

# 1 Introduction

The purpose of the texts presented here is to show the learner how the words and grammatical information given in Volume 1 are used in actual speech. All texts are provided with a precise grammatical analysis and a word-by-word as well as a free translation. Despite the detailed analysis this material is not meant to serve academic purposes, but rather as a reference tool for the learner (or the teacher) of the Hocak language.

The enclosed Audio-CD contains recordings of all texts made for documentary purposes in the afore mentioned research project. Language documentation is largely dedicated to preserving “natural” spoken language. Just as for the main part of our text corpus, this holds true for all texts presented here. Thus, most of the recordings are not of studio quality. Despite the sometimes not so perfect quality the language learner is advised not only to read the texts, but also to listen to the audios in order to get an impression of how the words are pronounced.

To some extent text #4 (Child teaching, see §5) is an exception to this: The text itself is of oral origin – as are all Hocak texts, since the Hocak language has never been a written language, until most recently. “Njikjak hookarakú Teaching His Child” was originally recorded by Amelia Susmann by the end of the 1930s and was eventually included in her PhD dissertation (1943:134-47) submitted at Columbia University<sup>1</sup>. Unfortunately, the original recording has been lost. The audio track provided on the CD contains a recording of Bill O’Brien reading this text. The content of the original text as it is presented in Susmann (1943) has not been modified. However, the text has been processed according to modern linguistic standards. That is, the text received a word-by-word translation and grammatical glosses. The orthographic representation was adapted to the learner’s orthography as described and used in the dictionary. Furthermore, the translation has been checked with contemporary speakers of Hocak. The speaker in the recording read the entire text very carefully and slowly articulated each word separately without merging or contracting any of them (this normally happens in rapid speech and can be heard in many of the other recordings). Thus, the form of the text given here separates words and indicates primary stress exactly on the syllable where Bill O’Brien pronounced main stress. This explains the differences in writing and stress marking in our representation of the Susmann text. All other texts are represented here as closely to the way they were told as possible. Parenthesis may indicate a speaker’s hesitation or false starts.

## Presentation of the text

The presentation of the texts requires some explanation. Every text is represented in two different ways: (i) as an analyzed version (§X.1) and (ii) as the plain text version (§X.2 for the Hocak text and §X.3 for the English translation). In its first representation, each sentence comprises four lines that are easily distinguished by their different colors and font sizes. The first line contains the Hocak sentence in the learner’s Hocak orthography. The second line segments the sentence into words and grammatical parts and the third line assigns to each word or grammatical part exactly one English meaning or one grammatical gloss. For instance, sentence #3 of the Connection text (text #6, see §7) begins like this:

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<sup>1</sup> Susmann, Amelia 1943. *The Accentual System of Winnebago*. Unpubl. PhD dissertation. New York: Columbia University.

Line	Content	Example
#1	Original sentence in Hocak learner's orthography	BO: h̄āā CG: Hagoreiž̄ā 'eejašge hakirira, ...
#2	Words and their grammatical parts	BO: h̄āā CG: Hagoreiž̄ā 'eeja-šge ha-kiri-ra ...
#3	Their English meaning	BO: yes CG: sometime there-also 1E.A-arrive.back.here-DEF
#4	A free translation	BO: Yes. CG: At one time when I came back there, ...

The last word in the first line (#1) *hakirira* consists of three parts, the verb stem *kiri* 'arrive back here', the pronominal form *ha-* '1E.A' (meaning 'I') and the definite article *-ra* 'DEF'. All three parts are separated by a hyphen in line two. The English meaning and the grammatical glosses are aligned in the third line exactly in the same order and are also separated by a hyphen. The fourth line contains the free English translation of the sentence. This is also an example for a dialogic sequence, of which many can be found throughout our texts. If two or more speakers are talking to each other, their initials are used to indicate who is speaking.

The plain text versions are for the advanced learner who no longer needs the grammatical segmentation. The entire Hocak texts as well as their free English translations are rendered separately without any further grammatical analysis. All sentences are numbered so that reference can be made to the grammatically analyzed versions, if needed.