leonard Bloomfield, Language (New York - Holt, Rinehart and Winston, 1933), p. 67.

¹² M. L. Bender, The Non-Semitic Languages of Ethiopia, p. 172.

- ¹³M. L. Bender et al (ed.) Language in Ethiopia (London: Oxford University Press, 1976), p. 130.
- ¹⁴M. L. Bender, Mulugeta Etaffa and Lloyd Stinson, "Galla", Language in Ethiopia, ed. M. L. Bender, et al, p. 131.
- ¹⁵Martin Stevens and Charles H. Kegel, A Glossary for College English (New York: McGraw-Hill Book Company, 1966), p. 149.
- ¹⁶Ministry of Information and National Guidance, "About the Oromo Alphabet", በፊላ (Addis Ababa: Berhanena Selam Printing Press, Magabit 25, 1968), p. 7.
- ¹⁷Hadson A. and Craven Walker, An Elementary Grammar of the Galla or Oromo Language (London: William Clowes and Sons Ltd., 1922), p. 8.
- ¹⁸P. Battista Cavaliera, Grammatica della Lingua Oromo (Addis Ababa: Scuola Tipografica Missione Consolata, 1939), Introduction.
- ¹⁹B. M. Andrzejewski, My Recent Researches into the Galla Dialects (Roma: Atti del Convegno Internazionale di Studi Ethiopia, 1960), p. 75.
- ²⁰M. M. Moreno, Grammatica Teorico-Pratica Della Lingua Galla con esercizi (Roma: Scuola Tipografica Piox, 1939), p. 9.
- ²¹Andrzej Zaborski, The Verb in Cushitic (Warszawa: Paustwawe Wydawnictowa Naukowe, 1975), p. 84.
- ²²M. L. Bender, et al, Language in Ethiopia, p. 141.
- ²³Ibid., p. 147.
- ²⁴M. L. Bender (ed.), The Non-Semitic Languages of Ethiopia, p. 172.
- ²⁵Oromo verbs indicate subject-verb agreement by various suffixation of the verb form. an bite (I bought), at bitte (you bought), isin bittani (you - plu or honorific - bought), inni bite (he bought), iSen bitte (She bought) nuy binne (We bought), isan bitani (he honorific/they bought).

²⁶Incidentally, normally an Oromo sentence does not take an article. Wherever this is required, the suffix -cci can be suffixed to the noun as shown in the sentence: muCicci Dufe (the boy came). The other suffixes accomplishing the same purpose are ...tti for feminine as in muCitti (the girl) and -onni for plural as in rettonni (the goats).

²⁷The Oromo possessive markers are suffixed to the noun. e.g. muCanko Dufe (My son came). Other possessive markers are --ke (your), ---kessan (yours - honorific/plural), -sa (his), --Se (her), ---kenna (our), and ...sani (theirs) his - honorific).

²⁸eñnu is a word meaning "who". However, its meanings as a compound pronoun changes with the meaning of the sentence. For instance, eñnuyyu nabeka means "anybody knows me" (positive) whereas eñnuyyu nanbeku means "nobody knows me" (negative).

²⁹The noun is suffixed by the possessive marker. For instance: -ko (my), -ke (your), -Se (her), etc.

³⁰The -ate is the auto-beneficiary suffix meaning "for himself". --DDe (for my self), -atte (for yourself - 2nd person - singular M & F, and 3rd person singular, F.), -atani (for himself - honorific - themselves) -anne (for ourselves), and -attani (for yourself - honorific or plural).

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D E C L A R A T I O N

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