

NAIROBI EVANGELICAL GRADUATE SCHOOL
OF THEOLOGY

MORO NOUN CLASSES

BY
ISRAEL YOHANNA ADELDONG
ANGELO

*A Linguistic Project Submitted To The Graduate School
in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Translation Studies*

JULY, 2008

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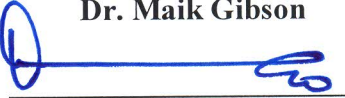
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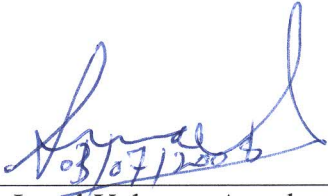

July, 2008

Student's Declaration

MORO NOUN CLASSES

I declare that this is my original work and has not submitted to any other College or University for academic credit.

The views presented herein are not necessarily those of the Nairobi Evangelical School of Theology or the Examiners

(Signed)  
Israel Yohanna Angelo Adeldong

July, 2008

ABSTRACT

Moro Noun Class is classified by a prefix system, in which the singular and plural prefixes of the nouns are the bases of classification. In this project I have attempted as a native speaker to do the work on my language for the first time, hoping that this first attempt will lead to more and further development on Moro language.

Chapter one includes the background information about people and the language. Chapter two is about noun classification. Chapter three deals with noun agreement with the verb and the cardinal number. Finally chapter four is a conclusion and suggestions for future work on the language.

TO

The glory of the Lord Jesus Christ my Savior, who made it possible and enabled me to undergo studies in translation.

My wife Siham and the children, who allowed me to study abroad in the time they needed my help and support.

The Moro Community, who will make use of this work.

ACKNOWLEDGEMENT

This work is a challenge to the writer who faced great challenge while studying linguistic departmental courses required by Translation Studies Department such as phonology, morphology and syntax, semantics, and pragmatics, which were offered during the academic year 2006/2007. The challenge arose a great interest, which is the base of this linguistic project. The interest was strengthened when the writer discovered that his language is very rich and can be developed; yet there is very little work done on the language by missionaries. This interest was strongly felt due to the difficulties the writer encountered in doing the assignments. Further more the writer was encouraged by his professor Dr. R.J. Carlson who continuously challenged and encouraged the translation students class saying, “You can do a PhD on your language.”

The act of thanking people is not enough to express the heartfelt gratitude and thanks for the assistance, guidance, and contribution from God through others, who served and helped you to achieve your aim in life. Therefore being one of those who have been helped by God and others, I would like to express my deep and heart felt gratitude to the following:

- To God who sustained my life and provided for my financial needs.
- To my church denomination, the Sudanese Church of Christ (SCOC) for recommending me to study at NEGST.
- To NEGST Board for approving and granting me opportunity to study at NEGST.
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encouraged, and helped me to learn and be equipped in linguistic and translation skills. May God bless and reward them all.

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- To my wife Siham, and the Children, Mario, Murad, Matthew, Mubarak, Mercy, and Martha, for their patients, love, and encouragement. Without their encouragement my mind would have not find rest while being away from them.
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ABBREVIATIONS LIST

ADJ	Adjective
AGR	Agreement
AN	Animate
CV	consonant /vowel
EXCL	Exclusive
FUT	Future
HAB	Habitual
INC	Inclusive
INTER	Interrogative
N	noun
NEGST	Nairobi Evangelical Graduate School of Theology
UN ASP.	Un aspirated
PAST	Past tense
PL	Plural
PLOS	Plosives
PREF	prefix
SG	singular
SUB	Subject
V	Verb
VC	vowel/consonant
VD	voiced
VL	voiceless

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CHAPTER ONE

INTRODUCTION

1.1. Statement of the Topic

Human language is God's gift to humanity for communication and interaction, thus language is absolutely important to each language group, and it must be preserved and developed for a better and effective use in life. The Moro language is one of the languages given to people for communication and interaction. The majority uses it effectively in the daily speech, but the majority does not use it in writing. This is due to the fact that the language is not well developed in terms of written materials, which are used for literacy programmes.

It is apparent that languages need to be developed and be used effectively by the language groups; therefore I have a desire to see my language developed well and used effectively like any developed language of the world.

Based on my desire I have decided to begin to attempt as a native speaker to develop the language for the future generations who will need their language in their education and technology. Therefore I am going to describe the Moro noun classes, the function, agreement, and try to figure out the problems facing the language in terms of grammar and gender. A few missionaries attempted to write grammar of the language but they did not do much due to the missionary act of 1962, which expelled all missionaries from Sudan. In this respect all effort in writing this project is coming from the writer who is using the linguistic skills, knowledge and information obtained

at NEGST, and from a few written materials in form of published literature or papers obtained from website.

1.2. Background Information

1.2.1. The People: Moro Speakers

Ləmwəɾəŋ is the native name of the Moro people who live in Iŋəpuŋ Umdorein District, in Southern Kordofan Province, in Western Sudan. This Region is historically called Nuba Mountains. The Umdorein District is southeast of Kadugli, the capital city of Southern Kordofan province. There are seven dialects, which constitute the Moro language group. The size of the population is not known now, but before the civil war it was estimated to be over 500,000 people.

1.2.2. The Language

Ḍəmwəɾəŋ is a language spoken by Moro people of the Nuba. The Moro language belongs to the Niger-Kordofanian or Congo-Kordofanian family. It belongs to the West-central Heiban Kordofanian languages (Schadeberg 1981). Commenting on the Kordofanian languages, Heine & Nurse wrote, “Kordofanian languages remain the most poorly documented languages within Niger-Congo; no complete descriptive grammar exists.” (Heine & Nurse 2000, 17). In the light of the above statement Moro is a rich language in terms of grammar and relevance, however it is not well developed and documented, yet Schadeberg states, “Thanks to the effort of two linguistically trained missionaries, Mr. and Mrs. Black, Moro may be considered the best described Kordofanian language” (Schadeberg 1981, 17). Sudan Research Unit, University of Khartoum, published their grammar and Dictionary of the Moro

language in 1971. Moreover Dr. Elisabeth Guest, a former member of SIL in Khartoum, who did some work on the Moro language, told her informants “your language is very rich, it has some parts of linguistic features, which are not found in English.” This statement is true and inspires the writer who was one of the informants, who heard the comment, to try his best to encourage the development of the language.

1.2.3. Previous Works on the Language

The missionaries printed a New Testament in 1965, and a few primers. Rev. Keith Black also wrote a dictionary and a grammar published in 1971 by the Sudan Research Unit, university of Khartoum, (Schadeberg 1981, 17). But I have no access to a copy of it.

Thilo C. Schadeberg carried out a survey of Kordofanian languages, which included the Moro language as belonging to the Heiban group. This work was carried out in the Nuba Mountains during three months from October 1974, to January 1975. (Schadeberg 1981, 8). In 1997, Elizabeth Guest, an SIL member in Khartoum did a considerable work on the noun classes using *Ḍəḡorban* dialect, (not published), but I have access to a hand out of her work. There is a dictionary obtainable from website by Roger Blench, 2007. Finally George Gibbard, Hanna Rohde and Sharon Rose in USA did a significant work on Moro Noun Class Morphology, using the *Ḍəḡogəfəlda* dialect. (From website, idiom.ucsd.edu/~hannah/papers/acal.2007.pdf accessed September 2007).

1.2.4. Socio-Linguistic Information

Moro has seven dialects; namely *Dəwërria*, *Dətogəfəlda*, *Dəyinia*, *Dədərria*, *Dələbua*, *Dənəbwa*, and *Dəjorbana*, the dialect adapted by the Moro speakers to be the language of all Moro people because the first translation of the New Testament was done in it. The seven dialect groups agreed that all the vocabulary items used by the majority would be used in the translation with the other dialect equivalents in parentheses.

1.2.5. Typology

Moro has SVO sentence structure: The subject/agent is followed by the verb, which in turn is followed by the object/ patient. Based on the information by Gibbard et al, (2007) obtained from website material, presented at the 38th Annual Conference on African Languages, University of Florida, 2007, there are eight main noun class singular/plural pairings, five unpaired classes (mass nouns, verbal nouns), and five minor categories.

Moro noun classes are indicated by prefixes on the noun. Singular and plural forms are distinguished.

1.2.6. Phonology and Orthography

Moro has had an established orthography since 1936, devised by missionaries from Sudan United Mission (SUM) from Australia. However not much work was done on the language until 1956, when Rev. Keith and Mrs. Betty Black began writing primers for literacy programmes. The alphabet has twenty-nine letters, with twenty-four consonants, and five vowels. The original orthography had no capital letters, but in 1993, the Moro language committee decided to introduce the capital letters when the New Testament was revised. The consonant chart is given in table1: 1

Table 1.1 Moro consonants

	Bilabial	Labio-dental	Dental	Alveolar	Retroflex	Palatal	Velar
Plosives	p b		ṭ (ṭ) ḍ (ḍ)	t d		c j (j)	k g
Fricatives		f	ɬ (ð)	s			
Nasals	m			n		ɲ (ɲ)	ŋ
Flaps & Trills				r	ɽ		
Lateral approximant				l			
Central approximants						y (j)	w

Moro has five vowels out of the twenty-nine letters constituting the Moro alphabet, but the phonemes /ə/ and /ë/ function as vowels in the spoken and written language. The Moro orthography devised by Keith Black contains only the five vowels, but the writer feels that the above two mentioned phonemes (ə and ë) are vowels and they should be suggested to the Moro language committee for consideration and approval. Therefore their appearance in this table is based on the writer's own opinion and suggestion until they are approved.

Table 1.2 Moro vowels

	Front	Central	Back
Close	i		u
Close-mid	e	ə	o
Open-mid		ë (ɜ)	
Open		a	

There is considerable fluctuation between vowels in Moro, particularly between /ə/, /ë/, and /a/. Few examples will clarify this point.

1. ummia ganna
boy listens/obeys
'A boy listens/ obeys'
2. ummia gaber gænna
boy not listens/obeys
'A boy does not listen/obey'
3. ummia gammo ñere
boy betrothed girl
'A boy betrothed a girl'
4. ummia gero gæmma ñere
boy not betrothed girl
'A boy did not betroth a girl'
5. ummia gëndu waro
boy caught chicken
'A boy caught a chicken'
6. ummia gero gbëndia waro
boy not caught chicken
'A boy did not catch a chicken'

In example (6) /b/ is added in the negative form.

1.2.7. Morphology

Morphologically noun classes are marked by prefixes and the agreements are indicated in agreement with subject and the verb. Moro has "Morphological processes

by which stems/root of the words can be inflected to adjust their meaning to fit their syntactic and communicational context.” (Payne 2004:29). The processes used in Moro are prefixation, suffixation, and modification.

1. 3. Source of Data

The data used in this work comes from the writer of this project, who is a native speaker of the language in question, but his mother tongue is *Ðätogaflda* dialect.

Another source of the data is from the former works done by the missionaries, mentioned in 1. 2. 3 above.

CHAPTER TWO

NOUN CLASSES

In this chapter I am going to present the Moro Noun Classes in relation to verbs, number, gender, and case.

2.1. Moro Nouns

Like all world languages, nouns in Moro are of two types:

1. The Proper Nouns.
2. The Common Nouns.

Both types may be divided into singular and plural, and uncountable. The plural class corresponds with the singular class and both classes are marked by prefixes. Demonstratives, possessive phrases, numerals and other quantifiers, adjectives, and relative clauses may modify nouns in Moro. There are no definite or indefinite articles in Moro, but there is agreement in noun class between subject and verb as well as between nouns and some of their modifiers in a noun phrase, and between antecedents and pronouns.

2.2. Classification of Moro Nouns

In Moro, noun classes are identified by their singular and plural prefixes and by their concords as in the following tables, (adapted from Elizabeth Guest, 1997) and (Gibbard 2007) respectively.

Table 2.1 Moro noun and word prefixes

Singular prefix	Singular concord	Plural prefix	Plural concord	Semantic identification
- / w-	g-	l-	l-	People
ɛ-	g-	w-	g-	Trees
l-	l-	ñ	ñ-	Animals/body parts
g-/ w- /-	g-	n-	n-	Body parts and common things
l-/ ɽ-/ɽr-	l-	ŋ-	ŋ-	Long/hollow, deep, round things
ɛ-	ɛ	r-	r-	Long things
ɛ-	ɛ	y-	y-	Large/ harmful things
ŋ-	ŋ-	ñ-	ñ-	Domestic/small animals
ŋ-	n-	no plural	no plural	Liquids/ abstract nouns
ɛ-	ɛ	no plural	no plural	Abstract nouns (emotions)
-	r-	-	y-	Cow/goat, other irregular nouns
l-	l-	-	y-	Tooth
-	y-	-	y-	Miscellaneous /foreign words

Table 2.2 The main noun class pairs (adapted from Gibbard 2007)

classes	initial Segment	concord Segment	singular	initial segment	concord segment	plural	gloss
1. g/l	vowel	g-/k-	ebaya ebwana	l-	l-	ləbaya ləbwana	slave beggar
2. g/n	vowel	g-/k-	oca omcaḍa	n-	n-	nəca nəmcada	milk gourd womb
3. y/y	low vowel-	y-,k-, s	ayen aṅəna	higher v	y-, s-	eyen eṅəna	mountain house
4. l/ŋ	l-/ɽ-	l-	ləfra ləmbwalua	ŋ-	ŋ-	ŋəfra ŋəmbwalua	stick dish
5. l/ñ	l-/ɽ-	l-	ləbwi ləbwana	ñ-	ñ-	ñəbwi ñəbwana	sardine porcupineo
6. ŋ/ñ	ŋ-	ŋ-	ŋina ŋəḍənia	ñ-	ñ-	ñina ñəḍənia	dog rabbit
7. ɖ/r	ɖ-	ɖ-	ɖoppa ɖappa	r-	r-	roppa rappa	star friend

Table 2.3 The main unpaired classes (adapted from Gibbard, 2007)

class	initial segment	concord segment	noun	gloss
g	vowel	g-/k-	efia aṅala əməḍia	sand heat celebration
y	vowel- /s	y-, k-, s-	ibəɽwa efaya afəya	cloud slave liver
ŋ	ŋ-	ŋ-	ŋawa ŋela ŋana	water oil milk
ɖ	b /p/ m, ɖ	ɖ-	bamia manga ɖəbara	okra mango cotton
ɖ	ɖ-	ɖ-	ɖətwoḍa ɖətɽrua ɖəcoña	rising standing hunger

2.3. Noun Class Syncretism in the Moro Language

Moro like some of the languages in the Kordofanian family has syncretism feature where one form may be the singular for two or more plural forms, and one plural form may be the plural of two or more singulars. For instance *g-* is the singular of both the *l-* class and *n-* class. Conversely, *ñ-* is the plural of both the *l-* class and the *ŋ-* class of the singular. Therefore it is difficult to confidently determine the Moro class-gender system at this point. However a few scholars have tried to classify the Moro Noun Classes. Gibbard quoting (Stevenson 1956-7) proposed a Bantu-like system of numeral labels for noun classes for the Kordofanian system as a whole. (Gibbard 2007), Dr. Elisabeth Guest, (1997), used a system indicated in table 2.1 above to classify Moro noun classes using concord consonant for labelling the classes. Gibbard et al used the singular/ plural prefixes to label the eight genders identified as main Moro noun classes, which they labelled as “Main class pairings.” (Gibbard 2007.) See table 2. 2 above. They also used concord consonants to label another gender of noun classes, which they labelled as unpaired classes. See the table 2.3 above.

The following diagram reveals the syncretism in the gender whereas /A/ and /B/ are the same in the singular but they form the plural forms differently with /l/ in gender /A/, and /n/ in gender /B/. Genders /C /and /D/ are both word initially /l/ in the singular but they differ in the plural as gender /C/ forms plural by /ŋ/ and gender /D/ forming plural by /ñ/. Genders /F/ and /G/ are similar in the singular form but they differ in the plural as gender /F/ forms the plural by /r/ and gender /G/ forms its plural by /y/.

It is also worth mentioning at this juncture that the “class marking does not necessarily unambiguously identify whether a form is singular or plural: Class

markers l-/ ŋ-, and y- (~s-) are common for both singular and plural.” (Gibbard et al 2007).

Based on the syncretism there are some variations in how the plural is formed. These inflections/variations mostly concern the vowels when the plural prefix is added. There are often some words exhibiting variation in each class, therefore the rules and explanations given in this work may not be sound or may be incorrect, or may need to be corrected in future whenever an error is found. The following are some rules and guidelines in the Moro language concerning noun classes. To indicate the syncretism, Gibbard et al 2007, adapted a comparison table of noun classifications in which they compare their classification with that of Stevenson 1956-7), Schadeberg 1981, Guest 1997, Norton 2007. In those works, the writers identified a number of different classes of which occur in Moro. From Gibbard 2007. p. 4. See the table 2.4, below which explains and show the comparison of noun classifications carried out by Gibbard et al, Guest, and Stevenson.

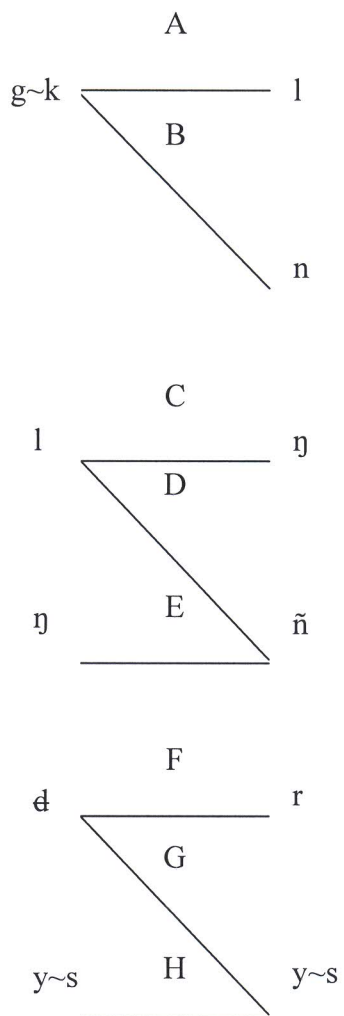


Figure 2.1 Concord consonant class pairings (adopted from Gibbard 2007)

Table 2.4 Comparison table of noun classifications

Concord segments			Semantic properties		
Gibbard et al	Guest	Stevenson	Gibbard et al	Guest	Stevenson
g/l	g/l	1. kw(u)-, gw(u)- 2. l(i)-	people	people	people
unattested	unattested	3. kw(u)-, gw(u)- 4. c-, j-, y-	n/a	n/a	nature
l/ŋ	l, lɾ, ŋ	5. l(i)- 6. ŋw(u)-	round, long things, fruit	long, hollow, deep, round	unit/mass
see g/n	see g/n	7. k- 8. j-, y-	n/a	n/a	
ɖ/r	ɖ/r	9. t-, d- 10. d-, r-	some animals, long things	long things	long things
ɖ/j	ɖ/j	11. t-, d- 12c-, j-, y-	?	harmful, large	harmful, large
g/n	g/n	13. k-, g- 14. ny-, n-	?	common things	hollow, deep
ŋ/ñ	ŋ/ñ	15. ŋ- 16. ny-	small animals		small animals
unattested	unattested	15a. t-, tr-	n/a	n/a	diminutive
unattested	unattested	17. ŋ-	n/a	n/a	augmentative

Continuation of comparison table of noun classification .

Concord segments			Semantic properties		
Gibbard et al	Guest	Stevenson	Gibbard et al	Guest	Stevenson
ɛ	ɛ	19. t(i)-, ɛ(i)-	infinitive, abstract, nature	abstract nouns, emotions	infinitive
ŋ	ŋ	20. ŋ-	liquids, mass nouns	liquids, abstract nouns	liquids, abstract
r/j	r/j	21. ŋ- 22. y-, j-	goat, etc..	goat, etc..	goat, etc..
l/n	unattested	23. l- 24. y-, j-	tooth	n/a	eye, etc..
j/j	j/j	25. vowel 26. y-, j-, l-	?	foreign words	miscellaneous
l/ñ	l/ñ	unattested	animals, body parts, objects	animal and body parts	n/a
ɛ/g	ɛ/g	unattested	derivatives	trees, parts of tree	n/a

1. Nouns for people:

Words starting with e, o, u, and i:

All these vowels change to /ə/ when the plural prefix l- is added. It is worth mentioning that there is no prefix attached to the singular form of this gender. See examples below.

Words beginning with /e/

Singular

plural

semantic identification

Class e/l

1. eбай	ləбай	slave
2. eтenia	ləтenia	man
3. eбайҗen	ləбайҗen	her husband
4. eмаәden	ləмаәden	his/her age group

Words beginning with /i/

Class i/l

5. iәia	ləia	son, daughter
6. irrҗiәia	lerrҗiәia	teacher
7. imәṛәnia	ləmәṛәnia	dirty person (Abusive word)
8. ibañ	ləbañ	brother/sister-in-law

Words beginning with /o/

Class o/l

9. ome	ləme	fish.
10. omarәҗ	ləmwarәҗ	Moro person
11. oppo	ləppo	old woman
12. ommән	ləmmон	person

Words beginning with /u/

class u/l

13. ummia	ləmmia	boy
-----------	--------	-----

14. u <u>ṭ</u> ra	l <u>əṭ</u> urua	pig
15. u <u>ḍ</u> a	l <u>əḍ</u> ua	worm
16. u <u>ṭ</u> ṛi	l <u>əṭ</u> uṛi	an old man

2. Animals and body parts:

In this class there is no vowel change, but when a noun starts word initially with / ṭ /ṭr

the plural prefix is / ñə- /.

Words beginning with / ṭ /

Class ṭ/ñ

17. ṭ <u>r</u> uma)	ñ <u>ə</u> ruma	ram
18. ṭ <u>r</u> apa <u>ḍ</u> a	ñ <u>ə</u> rapa <u>ḍ</u> a	skin, kind of ornament
19. ṭ <u>r</u> wa	ñ <u>ə</u> rwa	monkey, kind of
20. ṭ <u>r</u> a	ñ <u>ə</u> ra	armadillo
21. ṭ <u>r</u> ak <u>ə</u> ga	ñ <u>ə</u> rak <u>ə</u> ga	claw
22. ṭ <u>r</u> ua	ñ <u>ə</u> rua	testicle
23. ṭ <u>r</u> oga	ñ <u>ə</u> roga	body, part of
24. ṭ <u>oṅ</u>	ñ <u>ə</u> ḍoṅ	back of head
25. ṭ <u>w</u> ea	ñ <u>ə</u> dwea	body, part of

In this class, vowels do not change, but some words starting with / ṭ / change to / ñə /

and nouns starting with / ld / form their plural by substituting ñə- for ld-

E.G.

Words beginning with /ld/

Class ld/ñə

Nouns starting with /ld/ form their plural by replacing these two letters by /ñə/.

26. ldwa	ñəlwa	part, of hand
27. ldu	ñəlu	frog
28. ldui	ñədui	tail of a bird
29. ldwea	ñəlwea	bird, kind of

3. Trees:

Nouns of this class starting with /~~ə~~- / form their plural forms by substituting *wo-* for *~~ə~~-* . Compare this class with class (9) below where we have nouns with / ~~ə~~ / word initially, but the plural is formed by /~~ə~~/ changing to /e/, /i/, /o/, and /u/. E.g.

Class ~~ə~~/w

30. ə mbərwa	wombərwa	tree, type of
31. ə bwaḍa	wobwaḍa	tree, type of
32. ə bṽrwa	wobṽrwa	branch of dileb tree
33. ə ṽḅala	woṽḅala	tree, type of

4. Body parts and in-animate things

This class has a variety of ways of generating plural forms, whereby nouns starting with the vowels / e /, / i /, and / o / form their plural by changing this vowel to / ə / when the plural prefix / n- / is attached to the noun. E g.

Nouns beginning with / e /:

class e/n

34. e <u>t</u> a	nə <u>t</u> a	stream
35. e <u>t</u> am	nə <u>t</u> am	neck
36. e <u>m</u> ər <u>t</u> a	nə <u>m</u> ər <u>t</u> a	horse
38. e <u>l</u> əŋ	nə <u>l</u> əŋ	kings

Nouns with / i / word initially:

Class i/n

39. i <u>m</u> ə <u>ɬ</u> ulua	nə <u>m</u> ə <u>ɬ</u> ulua	bark, of tree
40. i <u>m</u> əŋ	nə <u>m</u> əŋ	bell
41. i <u>t</u> əli	nə <u>t</u> əli	year
42. i <u>b</u> wə <u>ɾ</u> ua	nə <u>b</u> wə <u>ɾ</u> ua	back of knee

Nouns with /o/ word initially:

Class o/n

In Moro /ba/ changes to /bw/ in the plural form (see no 44 below).

43. o <u>m</u> ma	nə <u>m</u> ma	trap for hunting rats
44. o <u>b</u> a	nə <u>b</u> wa	small hole in a rock with water
45. o <u>c</u> a	nə <u>c</u> wa	a gourd for milk
46. o <u>b</u> əla	nə <u>b</u> əla	a hut for grinding stone

5. Nouns that have vowels / *e* /, or / *o* / word initially, followed by / *d* / the vowel in the singular form discards in the plural form with the consonant / *n* / as plural prefix.

E.g.

Words with / *e* / word initially:

Class *e/n*

41. *edapɛɾa* *ndapɛɾa* finger/ foot nail

42. *edpaɾa* *ndpaɾa* tree, type of

43. *eda* *ndəa* rocks

6. Noun class with word initially with vowels / *e* /, / *i* /, / *o* / or / *u* /, followed by / *nd* /

When the noun starts word initially with a vowel followed by / *nd* / the plural is formed by discarding the singular prefix vowel.

44. *endra* *ndra* body part

45. *indria* *ndria* knee

46. *ondəɸia* *ndəɸia* louse

47. *undr* *ndur* loin

7. Nouns starting with / *e* /, / *i* /, or / *o* / followed by / *r* /:

In this noun class / when the noun is followed by / *r* /, the vowel is dropped in the plural form and the plural prefix becomes / *ndr* /.

Words beginning with / *e* /:

48. *ereɸia* *ndreɸia* palm, part of body

49. erenia	ndrenia	cloth
50. erbeþia	ndrbeþia	calf stall

Words beginning with / i /

Class i/n

51. iria	ndria	fence
52. iria	ndria	a pool for cows drink
53. irti	ndrti	knife

Words beginning with / o /

Class o/n

54. orða	ndrðwa	animal, small wild
55. orpañæðia	ndrpwañæðia	needle for removing thorns
56. orcælia	ndrcælia	a goat with short/ small ears
57. orppa	ndrppwa	a hole in a tree trunk

9. The singular nouns with /~~ð~~/ word initially:

In this class the singular form with /~~ð~~/ forms the plural with /e/, /i/, /o/, and u, word initially. This class differs from noun class in (3) above where the noun starts with /~~ð~~/ but forms the plural with /wo/.

Words forming plural with prefix /e/.

Class ð/e

58. ðeṅðala	eṅðala	tongue
-------------	--------	--------

59	ḁəbarlda	ebarlda	river
60.	ḁəbəria	ebəria	part, of bamboo
61.	ḁəgəmbəllia	egəmbəllia	tooth, kind of

Words forming plural with prefix /i/.

Class ḁ/i

62.	ḁəpinia	ipinia	tin, small, iron.
63.	ḁəməlin	iməlin	otter
64.	ḁəranjala	iranjala	stone wall
65.	ḁəria	iria	hair

Words forming plural with prefix /u/.

Class ḁ/u

66.	ḁəluandri	uləndri	tree, type of
67.	ḁəpundri	upəndri	boat, wood, piece of
68.	ḁərldia	urldia	part of body
69.	ḁərubi	urubi	straw for building huts

Words beginning /w/

This class has two ways of forming the plural form. In the first the prefix // forms the plural form and the second the plural prefix is /n/.

Words forming plural with //or /lw/

Class w/l

In the people class that is the names of people, there are often few examples of words exhibiting each variation in each class, for example the noun wuji is singular and the plural is liji. see 75 below.

70. waro	laro	chicken
71. wasañ	lwasañ	my wife
72. worra	lərrwa	husband
73. wai	lai	fly/ bee
74. wasen	lwasen	his wife
75. wuji	liji	woman
76. wen	lwen	liar
77. wanŋe	lanŋe	thing

Words forming plural with /n/: This is a group of nouns which can be labelled as /w/n class-gender since the singular prefix /w/ correspond to /n/ in the plural prefix.

Class w/n

78. warra	narra	cow camp
79. wara	nwara	baobab tree
70. waɗana	nwaɗana	python
81. wonda	ndwa	skin attached to stick.

82. woya	noya	tree, kind of
83. woṭelia	nəṭelia	spider/ pallet
84. wola	nəlwa	a gourd container
85. woca	nocia	a gourd for milk
86. wundr	ndur	loin
88. wɓwaga	nəɓwaga	threshing floor

10. Domestic animals and other things:

Nouns beginning with /*ɲu*/:

Nouns beginning with /*ɲu*/ form the plural by substituting *ñə-* for *ɲu-* after adding the plural prefix. This group belong to / *ɲ/ ñ* / class-gender. E.g.

class *ɲ/ñ*

89. ɲusu	ñəsu	small chickens
90. ɲuruania	ñəruania	small pigs
91. ɲuruania	ñəruania	fruit, kind of
92. ɲuṭəlfada	ñəṭəlfada	a small wild a animal

CHAPTER THREE

AGREEMENT WITHIN THE NOUN PHRASE

Nouns and noun phrases are marked for number. The most common number distinction is between singular and plural, therefore the noun and the noun phrases agree with numbers in the inflection. Moro marks the noun-class gender by prefixes, whereas the first radical of the singular is inflected into a different radical in the plural form. In some genders similarity is common. The prefix concord denotes the number of the noun, singular or plural. Moro uses the dual form *ndəm* ‘both’ to refer to two objects. E.g.

Ummia na ɲere leto ndəm.
boy and girl came both
‘Both boy and girl came’

This chapter deals with verb agreement with the subject within the clause, cardinal numbers, adjectives, demonstratives both proximal and distal, quantifiers, interrogatives, and the possessors. A description of each agreement will be indicated with explanation and examples. Tables are used for easy reference and examination of the data presented in this project.

This section deals with the noun phrase elements, which include the determiners, numerals, adjectives, interrogatives, possessors, and quantifiers.

3.1 Modifiers

3.1.1. Demonstratives

Table 3.1 Moro demonstratives (determiners)

No	Gender	Singular		Plural	
		proximal	distal	proximal	distal
1	g/ l	igi	gakəl	ildi	lakəl
2	g/ n	igi	gakəl	ini	nakəl
3	l/ ŋ	ildi	lakəl	iŋi	ŋakəl
4	l/ ñ	ildi	lakəl	iñi	ñakəl
5	ŋ/ ñ	iŋi	ŋakəl	iñi	ñakəl
6	ɛ/ r	iði	ɛakəl	iri	rakəl
7	ɛ/ y	iði	ɛakəl	isi	yakəl
8	y/y	isi	yakəl	isi	yakəl

Moro demonstratives are used to point/refer to objects both proximal and distal. There are two demonstrative determiners, namely *igi* ‘this’ and *gakəl* ‘that’ for singular and *ildi* ‘these’ and *lakəl* ‘those’ but the reader will observe variations in the forms in table 3.1. These variations are based on the gender classes only, but the meaning is the same.

The syncretism case in Moro language is a common phenomenon like in most Niger- Congo languages. Therefore Moro being from the Kordofanian family that is one of the Niger-Congo, is not an exception in terms of syncretism phenomenon. Table 3.2 reveals the syncretism.

Genders *y/y* and *ɛ/r* share the same plural form *isi*. Genders *l/ŋ* and *l/ñ* share same singular and plural forms. Gender four indicates different forms for proximal singular

as *ildi* and distal as *lakəl* in the plural forms we find *iŋi* in proximal and *ŋakəl* in distal. These differences result from the prefix in the singular and the plural forms. In the same manner we can see this happening in genders five, six, seven, and eight.

Table 3.2 Moro demonstratives of main genders

Gender	Singular		Plural	
	proximal	Distal	proximal	distal
1. g/ l	igi	gakəl	ildi	lakəl
2. g/ n			ini	nakəl
3. y/ y	isi	yakəl	isi	yakəl
4. l/ ŋ	ildi	lakəl	iŋi	ŋakəl
5. l/ ñ		lakəl	iñi	ñakəl
6. ŋ/ ñ	iŋi	ŋakəl		
7. ɖ/ r	idi	ɖakəl	iri	rakəl
8. ɖ/ y			isi	yakəl

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Table 3.3 Examples (singular)

Gender	Proximal	Distal
1. g/ l	ummia <i>igi</i> boy this 'This boy.'	ummia <i>gakəl</i> boy that 'That boy.'
2. g/n	oca <i>igi</i> gourd this 'This gourd.'	oca <i>gakəl</i> gourd that 'That gourd.'
3. y/ y	ayen <i>isi</i> mountain this 'This mountain.'	ayen <i>yakəl</i> mountain that 'That mountain.'
4. l/ ŋ	ləfra <i>ildi</i> stick this 'This stick.'	ləfra <i>lakəl</i> stick that 'That stick.'
5. l/ ñ	ləbwi <i>ildi</i> sardine this 'This sardine.'	ləbwi <i>lakəl</i> sardine that 'That sardine.'
6. ŋ/ ñ	ŋina <i>iŋi</i> dog this 'This dog.'	ŋina <i>ŋakəl</i> dog that 'That dog.'
7. ɛ/ r	ɛoppa <i>iɛi</i> star this 'This star.'	ɛoppa <i>ɛakəl</i> star that 'That star.'
8. ɛ/ y	ɛəwria <i>iɛi</i> camel this 'This camel.'	ɛəwria <i>ɛakəl</i> camel that 'That camel.'

Table 3.4 Plural examples

Gender	Proximal	Distal
1. g/ l	lëmmia <i>ildi</i> boys these 'These boys.'	lëmmia <i>lakəl</i> boys those 'Those boys.'
2. g/ n	noca <i>ini</i> gourds these 'These gourds.'	noca <i>nakəl</i> gourds those 'Those gourds.'
3. y/ y	eyen <i>isi</i> mountains these 'These mountains.'	eyen <i>yakəl</i> mountains those 'Those mountains.'
4. l/ ŋ	ŋəfra <i>iŋi</i> sticks these 'These sticks.'	ŋəfra <i>ŋakəl</i> sticks those 'Those sticks.'
5. l/ ñ	ñəbwi <i>iñi</i> sardines these 'These sardines.'	ñəbwi <i>ñakəl</i> sardines those 'Those sardines.'
6. ŋ/ ñ	ñina <i>iñi</i> dogs these 'These dogs are fat.'	ñina <i>ñakəl</i> dogs those 'Those dogs.'
7. d/ r	roppa <i>iri</i> stars these 'These stars.'	roppa <i>rakəl</i> stars those 'Those stars'
8. d/ y	yəwria <i>isi</i> camels these 'These camels.'	yəwria <i>yakəl</i> camels those 'Those camels.'

3.1.2. Moro Numerals

Moro has numerical system from one to ten as it is indicated in the table below. The Cardinal number agrees with its head noun. There is an /e/ in gender three instead of /o/ in one and /ə/ in the numbers two and three.

The same observation is seen in gender eight in two and three. This difference is commonly found in some cases of the Moro language.

The Moro numbers agree with their head noun in gender. See table 3.6 and table 3.7. These are the forms that appear within a noun phrase. It is when a number is a modifier in a noun phrase that it agrees in number and gender with its head noun.

Table 3.5 contains the forms of the cardinal numbers used in counting.

Table 3.5 Moro cardinal numerals

No	Moro	English
1	gonto	one
2	gəɾəjan	two
3	gəɾəjin	three
4	marldwan	four
5	ɕenəŋ	five
6	ɕengonto	six
7	ɕengɾəcan	seven
8	ɕengɾəcin	eight
9	ɕenmarldwan	nine
10	reɕ	ten

Table 3.6 Moro cardinal numbers one, two, and three

Gender	One	Two	Three
1. g/ l	gonto	ləɾəjan	ləɾəjin
2. g/ n	gonto	nəɾəjan	nəɾəjin
3. y/ y	yento	yeɾəjan	yeɾəjin
4. l/ ŋ	lonto	ŋəɾəjan	ŋəɾəjin
5. l/ ñ	lonto	ñəɾəjan	ñəɾəjin
6. ŋ/ ñ	ŋonto	ñəɾəjan	ñəɾəjin
7. ɕ/ r	ɕonto	rəɾəjan	rəɾəjin
8. ɕ/ y	ɕonto	yeɾəjan	yeɾəjin

These cardinal numbers cannot occur with the single –class gender (except one).

Table 3.7 Cardinal examples

Gender	One	Two	Three
1. g/ l	wara gonto chicken one 'one chicken.'	lara ləɾəjan. chickens two 'two chickens.'	lara ləɾəjin. chickens three 'three chickens.'
2. g/ n	oðəlaŋ gonto fox one 'one fox.'	ndəloŋ nəɾəjan. foxes two 'two foxes.'	ndəloŋ nəɾəjin. foxes three 'three foxes.'
3. y/ y	arabiya yento car one 'one car.'	erabiya yeɾəjan cars two 'two cars.'	erabiya yiɾəjin. cars. three 'three cars.'
4. l/ ŋ	ləmbwalua lonto. dish one 'one dish.'	ŋəmbwalua ŋəɾəjan. dishes two 'two dishes.'	ŋəmbwalua ŋəɾəjin. dishes three 'three dishes.'
5. l/ ñ	ləbwana lonto porcupine one 'one porcupine.'	ñəbwana ñəɾəjan. porcupines two 'two porcupines.'	ñəbwana ñiɾəjin. porcupines three 'three porcupines.'
6. ŋ/ ñ	ŋəðənia ŋonto. rabbit one 'one rabbit.'	ñəðənia ñəɾəjan rabbits two 'two rabbits.'	ñəðənia ñəɾəjin. rabbits three 'three rabbits.'
7. ð/ r	ðappa ðonto. friend one 'one friend.'	rappa rəɾəjan. friends two 'two friends.'	rappa rəɾəjin. friends three 'three friends.'
8. ð/ y	ðara ðonto robe one 'one robe.'	yara yeɾəjan. robes two 'two robes.'	yara yiɾəjin. robes three 'three robes.'

3.1.3 Moro Adjectives

Moro adjective are used to describe age, dimension, values, and colors. The adjective agrees with the noun it modifies (that is its head noun) in gender and number. The differences are resulting from the singular and plural prefixes according to the gender noun classes.

Table 3.8 Moro forms of the adjective –oɾəra ‘big’

Gender	Singular adjectives	Plural adjectives	Gloss
1. g/ l	goɾəra	loɾəra	big
2. g/ n	goɾəra	noɾəra	big
3. y/ y	yoɾəra	yoɾəra	big
4. l/ ŋ	loɾəra	ŋoɾəra	big
5. l/ ñ	loɾəra	ñoɾəra	big
6. ŋ/ ñ	ŋoɾəra	ñoɾəra	big
7. ɛ/ r	ɛoɾəra	roɾəra	big
8. ɛ/ y	ɛoɾəra	yoɾəra	big

Table 3.9 Moro adjective examples

Gender	Singular	Plural
1. g/ l	uri goɾəra. rat big 'a big rat.'	ɾuri loɾəra. rat big 'big rats.'
2. g/ n	oða goɾəra. deer big 'a big deer.'	ndowa noɾəra. deer big 'big deer.'
3. y/ y	ayen yoɾəra. Mountain big. 'the big Mountain.'	eyen yoɾəra. Mountains big 'the big Mountains.'
4. l/ ŋ	ləfra loɾəra. stick big 'a big stick.'	ŋəfəra ŋoɾəra. sticks big 'big sticks.'
5. l/ ñ	ləbwi loɾəra. sardine big 'a big sardine.'	ñəbwi ñoɾəra. sardines big 'big sardines.'
6. ŋ/ ñ	ŋina ŋoɾəra. dog big 'a big dog.'	ñina ñoɾəra. dogs big 'big dogs.'
7. ɖ/ r	ɖoppa ɖoɾəra. star big 'a big star.'	roppa roɾəra. stars big 'big stars.'
8. ɖ/ y	ɖəwria ɖoɾəra. camel big 'a big camel.'	yəwria yoɾəra big camels 'big camels.'

Table 3.10 Single-class genders adjectives

Gender	Adjective	Gloss
1 g	goɾəra	big
2. y	yoɾəra	big
3. ŋ	ŋoɾəra	big
4. ɖ	ɖoɾəra	big
5. ɖ	ɖoɾəra	big

The single- class gender consists mainly of the mass nouns, which are usually referred to collectively, but they are also found elsewhere in Moro noun class genders. See table 3.9 above and table 3.11 below.

Table 3.11 Single-class gender adjective examples

Gender	Examples	Gloss
1. g	ebea goɾɛra	big sand
2. y	abəya yoɾɛra	big liver
3. ŋ	ŋaɾa ŋoɾɛra	big gum
4. ɗ	ɗɛbara ɗoɾɛra moɾwata ɗoɾɛra	big cotton big peanut
5. ɗ	ɗɛbera ɗoɾɛra ɗɛbria ɗoɾɛra	big wind big/ great salvation

3.1.4 Moro Interrogatives

There are two determiners in Moro which function as question words. The interrogative determiner /which/ is the only one that is applicable to this context as our concern is agreement of the noun classes. This determiner asks questions that require clarification or distinction between two or more objects.

Table 3.12 Moro interrogatives

Gender	Singular	Plural	Gloss
g/l	gaŋga	laŋga	which
ë/ë	ësəgi	ësənda	who
	ŋga	-	where
	ɿau	-	how
	ndonj	-	when
	wande	-	what
	eɗa		why

The interrogative *ēsāgi* ‘who’ is a class-gender, which is labeled as *ě/ě*

gender. This class falls in the minor categories of the Moro noun classes. E.g.

ēsāgi gāso?

who ate PAST (SG)

‘Who ate?’

ēsānāda lāso?

who (PL) ate

‘Who ate?’

Table 3.13 Moro interrogative *gānga* ‘which’ forms

Gender	Singular	Plural	Gloss
1. g/l	<i>gānga</i>	<i>laṅga</i>	which
2. g/ n	<i>gānga</i>	<i>naṅga</i>	which
3. y/ y	<i>yaṅga</i>	<i>yaṅga</i>	which
4. l/ ŋ	<i>laṅga</i>	<i>ṅaṅga</i>	which
5. l/ ñ	<i>laṅga</i>	<i>ñaṅga</i>	which
6. ŋ/ ñ	<i>ṅaṅga</i>	<i>ñaṅga</i>	which
7. ɛ/ r	<i>ɛaṅga</i>	<i>raṅga</i>	which
8. ɛ/ y	<i>ɛaṅga</i>	<i>yaṅga</i>	which

Table 3.14 Interrogative gąnga ‘which’ examples

Gender	Singular	Plural
1. g/ l	wara gąnga? chicken which ‘Which chicken?’	lara laŋga? chickens which ‘Which chickens?’
2. g/ n	erenia gąnga? cloth which ‘Which cloth?’	ndrenia naŋga? clothes which ‘Which clothes?’
3. y/ y	acəŋwara yaŋga? raven which ‘Which raven?’	ecəŋwara yaŋga? ravens which ‘Which ravens?’
4. l/ ŋ	laruði laŋga? grape which ‘Which grape?’	ŋaruði ŋaŋga? grapes which ‘Which grapes?’
5. l/ ñ	ɽuma laŋga? ram which ‘Which ram?’	ñəruma ñaŋga? rams which ‘Which rams’
6. ŋ/ ñ	ŋina ŋaga? dog which ‘Which dog?’	ñina ñaŋga? yo dogs which ‘Which dogs?’
7. ɖ/ r	ɖəl ɖaŋga? horn which ‘Which horn?’	rəlda raŋga? horns which ‘Which horns?’
8. ɖ/ y	dəbia ɖaŋga? lion which ‘Which lion?’	yəbia yaŋga? lions which ‘Which lions?’

Table 3.15 Single- class genders interrogative gąnga (which)

Gender	Interrogative	Gloss
1. g	acəba gąnga?	which food?
2. y	ajəŋwara yaŋga?	which raven?
3. ŋ	ŋucia ŋaŋga?	which soup?
4. ɖ	ɖərna ɖaŋga?	which skin?
5. ɖ	ɖaŋala ɖaŋga?	which ewe?

3.1.5. Moro Quantifiers

Moro has a few quantifiers, which distinguish between the singular and plural nouns, and they agree with the head noun.

Table 3.16 Moro quantifiers

Quantifier	Singular	Plural	English equivalent
gwomən	gwomən	lwomən	each, every, another
pređ	-	pređ	all
gəmatəŋ	gəmatəŋ	ləmatəŋ	small/few
gmaɬaŋ	ləmaɬaŋ	ləmaɬaŋ	some/few, part of
gwaña	gwaña	lwaña	many/ plenty/ much

Table 3.17 Quantifier examples with main gender

Gender	Singular	Plural
1. g/ l	eđa gwomən man/ person another 'Another man'	leđa lwomən persons other 'Other persons'
2. g/ n	omma gwomən trap another 'Another trap'	nəmmwa nwomən traps other 'Other traps'
3. y/ y	ajəŋgwara ywomən raven another 'Another raven'	ejəŋgwara ywomən ravens other 'Other ravens'
4. l/ ŋ	ləfra lwomən stick another 'Another stick'	ŋəfəra ŋwomən sticks other 'Other sticks'
5. l/ ñ	lobara lwomən fowl another 'Another fowl'	ñobara ñwomən fowls other 'Other fowls'
6. ŋ/ ñ	ŋere ŋwomən girl another 'Another girl'	ñere ñwomən girls other 'Other girls'
7. đ/ r	đoɾa đwomən root-food another 'Another root-food'	roɾa rwomən root-foods another 'Another root-foods'
8. đ/ y	đul đwomən giraffe another 'Another giraffe'	yul ywomən giraffes other 'Other giraffes'

Table 3.18 Single- class gender for quantifiers

Gender	Example	Gloss
1. g	acəba gwaña	plenty food
2. y	iria ywaña	plenty hair
3. ŋ	ŋawa ŋwaña	plenty water
4. ɗ	ɗəɗua ɗwaña bamia ɗwaña moɽwata ɗwaña paɽəlwa ɗwaña	plenty mud plenty okra plenty peanuts plenty soup -leaves
5. ɗ	ɗəbara ɗwaña	plenty cotton

Gender 4. /ɗ/ can be labelled as a sub class containing dentals; plosives and nasals.

See table 3.19, above.

3.1.6. Moro Possessives

Moro has a possessive case that may be either inclusive or exclusive in the plural but only inclusive in the dual form. The agreement is based on gender class. See table 3.20.

Table 3.19 Moro possessives

Person	Singular	Plural	English
1st	gələɽəñi	gakəndr (incl.) gakañ (excl)	my, our
2nd	gəlaɽəŋa	gakalo (excl)	your (SIG), your (Pl)
3rd	gələɽəŋu	gaken (excl.)	his, her/ their/theirs`
dual		gakələŋ (incl.)	our

Examples

1. ləbuŋua ləlërəŋu
gourd his/ her
'His/her gourd'
2. ləfra ləlërəŋu
stick his/ her
'His/her stick'
3. ŋina ŋəlërəŋu
dog his/her
'His/her dog'
4. ðəwria ðəlërəŋu
camel his/her
'His/her camel'
5. oca gakələŋ
milk-gourd our (dual)
'Milk-gourd is ours'
6. ŋəðənia ŋaŋələŋ
rabbit ours (dual)
'Rabbit is ours'

In the examples above the forms of 'his' vary according to the gender noun classes,

but the meaning is the same.

Table 3.20 Moro possessive examples

Singular	Plural
aɗam igi galɛrɛɲi book this my 'This book is mine.'	eɟia gakəl gakɛndr (incl.) house that our 'That house is ours.'
aɗam igi galaɾɛɲa book this your 'This book is yours.'	eɟia gakəl gakaɲ (excl) house that our 'That house is ours.'
aɗam igi galɛrɛɲu book this his 'This book is his.'	eɟia gakəl gakaɲ (excl.) house that our 'That house is ours.'
eɟia gakəl gakalo (excl) house that yours 'That house is yours.'	

3.2 Subject Agreement with the Verb

The relationship between the subject and the verb is agreement. Dr. Guest who wrote about the subject-verb agreement affirms that Moro verbs agree with the subject and that there are two sets of subject pronouns, but explicit pronouns are not required. (Guest1997). Moro object pronouns are attached to the verbs and can be found in the middle or at the end depending on the tense and aspect. In the examples below the verb /*gasal*/ 'he is eating' indicates the agreement of the main class-gender agreement.

Table 3.21 Subject-verb agreement

Gender	Singular	Plural	Gloss
1. g/ l	gasa	lasa	is eating
2. g/ n	gasa	nasa	is eating
3. y/ y	yasa	yasa	is eating
4. l/ ŋ	lasa	ŋasa	is eating
5. l/ ñ	lasa	ñasa	is eating
6. ŋ/ ñ	ŋasa	ñasa	is eating
7. ð/ r	ðasa	rasa	is eating
8. ð/ y	ðasa	yasa	is eating

Table 3.22 Single-class gender (subject-verb agreement) example

Gender	Subject/verb	Gloss
1. g	ebea giɾu	sand/ fall
2. y	abəya yiɾu	liver/ fall
3. ŋ	ŋaɾa ŋiɾu	sap (gum)/ fall
4. ð	ðəbara ðiɾu moɾwata ðiɾu	cotton/ fall peanut/ fall
5. ð	ðəbera ðeɾo ðəbəriia ðeɾo	wind /came salvation/came

The last /ð/ gender class cannot occur with the verb fall, therefore the verb ‘came’ is used. This gender-class has no plural forms. It is usually collectives.

Table 3.23 Subject-verb agreement plural examples

Gender	Singular	Plural
1. g/ l	Kuku gasa acəba. Kuku eat PRES food 'Kuku is eating food.'	Kuku na Gabwa lasa acəba. Kuku and Gabwa eat food 'Kuku and Gabwa are eating food.' or Kuku-ŋ lasa acəba. Kuku -PL eat PRES food 'Some people named Kuku are eating food.'
2. g/ n	oɾəbel gasa moɾwata. monkey eat PRES groundnuts 'The monkey is eating groundnuts	ndəbel nasa moɾwata. monkeys eat PRES groundnuts 'The monkeys are eating groundnuts.'
3. y/ y	acəŋgwara yasa ŋwana raven eat PRES sorghum 'The raven is eating the sorghum.	ecəŋgwara yasa ŋwana. ravens eat PRES sorghum 'The ravens are eating sorghum.
4. l/ ŋ	ləluəia lasa naɬam. white ant PRES destroy books 'White ant destroys books.'	ŋuləɬaia ŋasa naɬam. white ants PRES destroy books 'White ants destroy books.'
5. l/ ñ	ləbəpi lasa yama duck eat PRES locust 'The duck is eating locust.'	ñəbəpi ñasa yama. ducks eat PRES locust 'The ducks are eating locust.'
6. ŋ/ ñ	ŋina ŋasa leɬa. dog bite PRES people 'The dog bites people.'	ñina ñasa leɬa. dogs bite PRES people 'The dogs bite people.'
7. ɬ/ r	ɬoppa ɬasa- tərtər uləŋgi. star twinkle night 'The star twinkles in the night.'	roppa rasa- tərtər uləŋgi. stars twinkle night 'The stars twinkle in the night.'
8. ɬ/ y	ɬul ɬasa ratai r-uɾi. giraffe eat PRES leaves of -tree 'The giraffe is eating tree leaves.	yul yasa ratai ruɾi giraffes eat PRES leaves tree 'The giraffes are eating tree leaves.'

In example 1 above the plural form for the proper nouns is formed by adding suffix /ŋ/ or /ŋənda/ to the subject or object. So Kuku-ŋ or Kuku-ŋənda means two or more people named Kuku, and also it can be used to refer to Kuku and other people with him.

3.3 Moro Pronouns

Moro pronouns are similar to pronouns in most languages of the world, but there is no distinction of sex-based gender. That is there is no distinction between masculine and the feminine in Moro. Therefore the pronoun /*gëŋŋu*/ ‘he/she’ is used for both masculine and feminine singular and the pronoun / *lëŋŋulu* / ‘they’ is the plural for both masculine and feminine, in the same manner the pronoun *lë’ləŋ* ‘we’ dual is used for both masculine and feminine. The pronouns are inflected for gender and number. They agree in gender and number with their antecedent. This inflection/ agreement selects the correct prefix for the pronoun. The plural *lëŋŋulu* becomes, *yëŋŋulu*, *lnëŋŋulu*, *ñëŋŋulu*, when the noun in the plural form is prefixed by / *i*/, /*o*/, /*y*/, or /*ñ*/.

The plural pronouns may be either exclusive or inclusive, while the dual pronouns are always inclusive. The following examples demonstrate the function of the Moro pronouns.

Plural examples

1. *iria yaðəwo, yëŋŋulu yasa ŋwana.*
 cows fat they eat grain
 ‘Cows are fat, they eat grain’

2. *oɔo yaɔo. yëŋŋulu yamənu ŋoɔoma.*
 goats lost they taken stealing
 ‘Goats are lost. They are stolen’

3. *yëwria yamedo. Yëŋŋulu yacoña*
 camels tired they hungry
 ‘Camels are tired. They are hungry’

4. ñina ñandəra. *Ñəŋɟulu* ñuma
 dogs sleeping they sick
 ‘Dogs are sleeping. They are sick’

Dual examples

1. Kuku na Kaka lacoña. *Ləŋɟulndəm* lwonaɟa acəba.
 Kuku and Kaka hungry they both need food
 ‘Kuku and Kaka are hungry. They both need food’
2. iria yaðəwo, *yəŋɟulndəm* yasa ɲwana.
 cows fat they both eat grain
 ‘Cows are fat, they eat grain’
3. oɟo yaɟo. *yəŋɟulndəm* yamənu ɲoɟoma.
 goats lost they both taken stealing
 ‘Goats are lost. They are stolen’
4. yəwria yameðo. *Yəŋɟulndəm* yacoña
 camels tired they both hungry
 ‘Camels are tired. They are hungry’
5. ñina ñandəra. *Ñəŋɟulndəm* ñuma
 dogs sleeping they both sick
 ‘Dogs are sleeping. They are both sick’

Table 3.24 Main pronouns

Gender	Singular	Dual	Plural	Gloss
1. g/ l	gəŋɟu	ɟulndəm	ɟulu/ləŋɟulu	he, she, it, they two, they
2. g/ n	gəŋɟu	nəŋɟulndəm	nəŋɟulu	he, he, they two, they
3. y/ y	yəŋɟu	yəŋɟulndəm	yəŋɟulu	it, they two, they
4. l/ ɲ	ləŋɟu	ɲaŋɟulndəm	ɲaŋɟulu	it, they two, they
5. l/ ñ	ləŋɟu	ñanɟulndəm	ñanɟulu	it, they two, they
6. ɲ/ ñ	ɲəŋɟu	ñanɟulndəm	ñanɟulu	it, they two, they
7. ð/ r	ðəŋɟu	rəŋɟulndəm	rəŋɟulu	it, they two, they
8. ð/ y	ðəŋɟu	yəŋɟulndəm	yəŋɟulu	it, they two/ they

Table 3.25 Single-class genders pronouns

Gender	Pronoun	Gloss
1. g	gënŋu	it
2. y	yënŋu	it
3. ŋ	ŋënŋu	it
4. ɖ	ɖënŋu	it
5. ɗ	ɗënŋu	it

Table 3.26 Single- class gender anaphoric pronoun- verb agreement examples

Gender	Examples	Gloss
1. g	gënŋu gobæðo	it ran
2. y	yënŋu yobæðo	it ran
3. ŋ	ŋënŋu ŋobæðo	it ran
4. ɖ	ɖënŋu ɖobæðo	it ran
5. ɗ	ɗënŋu ɗobæðo	it ran

3.3.1. Moro Anaphoric Pronoun Beyond Clause Boundary

The singular pronoun *gënŋu* ‘he, she, it’ and the plural pronoun *lënŋulu* are indicated in the following examples, which represent the eight forms of the gender noun classes.

In the table below the reader will find agreement between the anaphoric pronoun and the antecedent noun. The pronouns are in italic form and the antecedents are given in bold for easy identification. There is similarities in the singular form in class /g/l/ and /g/n/ whereas the /g/l/ class forms plural by /l/ prefix, and the /g/n/ by prefix /n/ similarly class /ɖ/r/, and /ɖ/y/ differ in their plural forms whereas seven plural form is *rënŋulu*, and in eight the form is *yënŋulu*.

Table 3.27 Moro singular anaphoric pronouns examples

Gender	Singular examples
1. g/ l	Rema gwando ηwana ηwaña, <i>gēn̄ɲu</i> gaɾo eləŋ kañ. Rema harvest PAST sorghum plenty he be rich very 'Rema harvested plenty of sorghum, he is very rich.'
2. g/ n	Oɾəbel giɾətu i-ləbu, <i>gēn̄ɲu</i> gwonaɾa gabwoɾo. monkey fall PAST in well he want PRES come out PRES 'The monkey fall into the well, it wants to come out.'
3. y/ y	Aŋgəyia giliəu arabəyia erreka, <i>yēn̄ɲu</i> yaŋəra kañ. Aŋgəyia buy PAST car yesterday it good very 'Aŋgəyia bought a car yesterday, it is very good.'
4. l/ η	Gajima garutu ləbuɲua, <i>lēn̄ɲu</i> lakəro. Gajima dropped gourd it broken. 'Gajima dropped a gourd, it is broken!'
5. l/ ñ	Idiŋgua lonɔaco, <i>lēn̄ɲu</i> lafo twañ aŋləŋe. frog pregnant it be near give birth 'The frog is pregnant, it is going to give birth soon.'
6. η/ ñ	ηəməna ηakəl ηarmətu, <i>ηēn̄ɲu</i> ηaɾo. ewe-kid that blind it lost 'That ewe-kid is blind, it is lost.'
7. ɛ/ r	ɛoppa ɛɾaɾ tərt/ɛr, <i>ɛēn̄ɲu</i> ɛawaɔialo. star twinkle it bright 'The star is twinkling, it is bright.'
8. ɛ/ y	ɛaŋguri ɛarkədia ηayo, <i>ɛēn̄ɲu</i> ɛwaña ηayo. chameleon change color it has many colors 'The chameleon changes color, it has many colors.'

Table 3.28 Moro plural anaphoric pronouns examples

Gender	Plural examples
1. g/ l	Rema na Abogi lwando ḡwana ḡwaña, <i>lëñḡulu</i> laḡo nələḡ kañ. Rema and Abogia harvest PAST sorghum plenty they be rich very 'Rema and Abogia harvested plenty of sorghum, they are very rich.'
2. g/ n	ndəbel niḡətu i-ləbu, <i>nëñḡulu</i> nwonata nabwoḡo. monkeys fall PAST in -well they want PRES come out PRES 'The monkeys fall into the well, they want to come out.'
3. y/ y	Aḡḡəyia giliḡu erabəyia yeḡəjan erreka, <i>yëñḡulu</i> yaḡəra kañ. Aḡḡəyia buy PAST cars two yesterday they good very 'Aḡḡəyia bought two cars yesterday, they are very good.'
4. l/ ḡ	Gajima na Cabala larutu ḡəbuḡua, <i>ḡëñḡulu</i> ḡakəro. Gajima and Cabala dropped gourds they broken. 'Gajima and Cabala dropped gourds, they are broken!'
5. l/ ñ	ñəliḡua ñondaco, <i>ñëñḡulu</i> ñafo təwañ añələḡe. frogs pregnant they be near give birth 'The frogs are pregnant, they will soon give birth.'
6. ḡ/ ñ	ñəməna ñakəl ñarmətu, <i>ñëñḡulu</i> ñaḡo. ewe-kids those blind they lost 'Those ewe-kids are blind, they are lost.'
7. ḡ/ r	roḡpa rasatərtə, <i>rëñḡulu</i> rawaḡialo. stars twinkle they bright 'The stars are twinkling, they are bright.'
8. ḡ/ y	yaḡguri yarkəḡia ḡayo, <i>yëñḡulu</i> ywaña ḡayo. chameleons change color they has many colors 'The chameleons change color, they have many colors.'

3.3.2 Relative Pronouns in Relative Clause

The function of a relative pronoun is to modify the noun. In this project we are concerned with the relativizer /igi/ 'which' as we are dealing with the agreement of noun classes and it is only this relativizer which is applicable to Moro language. In this context the relativizer is used as a demonstrative in the relative pronouns for referring to a certain object among others for distinction and certainty. See tables 3.1 and 3.2 above. The relative pronoun 'which' is used for interrogative determiner /gaḡḡa/, 'which' and for the demonstrative determiner /igi/ 'this' the meaning is context based.

Table 3.29 Demonstratives in relative pronoun /igi/ ‘which’ with main noun classes (singular/plural)

Gender	Singular	Plural	Gloss
1. g/ l	igi	ildi	which
2. g/ n	igi	ini	which
3. y/ y	isi	isi	which
4. l/ ŋ	ildi	iŋi	which
5. l/ ñ	ildi	iñi	which
6. ŋ/ ñ	iŋi	iñi	which
7. ɖ/ r	iɖi	iri	which
8. ɖ/ y	iɖi	isi	which

The forms in table 3.31 are the same as the forms of the demonstratives. They do not have different tones, but they have different meaning based on the context.

Table 3.30 Demonstratives in the relative pronoun /igi/ ‘which’ with the main unpaired (mass) noun class

Gender	Pronoun	Gloss
1. g	igi	which
2. y	isi	which
3. ŋ	iŋi	which
4. ɖ	iɖi	which
5. ɖ	iɖi	which

Table 3.31 Single-class gender of relative pronoun /igi/ ‘which’ examples

Gender	Examples	Gloss
1. g	ebea igi ...	sand which...
2. y	abəya isi...	liver which...
3. ŋ	ŋaɾa iŋi ...	gum which...
4. ɖ	ɖəbara iɖi... bamia iɖi... paɾəlwa iɖi... moɾwata iɖi...	cotton which... okra which... soup leaves which... peanut which...
5. ɖ	ɖəbera iɖi... ɖəbria iɖi...	wind which... salvation which...

Table 3.32 Relative pronoun /igi/ ‘which’ examples

Gender	Singular	Plural
1	Ukan gaređo uṛi igi gondəto. Ukan cut tree which dry ‘Ukan cut the tree which is dry.’	Ukan gaređo nəṛui ini nodəto. Ukan cut trees which dry ‘Ukan cut the trees which are dry.’
2	Locon gappo oṛəña igi gəta. Locon carried hoe which small ‘Locon carried a small hoe.’	Locon gappo nəṛoña in nərra. Locon carried hoes which small ‘Locon carried the small hoes.’
3	Kojmalde gafo n-ayen isi yimunua. Kojmalde lives at mountain which black ‘Kojmalde lives at the black mountain.’	Kojmalde gafo n-eyen isi yimunua. Kojmalde lives at mountains black ‘Kojmalde lives at the black mountains.’
4	Ŋaldikanəṅ gapədu ləfərala ildi lobla. Ŋaldikanəṅ fought by stick which short ‘Ŋaldikanəṅ fought by a short stick.’	Ŋaldikanəṅ gapədu nə-fəraṅa inṅi ṅobəla Ŋaldikanəṅ fought by sticks short ‘Ŋaldikanəṅ fought by the short sticks.’
5	Kandaman gaso lobara ildi loṛra. Kandaman ate fowl which big ‘Kandaman ate the big fowl.’	Kandaman gaso ṅobara inṅi ṅoṛra. Kandaman ate fowls which big ‘Kandaman ate the big fowls.’
6	Sair gaṛəño ṅəndəri inṅi ṅore. Sair killed bull which red ‘Sair killed the black bull.’	Sair gaṛəño ṅəndri inṅi ṅore. Sair killed bulls which red ‘Sair killed the red bulls.’
7	Akame gauru doṛa idi doṛpo eṭa-nano Akame dug root-fruit which grew stream- beside ‘Akame dug root-fruit which grew beside the stream.’	Akame gauru roṛa iri roṛpo Akame dug root-fruit which grew eṭa-nano. stream- beside ‘Akame dug root-fruit which grew beside the stream.’
8	Jacoṭ gəndu dəbia idi dɛcwəri leḏa. Jacoṭ caught lion which annoyed people Jacoṭ caught the lion which annoyed people.’	Jacoṭ gəndu yəbia isi yicwəri Jacoṭ caught lions which annoyed leḏa. people ‘Jacoṭ caught the lions which annoyed people.’

CHAPTER FOUR

CONCLUSION

This project represents an initial attempt by a native speaker of the Moro language to study and examine the noun classes system. The aim of this attempt has been to describe the Moro noun classes, the function, in relation to agreements, and to figure out the problems facing the language in terms of grammar and gender. I have been able to identify a variety of noun classes in Moro, which the scholars who did some work on the language termed as minor classes. I observed that the scholars differed on the basic number of the main noun classes, or the total noun –class genders in Moro. They also differed on the gender labeling. This observation led me to conclude that Moro language needs a thorough study and examination by linguists who are experts on languages to come up with an authoritative and basic grammar based on the language rules and system. My opinion and conclusion is that there are more noun classes than what is presented by the linguists/ scholars who worked on Moro language. The minor classes include more genders than what the linguists have indicated in their endeavor/work on Moro language.

In my attempt to describe the noun classes I realized that there is syncretism in the language, which needs to be clarified and explained, but I was not able to achieve that, due to my limitations and the time factor. Therefore my hope is that this phenomenon will be addressed, clarified, and thoroughly be explained in the near future.

In chapter one I have given a general background to introduce the purpose of this project, information about the people, the language, and the history of the former work done on the language.

In chapter two I have dealt with the form and classification of the noun in Moro language, using some examples from the materials and sources which are published, information from website, and my knowledge of the language.

Chapter three is mainly dealing with agreements in relation to the verbs within the clause, the cardinal numbers, adjectives, demonstratives both proximal and distal, quantifiers, interrogatives, and the possessors. I have used tables as pattern for easy identification, examination and clarification.

It is my hope and prayer that this work will be a springboard and stimulus for many to develop an interest in Moro language and dedicate time to study, investigate, and develop it for the benefit of the future generations.

Suggestions and recommendations

1. A full and a thorough research work on Moro is highly recommended and required.
2. Close attention should be given to the syncretism facing the language and clear rules be set for noun classification.
3. Moro language committee should consider the phonemes/letters /ə/ and /ë/ as vowels.

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