

## THE VERBAL PARTICLE LEU IN THE MAUMERE LANGUAGE

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Maumere is a language of central Flores. It was previously studied by Father Arndt (1931). It is the purpose of this paper to present data<sup>1</sup> and a grammatical analysis of part of this language in such a way that the reader can get a feeling for the language as a living thing.

### INTRODUCTION

This paper is based on the general assumption that the verb is the most powerful and influential part of the sentence. Verbal particles are particles which affect the intensity, meaning or scope of the verb. We will try to give a sketch here of the basic functions of the particle *leu*.

In general *leu* seems to function as an intensifying particle in all of its various uses. *Leu* has the following functions in Maumere:

1. It can be used to form the **imperative** with transitive or intransitive verbs.
2. It can be used to form the **comparative** (and also can imply a comparative meaning with some verbs - see 5.2.3.).
3. It can intensify **adjectives** and give them the meaning '*very*'.
4. It can be used to **emphasise the verb** in a general sense.
5. *Leu* with the verb: Particular Meanings

In many but not all cases the connotation of *leu* is bad. The speaker has negative feelings about what is being spoken about. *Leu* seems to have two general functions when added to verbs than can be included in this section:

- 5.1. The speaker or the subject of the sentence disagrees with the action of the verb.  
The reasons for the disagreement of the speaker may be:
  - 5.1.1. The speaker or subject does not like the action.
  - 5.1.2. The subject does not have the right to do what is mentioned.
  - 5.1.3. It is not the proper or expected time for the action to take place.
- 5.2. The action of the verb is done with a specific intention (which usually involves a bad connotation or something considered undesirable by the speaker or subject of the sentence). The following interpretations may appear with this function:
  - 5.2.1. The recipient or goal of the action should be used for another purpose.
  - 5.2.2. The intention of the speaker or subject of the sentence is improper or bad.
  - 5.2.3. To do something instead of someone else (this may not involve a bad intention). This may also involve a comparative idea (see example sentences).

It can be seen that 5.1. and 5.2. above are actually interrelated and not easily separable. Many of the interpretations given under 5.1. and 5.2. may occur with the same usage of a verb and seem to depend on context.

6. Extended uses of *leu*: *Leu* may affect the truth-value of an embedded sentence.
  - 6.1. Embedded sentences may be implied to be false.
  - 6.2. *Leu* may strengthen the truth-value of an embedded sentence.

# 1. *Leu* IN COMMANDS

Commands may be given without *leu* or any other particle, but the feeling is weaker than if the command is given with *leu*.

- (1a) *gide tali ia!*  
     *pull rope that*  
      '*Pull that rope!*'
- (1b) *gide leu tali ia!*  
     *pull part. rope that*  
      '*Pull that rope!*'

Sentence (1b) above with *leu* is stronger than sentence (1a) without *leu*.

Sentences (2b), (3b) and (4) below illustrate that leu may be used with transitive and intransitive verbs. Please note that the commands with leu ((2b) and (3b)) are stronger than those without.

(2a) bano! 'Go!'

(2b) bano leu!  
go pt.  
'Go already!'

(3a) lěbe uhe!  
close door  
'Close the door!'

(3b) lěbe leu uhe!  
close pt. door  
'Close the door!'

(4) due leu!  
sleep pt.  
'Go to sleep!'

#### An Aside

Another particle [sa<sup>i</sup>.e] (/sae/) may be used in commands in addition to leu. Saie tends to emphasise that the action commanded must be carried out at the moment of the command, whereas leu emphasises that the action of the verb must be done. For example:

(5a) běli leu!  
give pt.  
'Give it!' OR 'You must give it!'

(5b) běli saie!  
give pt.  
'Give it right now!'

(5c) běli leu saie!  
give pt. pt.  
'You must give it right now!'

Sentence (5c) in which both command/imperative particles leu and sae occur, is stronger than both (5a) and (5b).

## 2. Leu IN THE COMPARATIVE CONSTRUCTION

$\text{NOUN}_1 + (\text{VERB}) + \text{ADJ.} / \left\{ \begin{array}{l} \text{ADV.} \\ \text{QUANT.} \end{array} \right\} + \text{to?i leu} + \text{NOUN}_2$ <p style="text-align: center;">'-er than'</p>
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The general pattern for the comparative construction is given above. It may be read as follows: 'Noun<sub>1</sub> does verb adj-er than Noun<sub>2</sub>' or 'Noun<sub>1</sub> is more adj. than Noun<sub>2</sub>'. Some examples are as follows:

- (6) Goris sEt gaga to.i leu Seve.  
 name paints good looking more than name  
*'Goris paints better than Seve.'*
- (7) meja e.i gēte to.i leu meja ia.  
 table this large more than table that  
*'This table is larger than that table.'*
- (8) a.u gahar to.i ?leu nimu.  
 I tall more than he/she  
*'I am taller than her/him.'*

As is indicated in the pattern above and in example (6), the comparative construction to.i leu may be applied to VERB + ADV. or to VERB + QUANT. Some further examples follow:

- (9) nimu ga gawang to.i leu a.u.  
 he/she eat much more than I  
*'He eats more than me.'*
- (10) rimu pano ropo to.i leu a.u.  
 they walk fast more than I  
*'They walk faster than I.'*
- (11) rimu ?lēbe ēpang to.i leu ami.  
 they play good more than we  
*'They play better than us.'*

The superlative degree does not seem to exist in Maumere. To.i leu can be used to express the superlative degree by contrasting one item or individual with a whole group. For example:

- (12) Averlinus sEt gaga to.i leu mogan sawen.  
 name paint good more than all all  
*'Averlinus paints better than them all.'* OR  
*'Averlinus paints best of all.'*
- (13) nimu gaga to.i leu (ita) mogat sawEt.  
 he/she good more than we all all  
*'He/she is the best of us all.'*

Note: -t = personal ending for the first person plural which is attached to the quantifier.

- (14) au raning to.i leu rimu mogang sawe.  
*you brave more than they all all*  
 'You are braver than them all.' OR  
 'You are the bravest of them all.'

Note: -ng = personal ending in Sika dialect, the equivalent of which is -n in other dialects.

### 3. Leu USED TO INTENSIFY ADJECTIVES

Leu has the meaning 'very' when it follows adjectives. As has been mentioned above, it often has negative connotations. This can hold true with adjectives as well as with verbs as the following examples show:

- (15) au plaron leu!  
*you lazy very*  
 'You are very lazy!'

Sentence (15) may be used in a complaining sense.

- (16a) au ěpan leu.  
*you good very*  
 (16b) au ěpan golo.  
*you good very*  
 'You are very good.'

In sentences (16a) and (17a), which follows, leu and the intonation of the sentence are used to convey sarcasm. A sentence with golo 'very' can also convey sarcasm if the intonation of the sentence is appropriate for sarcasm. However, sentences with golo 'very' are more likely to have a positive meaning.

- (17a) nimu bisa leu.  
*he clever very*  
 (17b) nimu bisa golo.  
*he clever very*  
 'He is very clever.'

In some cases the use of golo and leu may be the same:

- (18a) ami rugi leu.  
*we lose pt.*  
 (18b) ami rugi golo.  
*we lose very*  
 'We lost very much.'

(18a) is the same as (18b). In this case please notice that the mood of the sentence is negative.

#### 4. Leu CAN BE USED TO EMPHASISE THE VERB

In the introduction to this section I mentioned that *leu* in general seems to have an intensifying function. In commands the mood of the command with *leu* seems to be stronger than without *leu*. In the comparative *leu* helps to convey the idea that one thing is stronger in some quality than another, and *leu* conveys the idea of 'very' with adjectives. It should be clear that in each of these cases the quality of *leu* is strong and it functions to make the predicate stronger in degree. In this section I will give examples in which *leu* is used to emphasise the verb, that is to make the meaning or feeling of the verb stronger in a general sense. In the following section (5) I will illustrate the particular forms and meanings this general emphasising function can take.

(19a) *ina piara ami da.a gëte.*  
*mother take care of us until big*

(19b) *ina piara leu ami da.a gëte.*  
*mother take care of pt. us until big*

*'Mother takes care of us until we are big.'*

In sentence (19a) the feeling is normal, i.e. it is mother's duty to take care of us. In sentence (19b) the verb is stressed and the feeling is that mother takes care of us intentionally and that she really looks after us well. (Note: the idea of intentionally may make it possible to also classify this and other sentences under 5.2.)

(20a) *a.u ata surat odi, gëru au odo a.u pano.*  
*I read letter first then you order me go*

*'I will read the letter first, then you (can) order me to go.'*

(20b) *a.u ata ſleu surat odi, gëru au odo a.u pano.*  
*I read pt. letter first then you order I go*

The feeling behind sentence (20b) is *'I am really going to read this letter before I go.'*

(21a) *a.u hama pëti.*  
*I step on box*

*'I step on the box.'*

(21b) *a.u hama ?leu pëti.*  
*I step on pt. box*

*'I really step on the box.'*

In (21b) *leu* tends to intensify the verb, whereas (21a) is just a normal statement.

- (22) a.u u.a ?leu ro.o matean, nimu wi tukang ga.  
 I work pt. almost die he rel.pron. one who eats  
*'I work myself almost to death, and he does the eating.'*

In sentence (22) *leu* conveys the idea that the speaker does an extraordinary amount of work.

- (23a) a.u tama ?rehi, loning au lēbe ba.a uhe.  
 I enter not able because you shut already door  
*'I cannot get in, because you already shut the door.'*

- (23b) a.u tama ?rehi, loning au lēbe leu ba.a uhe.  
 I enter not able because you shut pt. past door

The difference between (23a) and (23b) is that in (23b) the verb is stressed.

- (24) ami odo leu rimu lulu rang, iana rimu lopa  
 we order pt. them first motion pt. so that they not  
 lat tama sēkola  
 late enter school  
*'We order them to go first, so that they won't be late for school.'*

Note: *lulu* = 'to go first, to be first'

*lopa* = also used in the negative imperative 'don't'.

In (24) *leu* is used to stress the verb.

- (25a) ita ga.It leu ba.a dadi ita rehi wuleng  
 we want pt. already therefore we not able oppose  
 waler walong  
 any more/again  
*'We already want to, therefore we can't oppose any more.'*

- (25b) ita ga.It ba.a dadi ita rehi wuleng waler  
 we want already therefore we not able oppose  
 walong  
 again

The difference between (25a) and (25b) is that (25a), the form with *leu*, can be read as 'we really want to ...'.

- (26) au buhe leu, rimu ganu la.eng pano, di la.eng.  
 you lie pt. they as if not yet go indeed not yet  
*'You lied, they haven't gone yet, indeed they haven't.'*

The implication of sentence (26) is that the person addressed said that they had already gone. *Leu* is used to stress the verb 'lie'. The speaker in this sentence is slightly angry.

Sometimes *leu* may be used to imply that extra effort was put forth in the execution of the action of the verb as in sentence (27) below:

- (27) *nimu mēnang leu hadia.*  
*he win pt. gift/prize*  
*'He won the prize.'*

Other people took part in the contest, but only he won the prize because he really tried hard and he succeeded.

## 5. Leu WITH THE VERB: PARTICULAR MEANINGS

It should be noted that in this section many of the interpretations may overlap or be applied simultaneously to the same sentence, and that a great deal of what determines how a particular verb or sentence is interpreted depends on the native speaker's interpretation of a non-linguistic context or situation.

5.1. The speaker or the subject of the sentence disagrees with the action of the verb.

5.1.1. The speaker or subject disagrees, because he or she does not like the action.

- (28a) *rimu no:na pare e uma amIn.*  
*they plant rice in garden our*
- (28b) *rimu no:na leu pare e uma amIn.*  
*they plant pt. rice in garden our*  
*'They plant rice in our garden.'*

Sentence (28a) is a simple statement of fact, whereas in (28b) the action of the subject '*they*' is in opposition with the desires of the speaker. The speaker disapproves and feels they should not plant in her or his garden. (There is also a comparative idea in this sentence, since (28b) can also be interpreted to mean their work, the planting of rice, precedes the speaker's.)

- (29) *nimu pakEt leu, labu ha buluk.*  
*he wears pt. clothes one short*  
*'He is wearing clothes that are short.'*

Note: *ha* = rel.pron.

There are several possible interpretations for this sentence: a) '*he is wearing clothes that are not appropriate with what I asked him to wear*', or b) '*the clothes he is wearing do not belong to him, i.e. he does not have the right to wear them.*'



(30a) nimu li?i hoang a.ung.  
 he choose money my

(30b) nimu li?i leu hoang a.ung.  
 he choose pt. money my  
 'He chooses my money.'

Sentence (30a) is merely a statement of fact, whereas in sentence (30b) the feeling that the speaker does not agree with his action is conveyed. The verb is stressed in (30b) and the idea is conveyed that 'after he selected my money he did not want to return it to me.'

(31a) nimu hěna aja a.ung.  
 he fry corn my  
 'He/she fries my corn.'

(31b) nimu hěna leu aja a.ung.  
 he fry pt. corn my  
 'He/she fries my corn.'

(31c) nimu hěna běli aja a.ung.  
 he fry for corn my  
 'He/she fries my corn for me.'

Note: běli = benefactive

(31a) is a normal statement. In (31b) the speaker does not agree with or like the subject's action and the idea is conveyed that the speaker did not order him or her to fry his corn. In (31c) the speaker is happy that the subject did something for him/her. The benefactive word běli is used in contrast with leu.

#### 5.1.2. The subject does not have the right to do what is mentioned.

(32) rimu odo a.u ala ?leu (X).  
 they order me take pt.  
 'They order me to take (something).'

Note: (X) = a deleted object. Maumere seems to frequently omit the object if it is understood instead of using a pronoun in many sentences.

The use of ?leu here conveys the idea that they are ordering me to do something which I have no right to do.

(33a) rimu těri olang a.un.  
 they sit place my

(33b) rimu těri leu olang a.un.  
 they sit pt. place my  
 'They sit in my place'.

In the sentence with *leu*, (33b) above, the idea is conveyed that they do not have the right to sit in my seat.

- (34) *me kəsik ha tia loka leu ara.*  
*child small one that throw out rice*  
*'That small child threw out the cooked rice.'*

The speaker does not agree with the child's action and feels the child should not have thrown out the rice in sentence (34).

- (35a) *au go.a hai ara nimun?*  
*you eat who rice poss.pron.3rd person*

- (35b) *au go.a leu hai ara nimun?*  
*you eat pt. who rice hers/his*  
*'Whose rice did you eat?'*

(35a) is just a simple question. In (35b) the feeling is conveyed that the speaker disapproves and that the person addressed was wrong to eat the rice since she/he did not have the right to eat it.

- (36) *nimu gata leu surat tia.*  
*he read pt. letter that*  
*'She/he read that letter.'*

She/he did not have the right to read the letter, since it was not for her/him in sentence (36).

- (37a) *nimu nala pInsil a.un.*  
*he take pencil my*

- (37b) *nimu nala leu pInsil a.un.*  
*he take pt. pencil my*  
*'She/he takes my pencil.'*

In sentence (37b) the speaker feels annoyed that she/he took his pencil, and does not agree with the subject's action. The subject did not have the right to take the pencil.

- (38) *nimu ga?i na?o, ko ele dadi loning nimu gita*  
*she/he want steal but not happen because she/he see*  
*leu a.u.*  
*pt. me*  
*'She/he wanted to steal (something), but it didn't happen because she/he saw me.'*

The implication of sentence (38) is that the subject did not really want to see me.

- (39) *a.u nēni ?leu buku nimung ha, loning nimu norang*  
*I ask for pt. book his one because he be/exist*  
*buku ?lele rua.*  
*book mea.wd. two*  
*'I asked for one of his books, because he had two.'*

The feeling behind sentence (39) is that the person did not want to loan me a book or it may have been improper for me to ask for the book, but he/she loaned me the book anyway.

5.1.3. The speaker disagrees with the action of the verb, because it is not the proper or expected time for the action to take place.

(40a) nimu nēni a.u pano.  
he ask me go

(40b) nimu nēni leu a.u pano.  
he ask pt. me go  
'He asks me to go.'

In (40b) the idea is conveyed that it is not time for me to go.

(41) ami nēni leu nimu ele sēkola ena tej.  
we ask pt. him not school earlier this  
'We ask for him not to go to school today.'

The feeling behind sentence (41) is that it is not the proper time for him/her to miss class and that the subject of the embedded sentence really wants to go to school so that our request is against his wishes. (An element of the preceding section 5.1.1. can also be found in this sentence.)

(42) moat, le.e dopo leu a.u di, eong ha a.u  
old man not want call pt. me emphatic pt. not one I  
di naha moga.  
pt. must also  
'Old man, you do not want to call me, but if you called me, I would surely follow.'

The idea behind this sentence is that it is not the proper time for the speaker to go with the person addressed, an older man, but the speaker is willing to go. An interpretation of the sentence could be: 'in fact I will still be sleeping, but if you want to meet me, please wake me up.' The tone of the sentence is not one of anger or displeasure as in most of the examples given in the preceding section (5.1.1.).

(43a) rimu odo a.u kantar.  
they order I sing

(43b) rimu odo a.u kantar leu.  
they order I sing pt.  
'They order me to sing.'

(43a) is a simple statement. In (43b) the idea is that it is not the proper time for me to sing, but they order me to do so. The speaker

is not quite prepared to sing, but is willing to do it. It is also not the speaker's turn to sing. They are asking the speaker to do something out of order.

## 5.2. The action of the verb is done with a specific intention

Some of the examples in this section may convey the idea of something done intentionally in contrast to something which is not done intentionally, such as in the following sentence (44b):

(44a) nimu dēna a.u bēler.  
he make me tired

(44b) nimu dēna leu a.u bēler.  
he make pt. me tired  
'He makes/made me tired.'

In (44a) the action may be done intentionally or just by chance. However, in (44b) the implication of the sentence is that the action of the verb was done on purpose: 'He ordered me to do something so that I would become tired.'

However, in most of the examples of leu which I have found the basic meaning of a verb followed by leu in contrast with a verb which is not followed by a verbal particle does not seem to be that the action is done intentionally in contrast with action which is not marked as to intentionality, but the leu seems rather to convey the idea that the action of the verb is done with a particular purpose in mind. For example:

(45a) a.u mata jarang.  
I tie up horse

(45b) a.u mata ?leu jarang.  
I tie up pt. horse  
'I tie up the horse.'

Sentence (45a) is merely a statement of fact, whereas in (45b) the idea is conveyed that the speaker or subject of the action had a particular reason for tying up the horse. Other examples are:

(46a) guru kela ba.a e surat dēna ele hulir.  
teacher write already in book so that not forget

(46b) guru kela leu ba.a e surat iana dēna lopa  
teacher write pt. already in book so that make not  
hulir.  
forget

'The teacher writes in the book so as not to forget something.'

Note: iana děna ... lopa is better than dena ... ele. However both are acceptable.

(46a) is a simple statement of fact. In (46b) the idea conveyed is that the teacher had a special reason to do the verb, perhaps he or she had never written in that book before.

(47a) nimu dēna a.u rugi.  
he make me lose

(47b) nimu dēna leu a.u rugi.  
he make pt. me lose  
'He makes/made me lose.'

In (47a) the idea conveyed is not that he intended to make me lose, but because he took part in the game or contest, I lost. In (47b) the idea conveyed is that he intentionally tried and succeeded in making me lose.

(48) nimu dēri leu olang a.un.  
she/he sit pt. place my  
'She sits in my place.'

The idea in the sentence immediately above is that she sat in my place on purpose. It should be noted that leu meaning 'done with a particular purpose in mind' can occur with verbs that cannot be interpreted as accidental if occurring alone. For example, in (45a) above we would not normally be able to interpret mata 'to tie up' as an act which is done involuntarily. Therefore, I infer that the use of leu in this section is not to contrast voluntary vs. involuntary acts, nor to contrast acts done on purpose vs. those done accidentally, but leu is often used to emphasise the verb and to imply that the action of the verb was done for a specific reason on purpose.

Several different interpretations may occur with leu when it is used to indicate that the action of the verb was/is done with a particular intent in mind:

5.2.1. The recipient or goal of the action should be used for another purpose.

(49a) ami tea pare tia.  
we sell rice that

(49b) ami tea leu pare tia.  
we sell pt. rice that  
'We sold that rice.'

The interpretation most frequently given in sentence (49b) is that the rice was intended for another purpose, probably for the family to eat, but for some particular reason of our own we sold it. This sentence may, but does not necessarily, convey the idea that we did not have the right to sell the rice. If we contrast (49b) with (49a), we will see that as in most of the other examples given so far, the verb form without *leu* is used in simple statements of fact and does not have special implications. Much of the emotional force of sentences such as these seems to rest with the verbal particle.

Another example of the same type is:

- (50) *rimu howe leu wair ei gēlas wale une.*  
*they pour pt. water in glass inside*  
*'They pour water into the glass.'*

The implication in sentence (50) is that the water is intended to be used for another purpose.

#### 5.2.2. The intention of the speaker or subject of the sentence is bad.

In many if not all cases where *leu* occurs, one gets a negative feeling from the sentence. Often the speaker seems unhappy about the events discussed or disapproves of them. In many sentences which convey the idea of something done with a particular intention, the intentions of the actor(s) of the sentence are interpreted to be improper, bad, or not beneficial to the speaker. Some examples of this follow:

- (51) *a.u tuŋg ?leu nimu.*  
*I escort pt. him/her*  
*'I escort him.'*

The feeling behind sentence (51) is that the speaker had a special reason for escorting him or her somewhere, i.e. that the presence of the person was not really desired. Probably the person was intentionally escorted away from a particular place, although he or she really wanted to stay.

- (52) *nimu dopo leu a.u.*  
*she/he call pt. me*  
*'He calls me.'*

The understanding behind sentence (52) is similar to that of (51). He calls me for a special reason, i.e. my presence is not desired in a particular place. He calls me so that I will leave the place where I am not wanted, although I really want to stay there.

- (53a) rimu rēti surat a.un.  
 they carry off book my  
 (53b) rimu rēti leu surat a.un.  
 they carry off pt. book my  
 'They carry off my book.'

In (53a) the implication is that they took my book accidentally, whereas in (53b) they took my book on purpose and their reason for taking the book was not good for the speaker. They had some bad intention toward the speaker when they took the book.

As mentioned in 5.2. the intent of the speaker or subject in doing the action of the verb may not always be bad. In some cases the subject may have a good reason for her/his action, as in sentences (54) and (55). These cases, however, seem to be in the minority.

- (54) rimu odo a.u to leu.  
 they order me laugh pt.  
 'They order me to laugh.'

In sentence (54) they order me to laugh, because they see that I am sad and they want to lift my spirits.

- (55) ami odo leu rimu lulu rang, iana lopa lat  
 we order pt. they go first motion pt. so that not late  
 tama sēkola.  
 enter school  
 'We order them to go first, so that they will not be late to school.'

In sentence (55) the intent of the speaker is also benefactive and not malfactive toward the objects of the action.

### 5.2.3. To do something instead of someone else.

The sentences in this section often seem to contain an implication of comparison, and the function of leu here may be related to the comparative function mentioned in section 2. (Please note that in the following examples (56), (57), (58) leu follows the embedded verb.)

- (56) rimu odo a.u pano ?leu.  
 they order me go pt.  
 'They order me to go.'

The interpretation of (56) can be as follows: 'Someone else has a chance to go, but they order me to go instead. I'm really not prepared to go, but they regard me as better suited for doing something (the act to be done after the person goes) than someone else who would ordinarily be chosen to go before me.'

- (57) rimu odo a.u dor ?leu.  
 they order me answer pt.  
*'They order me to answer.'*

The interpretation of (57) is as follows: this may take place in a classroom where the speaker's classmates say, *'It's better if you answer the question asked by the teacher instead of us.'* The special intent (see section 5.1.2.) behind their saying this to the speaker may be *'so that the teacher will stop asking questions.'* We can see here as in almost all the examples of leu that have been given that many of the interpretations of leu overlap.

- (58) rimu odo a.u ?lěbe ?leu.  
 they order me play pt.  
*'They order me to play in someone else's place.'*

As in examples (56) and (57) above, the leu here also conveys the idea that *'they'*, the subject of the main verb, think that the subject of the embedded verb, *'I'*, can do the action of playing better than someone else.

At the beginning of this section I mentioned that these examples often seem to convey the idea that several nouns or verbs are being compared. This aspect of leu seems to be more clearly illustrated by the following:

- (59a) a.u ulu rimu.  
 I before them  
*'I leave before them.'*
- (59b) a.u ulu ?leu rimu.  
 I before pt. them  
*'I go before them.'*
- (59c) a.u ulu rimu kěsik ha.  
 I before them little one  
*'I go before them a little.'*

Note: (59c) is better than (59a).

The important thing to note here is that sentence (59b) implies that *'we started out together, but I arrive first.'* In (59b) where leu follows the verb there seems to be the idea of comparison. However, in (59c) the implication is *'we didn't necessarily start out together.'* (59c) seems more to be a simple statement that the speaker arrived shortly before some other people, without a strong implication of comparison.



## 6. EXTENDED USES OF leu: CASES IN WHICH leu MAY AFFECT THE TRUTH-VALUE OF AN EMBEDDED SENTENCE

### 6.1. Embedded sentences may be implied to be false.

With some verbs of speaking and reporting, and with the verb *pərsaiya* 'believe', leu may be used to imply that an embedded sentence is false. For example:

- (60) *rimu wəta leu a.u pano.*  
*they say pt. I go*  
*'They said I left.'*

The implication of sentence (60) is that the speaker is still in the place from which he/she is said to have left, and that the embedded sentence is false. A further implication is that they lied: *'They said I had left to some people who came to look for me, because they didn't want me to meet my guests.'* The second implication would fall under the heading of a special intent on the part of the subjects which was not beneficial to the speaker (see 5.2.2.).

Please notice in sentence (60) that leu follows the main verb of the sentence. Some further examples of the same type are:

- (61) *rimu tutur leu, wəta a.u pano.*  
*they say/speak pt. say I go*  
*'They said that I had gone.'*

The implications of (61) are the same as those of (60). The primary implication is that they lied about the speaker's having already left.

- (62) *rimu kiring leu ami, wəta rimu gahu.*  
*they report pt. us say they not*  
*'They reported to us that they were sick.'*

(Please notice that again here as in (60) and (61) leu follows the main verb.) In sentence (62) the use of leu is to cast doubt on the truth value of the embedded sentence. The speaker is not sure that they were really ill. It could be a false report.

- (63) *rimu kiring leu ami, wəta rimu pano.*  
*they report pt. us say they go*  
*'They reported to us that they left.'*

In sentence (63) the implication is again that it could be a false report. In fact they may not have gone.

- (64) ita pǝrsaiya leu tutur nimung, ra.Ik eong odi ita  
 we believe pt. speech his if not later we  
 tǝri da.a waung.  
 sit until evening

*'We just say we believe him, because if we do not do that we will have to sit here until evening.'*

In sentence (64) the speaker(s) are really unwilling to believe what he says, but rather than stay longer and to make things easier for themselves they just say they do. This example is related to 5.1.1. in which the speaker does not like the action of the verb. A further implication of sentence (64) is that whatever 'he', the person referred to, said is not true, or the speaker does not believe it to be true.

- (65) a.u tutur ?leu ?wǝta nimu ele norang.  
 I speak pt. say she not be/exist  
*'I said she wasn't here.'*

The implication of sentence (65) is that the speaker is lying and the person referred to really is present.

- (66) a.u ?lapor ?leu, le guru, wǝta nimu gahu.  
 I report pt. to teacher say he hot  
*'I reported to the teacher that he was sick.'*

The implication of (66) as in (62) is that the speaker is lying and he really is not sick.

## 6.2. Cases in which leu strengthens the truth-value of an embedded sentence.

This function of leu seems to be related to 4, the intensifying function of leu in which it emphasises the verb. Some examples are as follows:

- (67) rimu pǝrsaiya ami na.o leu hoang.  
 they believe we steal pt. money  
*'They believe that we are the ones who stole money.'*

In the sentence above the function of leu is to make the verb 'steal' stronger, and to increase the conviction that we (the speakers) really stole the money. The use of leu increases the possibility that the speakers really stole the money. Please note that in this example the leu follows the embedded verb.

Other examples with a semantic effect similar to that of (67) are:

- (68) a.u taser ?leu odi nimu naha plari nan.  
 I guess pt. later he must run pt.  
*'I guess later he will have to run away.'*

In (68) the function of *leu* is to increase the truth-value of the embedded sentence and to create the feeling that the embedded sentence is more likely to be true. There is a greater possibility that he will really have to run away.

- (69)   ami   mEteng   odi    toma    leu   walong   ngawung   tia.  
          we    hope    later   receive   pt.   back    thing    that  
          *'We hope we will get that thing back later.'*

The function of *leu* in sentence (69) above is to emphasise the verb *toma* 'receive' and to create the feeling that the speakers will really get their property back.

#### SUMMARY

In this paper I have tried to illustrate the functions of the verbal particle *leu* in Maumere, a language of central Flores. It can be used: 1) in commands, 2) in the comparative construction, 3) to intensify adjectives, 4) to emphasise the verb, and 5) to give special meanings to the verb. In general the character of this particle is strong and often negative.

N O T E S

1. Validity of the data: each sentence in this paper has been found grammatical by at least two informants from different dialect areas, and in general there seems to be a consensus of opinion on the various functions of leu.

2. Explanation of the transcription used in this paper:

- a, e, i, o, u : the line under the vowel indicates that the vowel is murmured. Murmured vowels are phonemically distinct from non-murmured vowels in Maumere.
- ?l, ?r, ?w : the consonants which are preceded by a question mark are laryngealised, and are phonemically distinct from their non-laryngealised counterparts.
- /i/, /e/ : these are slightly lower than their English counterparts.
- [E] : this is an allophone of /e/, which is slightly higher than the English /e/.
- [I] : this is an allophone of /i/.

3. Syllable boundaries occur between two contiguous vowels in the same word. I have only indicated this in a few cases to avoid confusion, for example ba.a 'already' consists of two syllables as does ga.It 'we want'. Leu [le.u] is also a two syllable word.

Occasionally a glottal stop may be heard between two vowels, but not always. The question mark between two vowels is used to indicate a glottal stop.

If the second of two contiguous vowels is murmured, the transition between the two vowels will be heard as a glide. For example the particle [sa<sup>i</sup>.e] mentioned above is phonemically /sa.e/.

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