WORD ORDER IN PNAR

A Dissertation Submitted to the Jawaharlal Nehru University In Partial Fulfillment for the Award of Degree of

Master of Arts in

LINGUISTICS

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2004

Acknowledgements

The Field Methods course is in fact a group work in which not only the class students and the teachers are involved, rather they get many other people involved in the work. So, I would say that though I have put my personal efforts in preparing this tome, the credit should go to all those involved in the work, those who helped us directly and indirectly.

Our teacher Dr. Anvita Abbi should be thanked especially and profusely for making our field trip to Shillong so pleasant and staying with us throughout the week we stayed

there. We both enjoyed and partied and picnicked and walked through the clouds as if in a heaven or in a fairyland as our work went smoothly under her guidance.

Special thanks to Dr. Awadhesh Mishra for taking all the pains to make us feel at home in Shillong.

Frankie should be thanked first for promising that he would be available to give us the preliminary data to get us started. Without him we would have hardly worked on Pnar.

Eklis is one of my 'personal' informants who not just gave me the data and took some of us to his house in Jowai where we got so much of our data, but worked with me at my last night in Shillong and came back in the morning to hand over me my notebook which contained all my work on the topic. Thank you once again.

I am thankful to Anish (the Pester) and Raja (the Bohemian) for the typed Basic Sentence List.

Abbreviations Used

1PL FIRST PERSON PLURAL1SG FIRST PERSON SINGULAR

2FSG SECOND PERSON FEMININE SINGULAR2MSG SECOND PERSON MASCULINE SINGULAR

2PL SECOND PERSON PLURAL

2SG (+HON)SECOND PERSON SINGULAR HONORIFIC3FSGTHIRD PERSON FEMININE SINGULAR3MSGTHIRD PERSON MASCULINE SINGULAR

3PL THIRD PERSON PLURAL

ABIL ABILITATIVE
ABL ABLATIVE
ACC ACCUSATIVE
ADJL ADJECTIVALIZER

AGEN AGENTIVE

AGRS SUBJECT AGREEMENT

ALL ALLATIVE
BENF BENEFACTIVE
CAUS CAUSATIVE

CM COMPARITIVE MARKER

COM COMITATIVE COMP COPLEMENTIZER

COND CONDITIONAL PARTICLE

CONJ CONJUNCTION COORD COORDINATOR

COP COPULA DATIVE

DDEM DISTAL DEMONSTRATIVE MARKER

DGM DEGREE MARKER

DOUBT DOUBT MODAL MARKER

DRM DISCONTINUOUS REDUPLICATION MARKER

DVM DEPENDENT VERB MARKER

ECL 'ELSEWHERE CLITIC'

ESG ELSEWHERE GENDER MARKER

FSG FEMININE SINGULAR

FSGCLT FEMININE SINGULAR CLITIC

FUT FUTURE GEN GENITIVE

HAB HABITUAL ASPECTHCL HUMAN CLASSIFIER

INTENS INTENSIFIER INSTRUMENTAL

LOC LOCATIVE

MDEM MEDIAL DEMONSTRATIVE MARKER

MSG MASCULINE SINGULAR

MSGCLT MASCULINE SINGULAR CLITIC

NEG NEGATIVE

NHCL NON-HUMAN CLASSIFIER

NOM NOMINALIZER PASS PASSIVIZER

PCPL PARTICIPIALIZER

PDEM PROXIMAL DEMONSTRATIVE MARKER

PERF PERFECTIVE ASPECT

PL PLURAL

PLCLT PLURAL CLITIC

PNEG PROHIBITIVE NEGATION

PROB PROBABILITATIVE
PROG PROGRESSIVE
REC RECIPROCAL
REFL REFLEXIVE

RP RELATIVE PARTICLE
SM SUPERLATIVE MARKER

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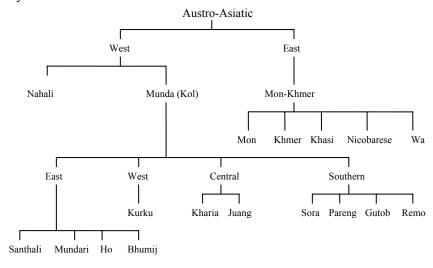
Introduction

Meghalaya, born between 1969 and 1962, gets its name literally from Sanskrit morphology. It contains two morphemes /megh/ and /alay/ which means 'cloud' and 'abode' respectively. Thus it means abode of clouds. The nomenclature comes from the Indian state's unique climatic feature. The wettest place of the globe, Cherrapunjee or Mawsynram is here.

Meghalaya is home to mainly three indigenous 'tribes' namely the Khasi, the Jaintia and the Garo. Meghalaya survives uniformly as the island of matrilineal society distinct from the patriarchal societies that surround it. Yet, Meghalaya with its distinct matrilineal and social organization has found enough room to adjust itself to all the situations which have affected the state.

Pnar is the name of the speech spoken by one of the three main tribes of the state i.e. the Jaintia who live in the Jaintia Hills. Khasi is the dominant tribe here. There is common view abound here that Pnar is a dialect of Khasi.

Pnar linguistically represents the Mon-Khmer speeches spoken in South-East Asia. Mon-Khmer belongs to the Austro-Asiatic family included in the 'Austric' super family. Khasi alongwith Pnar has survived as a distinct island of its owing to its past connection with the number Mon-Khmer speeches which exist in the far-flung South-Eastern Asia, still spoken in Laos, Cambodia, Vietnam and as far as Malaysia and which include mainly the Khmeric and Bahnaric. Pinnow (1969) gives the following stammbaum for the Austro-Asiatic family:



- Nahali is the link between Munda and Mon
- Nahali data is scanti

Pnar here should be associated with Khasi. Pnar is one of the least studied language. We are among the few who attempted a study, even during our course work.

Ethnologically, Mon-Khmer speaking people are believed to originally represent the Negrito or Dravidic substratum of physical formation which subsequently gave way to the Mongoloid complexion in a series of racial intermixture.

This dissertation provides a description of word order in Pnar. After having described the basic word order and the word order in different clause constructions in Pnar, I have turned towards the variations found in the language. My main focus has been to concentrate on Greenberg's word- order universals. In checking these universals I have provided a detailed description of the topic being discussed in each of the universals, which, hopefully, combined together gives insights into the structure of the language.

Field Procedures

Collecting linguistic data is both an art and a science. It is an art in the sense that it requires on the part of the investigator to possess some skills which bring the informant closure to him/her. Collecting data requires scientific approach to language in which the investigator might have some previous hypothesis about the general structure of a language and using this as a guide, he tries to delve into deep into the area of his investigation.

When we decided to work on Pnar, we had no idea about the structure of the language or of its society which differ to a great extent both linguistically and socially from the mainland or any other part of India. So the first thing was to get ourselves acquainted with the structure of both the language and the society. Staying in our university campus in New Delhi, we managed to get one informant who despite being busy during his own classes and several educational hurdles of a student pursuing higher studies, gave us time to get us started towards the Pnar system with the Basic Word List. Later we managed to get four informants from the native place. The Basic Sentence List was taken from them that gave us general idea about the structure of the language. We reached to the peak of our investigation procedure when we arrived at Shillong and stayed there for a week. We went to Jowai, the native place of the Pnar speakers and also interviewed people from Jowai who were staying in Shillong for some purpose or were settled in there. With the help from many people, from our 'Gurubhai' Awadhesh Mishra to his students, colleagues and ex-JNUites, we went inside the Pnar homes and hearth.

Our interviewing method was the Bilingual one, the medium being English. The Jaintias are mostly bilinguals in Khasi, the prominent language of the area. English is the language of the educated people. Most of the people we interviewed were the educated ones or the students pursuing higher studies. This situation reflects in the background of the informants we interviewed. Besides, it must be pointed out that the disadvantages of using the bilingual method, especially using English, might have cropped in the data collected. It was not always easy to find informant who could be good at English to understand the exact sense of the question and give the exact value in Pnar or explain how it could be expressed or not expressed in the language. This made us have some choice over the informant's grammatical judgment in English. The diversity or variation has reflected in the answer to the questions asked from different people.

The time constraint has always been a factor that tried to discourage me to take deeper plunge in the language. Especially, when being an outgoing student of M.A. in the fourth semester and the burden of different other courses have affected my job in this course.

Characteristic Features of Pnar

Despite being surrounded by several other families of language, the Mon-Khmer languages have maintained their distinctive features. Pnar is one such language which seem to have retained more-features of its proto-form than any other Mon-Khmer languages of India. (One of my informants (Ronald) said as against the common view found the area that Khasi is a dialect of Pnar and not the vice versa for the latter's society is more traditional and conservative in its ways and manners. The Khasi have changed with time and are more susceptible to societal change which might imply linguistic change as well.) Pnar does not have any written literature and the people here use the scanty literature available in Khasi or given a chance, switch to English. Khasi is the state sponsored language and the medium of instruction at school level. Despite the original difference from the surrounding language families of Tibeto-Burman and the Indo-Aryan, it has amplified its resources with borrowings from Bengali, Hindi, English and obviously from its sister language Khasi. Having virtually no literature, Pnar does not have any script also and if need arises, they use a modified version of the Roman script.

At the phonological level, Pnar has 12 vowels and 26 consonants. Besides it also gives ample variety of diphthongs. There is a distinction of tense and lax in the monophthongs. There is a four-way distinction of nasal consonants at bilabial, dental, velar and palatal. These consonants occur at all the positions in a word. Final consonants are unreleased. The phenomenon of lamino dental is found in Pnar as well. The aspiration of plosives is found in cases. All the obstruents are voiced except the velar plosive /k/.

Pnar shows the characteristic of agglutinating language. The words with two distinct syllables often gets merged into compounds which are endocentric or syntactic.

The nouns as well as pronouns are preceded by /u-/ or /ka-/ or /ki/ which suggest their specificity in terms of number and gender. The case markers precede the noun phrase. The /wa/ is multifunctional in the sense that it is used before in many other senses e.g. participializer, coordinator, complementizer etc. The inflections and derivations are both prefixed and inflection is preceded by derivation.

The main verb in the verbal phrase never undergoes any morphological change in its phonetic form. The tense aspect or mood markers precede the main verb. The non-finite verb forms are preceded by their specific prefixes of /wa/ or /u/. The adverbial participle found in the neighbouring Tibet-Burman languages does not occur in Pnar.

At the syntactic level, Pnar follows the SVO order. The variations that occur are marked for a semantic change e.g. for topicalization or focus etc. All the variations that occur are harmonic

A summary of Word-Order Features in Pnar

1 Basic Word Order
2 Adposition
3 Noun Relative/ Relative Noun
4 Noun Adjective / Adjective Noun
5 Noun Genitive / Genitive Noun
6 Noun Demonstrative / Demonstrative Noun
7 Noun Numeral / Numeral Noun
8 Auxiliary Verb / Verb Auxiliary

SVO
Preposition
Noun Relative
Noun Relative
Noun Adjective
Noun Genitive
Demonstrative Noun
Numeral Noun
Auxiliary Verb

8 Auxiliary Verb / Verb Auxiliary Auxiliary Ve 9 Main Verb Subordinate Verb / Sub Verb Main Verb MV SV 10 Adjective Adverb / Adverb Adjective Adj. Adv

11 Order of Adj., Marker, Standard in Comparative Marker Adjective Standard

12 Yes/No question particle
13 Wh-Word Question
14 Common Noun Proper Noun/ PN CN
15 Prefixing / Suffixing
Prefixing

16 Order in Derivation –Inflection on Noun Inflection-Derivation

Chapter 4

Defining Basic Word Order in Pnar

By Basic Word is meant the order of subject, verb and object in a simple declarative sentence containing a verb e.g. an action and its doer, the subject. The element that gets affected by the action is called the object. By subject is generally meant a noun (i.e. the name of a person or an animal or thing). Object is also noun.

To define the BWO in Pnar, let's take a model simple declarative sentence:-

U-10 ka -mæri da -bam-kɔ ya -u -ruti FSG-mary PERF –eat-AGRS ACC-MSG-bread Mary ate the bread.

REMARKS ACTIVE IN MONOTRANSITIVE

On the basis of this sentence, one can say that BWO is SVO. This is true of most of the sentence types. Variations may occur if the subject is a pronominal element e.g.

U-8.a e -ko ka -kot ya -u -jon give-AGRS FSG-book ACC-MSG-john She gave the book to John

REMARKS PRONOMINAL SUBJECT IN DITRANSITIVE VERB

The pronominal subject-dropping phenomenon here is optional as the following sentence with the pronominal subject will not be ungrammatical-

ka –e -ko ka-kot ya u-john FSG-give-AGRS FSG-book ACC-MSG-john She gave the book to john.

The word order is the same in the copular constructions also-

U-1.a ka-kari (yoŋ) u-jon to? ka-wa-miat give-AGRS FSG-book ACC-MSG-john COP FSGCLT-ADJL-good John's car is good.

REMARKS GENITIVE COPULA CONSTRUCTION

Variations in simple declarative sentences are marked for topic and focus. Thus,

U-6 ka -kot la -e ya -u -jon da -ka -mæri FSG-book PASSIVIZER-give ACC-MSG-john by-FSG-mary Book was given to John by Mary.

REMARKS PASSIVE CONSTRUCTION

U-9 u -ruţi la -bam da -ka -mæri

MSG-breat PASSIVIZER -eat AGEN –FSG-mary The bread was eaten by Mary.

REMARKS MONOTRANSITIVE PASSIVIZED

For more on variations see section on variation

4.1

Word-Order in Some Syntactic Categories

Noun Phrase

A noun-phrase is an element having at least a noun which can be modified by some other elements e.g. adjective, determiner, pronominal adjective etc. Pnar is modifier –modified language. Thus, the modifiers in a noun phrase precede the noun. Noun in Pnar has the agreement marker of number, gender and person attached to it. All these three agreements are denoted by same morphemes. These morphemes are three in number.

Thus, a noun phrase will always have this marker preceding it as CDM

u-sapen MSG-mango A mango

Order of Different types of modifier in the NP demonstrative Noun

CDM

ka-tu ka –kɔt FSG-DDEM FSG-book That book

Here it is remarkable to say that the demonstratives and some other pronouns as well (e.g. the 'WH'- Question words etc.) are also marked with the gender specifiers of /u-/, /ka-/ in the singular while there is no gender distinction in the plural.

Numeral-Noun

Cardinal numerals coming before a noun gets a numeral classifier /tɨˈli/ e.g.

MQ-8 ki-lɛ -tɨlli ki -kɔt
PL-three-NHCL PL-book
Three books

The Ordinal

The order of ordinal in NP is different from the cardinal order. The ordinal is found morphologically by adding the adjectivalizer /wa-/ before the number e.g.

MQ –16 ka-kamra wa-le FSG-room ADJL-three The third room

Noun Attributive Adjective

The attributive adjective also follows the noun with the adjectivalizer /wa-/.

CDM-1 ka-snam wa so FSG-blood ADJL red Red blood

BSL-XII-3 u-bnai wa landon

REMARKS ATRIBUTIVE ADJECTIVE

3MSG-moon ADJL round

'Round moon.'

Remarks

Genitive Noun

The genitive precedes the governing noun. MQ13

MQ 13. A/B ka -kot yon ka FSG -book GEN 3FSG

Her book

REMARKS THE ORDER OF GENETIVE -PRONOUN

The genitive marker /yoŋ/ is optional if its governor is a noun.

U-1 ka-kari (yoŋ) u-jon FSG-car (GEN) MSG-john John's car.

MQ 12-B ka-kət ka -∫ila

FSG-book FSG-Shila Shila's book

In the NPs above the 'book' and the 'car' are the governing head nouns and the governor of the genitive /yon/ is the noun coming after it.

Noun Adjective Intensifier

The intensifier follows the Adjective in the NP.

Noun Relative

The relative pronoun follows its antecedent e.g.

The Order of Maximal Number of Modifiers within the NP

Noun can have maximally two modifiers preceding it, these two being the demonstratives and the numerals (cardinal). All other modifiers in the NP follow the head noun. If the following modifiers are physical attributes, adjectives and relative, they occur in the same order.

P-1 ki-tu ki - ki- ki - wei yəŋ
$$c^h$$
aŋ $mank^h$ pər +nnin lɛ- ksau wa - jo? ki-ŋa da yao ki titli hɛ?

FSG- PL- PL- PL- and black bark- always- yesterday PDEM three- dog ADJL- always AGRS- PERF-die-NHCL big SGCLT AGRS

Those three big black dogs that are always barking at me died yesterday.

REMARKS ORDER OF DEM, NUMERAL, NOUN, ATTRIBUTIVES, PARTICIPLE

Here we find that when two modifiers follow, they are coordinated with /wei/. With this, we can also say that the maximal number of modifying elements in a simple NP can be said to consisting of two preceding modifiers and one following modifier.

The Verb Phrase

The verb in sentence agrees with subject in number, person and gender. This seems to be an obligatory element in the VP e.g.

```
u -pitar daŋ -thia? -u
MSG-peter PROG-sleep-AGRS
Peter is sleeping.
(Courtesy: Anish)
```

In sentences with a transitive verb, the object may get incorporated in the VP and the subject agreement comes after the object.

REMARKS ADPOSITIONAL CHECK

The agreement markers in the VP provide a device with which the pronominal subject can be dropped. The pronominal subject is understood with the agreement markers.

```
MQ-14. A kura -u na ha -nap
hit -msgclt sg loc -face
He hit me at my face.

REMARKS NO PRONIINAL POSSESSIVE MORPHEME
```

When the subject is conjoined nouns, the verb takes the plural agreement marker of /ki-/.

Aspect

Par has four morphemes showing aspects. These are:

```
/da/ =PAST
/dep/ =PERF
/daŋ/ =PROGRESSIVE
/dau/ =FUT
```

The aspect markers precede the main verb.

MQ-2. A u-ajoy dan-bam so-apol-u

MSG- ajoy PROG- eat fruit- apple- AGRS

Ajoy is eating an apple.

REMARKS BASIC WORD ORDER

Adverbs

Adverbs follow the verb they modify. If intensifiers occur they also follow it.

19. C lai -u slem -b^ha
go -AGRS slowly -INTENS
He is walking very slowly.

REMARKS THE ORDER OF VERB ADVERB- INTENSIFIER

The copula /to?/

The copula /to?/ in Pnar does not take any agreement marker nor does it occur with any main verb (as in English 'is eating').

BSL-VI-12 u-kombo to? u-wa emsalon MSG-child COP OCLT-ADJL innocent

The child is innocent

REMARKS ADJECTIVE

BSL-VI-11 u-konbo wa emsalon

MSG-child ADJL innocent

The innocent child

REMARKS ADJECTIVE

The Prepositional Phrase

Pnar being a prepositional language, it takes its case markings before the NP.

MQ-3. A	u-ajoy	daŋ -wan –u	na -∫iloŋ				
	MSG- ajoy	PROG –come -AGRS	ABL -Shillong				
	Ajoy returned from Shillong.						
REMARKS	ADPOSITIONAL CHECK						

Chapter 5

Order of Elements in Different Clauses

5.1 Interrogation

5.1.1 Question

The 'wh'-word occur sentence initially in both the copular and finite verb question constructions:

 $\begin{array}{cccc} BSL\text{-VI-1} & i\text{-ye} & i\text{-prtuit} & p^hi \\ & what & \text{ECL-name} & sG \\ & What is your name? \end{array}$

REMARKS INTERROGATIVE

BSL-VI-2

haiwan sa? phi/me/pho where stay SG Where do you stay?

REMARKS INTERROGATIVE

5.1.2 Yes-No-Question

Two types of constructions are found. Question without showing any modality can be expressed with a rising intonation e.g.

MQ-23. B me to? hi u -ajoy

2MSG COP --?- MSGCLT -ajoy
Are you Ajoy.

REMARKS YES-NO QUESTION

or the verb or copula can be put sentence initially.

MQ-23. A/C to? hi -me u -ajoy

COP 2MSG MSGCLT -Ajoy
Are you Ajoy. **YES-NO QUESTION**

BSL-VI-8

BSL-VI-8 dadep bam p^hi
COMPL eat SG
Have you eaten?

REMARKS INTERROGATIVE

If he question contains some modality, the modal verb occur sentence initially.

In modal constructions the main verb takes the infinitive marker /u-/ which is just he opposite in contrast with English.

5.2 Negatives

The negative marker precedes the main verb. Negating the finite verb takes the copular negation. That is, the copula is negated while the main verb may be left without he negation marker e.g.

But the main verb can also directly take the negative marker.

5.3 Relativization

The /wa-/ particle functions as the relativizer and comes after the noun. The word order gets changed in the subordinate clause to VO. The subject is here either dropped as in MQ-5-C below or the subject agreement marker functions as the relative pronoun as in MQ-5-A. It is a remarkable point that the marker precedes the relativizer /wa-/ in the latter case.

MQ-5. A
$$u$$
-ajoy to ? u -bru u -wa- $ya-u$ -so-apol bam

MSG- BE MSG- AGRS-RP acc -MSG-

Ajoy man -eat fruit -apple

Ajoy is the person who ate the apple.

REMARKS RELATIVIZATION CHECK

5.4 Conditional

The order of clauses in conditional constructions is that in which the causal clause precedes the effect clause. The conditional morpheme occurs clause initially.

BSL-IV-1 lada im e p^hi yaŋ-a ki-bamt^hiyaŋ dau yam-ɔ if NEG give SG give-AGRS PL-sweet FUT cry-AGRS

If you do not give me the sweets, I will cry

REMARKS CONDITIONAL AND COORDINATION

5.5 Coordination

The /wa/ particle again functions as the coordinator between two nouns e.g.

BSL-IV-6 u-ram wa ka-sita waro? ar-ŋut dalai lipait

MSG-ram CONJ FSG-sita all two-HCL both cinema

Ram and Sita both went to watch the movie

REMARKS CONDITIONAL AND COORDINATION

The coordination between two verbs is shown with the paricle /wei/

BSL-IV-7 ki-khinna? da bam weidi-ki da ka-um wa daittha?

PL-child PERF eat drank-AGRS PERF FSG-water RP cold

Children ate and drank cold water

REMARKS CONDITIONAL AND COORDINATION

The /wa/ particle being multifunctional, here in conditional also it shows a peculiarity. Usually, two coordinators should not occur simultaneously for this may arise in some ungrammaticality in many of the languages (e.g. in Hindi or in English 'lekin' and 'aur' or 'but' and ' and' cannot occur at the same time side by side to each other). But in Pnar, the /wa/ coordinator can occur after some other coordinator like /u-taŋ/ 'but' as in

BSL-IV-9 u-suhail dau yarəp-u taŋwa ka-reshma te ham yoluti

MSG-suhail FUT help-AGRS but FSG-reshma then NEG expect

Suhail will help, but not Reshma

REMARKS CONDITIONAL AND COORDINATION

NOTE: This might not well be a good example. There is a possibility of some more research whether the /wa/ particle can be taken as an actual coordinator or something else. Given the multifunctionality of /wa/, the case becomes even more complex the solution of which might give more, clearer clues to he structure of the language.

5.6 Imperative

Nothing is peculiar about he imperative construction. The main verb, i.e. its finite form, comes initially because the subject is understood, no explicit referential pronoun or its agreement marker (e.g. clitic) is to be seen.

BSL-III-1

psia? chapo?
Com in
e
'Come in.'

BSL-III-2

2 ham psia? chapo?

PRO.NEG come in

'Don't come in.'

5.7 Participialization

The participalization is also done with the same /wa/ particle occurring before the verb. BSL-VII-7

7 u-k^hanna wa k^hairi da yap-u MSG-child RP fever PERF die-AGRS The fevered boy died

BSL-VII-9

9 $$k^{\rm h}ut$ u-tu u-k $^{\rm h}anna$ wa di c $^{\rm h}a$ call MSG-DDEM MSG-child ADJL drink tea Call the tea-drinker boy

5.8. Causative

The causative verbs are formed morphologically with the causative morpheme /pɨn/ or /tɨn/

BSL-VIII-5

5 p^ha? pın-khai kэ ka-sıla da ka-sıta ha u-ram 3FSG-PERF CAUS CAUS-3FSGCL 3FSG-INSTR 3MSGsheela wake sita ram 'Shila asked Ram to make Sita rise'

BSL-VIII-9

9 ka-payu pɨn-tʰiaʔ kɔ ya u-payu wa kʰian 3FSG-sibling CAUS-sleep 3FSGCL ACC 3MSG-sibling ADJL little 'The sister is making the little brother sleep'

5.9 Passives

In passive constructions the logical object takes place of the logical subject. U-9

9 u -ruṭi la -bam da -ka -mæri

MSG-breat PASSIVIZER -eat AGEN -FSG-mary

The bread was eaten by Mary.

REMARKS MONOTRANSITIVE PASSIVIZED

The object taking the place of subject in passives may retain its accusative case marking. BSL-VIII-8

8 ki-den dadep cha? a? ki 3PL-tree COMPL PASS cut 3PLCL

'Trees were cut'

5.10 TOPICALIZATION AND FOCUS

See discussion on word –order variation

5.11 Comparative / Contrastive

See the discussion of Greenberg's Universal 22.

Chapter 6

Word-Order Variation

There is no language in which variation in the BWO does not occur. The variations in Pnar BWO occur in interrogatives, relativization and obviously the variations occurring due to the phenomenon of the topicalization and focusing on a particular element/ constituent in the sentence. Variation in interrogative and relativizational construction has already been shown in the previous chapter. Here a brief introduction of the variation due to topicalization and focus is given.

6.1 Topicalization and Focus

To emphasize on a particular constituent of a sentence, the copular form /to?/ is used which comes sentence initially in both the active and the passive constructions. U-11

to? u -rutl Ba -ka -mæri ha -bam-ko
COP MSG-bread AGEN-FSG-mary LOC-eat-AGRS
It was the bread (nothing else) that was eaten by mary.

REMARKS OBJECT IN MONOTRANSITIVE TOPICALIZED

Any constituent, be it the subject NP or an object NP, can be topicalized in both the active and passive constructions in the same way i.e. initializing the copula /to?/. This has been exemplified in the data the model sentences taken from Lockewood (abbreviated to L in the appendix).

Focus is shown with the 'wh'-word coming sentence initially and the focused constituent coming sentence finally. These variations in the BWO are harmonic and to some extent similar to the constructions found in English. The data collected on topic and focus are revealing. However, in these variations, intonation must play a role or some sort of suprasegmental distinction must be there to compensate to compensate for the variation.

Discussing Word-Order in Pnar with Respect to

Greenberg's Universals

Greenberg's 1963 article is the first milestone from where linguistic research in typology of various languages starts. The goal of any linguistic research is to arrive at what has been called by the typologists as the language universals. The language universals are the features said to be common to all human languages of the world. The typologists believe that all the languages have some particular linguistic categories and that they are arranged in some defined ways. It is this arrangement of constituents that are relevant to word order.

Greenberg proposed some language universals 'with particular reference to the order of meaningful elements'. His universal gave a boost to the typological research in various languages. In this section of my dissertation, I am concentrating on both the statistical and non-statistical universals proposed by Greenberg. While checking the implications of the universals with respect to the structure of Pnar, I have also gone deep through some topics.

Greenberg's proposed universals are 45 in number. Not all of them are meant for the SVO language. I will concentrate on those universals that are applicable to SVO and prepositional languages for Pnar is of the SVO and prepositional type.

Univ. 1: *In declarative sentences with nominal subject and object, the dominant order is almost always one in which the subject precedes the object.*

It has already been established from the previous chapters that Pnar is an AVO language and the subject precedes the object unless the sentence is not of the passive construction or topicalised of focused etc.

Univ. 2: In languages with prepositions, the genitive almost always follows the governing noun, while in languages with postpositions it almost always precedes.

That Pnar is prepositional language is proved by MQ-7-A

7. A ka-kət ron so em kə hajron meit FSG- color red HAVE AGRS LOC table book
The red book is on the table.

REMARKS THE ORDER OF NOUN-ATTRIBUTIVE ADJECTIVE

Here in the NP 'on the table', the noun takes the locative case as the preposition. To check the genitive occurrence.

MQ-12-A

12. A ki -kot yon ka -ʃila em -ki hajron meit
PL -book GEN FSG -shila HAVE -PLCLT LOC table
Shila's books are on the table.

REMARKS THE ORDER OF GENETIVE -NOUN

Here the genitive occurs after the governing noun 'book' of the NP 'Shila's book', validating the implication of the universal.

Univ. 8: When a Yes-No Question is differentiated from the corresponding assertion by an intonational pattern, the distinctive intonational feature of each of these patterns is reckoned from the end of the sentence rather than the beginning.

It has been already noted that Yes-No-Questions can be expressed without any movement of copula and using the rising intonation which is what is said by the universal.

Univ. 9: With well more than chance frequency, when question particles or affixes are specified in position by reference to the sentence as a whole, if initial, such elements are found in prepositional languages and, if final, in postpositional.

Given that Pnar is a postpositional language, to check the validity of this universal, look at the following question sentences-

MQ-23. D to? mi u -ajoy

COP 2MSGCLT MSGCLT -ajoy
Are you Ajoy.

REMARKS YES-NO QUESTION

MQ-24. B ye hi -mi u -e kulom ya -ŋa

ABIL -?---2SGM MSGCLT -give -pen ACC -SG

Can you give me a pen?

REMARKS YES-NO QUESTION (MODULAR)

MQ-25. A minnu u -em tes when MSGCLT -COP test When is the test?

REMARKS WH-INTERROGATIVE (COPULAR)

26. A u -yi u -k+nrat

MSG -who MSGCLT -master

Who is the master?

REMARKS WH-INTERROGATIVE

besides, in A-9, 11 and all the examples of interrogative sentences in BSLE-VI proves the point that the question particles in Pnar, be it copular or 'wh'-word, are specified in position by reference to the sentence as a whole i.e. sentence initially.

Univ. 10: Question particles or affixes, specified in position by reference to a particular word in the sentence, almost always follow that word. Such particles do not occur in languages with dominant order VSO.

The question particles in Pnar are not specified in position to a particular word in the sentence. (This should better have been skipped from the dissertation.

Univ. 11: Inversion of statement order so that verb precedes subject occurs only in languages where the question word or phrase is normally initial. This same inversion occurs in yes/no-questions only if it also occurs in the interrogative.

In Univ. 9, it has already been established that the question word in Pnar occurs initially, predicting the inversion of statement order in which verb precedes the subject. This can be shown in the passive and several other topic and focus constructions. For example U-9 and BSL-VIII-1O

U-9 u -ruti la -bam da -ka -mæri MSG-breat PASSIVIZER -eat AGEN –FSG-mary The bread was eaten by Mary.

REMARKS MONOTRANSITIVE PASSIVIZED

BSL-VIII- ya u-rajivgandhi da pin yap da u-bomb

10

ACC 3MSG-Rajeev PERF CAUS die AGENT 3MSGGandhi bomb

'Rajiv Gandhi was killed by a bomb'

Remarks

In the discussion of Univ. 9 and the interrogative constructions done in the back pages, it has been shown that in such constructions the subject follows the verb.

Univ. 14: In conditional statements, the conditional clause precedes the conclusion as the normal order in all languages.

As discussed in Chapter 5 (section 4), the order of clause is as said by the universal.

Univ. 15: In expression of volition and purpose, a subordinate verbal form always follows the main verb as the normal order except in those languages in which the nominal object always precedes the verb.

As the nominal objet in Pnar does not always precede the verb, the prediction should be right here, which is the case as is shown in the following examples-

Univ. 16: In languages with dominant word order VSO, an inflected auxiliary always follows the main verb.

Pnar does not have any inflected auxiliary verb form preceding the main verb. At most in negative constructions, the copula /em/ 'HAVE' can occur before the main verb. In such cases, the negative marker is added with the copula /em/ and not the main verb.

Univ. 19: When the general rule is that the descriptive adjective follows, there may be minority of adjectives which usually precedes but when the general rule is that the descriptive precede, there are no exceptions.

In Pnar, the descriptive adjective in and NP always follows the governing noun e.g.

CDM-1 ka-snam wa so
FSG-blood ADJL red
Red blood
REMARKS ATRIBUTIVE ADJECTIVE

CDM-8 u -te u -bru wa -lie?

MSG-DDEM MSG-man ADJL-white
He is white man.

REMARKS COPULAR CONSTRUCTION

But some of the adjectives also precede, e.g.

CDM-2 zron titleh
long rope
Long rope

REMARKS ATRIBUTIVE ADJECTIVE

The case of adjective preceding he noun is very few and depend on individuals. Some of them might bring it to the position after the noun as well. This means that the general order is that in which descriptive adjective follows the noun and not precedes.

There are other adjectives which precede the governing noun e.g. the demonstrative adjective, numerals, indefinites etc.

CDM-6 waro? ki -chinran wa - lie?

all PL-man ADJL-white

All the white man.

REMARKS INDEFINITE IN NP

CDM-7 so -nut ki -chinran wa -lie?

four -HCL PL-man ADJL-white

All the four white man

REMARKS INDEFINITE NUMERAL NOUN ADJECTIVE

P-1 ki-tu ki-lε-titli ki-ksau ki-wa -hε? wei yoŋ jo?

FSG-PDEM PL-three- PL-dog PL-ADJL-big and black always

NHCL

Those three big black dogs that are always barking at me died yesterday.

REMARKS ORDER OF DEM, NUMERAL, NOUN, ATTRIBUTIVES, PARTICIPLE

With these examples, the universal law of Greenberg stands correct in prediction.

Univ. 20: When any or all of the items –demonstratives, numeral and descriptive adjective- precede the noun they are always found in that order. If they follow, he order is either the same or its exact opposite.

With previous example of P-1, this prediction is nullified.

Univ. 21: If some or all adverbs follow the adjective they modify, then the language is one in which the qualifying adjective follows the noun and the verb precedes its nominal object as the dominant order.

Take for example the adverbial adjective and verb phrases-

MQ-18. A/C ka -ni to? ka -sula wa -so -b^ha

MSG -PDEM BE FSG -shirt ADJL -red- INTENS

This is a very red shirt.

REMARKS NOUN-ADJECTIVE-INTENSIFIER

MQ-19. C lai -u slem -b^ha

go –AGRS slowly –INTENS

He is walking very slowly.

REMARKS THE ORDER OF VERB ADVERB- INTENSIFIER

Here we see that the condition in universal 21 is met as the adverbs follow the adjective (or verb or another adverb) they modify or intensify. The prediction made also sounds right as has already been established in previous universals and elsewhere.

Univ. 22: *If in comparisons of superiority the only order or one of the alternative* orders is standard-marker-adjective, then the language is postpositional. With overwhelmingly more than chance frequency, if the only order is adjectivemarker-standard the language is prepositional.

The order of adjective, marker and standard in comparative constructions can be established with this example-

MQ-20. A/D u -ajoy ya -ka -∫ila rap -jron -u MSG -ajoy DGM -tall -AGRS ACC -FSG -shila Ajoy is taller than Shila.

COMPARATIVE CONSTRUCTION REMARKS

BSL-X-1 wa? rap khoid-kə ka-um ha ban ya ka-um ha puŋ LOC river CM clean-FSGthan ACC FSG-LOC lake water AGRS water River water is cleaner than lake water

REMARKS COMPARATIVE CONSTRUCTION

A Doubt: A Case of double comparative marker?

There are other versions of MQ-20 as well taken from different speakers-

MQ-20. B u -ajoy rap -jron -u ban -ya -ka -sila MSG -ajoy DGM -tall -AGRS CM -ACC -FSG -shila Ajoy is taller than Shila.

COMPARATIVE CONSTRUCTION REMARKS

MQ-20. C u -ajoy ban -ya -ka -sila iron -u MSG -ajoy tall -AGRS CM -ACC -FSG -shila Ajov is taller than Shila. REMARKS COMPARATIVE CONSTRUCTION

From, these, it is evident that none of Greenberg's proposed two orders of Adjective, marker and standard is followed here. Commenting on Greenberg's universal 22, Anderson (1981) proposed three other alternatives by which comparison can be done- (i) Case construction (ii) Prepositions and (iii) Particle Construction. He proposed two other orders-1) adjective -standard-case, and 2) standard-case-adjective. While the latter order is followed in SOV languages like Hindi, none of the two orders is followed in Pnar.

Looking back at the three variations in MQ-20, what might be called a case of double comparative marker in which the first marker /rap/ occurs before the adjective and the second after the adjective and before the standard (NP with the accusative case marker). We also notice that each of the two markers are optional but we can have both in the same construction and in any case, at least one of them has to be there.

Univ. 23: If in apposition, the proper noun usually precedes the common noun, hence the language is one in which the governing noun precedes the dependent genitive. With well much better than chance frequency, if the common noun usually precedes the proper noun, the dependent genitive precedes its governing noun.

In the subject NP of the sentence MQ-12-A

REMARKS THE ORDER OF GENITIVE -NOUN

the common noun precedes the proper noun and the genitive /yoŋ/ precedes its governing noun Shila. This validates the predicted universal.

Univ. 24: If the relative expression precedes the noun either as only construction or as an alternative construction, either the language is postpositional or the adjective precedes the noun or both.

As has been seen in MQ-5, the relative expression in Pnar follows the noun.

Univ. 25: *If the pronominal object follows the verb, so does the nominal object.*

In MQ-14, we have pronominal objects coming after the verb. The prediction is correct with MQ-15 where a noun 'mango' is the object.

Univ. 27: *If a language is exclusively suffixing, it is postpositional. If it is exclusively prefixing it is prepositional.*

Pnar is a prefixing language. This can be proved with the following illustration-

```
1 yap die
```

CAUS-die

kill

3 non -tin -yap

AGEN-CAUS-die

killer

4 non -cha? -t+n-yap

AGEN-PASS-CAUS-die

the killed

Univ. 28: If both the derivation and inflection follow the root or they both precede the root, the derivation is always between the root and the inflection.

Univ. 29: *If a language has inflection, it always has derivation.*

Inflection follows the root e.g.

ki-khnna?

PL-child

children

The derivation also precedes the root:

ki-non-hikai

PL-AGEN-teach

teachers

Both of the universals are violated thus.

Univ. 30: If the verb has categories of person, number or if it has categories of gender, it always has the tense-mode categories.

The verb in Pnar does not have the agreement of number, person and gender. This is denoted by the subject clitic, e.g. in CDM- 10 and MQ- 19. This means that the verb agrees with subject in number, person and gender. The prediction about the existence of tense – mode category in the verb stands right with BSL-I-1 etc.

Univ. 31: If either the subject or object or object noun agrees with the verb in gender, then the adjective always agrees with the noun in gender.

It is established that the verb agrees with the subject in number, person and gender. The adjective also agrees wit noun in gender as in A-5 and many other such examples. But this agreement is sometimes optional, may be in the informal speech.

Univ. 32: Whenever the verb agrees with a nominal subject or nominal object in gender, it also agrees in number.

As was seen in Univ. 30 discussion, the subject agrees with the verb in gender, number and person which all are incorporated in the same morpheme.

Univ. 33: When number agreement between the noun and the verb is suspended and the rule is based on order, the case is always one in which the verb is in the singular.

This universal is not good to be tested on Pnar as here all the three agreements are incorporated in just one morpheme. If one agreement is suspended, all others are suspended automatically. When the suspension of agreement between the noun (i.e. the subject) and verb occurs, it is noticed that the agreement comes after the object i.e. the object is also incorporated within the subject agreement as in MQ-13-A and B. There is no agreement for number in Pnar. That is why the prediction made here does not apply to it. In MQ-10-B the verb takes the third person plural marker /ki-/ which agrees with the plural subject (noun).

Univ. 34: No language has a trial number unless it has a dual. No language has a dual unless it has a plural.

Univ. 35: There is no language in which the plural does not have some non-zero allomorphs, whereas there are languages in which the singular is expressed only by zero. The dual and the trial are almost never expressed by only zero.

Pnar has a plural marker /ki-/. There is no distinction of dual and trial numbers. Thus Pnar does not go against universal 34.

In Pnar, the singular is expressed by /u-/ and /ka-/. Plural does not have a non-zero allomorph e.g.

	Singular	Plural
man	u-bru	ki-bru
woman	ka-bru	ki-bru

The Number System In Pnar

The clitic for each of the nominative pronouns are given after the nominative form.

PERSON	NUMBER	GENDER	NOMINATIVE FORM	AGREEMENT MARKER OR CLITIC
1	Singular	M/F	ŋa	ɔ /ŋa
1	Plural	M/F	i	i
2	Singular	M	me	mi
2	Singular	F	p ^h a	c ⁴ q/i ⁴ q

2	Plural	M/F	p ^h i	p ^h i
3	Singular	M/F	u	u
3	Singular	F	ka	ka
3	Plural	M/F	ki	ki

The Pronominal Paradigm In Pnar

Univ. 36: If a language has the category of gender, it always has the category of number.

In Pnar the gender and the number categories are expressed through the same morpheme.

	Singular	Plural
Masculine	u-	ki-
Feminine	ka-	ki-

Univ. 37: A language never has more gender categories in non-singular numbers than in the singular.

Pnar has dual gender categories in singular namely masculine and feminine. Gender distinction in plural is merged that is there is no gender distinction in plural. (see the chart above).

Univ. 39: Where morphemes of both number and case are present and both follow or both precede the noun base, the expression of number almost always comes between the noun base and the expression of case.

The prediction made in this universal stands right with MQ-4-D.

Univ. 40: When the adjective follows the noun, the adjective expresses all the inflectional categories of the noun. In such cases, the noun may lack overt expression of one or all of these categories.

With the previous example of P-1 for 'those three big black dogs', we find that the adjective occurring after the noun though take the inflection plural marker of the noun, the noun does not drop its own inflection. Thus the implication does not hold true here.

Univ. 42: All languages have pronominal categories involving at least three person and two numbers.

Univ. 43: If a language has gender categories in noun, it has gender categories in pronoun.

With the chart of the pronominal paradigm given above, it is clear that universal 42 stands right in its exact sense.

Pnar has two gender distinction in pronouns and the same number of gender distinction in nouns. But there is a morpheme /i-/, that might be a viable candidate for the neutral gender. For this a further research is needed as no conclusion as yet has been arrived at.

Univ. 44: If a language has gender distinctions in the first person, it always has gender distinctions in the second or third person or in both.

Univ. 45: If there are any gender distinctions in the plural of the pronouns, there are some gender distinctions in the singular also.

In the same chart of pronominal paradigm above, we find that there is no gender distinction in the first person and in the plural. The gender distinctions are found only in the third and second person singular pronouns.

Appendix MQ

The Main Questionnaire

Informant A: Eklis

Informant B:Rebeca Slang

Informant C: Rida Hun Informant D: M. Sullai

1. A u –ajoy da -dep – sə -apəl -u

bam

MSG -ajoy COMPL -eat fruit -apple -AGRS

Ajoy ate an apple.

REMARKS BASIC WORD ORDER

1. B u-ajoy bam _{SO-apol-u} MSG- ajoy eat Fruit- apple-

AGRS

Ajoy ate an apple.

REMARKS BASIC WORD ORDER

2. A u-ajoy daŋ-bam sɔ- apəl-u

MSG- ajoy PROG- eat fruit- apple- AGRS

Ajoy is eating an apple.

REMARKS BASIC WORD ORDER

3. A u-ajoy dan -wan -u na -ʃilon

MSG-ajoy PROG-come -AGRS ABL-Shillong

Ajoy returned from Shillong.

REMARKS

adpositional check

3. B u-ajoy da-wan –u na-ʃiloŋ

MSG-ajoy PERF-come -AGRS ABL-Shillong

Ajoy returned from Shillong

REMARKS ADPOSITIONAL CHECK

4. B u-ajoy a? -den -u dau sdai

MSG -ajoy cut -tree -AGRS INSTR -axe

Ajoy cut the trees with an axe.

REMARKS ADPOSITIONAL CHECK

4. C u-ajoy da-in den -u da -ka sdai

MSG -ajoy PERF -cut tree -AGRS INSTR -FSG -axe Ajoy cut the trees with an axe.

REMARKS ADPOSITIONAL CHECK

4. D ajoy a?-u ya-u-dein da-u- sdai ajoy cut-AGRS ACC-MSG-tree by-MSG-axe Ajoy cut the trees with an axe.

REMARKS ADPOSITIONAL CHECK

5. A u-ajoy to? u-bru u-wa- ya-u-sɔ-apəl bam

MSG- BE MSG- AGRS-RP acc-MSGAjoy man -eat fruit-apple
Ajoy is the person who ate the apple.

REMARKS RELATIVIZATION CHECK

5. B u ajoy to? U bru wa bam so apol

MSG - BE MSG man RP eat fruit apple
ajoy

Ajoy is the person who ate the apple.

REMARKS RELATIZATION CHECK

5. C u ajoy to? U bru u wa bam apəl MSG ajoy BE MSG man MSGCLT RP eat apple Ajoy is the person who ate the apple.

REMARKS RELATIZATION CHECK

5. D ajoy to? u Bru u wa bam so apol ajoy BE MSG Huma MSGCLT RP eat fruit apple n

Ajoy is the person who ate the apple.

REMARKS RELATIZATION CHECK

6. A ajoy əŋ u wa kjut kə
Ajoy say MSGCLT RP sick AGRS
Ajoy said that she was sick.

REMARKS COPLEMENTARY CLAUSE CONSTRUCTION

6. B ajoy əŋ u wa im chait kə Ajoy say MSGCLT RP NEG healhy AGRS Ajoy said that she was sick.

REMARKS COPLEMENTARY CLAUSE CONSTRUCTION

6. C u ajoy əŋ U wa kjut kə

MSG ajoy say MSGCLT RP sick AGRS
Ajoy said that she was sick.

REMARKS COPLEMENTARY CLAUSE CONSTRUCTION

6. D ajoy əŋ u wa kjut kə ajoy say MSGCLT RP sick AGRS Ajoy said that she was sick.

REMARKS COPLEMENTARY CLAUSE CONSTRUCTION

7. A ka-kət ron so Em kə hajron meit FSG- color red HAVE AGRS LOC table book
The red book is on the table.

REMARKS THE ORDER OF NOUN-ATTRIBUTIVE ADJECTIVE

8. A ki-lε -titli ki -kot em -ki hajron -meit PL-three NHCL PL book HAVE PLCLT on table Three books are on the table.

REMARKS THE ORDER OF NUMERAL (CARDINAL) ADJECTIVE -NOUN

8. C le -titli Ki -kot ha meit three NHCL PL book on table Three books are on the table.

REMARKS THE ORDER OF NUMERAL (CARDINAL) ADJECTIVE -NOUN

9. A le -titli ki -kət ron -so em -ki hajron -meit three CLAS PL Boo color -red HAVE PLCLT on -table k

Three red books are on the table.

REMARKS NUMERAL (CARDINAL) -NOUN-ATTRIBUTIVE

9. B 1ε -titli ki -kət wa -so em -ki hajron -meit three CLAS PL Boo ADJL -red HAVE PLCLT LOC -table k

Three red books are on the table.

REMARKS NUMERAL (CARDINAL) -NOUN-ATTRIBUTIVE

9. C le -titli ki -kət wa -so ha -meit three CLAS PL Boo ADJL -red LOC -table k

Three red books are on the table.

REMARKS NUMERAL (CARDINAL) -NOUN-ATTRIBUTIVE

10. A em ki -kət Hajro -meit

η

HAVE PL-book LOC -table

Some books are on the table.

REMARKS INDEFINITE -NOUN-ATTRIBUTIVE

10. B kjak ki -kot em -ki hajron -meit some PL -book HAVE -PLCLT LOC -table Some books are on the table.

REMARKS INDEFINITE -NOUN-ATTRIBUTIVE

10. D katukatni ki -kot em -ki hajron -meit some PL -book HAVE -PLCLT LOC -table Some books are on the table.

REMARKS INDEFINITE -NOUN-ATTRIBUTIVE

11. B kjak ki -kot wa -so em -ki hajrong meit some PL -book ADJL -red HAVE -PLCLT LOC table Some red books are on the table.

REMARKS INDEFINITE -NOUN-ATTRIBUTIVE

11. C em kot wa -so ha -meit

HAVE book ADJL -red LOC -table

Some red books are on the table.

REMARKS INDEFINITE -NOUN-ATTRIBUTIVE

11. D katukatni ki -kot wa -so em -ki hajron -meit some PL -book ADJL -red HAVE -PLCLT LOC -table Some red books are on the table.

REMARKS INDEFINITE -NOUN-ATTRIBUTIVE

12. A ki -kot yon ka -ʃila em -ki hajron meit
PL -book GEN FSG -shila HAVE -PLCLT LOC table
Shila's books are on the table.

REMARKS THE ORDER OF GENITIVE -NOUN

12. D ka -kət yon ka -∫ila em -kə hajron meit FSG –book GEN FSG -shila HAVE -FSGCLT LOC table Shila's book is on the table.

REMARKS THE ORDER OF GENITIVE -NOUN

13. A/B ka -kət yon ka em -kə hajron meit FSG -book GEN 3MSG have -FSGCLT LOC table

Her book is on the table.

REMARKS THE ORDER OF GENETIVE -PRONOUN

14. A kura -u ŋa ha -ŋap hit -MSGCLT SG LOC -face He hit me at my face.

REMARKS NO PRONIINAL POSSESSIVE MORPHEME

14. B kura -u ŋa ha -kʰmat -u
hit -MSGCLT SG LOC -face -AGRS
He hit me at my face.

REMARKS NO PRONIINAL POSSESSIVE MORPHEME

14. D kura -u ya na ha -k^hmat -u hit -MSGCLT ACC SG LOC -face -AGRS He hit me at my face.

REMARKS NO PRONIINAL POSSESSIVE MORPHEME

15. A/B ka -ʃila a? tɨrsim -kɔ
FSG -shila cut nail -AGRS
Shila cut her nail.

REMARKS NO PRONIINAL POSSESSIVE MORPHEME

15. C/D ka -ʃila aʔ -kə yei -tɨrsim -kə FSG -shila cut -AGRS ACC -nail -AGRS Shila cut her nail.

REMARKS NO PRONIINAL POSSESSIVE MORPHEME

REMARKS NOUN-ORDINAL-GENETIVE ORDER

16. B ka -kamra wa-le yon i -yun suda -ko

FSG -room ADJL -three GEN ESG -house vacant -AGRS

The third room of the house is vacant.

REMARKS NOUN- ORDINAL – GENETIVE ORDER

16. C i -kamra wa -le da -lait -ki
ESG -room adjl -three PERF -vacant -AGRS
The third room of the house is vacant.

REMARKS NOUN- ORDINAL ORDER

16. D ka -kamra ka -wa -lε ha -yuŋ da -lait -kɔ FSG -room FSGCLT -ADJL - LOC - PERF -vacant -

three house **AGRS** The third room of the house is vacant. NOUN-ORDINAL- GENETIVE ORDER REMARKS cha -yunbichar 17. A mən dadep -loit -u ya - ka- kot lai -u after PERF -take-ACC -FSG to -court go -**AGRS** coat **AGRS** Having taken his coat he left for the court. THE ORDER OF MAIN VERB SUBORDINATE VERB REMARKS mən dadep -chim cha -17. B ya - kalai -u sulajron yunbic^har u after PERF -take-ACC -FSG -coat to -court go -AGRS AGRS Having taken his coat he left for the court. THE ORDER OF MAIN VERB SUBORDINATE VERB REMARKS 17. C dadep -chim - ya -ka -kot cha -yunbichar da -lai -u PERF -take -ACC -FSG -PERF -go to -court MSG coat **AGRS** Having taken his coat he left for the court. THE ORDER OF MAIN VERB SUBORDINATE VERB REMARKS 18. A/C to? ka -sula wa -so -bha ka -ni FSG -shirt ADJL -red- INTENS MSG -PDEM BE This is a very red shirt. REMARKS NOUN-ADJECTIVE-INTENSIFIER wa -so -bha 18. B/D ka -ni to? ka -sulapo? MSG -PDEM BE FSG –shirt ADJL -red- INTENS This is a very red shirt. REMARKS NOUN-ADJECTIVE-INTENSIFIER 19. A lai -u wer - wer 3MSG go -AGRS Slowly slowly He is walking very slowly. THE ORDER OF VERB ADVERB (REDUPLICATED) REMARKS 19. B dan -lai -u wer - wer 3MSG PROG -go slowly –slowly AGRS

He is walking very slowly.

REMARKS THE ORDER OF VERB ADVERB (REDUPLICATED)

19 C lai -u slem -bha

go – AGRS slowly – INTENS

He is walking very slowly.

THE ORDER OF VERB ADVERB- INTENSIFIER REMARKS

suki -bha 19. D lai -u

> go –AGRS slowly –INTENS He is walking very slowly.

THE ORDER OF VERB ADVERB -INTENSIFIER REMARKS

20. A/D u -ajoy rap -jron -u ya -ka -∫ila

MSG -ajoy DGM -tall -AGRS ACC -FSG -shila

Ajov is taller than Shila.

REMARKS COMPARATIVE CONSTRUCTION

20. B u -ajoy rap -jron -u ban -ya -ka -∫ila

MSG -ajoy DGM -tall -AGRS CM -ACC -FSG -shila

Ajoy is taller than Shila.

COMPARATIVE CONSTRUCTION REMARKS

20. C u jron -u ban -ya -ka -∫ila

ajoy

MSG tall -AGRS CM -ACC -FSG -shila

ajoy

Ajov is taller than Shila.

REMARKS COMPARATIVE CONSTRUCTION

21. A ka -∫ila to? ka -wa -jron do? hapo? -klas

FSGCLT -ADJL -tall -SM LOC -class FSG -shila BE

Shila is the tallest girl in the class.

REMARKS SUPERLATIVE CONSTRUCTION

21 C ha -klas ka -∫ila to? ka -wa -jron tam

> FSG -shila BE FSGCLT -ADJL -tall -CM LOC -class

Shila is the tallest girl in the class.

REMARKS SUPERLATIVE CONSTRUCTION

22 A u da -yo? -u ya -ka -pisa ka -wa -kjak -do?

> 3SGM PERF-get-ACC -FSG -FSGCLT -ADJL -little -

> > AGRS money SM

He has got the least money.

REMARKS SUPERLATIVE CONSTRUCTION

22. B u yo? -u ka -poisa khat -do? -do? 3SGM get -AGRS FSG -money least

He has got the least money.

REMARKS SUPERLATIVE CONSTRUCTION (WITH REDUPLICATION)

22. C u yo? -u duna ka -poisa 3SGM get -AGRS Least FSG -money

He has got the least money.

REMARKS SUPERLATIVE CONSTRUCTION (WITH REDUPLICATION)

22. D ba em -o ka -pisa rap -duna ban ya -ka -wi PASSVR COP - FSG - DGM -less CM acc -FSG -AGRS money others

He has got the least money (He has got less money than others).

REMARKS SUPERLATIVE CONSTRUCTION (IN COMPARATIVE FORM)

23. A/C to? hi -me u -ajoy

COP 2msg MSGCLT -Ajoy

Are you Ajoy.

REMARKS YES-NO QUESTION

23. B me to? hi u-ajoy

2MSG COP --?- MSGCLT -ajoy

Are you Ajoy.

REMARKS YES-NO QUESTION

23. D to? mi u -ajoy

COP 2MSGCLT MSGCLT -ajoy

Are you Ajoy.

REMARKS YES-NO QUESTION

24. A ye hi -me u -e ya -ŋa u -kulom

ABIL -?---2SGM MSGCLT -give ACC -SG MSGCLT -pen

Can you give me a pen.

REMARKS YES-NO QUESTION (MODULAR)

24. B ye hi-mi u-e kulom ya-na

ABIL -?---2SGM MSGCLT -give -pen ACC –SG

Can you give me a pen.

REMARKS YES-NO QUESTION (MODULAR)

24. C ye me u -e u -kulom ya -ŋa

ABIL 2SGM MSGCLT -give MSGCLT -pen ACC -SG

Can you give me a pen.

REMARKS YES-NO QUESTION (MODULAR)

25. A minnu u -em tes

when MSGCLT – test

COP

When is the test?

REMARKS WH-INTERROGATIVE (COPULAR)

25. B minnu u -to? tes

when MSGCLT - test

COP

When is the test?

REMARKS WH-INTERROGATIVE (COPULAR)

25.C minnu to? ka -tes

when COP FSG -test

When is the test?

REMARKS WH-INTERROGATIVE

26. A u-yi u-kınrat

MSG -who MSGCLT -

master

Who is the master?

REMARKS WH-INTERROGATIVE

26. B u -yi -o wa -to? u -tre

MSG -who -AGRS RP -COP MSGCLT -master

Who is the master?

REMARKS WH-INTERROGATIVE (RELATIVIZED)

26. C u-yi to? u-tre

MSG -who COP MSGCLT -master

Who is the master?

REMARKS WH-INTERROGATIVE (COPULAR)

26. D u -yi u -tre

MSG -who MSGCLT -

master

Who is the master?

REMARKS WH-INTERROGATIVE (COPULA DROPPED)

Appendix A

Sentences for Word-Order Check

English Sentences Courtesy Abbi, 2001

Informant I: Eklis

Informant	II: Pa	assah							
1 (I)	ka	k ^h ana -	ya - ∴a	wa	ka-tei	ka- pare		t_o ?	ka -wa - sak ^h iat
	FSG	tell - AGRS	ACC –	COMP	FSG - DDEM		- V	COP	FSG –ADJL - true
	She t	old me tha	_	y was tr			J		
REMARKS	INDI	RECT SPEE	СН (СОМ	PLEMEN	NTARY	CLAUSE)			
1 (II)	oŋ -k	xo ya -	-∵a w	a i-	parom	t_o	ka -w sak ^h ia		
	She t	AGRS ACC	t the stor	y was tr	ue.	-	FSG -	ADJL - t	rue
REMARKS	INDII	RECT SPEE	сн (сом	PLEMEN	NTARY	CLAUSE)			
2 (I)	ŋam	in -ţin -ɔ	wa	dau -	wan-na	ε i m -v	van -u	c ^h a yui	5 5
	SG	NEG – know – AGRS	COM	P FUT -	-come	- NEG - MSG(–come CLT	-	- my
	I do 1	not know v	whether h	e will co	ome to	my house	e.		
REMARKS	COM	PLEMENTA	RY CLAU	JSE CON	STRUC	TION			
2 (II)	1m -t	ikna - w	ra da	u -wan	-mɔ	ım -wan	-u	c ^h a - yuŋ	yoŋa
	AGRS	–sure - Co s not know v	un	T –come certain e will co		neg –com MSGCLT my house		to - house	my

REMARKS COMPLEMENTARY CLAUSE CONSTRUCTION

3 (I) ka -yəin ka o -u -bru maya ya-kau -wa rani kэ mona FSG -FSG -hate -OCLT -MSG MSGCLT love ACC -FSG rani AGRS -man RP mona Rani hated the man who loved Mona.

REMARKS RELATIVIZATION CONSTRUCTION

3 (II) rani yətəroi- kə ya-u-bru wa maya ya -ka-mona Rani hated - ACC -MSG - comp -love acc -FSG -AGRS man mona

Rani hated the man who loved Mona.

REMARKS RELATIVIZATION CONSTRUCTION

4 (I) man ka -wa ya -u wəu -u ya -ki ki kə suk kət wa rben ram pure PL -ADJL -BE -FSGCLT to -ACC -PL ACC-**AGRS** RP -easy MSG -MSGCLT --book thick read ram

It is easy for Ram to read fat books.

REMARKS INFINITIVE CONSTRUCTION

4 (II) rap -suk -u ya -ki -kət ki -wa u -ram u -purε rbεn quite –easy – PL -ADJL-MSG -MSGCLT -ACC -PL ram AGRS read book thick It is easy for Ram to read fat books.

REMARKS INFINITIVE CONSTRUCTION

5 (I) ka -im -t o? ka -kinthai ka -wa -miat khitlot

FSG NEG - FSG - FSG -ADJL -beauty young COP woman woman

She is not a beautiful girl.

REMARKS COPULA NEGATION

5 (II) im -to? ka -khinna ka -wa -miat

NEG -COP FSG- girl FSG – ADJL -beauty She is not a beautiful girl.

REMARKS COPULA NEGATION

6 (I) +m -em dein ha ka -ni ka-khlo

NEG -COP tree LOC -FSG-PDEM -FSGCLT -jungle There are no trees in this jungle.

REMARKS LOCATIVE – DEMONSTATIVE – NOUN ORDER

6 (II) #m -em dein hei-ni i -khlo

NEG -COP tree LOC PDEM ESG-jungle

There are no trees in this jungle.

REMARKS LOCATIVE - DEMONSTATIVE - NOUN ORDER

7 (I) sho? ka-ni-to? ka-wum-to? kəm wa mud mi
NEG FSG-PDEM -COP FSG -NEG-COP as COMP -think -MSG
No, this is not so as you think

REMARKS NEGATING SENTENCE AS WHOLE

REMARKS NEGATING SENTENCE AS WHOLE

8 (I) hεi-te 5-ho? ηa +m -ηait -ɔ wa ım -em -u wiede? __?__ DENIAL 1SG NEG-agree-COMP NEG-COP-LOC-AGRS 3AGRS **PDEM** No, I don't agree that no one is there.

REMARKS NEGATING SENTENCE AS WHOLE

8 (II) #m -nait -o wa #m -em yi-yi hei -tai
NEG-agree-AGRS COMP NEG-COP NEG-COP-3AGRS LOC-PDEM
No, I don't agree that no one is there.

REMARKS NEGATING SENTENCE AS WHOLE

9(I) i -le? +m -wan mi esg -why neg -come MSG Why did you not come?

REMARKS WH – QUESTION NEGATIVIZED

9 (II) #m -wan mi i -le?

neg -come MSG esg -why
Why did you not come?

REMARKS WH – QUESTION NEGATIVIZED

10 (I)/(II) me +m -to? u -wa -beid

MSG NEG -COP MSGCLT -ADJL -fool

You are not a fool.

REMARKS COPULA NEGATION

11 (I) c^ha -u -yi yau -yi pin mi ka-tε ka wei e -mi flim yau to -CAUS -AGRS FSG-FSG -CONJ to -FSGgivewhom film whom see PDEM **AGRS**

Who did you show the film and to whom did you give the money.

REMARKS WH – CLAUSE CONJUGATION

11 (II) hεi -yi wei heie -mi ka -kapin -yo kami ka poisa won flim OCLT to -CAUS -see and to give -OCLT -FSG-FSG whom -AGRS whom **AGRS** money film

Who did you show the film and to whom did you give the money.

REMARKS WH - CLAUSE CONJUGATION

12 (I) na pɨn -yo flim ya -ka -paralok -ɔ SG CAUS -see film ACC -FSG -friend -AGRS I showed my friend a film.

REMARKS DIRECT OBJECT WITHOUT CASE MARKING

12 (II) da -p+n -yo -o ka -ka flim ha -u -paralok -yona
PERF -CAUS -see - OCLT -FSG- LOC -MSG -friend AGRS film my
I showed my friend a film.

REMARKS DIRECT OBJECT WITHOUT CASE MARKING

cha -13 (I) dau lai -ɔ da -pin -dep ya i -ni i-kam na yuŋ PERF -CAUS -ACC -ESG -ESG -SG FUT -go to house finish work **AGRS PDEM** I will go home but after finishing the job.

REMARKS CONDITIONAL CONSTRUCTION

13 (II) na dau-liwan -o cha-yun tan wa man dadep kam
SG FUT -go back -AGRS to -house but COMP -after COMPL work
I will go home but after finishing the job.

REMARKS CONDITIONAL CONSTRUCTION

14 (I) Hm -pher lada khian i -yun le? tan i -wa miet

NEG -doubt if small ESG -house --- but ADJL beauty

No doubt it was a small house but it was beautiful.

REMARKS NEGATION IN CONTRASTING CONJUGATED CLAUSES

14 (II) k^hian ye -u -əŋ wa to? i -wa tan wa i -wa -miet COP ESG but COMP ESG -ADJL not to RP small ADJL beauty say No doubt it was a small house but it was beautiful.

Two doubt it was a small flouse but it was beautiful.

REMARKS NEGATION IN CONTRASTING CONJUGATED CLAUSES

15 (I) waro? ki ki -payu ım -em maya da yoŋ -ki c^hinran PL -boy AGEN PL -elder all NEGlove GEN sister COP **AGRS** Every boy is not loved by his sister. COPULAR CLAUSE PASSIVIZED NEGATED REMARKS waro? ki -dia da -ki -payu u -maya ya -ki im -em c^hinran kint^hai

15 (II) waro? ki -dia - im -em u -maya ya -ki da -ki -payu - chinran kinthai

all PL -younger NEG - MSG - ACC - AGEN -PL-elder boy COP love PL sister

Every boy is not loved by his sister.

REMARKS COPULAR CLAUSE PASSIVIZED NEGATED

16(I) na yosuk-o ki-jait filim wum-em ya -cho SG like -AGRS PL -kind film NEG-COP ACC -violence I like the film that has no violence.

REMARKS FINITE -COPULAR CLAUSE CONJUGATED

16 (II) ki-flim ka -wa ım -em -jiŋ ya -um -snam na yosuk-o acc -liqidsg like -PL -NEG -COP -FSGblood film **AGRS COMP** NOM I like the film that has no violence.

REMARKS FINITE -COPULAR CLAUSE CONJUGATED

17 (I) ka -kət dau c^him-biaŋ -ə ka
FSG -book FUT -take -back -AGRS OCLT
Book, I will take back.

REMARKS ORDER OF OSV (OBJECT CLITIC DOES NOT MOVE ITS POSITION)

17 (II) ka -kət c^him-no? -ə -ka
FSG -book take -back -AGRS -FSGCLT
Book, I will take back.

REMARKS ORDER OF OSV (OBJECT CLITIC DOES NOT MOVE ITS POSITION)

18 (I) ka -um ka -wa -koit im-ju -khte-ko
FSG -liquid FSG -ADJL -running NEG -ever-dirty-AGRS
Running water is never dirty.

REMARKS WA -PARTICLE AS PARTICIPILIZER

18 (II) ka -um ka -wa -toid im-jo? - tŋid kɔ

FSG -liquid FSG -ADJL -running NEG -ever-dirty-AGRS
Running water is never dirty.

REMARKS WA -PARTICLE AS PARTICIPILIZER

19 (I) u -bru u -wa -sapon psia? -u dei-bor chpo? yun

> bv – inside MSG -MSG -RP enter man turban AGRS force house

A man who was wearing a turban barged into my house last night

RELATIVIZED CLAUSE SENTENCE MEDIAL REMARKS

19 (II) u -bru hapo? yun u -wa -sapon psut -u yon-i innin MSG -MSG -RP enter inside GEN -PL man turban **AGRS** house vesterday

A man who was wearing a turban barged into my house last night

RELATIVIZED CLAUSE SENTENCE MEDIAL REMARKS

20 (I) t^harai da -beid -u ηa

> think PERF -mad -AGRS

I think he is mad.

REMARKS COMPLEMENTARY CONSTRUCTION WITHOUT WA

20 (II) beid -u nait -o jan wa da think -AGRS EMPH - COMP PERF mad -AGRS I think he is mad.

REMARKS COMPLEMENTARY CONSTRUCTION WITH WA

21 (I) on -u ım -em ekjam -mentu say -MSGCLT NEG -COP exam -today He said that exams were not held today.

REMARKS COMPLEMENTARY CLAUSE NEGATED

21 (II) oŋ -u pin -man ekjam -mentu wa im -em -u CAUS exam -today say -NEG -COP -MSGCLT hold MSGCLT He said that exams were not held today.

COMPLEMENTARY CLAUSE NEGATED

REMARKS

22 (I) ka-ikjam kua? -ɔ u -kut¹ mintu want -agrs MSGCLT -over FSG-exam today I wanted the exams to be over today.

REMARKS COMPLEMENTARY CLAUSE WITHOUT WA

22 (II) ka -iksam u -kut -kə kua? -o wa mintu want -agrs PCPL FSG-exam DVM-end-AGRS today

I wanted the exams to be over today.

REMARKS COMPLEMENTARY CLAUSE WITHOUT WA

23 (I)	u -ravi	yo-u	ya-u-manoj	kat	wa-daŋ -kros -	ya-ka-
					u	surok
	MSG-	see-	acc -MSG-	while	COMP-PROG -	acc-FSG-
	ravi	AGRS	manoj		cross-AGRS	road
	Ravi sav	v Manoj c	coming while h	e was c	rossing the road.	

REMARKS AMBIGUITY IN ANTECEDENT IN TRIPLE CLAUS SENTENCE

23 (II)	u - ravi	yo	u -wa - wan	ya-u- manoj	heipor	wa-daŋ - kab -u	c ^h a- c ^h ilyaŋ- surok
	MSG- ravi	see- AGRS	MSGCLT- PCPL-come	acc – MSG- manoj	while	COMP- PROG – walk- AGRS	to-across- road

Ravi saw Manoj coming while he was crossing the road.

REMARKS AMBIGUITY IN ANTECEDENT IN TRIPLE CLAUS SENTENCE

24 (I)	u	sŋau pʰɨɫla -	iłle	i -ya -c ^h ɔʔ -ki
	SGM	u wonder -	whv	ESG-ACC –fight-
	SOM	AGRS	wify	PLCLT

He wondered why they were fighting.

REMARKS WH WORD AS COMPLEMENTIZER

24 (II)	pʰɨɫla -u	itle	ya -c ^h ɔʔ -ki
	wonder -	why	ACC -fight-
	AGRS		AGRS
	He wondere	ed why they w	vere fighting.

REMARKS WH WORD AS COMPLEMENTIZER

REMARKS MAIN CLAUSE NEGATED

25 (II) im nait -ə wa dau -ya -rap -u ya -ka-ni-senbhalan

NEG think- COMP FUT -acc-help- ACC -FSG AGRS MSGCLT PDEM organization

I don't think that he will help the organization.

REMARKS MAIN CLAUSE NEGATED

.Appendix P

Sentences for Topicalization Test

English Sentences Courtesy: Payne, Thomas E. 1997

Informant: Ronald

1	ki-tu	ki - lε- ti l li		ki - wa - he?	wei	yoŋ jo?	•	mank ^h por da yao ki	*nnin
		_	PL- dog	PL-				always- PERF-die- AGRS	yesterday

Those three big black dogs that are always barking at me died yesterday.

2 u-dimagio da -chut -u ya -ka -bəl MSG-dimaggio perf-hit-agrs acc-FSG-ball

Dimaggio hit the ball.

REMARKS SIMPLE SENTENCE (NOMINAL SUBJECT-OBJECT, FINITE VERB)

REMARKS ORDER OF DEM, NUMERAL, NOUN, ATTRIBUTIVES, PARTICIPLE

3 u-bart da -lai –u c^ha- t^hausum MSG-bart PERF-go-AGRS to-bathroom Bart went to the bathroom.

REMARKS SIMPLE SENTENCE (OBJECT CASE MARKED)

4 ka - da -tip -ko wa da-do?-ko ki i-kam-ko nonkre?

FSG-clerk PERF-know - COMP PERF-lose- OCLT-ESG-AGRS AGRS work-AGRS

The clerk knew that she had lost her job.

REMARKS COMPLEMENTARY CONSTRUCTION

da -ɔŋ -ki ya -ka-myau u -yaŋ perf-tell-AGRS ACC-FSG-cat MSGCLT-wait They told the cat to wait.

REMARKS COMPLEMENTARY CONSTRUCTION WITHOUT WA

6 u -noŋhikai -u wa -si -dur

MSG-coach-AGRS ADJL -bad-face

The coach was ugly.

REMARKS PREDICATIVE ADJECTIVE

7 u -bru imhoi –u ya -lε?ke dat lawakor

MSG-man wretched-AGRS ACC-play datlawakor

The man was a wretched Datlawakor player.

REMARKS PREDICATIVE MODIFIED NP

Appendix L

Topic and Focus Check

English Se Informant		ourtesy: I	ockwoo	d, David. 20	003			
1 REMARKS		PERF-cat	ch-AGRS at in the	•	•	inn e yes	in sterday	
TENT HERS	GERVERUE	ORDER	THE	TIVE SERVIE	NCL			
2		FSG-cat e the cat c	PERF- aught rat	em-ko catch-AGRS t yesterday.			in sterday	
REMARKS	THE PREP	OSITIONA	L PHRAS	E INITIALIZ	ED			
3	Yesterday	the cat c	PERF- aught the	catch-AGRS rat in the h	ya-ka -k ^h ir ACC-FSG-ra ole.		-t ^h lu C-hole	
REMARKS	TIME ADV	ERBIAL II	NITIALIZ	ED				
4	i -yi	wa ko	em ya- k ^h i		ı -ţ ^h lu i nniı	1		ka- myau
	ESG- what What caus		rat		OC- yesto ole y was the cat	erday	COP	FSG-cat
REMARKS	SUBJECT I	_		or o y o overw.	, ,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	•		
5	yei -yi	wa		kem- au ko	na - inn t ^h lu	in	to?	ka - k ^h ine
		cat caugh	cat	- catch- AGRS ole yesterda	LOC- yes hole y was the rat		СОР	FSG- rat
REMARKS	OBJECT F	OCUSSED						
6	myau		m-kə	ya-ka- k ^h ine				
	when-PER FSG-cat When the	AC	tch- GRS t the rat	rat	LOC- <mark>ESG</mark> - hole vas yesterday		yester	day
REMARKS	TIME ADV	•			. as j esterauj	•		
7	i-yi w	a ka-	da-	ya-	1 nnin	to?	wa	u-

			myau	le?-kɔ	ka- k ^h inε		kem ya- ka
REMARKS			cat id to the	PERF- do- AGRS rat in the	FSG- rat	terday COP ay was to cat	catch ACC-FSG
	V EKD						
8	to? -ı	-	a - 1yau	ka-wa –k	kem ya -ka k ^h ine	- na -tʰlu	innin
	cop- MSGC It wa	CLT		FSG-COM catch ht the rat	P- ACC-FS rat in the hole y	GG- LOC- hole esterday.	yesterday
REMARKS		ECT TOPI	_		Š	·	
9	to?	ka- k ^h ine	wa	ka- myau	da-kem-k	xo na -tʰ	lu i nnin
	COP	FSG-rat	COMP	FSG-cat	PERF-cate	ch- LOC- hole	yesterday
	It wa	s the rat t	hat the c	at caught	in the hole y	esterday.	
REMARKS	OBJE	СТ ТОРІС	ALIZED				
10	to?	na -tʰlu	ka-my	yau da-l	kem-kə	ya -ka - k ^h ine	innin
	COP	LOC- hole	FSG-ca	at PERI AGR	F-catch- S	ACC-FSG-rat	yesterday
REMARKS		s in the ho		ne cat the	rat yesterday		
11	to?	innin	wa	ka- myau	da-kem-	ko ya -ka k ^h ine	na -t៉្nlu
	COP	yesterda	у СОМІ	•	t PERF-cat AGRS	ch- ACC-F rat	SG- LOC- hole
REMARKS	It wa	s yesterda	ay that th	e cat cau	ght the rat in	the hole.	
KEWIAKKS	time	e adver	bial to	picaliz	ed		
12	ya -k	a-k ^h ıne	da-kem		•		ınnin
	ACC-	FSG-rat	PERF-catch	by-F	SG-cat LC ho		yesterday
REMARKS		at was ca E RAL ORI	ught by		the hole yest		

13 REMARKS	da-ka -my by-FSG-rat By the cat LOGICAL S	PERI catc the rat w	- h as caugl	ACC-FSO	G-rat hole ye	LOC- hole estero	- <mark>ESG</mark> -	nnin yesterda	у
14	na-i-t ^h lu	ya-ka- k ^h ine	da	-kem	da-ke		da-ka - myau	ınnin	
REMARKS	LOC-ESG- hole In the hole PP INITIAL	ACC-FS rat the rat w	ca as caug	tch	PERF- catch cat ye		by-FSG-rat	yester	rday
15	na-i-t ^h lu	ya-ka- k ^h ine	da	-kem	da-ke		da-ka - myau	ınnin	
	LOC- <mark>ESG</mark> - hole Yesterday	ACC-FS rat the rat w	ca	tch	PERF- catch cat in		by-FSG-cat	t yester	rday
REMARKS	TIME ADVI		_	-					
16	i-yi w	va da	-kem	na-i-t ^h lu	ŧnni	n	da-ka - myau	to?	ka- k ^h ine
	ESG- Co what	OMP PEI cat	tch 1	LOC- <mark>ESG</mark> - hole	yest	erday	•	COP	FSG-rat
REMARKS	What was					sterda	ny was the	rat.	
17	dei d	la-kem	ya-ka- k ^h ine		-i-t ^h lu		nnin	to? ka my	- yau
	by- P	ERF-	ACC-FS	G- LO	C ECC			COP FS	G-cat
	what c By what th		_	ho? in the ho	le ole yes		•		o cui
REMARKS	what c	e rat was	caught	ho? in the ho	le ole yes		•		
REMARKS	what c By what th LOGICAL S	e rat was SUBJECT I	caught	ho? in the ho	le ole yes SSIVE	terda ka -	•		na-i- t ^h lu
	what c By what th LOGICAL S heithau i where	e rat was SUBJECT I -wa	s caught FOCUSSI ya-ka-	holin the hole ED IN PAS da-	le ole yes SSIVE da- my	terda ka - au FSG-	y was the o	cat.	na-i- t ^h lu LOC- ESG-
	what c By what th LOGICAL S heithau i where	e rat was GUBJECT II -wa ESG- COMP rat was C	caught FOCUSSI ya-ka- k ^h ine ACC- FSG-rat	ho in the ho ED IN PAS da- kem PERF- catch	le ble yes SSIVE da- my by- cat	terda ka - au FSG-	y was the o	to? y COP	na-i- t ^h lu LOC-

REMARKS	? When	n <mark></mark> FSG-I n the rat wa ADVERBIA	catc as caugh L FOCUS	h-AGRS t by the SED IN F	cat in t	he hole w	<mark>ESG</mark> -hole vas yesterda		
20	i-yi		-	ya-ka- x ^h ıne		ŧnnin	to?	wau- kem	ya-ka
	ESG- what			ACC- FSG- cat	,	yester	day COP	COMP- catch	acc- FSGCLT
REMARKS		t was done VERB FOCE		-		the hole y	esterday w	as to be c	aught.
21	to?	ka- k ^h ine	ka-wa	da- ken	c ^h a?- n	da-ka - myau	na-i-t ^h l	lu ±nnin	
	COP		FSGCLT- COMP	PER ACC cate	C -	by-FSG- cat	LOC- <mark>ESG</mark> - hole	yeste	rday
REMARKS		s the rat th		ught by	the car		ole yesterda	ıy.	
22	to?	da-ka - myau	da-l	kem	ya-ka- k ^h ine	- na	ı-i-t ^h lu	ŧnnin	
	COP	by-FSG-ca	cato	h	ACC-FS	ho	OC- <mark>ESG</mark> - ole	yesterda	ay
REMARKS		s by the ca					ole yesterda	ıy.	
	1116	Subject	ιτορισ	anzeu	πι μα	1331VE			
23	to?	na-i-t ^h lu	wa	ya-ka k ^h ıne		da-kem	da-ka - myau	ŧnnin	
	COP	hole		ACC-I rat	(PERF- catch	by-FSG-ca	J	rday
REMARKS		s in the bar			_	ht by the o	eat yesterda	ıy.	
24	to?	1 nnin	wa	ya-ka- k ^h ıne	- d	la-kem	da-ka - myau	na-i-t ^l	¹lu
	COP	, ,		rat	c	PERF- catch	by-FSG-ca	hole	<mark>SG</mark> -
REMARKS		s yesterday E ADVERB L			_	-	at in the ho	le.	
KEWIAKKS	1 11/11	LADVEKBL	AL TUPIC	ALIZED	, III LAS	DSI V E			

Appendix CDM

Miscellaneous Class Data

1	ka-snam wa so FSG-blood ADJL Re	
Remarks 2	d Red blood ATRIBUTIVE ADJECTIVE zron titleh long rope Long rope	
REMARKS	ATRIBUTIVE ADJECTIVE	
D om only	so-nut ki-k ^h onbo four- HCL PL-baby Four babies	
Remark	NUMERAL CLASSIFIER	
4	so-nut ki-kint ^h ai four- HCL PL-girl four girls	
remarks	HUMAN CLASSIFIER	
5 Remarks	le-tiłli ki-mo wa -sudoŋ three- NHCL PL-stone ADJL-round Three round stones NUMERAL CLASSIFIER	
6	waro? ki -c ^h inraŋ wa - lie? all PL-man ADJL-white All the white man.	
remarks	INDEFINITE IN NP	
7	so -nut ki -chinran wa -lie? four -HCL PL-man ADJL-white All the four white man	
remarks	INDEFINITE NUMERAL NOUN ADJECTIVE	E
8	u -te u -bru wa -lie? MSG-DDEM MSG-man ADJL-white He is white man	

remarks COPULAR CONSTRUCTION

17

ar-tilli

9 wəu yu wan who will come Who will come? remarks PRONOMINAL AS SUBJECT AND TENSE CHECK 10 na bam -o ha -nirula +nnin SG eat-AGRS LOC-nirula yesterday I ate at Nirula's yesterday SG AS THE SUBJECT remarks 11 bam nirula innin me nirula yesterday SGM eat You ate at Nirula's yesterday sgm as subject remarks 12 na u -bam -ɔ ha -nirula minstep SG MSGCLT-eat-AGRS LOC -nirula tomorrow I will eat at Nirula's tomorrow. remarks Future tense 13 u -bam -u ha -nirula kədni minstep MSGCLT-eat-AGRS LOC -nirula today tomorrow He will eat at Nirula's today. remarks Future tense 14 kədni na u -bam -ɔ ha -nirula SG MSGCLT-eat-AGRS LOC -nirula today I will eat at Nirula's tomorrow. remarks FUTURE TENSE 15 me u -bam -mi ha -nirula minstep MSG MSGCLT-eat -AGRS LOC -nirula tomorrow You will eat at Nirula's tomorrow. remarks future tense 16 i -waro? u -bam -i ha -nirula minstep PL -all MSGCLT-eat -AGRS LOC -nirula tomorrow We will eat Nirula's yesterday. remarks

ki-dəkha wa yən

two-NHCL PL-fish RP black

Two black fish.

REMARKS NUMERAL CLASSIFIER

18 c^hispa (ki)-snem

hundred PL-year Hundred years.

REMARKS ATTRIBUTIVE ADJECTIVE

ki-snem wa bha

PL-years RP good

Good years

REMARKS ATTRIBUTIVE ADJECTIVES

20 zrong tɨli wa -yoŋ

rope long ADJL -black

Long black rope

remarks Double attributive adjective

u to? u -zrong

MSG COP MSG-man

He is tall.

remarks PREDICATIVE ADJECTIVE

22 o-to? u-doktor

MSGCLT-COP MSG-doctor

He is a doctor

remarks NOMINAL PREDICATE

23 u -jon to? u -pa yona

MSG-john COP MSG-father my

John is my father.

remarks GENETIVE NOMINAL PREDICATE

24 u -pa yona

MSG-father my

He is my father.

remarks Genitive predicate in copular construction

25 i-khomba (em)-ki ha kper

ESG-baby be-AGRS LOC garden

The baby is in the garden.

remarks LOCATIVE COPULA

26 kper em-u ha MSG be-AGRS LOC garden He is in the garden REMARKS LOCATIVE COPULA 27 i -khonbo ha -k^hper loc-garden ESG- baby The baby is in the garden. LOCATIVE PREDICATE IN COPULAR CONSTRUCTION 28 ŋa em-k^hləŋ-ə isg COP-pen-AGRS I have a pen. REMARKS POSSESSIONAL COPULA 29 em-khlən-ə na im isg NEG COP-pen-AGRS I do not have a pen POSSESSIONAL COPULA NEGATED REMARKS 30 to? ka-ni ka-kari yəŋ-a FSG-PDEM COP MSG-car GEN-SG This is my car REMARKS POSSESSIONAL COPULA 31 ka -ni ka- kari yona FSG-PDEM FSG-car GEN-SG This car is mine POSSESSIONAL COPULA remarks 32 ka-kari im to? yəŋ-a MSG-car NEG COP GEN-SG This car is not mine. POSSESSIONAL COPULA NEGATED remarks 33 (to?) u-john u-ni MSG-PDEM COP MSG-john This is John. REMARKS REFERENTIAL COPULA 34

u-ni

u-mo

MSG-DDEM MSG-stone COP

This stone is round.

(to?) u-wa

MSGCLT-RP

landon round

REMARKS PREDICATIVE COPULA

u to? u-noŋhikai MSG COP MSG-teacher

He is a teacher.

remarks NOMINAL PREDICATE

36 u-tai (tɔ?) u-kʰanna? wa bʰa MSG-DDEM COP MSG-child RP good

That child is good

REMARKS PREDICATIVE COPULA

ka-shillong to? ka-wa yusuk b^ha FSG-shillong COP FSGCLT-RP beautiful INT

Shillong is very beautiful

REMARKS PREDICATIVE COPULA

ha shillong em koleje LOC shillong COP college

Shillong has a college

REMARKS POSSESSIONAL COPULA

o dau man u-wa mahajan SG FUT DVM MSGCLT-RP richman

He will be a rich man.

REMARKS FUTURE TENSE COPULA

u-p r kindia (tɔ?) da dap man-u u-mp yɔŋ-i

MSG-p. r.- kindia COP PERF finish AGRS MSG-mp GEN-PL

Kindia was our MP.

REMARKS NON FUTURE TENSE COPULA

na em karin-na SG COP wife-AGRS

I have a wife.

remarks COPULAR POSSESSION

Appendix U

Some other sentences to check universal 1

Informant: Eklis, Ronald. Chian

1.a to? ka -wa -miat ka -kari (von) u -jon

> MSG-john COP FSGCLT-ADJL-good FSG-car GEN John's car is good.

REMARKS

genitive copula construction

1.b

ka -kari u -jon miat -ko FSG-car MSG-john good-AGRS John's car is good.

REMARKS

copula dropped

1.c u -jon to? ka -wa -miat ka -kari ka -yon FSG-car FSGCLT-GEN MSG-john COP FSGCLT-ADJL-good John's car is good.

REMARKS GENETIVE AGREEMENT

2 i-yi i-wa -miat to? ka -kari u-jon ESG-what ESG-ADJL-good COP FSG-car MSG-john What was good was John's car.

REMARKS NOMINAL SUBJECT FOCUSSED

3 u -jon ka ka –kɔt ya -ka -mæri MSG-john give-AGRS OCLT-FSG-book ACC-FSG-mary John gave a book to Mary.

REMARKS STRUCTURE IN DOUBLE TRANSITIVE VERB

4 ba -u –jon u -e t'o? ka -kot ya -ka -mæri COP FSG -book AGEN -MSG-john MSGCLT-give ACC-FSG-mary It was the book that John gave to Mary.

REMARKS NO ORDER DISTINCTION OF DIRECT, INDIRECT OBJECTS

5 jon e-u ka -kət ya -ka –mæri ACC-FSG-mary john give-AGRS FSG -book It was to Mary that John gave the book.

REMARKS NO ORDER DISTINCTION OF DIRECT, INDIRECT OBJECTS

6 ka -kət la -e ya -u -jon da -ka –mæri FSG-book PASSIVIZER-give ACC-MSG-john by-FSG-mary Book was given to John by Mary.

REMARKS PASSIVE CONSTRUCTION

7 ka -mæri e -ko ka -kot ya -u -jon FSG -mary give-AGRS FSG-book ACC-MSG-john Mary gave the book to John.

REMARKS ACTIVE IN DOUBLE TRANSITIVE

8.a e -kɔ ka -kɔt ya -u -jon give-AGRS FSG-book ACC-MSG-john She gave the book to John

REMARKS PRONOMINAL SUBJECT IN DITRANSITIVE VERB

8.b ka -e -ko ka -kot ya -u -jon fsg -give-AGRS FSG-book ACC-MSG-john She gave the book to John.

REMARKS PRONOMINAL SUBJECT IN DITRANSITIVE VERB

9 u -ruti la -bam da -ka -mæri MSG-breat PASSIVIZER -eat AGEN –FSG-mary The bread was eaten by Mary.

REMARKS MONOTRANSITIVE PASSIVIZED

ka -mæri da -bam-ko ya -u -ruti
FSG-mary PERF —eat-AGRS ACC-MSG-bread
Mary ate the bread.

REMARKS ACTIVE IN MONOTRANSITIVE

to? u -rutl ba -ka -mæri ha -bam-ko
COP MSG-bread AGEN-FSG-mary LOC-eat-AGRS
It was the bread (nothing else) that was eaten by mary.

REMARKS OBJECT IN MONOTRANSITIVE TOPICALIZED

Appendix BSL

The Basic Sentence List

English Sentences, Courtesy: Abbi,

INFORMANTS: KYRPATLANG, VIRGINIA, CURIOUSLY, JOYCELINE

I SIMPLE SENTENCES

1 u-ram dan bam-u o-u-sapen MSG-ram PROG eat-AGRS OCLT-MSG-mango Ram is eating a mango REMARKS simple sentence 2 ka-sita i?-b^ha daŋ bam-kə ya-ɔ-sapen wa da FSG-sita PROG eat-AGRS ACC-MSG-mango RP ripe-INTENS PERF Sita is eating a ripe mango REMARKS SIMPLE SENTENCE 3 a?-u u-ram o-u-sapen MSG-ram cut-AGRS OCLT-MSG-mango Ram cut the mango REMARKS SIMPLE SENTENCE 4 ki-khinna? a?-ki da katari o-u-sapen PL-child cut-AGRS OCLT-MSG-mango INSTR knife The child cut the mango with the knife REMARKS SIMPLE SENTENCE 5 a?-u ki-kikatwa dan a?-u o-u-sapen paryamk^hti riswan OCLT-PL-MSGwhile PROG cutcut-OCLT-MSGfinger riswan AGRS **AGRS** mango Rizwan cut his fingers while cutting the mango REMARKS SIMPLE SENTENCE 6 ka-ruth da bam-sapen-ko ha-po? bas

FSG-ruth PERF eat-mango-AGRS LOC-in bus

Ruth ate the mango in the bus

REMARKS SIMPLE SENTENCE

7 ka-salma da bam-sapen-ko heipor step FSG-ruth PERF eat-mango-AGRS TEMPADV morning Ruth ate the mango in the morning REMARKS SIMPLE SENTENCE 8 u-k^hinna? da bam lat-u waro? ki-bam thiyan MSG-child PERF eat finish-AGRS PL-food sweet all The child ate up all the sweets REMARKS SIMPLE SENTENCE **II NEGATIVES** 1. u-lai skur ηa ım-em Э 1SG NEG-HAVE DVM-go school 1SGCL 'I don't go to school' Remarks 2. ım-lai caipur i minstep 1PL NEG-go jaipur 1PLCL tomorrow 'We will not go to Jaipur tomorrow' Remarks 3. u-lai skur ınnin ım-em ηa Э 1SG NEG-HAVE DVM-go school 1SGCL yesterday 'I did not go to school yesterday' Remarks u-k^hınna? 4. ım-em u-dat u-payu 3MSG-child NEG-HAVE DVM-hit 3MSG-brother GEN-3MSG 'The child did not hit his sister' Remarks 5 kat u-kre?kot ki te? da-sa?-klas ki ım-em because NEG-DVM-3PL so PERF-stay back-3PLCL HAVE study 'Because they did not study they failed in the exams' Remarks 6 ka-bei a-le? ka-dia? o-le? ım-em kэ u-wan 3FSG-3FSG-NEG-DVM-3FSGCL sister mother HAVE come 'Neither my mother came nor my sister'

Remarks

7 u-hati tımmen ım-em yap u 3MSG-elephant old NEG-HAVE die 3_{MSGCL} 'The old elephant did not die' Remarks III IMPERATIVES 1 psia? chapo? come in 'Come in.' Remarks 2 psia? chapo? ham PRO.NEG come in 'Don't come in.' Remarks spaubha chan 3 please sit 'Please sit down.' Remarks c^h on 4 sit 'Sit down.' Remarks prc^ha? u-psia? $c^hapo?$ 5 da-k^haŋ PERF-close against DVM-enter inside

'Admission is prohibited.'

Remarks

6 de? chitai there go 'Get lost.'

Remarks

IV CONDITIONAL AND COORDINATION

1 ki- bamthiyan dau yam-o lada im p^hi yan-a NEG give SG give-AGRS PL-sweet FUT cry-AGRS If you do not give me the sweets, I will cry REMARKS conditional and coordination

2 lada dit p^hi na dau yam-o if hit SG SG FUT cry-AGRS If you hit me, I will cry CONDITIONAL AND COORDINATION REMARKS 3 ka-ka-chithi lada wan-smat-u dayo-u come-early-AGRS see-AGRS OCLT-MSG-letter If he had come earlier, he would have seen the letter REMARKS CONDITIONAL AND COORDINATION 4 lada kɨłli-u na dau k^hana sak^hiyatya waro? kaya parom if ACC SG FUT certainly tell-AGRS ACC all speak-FSG-AGRS story If he asks me, I will certainly tell the whole story. REMARKS CONDITIONAL AND COORDINATION 5 lada ye to? u-te u-wan u if ABIL MSG-then should FSGCLT-come MSG If he can come, then he should. REMARKS CONDITIONAL AND COORDINATION 6 waro? ar-nut dalai lipait u-ram wa ka-sita MSG-ram CONJ FSG-sita all both cinema two-HCL Ram and Sita both went to watch the movie REMARKS CONDITIONAL AND COORDINATION 7 ki-k^hinna? da wa daitt^ha? bam weidi-ki da ka-um PL-child PERF eat drank-AGRS PERF FSG-water RP cold Children ate and drank cold water REMARKS CONDITIONAL AND COORDINATION 8 kint^hai tankawa si?inlon ka-mary to? ka-wa miat beautiful girl but ill-FSG-COP FSGCLTmary RP natured Mary is beautiful, but ill-natured REMARKS CONDITIONAL AND COORDINATION 9 u-suhail tanwa ka-reshma ham yoluti dau yarəp-u te MSG-suhail FUT help-AGRS but FSG-reshma then NEG expect

V INCLUSIVE/EXCLUSIVE

Suhail will help, but not Reshma

REMARKS CONDITIONAL AND COORDINATION

lai līpaīt baiskop i innin go see movie lPL yesterday 'Yesterday we had gone to see the movie'

Remarks

3&4 pı-lai nə? i

Lets go now 1PL

'Let us go now'

Remarks

5&6 c^ha? pin-c^hitəm i katwon wa snausi?

ALREADY GOT CAUS-punishment 1PL how ADJL sad

'We got punishment, how bad'

Remarks

VI INTERROGATIVES

i-ye i-prtuit p^hi what ECL-name SG What is your name?

REMARKS INTERROGATIVE

haiwan sa? phi/me/pho

where stay SG Where do you stay?

REMARKS INTERROGATIVE

3 kamwam $p^h i/me/p^h o$

how SG How are you?

REMARKS INTERROGATIVE

4 kadwan tarek u-lai c^hnoŋ p^hi which date AGRS-go village SG

When are you going home?

REMARKS INTERROGATIVE

yu kyun lai p^hi c^ha delhi what work go sG all delhi Why are you going to Delhi?

REMARKS INTERROGATIVE

6 u-ŋe-u/ka

MSG-who-MSG/FSG

Who is he/she?

REMARKS INTERROGATIVE

7 kadwan yo? p^hi how much get SG How much did you get?

REMARKS INTERROGATIVE

8 dadep bam p^hi
COMPL eat SG
Have you eaten?

REMARKS INTERROGATIVE

ye o u-wan minstep shall SG AGRS-come tomorrow Shall I come tomorrow?

REMARKS INTERROGATIVE

da yɔ? pʰi ki-kɔt inne

PERF see SG PL-paper today

Did you see the papers today?

REMARKS INTERROGATIVE

dau c^het p^hi mɨntu ha yuŋ

FUT cook SG today LOC home
Will you be cooking today at home?

REMARKS INTERROGATIVE

kamwan pirk^hat p^hi wa pirk^hat-u what think SG RP think-AGRS What do you think he was thinking?

REMARKS INTERROGATIVE

kamwan pirk^hat p^hi wa da pirk^hat-u what think SG RP PERF think-AGRS What do you think he had been thinking?

REMARKS INTERROGATIVE

u-wan u-payu p^hi
MSG-which MSG-sibling SG
Which one is your brother?

REMARKS INTERROGATIVE

VII RELATIVIZATION, PARTICIPILIZATION, ADJECTIVES

Call the glass-breaker boy

REMARKS PARTICIPIALIZATION

1 u-k^hanna? wa-k^hairi u-tu (da) yap-u innin MSG-DDEM MSG-child ADJL-fever PERF die-AGRS yesterday The boy who had fever died yesterday REMARKS RELATIVIZATION 2 u-k^hanna k^hut u-tu wa tin-pia? vet call MSG-pdem MSG-child RP caus-break glass Call the boy who broke the glass. REMARKS RELATIVIZATION 3 u-k^hanna wa tinpia? khut u-tu vet mεnitu MSG-pdem MSG-child RP caus-break glass day-by-day Call the boy who broke the glass day before yesterday **REMARKS RELATIVIZATION** 4 nau ka-tu ka-tnat wa da k^hain throw MSG-DDEM FSG-branch RP PERF break Throw away the broken branch REMARKS **PARTICIPIALIZATION** 5 u-churε wa-da-cha?a?-tdon to? u-wa-yotro? MSG-monkey PCPL-PERF-cut-tail COP MSG-ADJL-nuisance The tailcut monkey was a nuisance. REMARKS **PARTICIPIALIZATION** 6 ka-tupri wa wa? katar da hap-kə ha FSG-cap RP hang LOC nail PERF fall-AGRS The cap which was hung on the nail, fell REMARKS RELATIVIZATION 7 u-k^hanna wa k^hairi da yap-u MSG-child RP fever PERF die-AGRS The fevered boy died REMARKS PARTICIPIALIZATION 8 u-k^hanna k^hut u-tu wa-tɨn-piya yεt call MSG-DDEM MSG-child ADJL-cause-break glass

	k ^h ut u-tu u-k ^h anna wa di c ^h a call MSG-DDEM MSG-child ADJL drink tea Call the tea-drinker boy
REMARK	S PARTICIPIALIZATION
10	ka-k ^h uri wa wa? da hap-kɔ FSG-cap ADJL hang PERF fall-AGRS The hung cup fell down
REMARK	
11	u-konbo wa emsalon MSG-child ADJL innocent The innocent child
REMARK	
12	u-kəmbo tə? u-wa Emsalən MSG-child COP OCLT-ADJL innocent
REMARK	The child is innocent S ADJECTIVE
	MOTERNIES BY COMPCTAND IN CARABLE ATTENDED
VIII CA	USATIVES, PASSIVES AND INCAPABILATITIVES
VIII CA	da pɨn-bam ka-bei ya u-k ^h ənbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child
	da pɨn-bam ka-bei ya u-k ^h ənbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child 'Mother fed the baby'
1	da pɨn-bam ka-bei ya u-k ^h ənbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child 'Mother fed the baby'
1 Remarks	da pin-bam ka-bei ya u-khonbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child 'Mother fed the baby' ka-bei da pha? e bam ko ya u- ha ka- khonbo wakre? 3FSG- PERF CAUS give food 3FSGCL ACC 3MSG- AGENT 3FSG- mother
1 Remarks	da pɨn-bam ka-bei ya u-khonbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child 'Mother fed the baby' ka-bei da pha? e bam ko ya u- ha ka- khonbo wakre? 3FSG- PERF CAUS give food 3FSGCL ACC 3MSG- AGENT 3FSG- mother child servant 'Mother made the ayah feed the baby'
1 Remarks 2	da pɨn-bam ka-bei ya u-khonbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child 'Mother fed the baby' ka-bei da pha? e bam ko ya u- ha ka- khonbo wakre? 3FSG- PERF CAUS give food 3FSGCL ACC 3MSG- AGENT 3FSG- mother child servant 'Mother made the ayah feed the baby'
1 Remarks 2 Remarks	da p+n-bam ka-bei ya u-khonbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child 'Mother fed the baby' ka-bei da pha? e bam ko ya u- ha ka- khonbo wakre? 3FSG- PERF CAUS give food 3FSGCL ACC 3MSG- AGENT 3FSG- mother child servant 'Mother made the ayah feed the baby' u-pa da pha? no? lut u ki ki- waro? ha u- kot wakre? 3MSG- PERF CAUS throw all 3MSGCL 3PLCL 3PL- all AGENT 3MSG- father
1 Remarks 2 Remarks	da p+n-bam ka-bei ya u-khonbo PERF CAUS-eat 3FSG-mother ACC 3MSG-child 'Mother fed the baby' ka-bei da pha? e bam ko ya u- ha ka- khonbo wakre? 3FSG- PERF CAUS give food 3FSGCL ACC 3MSG- AGENT 3FSG- mother 'Mother made the ayah feed the baby' u-pa da pha? no? lut u ki ki- waro? ha u- kot wakre? 3MSG- PERF CAUS throw all 3MSGCL 3PLCL 3PL- all AGENT 3MSG-

	3FSG- PERF CAUS clean 3FSGCL 3PLCL - AGENT 3FSG-child verandah NOM-										
Remarks	'The girl is getting the verandah cleaned by the maid'										
5	ka-sıla da p ^h a? p+n-k ^h ai ko ka-sıta ha u-ram 3FSG- PERF CAUS CAUS- 3FSGCL 3FSG- INSTR 3MSG- sheela wake sita ram 'Shila asked Ram to make Sita rise'										
Remarks	Simu asked rain to make startise										
6	u-noŋ-hikai da pʰa? krɛʔ-kət u o u-kʰɨnna? 3MSG-NOM- PERF CAUS work- 3MSGCL 3MSGCL 3MSG-teach book child 'The teacher made the child study'										
Remarks											
7	u-saheb-k ^h lo wa p ^h a? ya u-noŋ-daŋ-deŋ wa u-daɪn deŋ 3MSG-officer- RP CAUS ACC 3MSG-NOM-cut- RP DVM- tree forest tree cut										
Remarks	'The forest officer is making the wood cutter cut the trees'										
8	8 ki-den dadep cha? a? ki 3PL-tree COMPL PASS cut 3PLCL 'Trees were cut'										
Remarks											
9	ka-payu pɨn-t ^h ia? ko ya u-payu wa k ^h ian 3FSG-sibling CAUS-sleep 3FSGCL ACC 3MSG-sibling ADJL little 'The sister is making the little brother sleep'										
Remarks											
10	ya u-rajivgandhi da pin yap da u-bomb ACC 3MSG-Rajeev Gandhi PERF CAUS die AGENT 3MSG-bomb										
'Rajiv Gandhi was killed by a bomb' Remarks											
11	lada p ^h a? pure kəmpruto u ya u da tə? u- kam u katni yə?										
	if CAUS study computer 3MSGCL ACC 3MSG PERF PROB DVM- work 3MSGCL now get										
Remarks	'If he had made him study computers, he would have got the job by now'										

12	o 3MSC	da G PERF	•	pure read	sains science	ka-bei 3FSG- mother	u-pa 3MSG- father	_	I- ACC-			
Remarks	'Alas	'Alas, my Parents had made me study science'										
13	3 _{MSC}	u-klon da tɨn-pia? u 3MSG-bottle PERF CAUS-break 3MSGCL 'The bottle broke'										
Remarks	The	bottle bi	roke									
14	ya	u-k ^h o	da- ban		a ki- bınta	wa	tre	yəŋ-ka-	-ri-ind1a			
	ACC	3MSG-rice	PERI eat		OC 3PL- part		bottom	GEN-3FS country				
Remarks	'Rice	e is eaten	in Sout	thern In	ıdia'							
15	3FSG	ka-kh+nna? da-cha?-slait ko +nnin i-met 3FSG-child PERF-PASS-rape 3FSGCL yesterday -night 'Girl was raped last night'										
Remarks		•										
16		1SG PERF-PASS-beat furiously 1SGCL AGENT 3PL-man ADJL-bad										
Remarks	1 wa	'I was beaten furiously by the goondas'										
17	ya ACC	-this	i-bam -food	wom NEG		smat t fast		i-k ^h ənbo -child				
Remarks	The	iood cai	inot be	eaten b	y the chil	a						
18	du 1	neīb ^h a?	ka- sınrum	won	n ye- de	0	u	р 1 n- dep	ya i-ыŋ- ţ ^h ə?			
	just	because	3FSG-cold	NEG	ABIL	3MSGCL	3MSGCL	CAUS- finish	ACC - NOM- write			
Remarks	'Becau	use of col	d writing	g cannot	t be done t	by me'			WIIC			

IX CASES, AGREEMENT, COINDEXING

1 u-khinna? yale?ke-u MSG-child play-AGRS The boy is playing REMARKS SUBJECT VERB AGREEMENT 2 u-khinna? yale?ke-u wa ka-bəl MSG-child play-AGRS INSTR FSG-ball The boy is playing with a ball REMARKS **CASE MARKING** 3 u-k^hinna? bam ladaw-u MSG-child eat banana-AGRS The boy ate a banana REMARKS OBJECT INCORPORATION IN THE VERBAL PHRASE 4 u-k^hinna? da yale?ke-bha-u MSG-child PERF play-well-AGRS The boy played well REMARKS **VERBAL INTENSIFIER INCORPRATED** 5 ka-k^hinna? dadep bam-ja-kɔ FSG-child COMPL eat-meals-AGRS The girl had eaten the meals REMARKS SIMPLE SENTENCE 6 ka-bei dau set-ko katni FSG-mother FUT cook-AGRS now Mother will cook now REMARKS SIMPLE SENTENCE 7 spausi?-o (ŋa) sad-AGRS SG I am sad REMARKS SIMPLE NON OBJECTIVAL SENTENCE 8.a t^hnan-u u-ram MSG-ram hungry-AGRS Ram is hungry REMARKS SIMPLE NON OBJECTIVAL SENTENCE, EXPERIENTIAL 8.bj^hrau-u u-ram thirsty-AGRS MSG-ram

Ram is thirsty

REMARKS	SIMPLE NON OBJECTIVAL SENTENCE, EXPERIENTIAL										
8.c	u-ram kujut-u MSG-ram pain-AGRS Ram is in pain										
REMARKS	-										
9	c ^h im ya ka-tu ka-kət te? bə ya ka ha-jrən meit pick ACC FSG- FSG- CONJ keep ACC FSG LOC- table DDEM book										
	Pick up the book and keep it on the table										
REMARKS	ACCUSATIVE, LOCATIVE CASE MARKING										
10	e bam ya u-kulle give food dat MSG-horse										
Drivenic	Give the horses the feed										
REMARKS	ACCUSATIVE CASE MARKING										
11	snyob ^h a sait ya ki-t ^h at please wash ACC PL-cloth Wash the clothes please										
REMARKS	ACCUSATIVE CASE MARKING										
12	u-ram da t ^h ɔ?-c ^h iti-u c ^h a ka-bei u innin MSG- PERF write-letter- DAT FSG- MSG yesterday ram AGRS mother Ram wrote a letter to his mother yesterday										
REMARKS	DATIVE CASE MARKING										
13	ka-doi da c ^h aya-ko na ka-dud FSG-curd PERF make-AGRS ABL FSG-milk										
REMARKS	Curd is made from milk ABLATIVE CASE MARKING										
14	u-ravan yac ^h ɔʔ-u wa u-ram MSG-ravan fight-AGRS COM MSG-ram										
REMARKS	Ravan fought with Ram COMITATIVE CASE MARKING										
15	u-hanuman da t ^h aŋ- ka-ka-lanka da u-tdɔŋ yɔŋ u										

u perf burn

MSG-

hanuman

oclt-FSG-

lanka

INSTR MSG-

tail

GEN MSG

Hanuman burnt Lanka with his tail

INSTRUMENTAL CASE MARKING

16	ki-sla? hap-ki na ki-dein heipor sinrai pl-leaf fall-AGRS ABL PL-trees in autumn								
REMARKS	The leaves fall from trees in autumn ABLATIVE CASE MARKING								
17	e pisa ya na katta-kalnei neibit ^h a-ka-k ^h on yon-a give money ACC SG some BENF-FSG-offspring GEN-SG Give me some money for my daughter BENEFACTIVE CASE MARKING								
REMARKS									
18	im-em bru-(u-ye)(u-ye) ha yɔŋ NEG-BE nobody LOC home Nobody is at home								
REMARKS	LOCATIVE CASE MARKING								
19	na t ^h ird?-o waro-isayit heidor c ^h ipau tiŋka SG buy-AGRS all only ten rupees								
REMARKS	I bought everything in ten rupees EMPHATIC								
20	ki-sintu p ^h o?-ki ha ka-puŋ PL-flower bloom-AGRS LOC MSG-lake Flowers are blooming in the garden								
REMARKS	LOCATIVE CASE MARKING								
21	ka-kət da em-kə ha-jrən meit FSG-book perf be-AGRS LOC-on table The book is on the table								
REMARKS	LOCATIVE CASE MARKING								
22	ki-t ^h ad da-dep bok hajron ka-sinduk PL-cloth COMPL keep LOC-on FSG-box Clothes are kept on the top of the box								
REMARKS	LOCATIVE CASE MARKING								
23	ki-t ^h ad da-dep bok ha-tre ka-sinduk PL-cloth COMPL keep LOC-bottom FSG-box Books are kept at the bottom of the box								
REMARKS	LOCATIVE CASE MARKING								

24 REMARKS	em ka-k ^h peir c ^h a-den i-yuŋ yoŋ a BE FSG-garden behind ECL-house gen msg There is a garden behind my house LOCATIVE CASE MARKING (behind)										
25	em u-den-sapen ha-k ^h mat i-yun yon a BE MSG-tree-mango LOC-front ECL-house gen msg There is a mango tree in front of my house										
REMARKS	LOCATIVE CASE MARKING										
26	ka-dia? dau lai yau-ko du wa ki-lok yon ka FSG-sister FUT go shop-AGRS only COM PL-friend GEN FSG Sister will go shopping only with her friends										
REMARKS	COMITATIVE CASE MARKING										
27	ka-dia? yɔŋ u-ram dau bia-kɔ minstep FSG-sister GEN MSG-ram FUT marry-AGRS tomorrow										
REMARKS	Ram's sisters wedding is tomorrow genitive case marking (animate-animate conjugation)										
28	ka-tupri yon u-ram to? ka-wa blue FSG-cap gen MSG-ram COP FSGCLT-RP blue Ram's cap is blue										
REMARKS	GENITIVE CASE MARKING (ANIMATE-INANIMATE CONJUGATION)										
29	t ^h erd c ^h ini ar-fau-sen tiŋka buy sugar twentyfive rupees Buy twenty-five rupees' sugar										
REMARKS	GENITIVE CASE MARKING (NUMERAL-DENOMINATOR CONJUGATION)										
30	ham kader ki-sla ka-tu ka-kɔt prohneg turn PL-leaf FSG-DDEM FSG-book Don't turn the book's pages										
REMARKS	GENITIVE CASE MARKING (INANIMATE-INANIMATE CONJUGATION)										
31	minc ^h wa na u-lai-o c ^h a yun yon ka da- killyan-sula- dep o										
	before SG MSG-go- all house gen FSG COMPL change-shirt- AGRS AGRS										
D	Before I went to her house I changed my clothes										
REMARKS	PRONOMINAL GENITIVE										

haden wa da wan na t^hiyator da lai t^hia? na after INFL PERF come abl theatre PERF go slept SG After coming back from the movie I went to sleep

REMARKS

COMPLEMEANTARY SENTENCE**

X COMPARATIVE CONTRASTIVE

1 rap khoid-ko ka-um wa? ha ban ya ka-um ha puŋ FSG-LOC river CM cleanthan ACC FSG-LOC lake water AGRS water

River water is cleaner than lake water

Remarks comparative construction

2 ka-wa? kaŋka tɔ? ka-wa? kʰoid tam FSG-river ganga COP FSG-river clean SM The Ganga water is the cleanest

REMARKS SUPERLATIVE CONSTRUCTION

3 kaha bombay (to?) ka-wa snem katwa ha delhi (to?) kawatrk^hau sunbenen fsg-LOC bombay COP FSGCLT- wet but LOC delhi COP FSG-dry weather RP Bombay weather is wet but Delhi weather is dry

REMARKS COMPARISON IN COMPLEMENTARY CLAUSES

4 ka-india to? bamsap katwa ka-japan ka-wa wan im-em FSGcorrupt FSG-COP FSGCLTbut NEGindia RP japan BE India is corrupt but Japan is not

REMARKS COMPARISON IN COMPLEMENTARY CLAUSES

5 karap le?-ko ban ya yon a ka γοη-ο yuniform FSG-GEN SG CM white-ACC FSGCLT GEN-CMuniform AGRS MSG My uniform is whiter than his uniform

COMPARATIVE CONSTRUCTION

REMARKS

XI ECHO FORMATION

1 snaubha di? kattu ka-cha wεi bam please drink some 3FSG-tea and food 'Please have some tea etc.' Remarks 2 da-lai theod u kattukitıar-kitar na dokan o katni 3MSG PERFbuy 3MSGCL some anything from shop go 'He has gone to buy some stationary etc.' Remarks 3 kida-yə? u kattuki-men ha ka-sni-bia u c^huki katni 3MSG PERF-3MSGCL some 3PL-3PLon 3FSG-day-GENtable chair wedding 3MSG'He got some chairs etc on his marriage.' Remarks c^h on- c^h on 4 sit-sit 'Sit etc.' Remarks 5 u-lai ηa ŧт-уе u-wan Э 1SG NEG-ABIL 1SGCL DVM-go DVM-come 'I cannot walk etc.' Remarks 6 ile? chrai-ma-chrai mi why angry-DRM-angry 2MSGCL 'Why you get angry etc?' Remarks 7 kiki da-lai kre?krε?wei da ra munamuna k^h inna? kət sla sla kət 3PL-PERFworkworkand **PERF** carry bagbag-3PLCL child book book go page page 'Children go to study carrying bag etc.' Remarks 8 u-c?5? dei wa im-si? rəwai u wa-siau 3MSG-throat NEG-bad 3MSGCL by ADJL-whistle ADJL sing

'The throat does not go bad by singing etc.'

XII CLASSIFIERS

ar tılli ki-kət da-cha?-to? ki two non-human.CLASS 3PL-book PERF-PASS-steal 3PLCL 'Two Books were stolen'

Remarks

2 u seit wa jran b^ha

3MSG bamboo ADJL long GOOD
'Longish bamboo'

Remarks

3 u-bnai wa landon 3MSG-moon ADJL round 'Round moon.'

Remarks

4 ka wi ka-k^hınna? 3FSG one 3FSG-child 'One girl'

Remarks

5 u wi u-khnna? 3MSG one 3MSG-child 'One boy.'

Remarks

XIII REDUPLICATION

1 u da-lai u suki- suki
3MSG PERF-go 3MSGCL slowly- slowly
'He was walking slowly slowly.'

Remarks

2 u da wan-c^hi-wan u 3MSG PERF come-DRM- come 3MSGCL 'He came again and again.'

Remarks

3 #ye-iye da-bam u what-what PERF-eat 3MSGCL 'What all did he eat?'

cha ka-khawai 4 ғуе-ғуе wa da-wan who-who 3FSG-party RP PERF-come to 'Who all came to the party?' Remarks 5 cha ranci mɨnnu- mɨnnu u-lai mi when-when DVM-go 2MSGCL to ranchi 'When when will you go to Ranchi?' Remarks cheiwan-6 daki-nden u-ram yon-ka-sita cheiwan chem where-where PERF-3MSG-3PL-GEN-3FSGfind ornaments sita ram 'Where all Ram found Sita's ornaments?' Remarks 7 chon-chi-chon da-ŋɪa u u PERF-tire 3MSG DVM sit-DRM-sit 'He got tired of sitting sitting?' Remarks 8 t^h o?- t^h o? c^hıti da-nia u 3MSG PERF-tire 3MSGCL write-write letter 'I got bored writing letters.' Remarks 9 klam-c^hi-klam heipor u wa bam 3MSG speak-DRM-speak 3MSGCL during ADJL eat 'He spoke while eating.' Remarks 10 da-pat katwa dan lai ha luti-katat u 3MSG PERF-fall 3MSGCL when PROG go road-leg 3MSGCL on 'The child fell down while walking on the footpath.' Remarks da-phet 11 katwa daŋ part-chi- part ki ka-poisa ki-non-to? wa watch-DRM-3PL-NOM-PERF-3PLCL with 3FSGwhen PROG 3MSGCL watch steal money 'While/as he was watching, the thieves ran away with the cash.' Remarks

u-kəphi

give ACC-1SG 3MSG-coffee ADJL-hot-ADJL-hot GOOD

ya-ŋa

12

 $b^{h}a\\$

wa-ɨŋ-wa-ɨŋ

Remarks	'Give me hot hot coffee.'								
13	ki-so? aprl wa-so-wa-so bha to? ki wa r?um 3PL-fruit apple ADJL-red-ADJL-red GOOD be 3PLCL ADJL juicy 'Pod red apples are injury'								
Remarks	'Red red apples are juicy.'								
14	ra ki-sapɛn wa-than-wa-than bha bring/carry 3PL-mango ADJL-sweet-ADJL-sweet GOOD 'Bring sweet sweet mangoes.'								
Remarks	Dring sweet sweet mangoes.								
15	kamwan ye mi u- naitu na- khłe lom kɨntʰiar ˌjrɔŋ- na								
	how ABIL 2MSGCL DVM- from from hedge MOUNTAIN jump high-from-high								
Remarks	'How are you going to jump over these high high hedges?'								
16	e ya-ŋa kʰajak- warəʔ ki-jaɪt̯ bam wa tʰɪaŋ kʰajak								
	give ACC- little-little all 3PL- food ADJL sweet 1SG different								
Remarks	'Give me little little of every variety of sweets.'								
17	ham wan naden-naden yoŋ-ŋa PRO.NEG come back-back GEN-1SG								
Remarks	'Don't come after me.'								
18	kammon-la- kammon haden dav unbran u cha na sometime-DRM-sometime back FUT return 3MSGCL to 1SG								

Remarks XIV COMPOUND VERBS

1 u-hati t+mmen da-yap u 3MSG-elephant old PERF-die 3MSGCL 'The old elephant died.'

'Sometime or the other he will come back to me.'

Remarks

2 heipor wa poi yon u-pa u- yon-u da-lai u paralok

when RP reach GEN 3MSG- 3MSG- GEN- PERF- 3MSGCL father friend 3MSG go

'By the time papa came home his friend had left.'

Remarks

give ACC-1SG 3FSG-letter 'Give me the letter.'

Remarks

4 mr? c^ha lait go out to out 'Get out!'

Remarks

spaubha than sweter ya-ŋa

please knit sweater DAT-1SG

'Please knit a sweater for me.'

Remarks

spaub^ha t^hap sweter heibinta yon-p^hi

please knit sweater for GEN-2SG(HON)

'Please knit a sweater for yourself.'

Remarks

7 pait wa rowai ka-laksmi see RP sing 3FSG-lakshmi 'See Lakshmi sing!'

Remarks

8 u da-c^həŋ u 3MSG PERF-sit 3MSGCL 'He sat down.'

Remarks

XV CONJUNCT VERBS/CONVERBS

1 dep bam μα u-pa lai ke u cha bar finish eat rice 3MSG-father go roam 3MSGCL to out 'Having eaten his meal papa went out for a stroll.'

2 purε ε? kα-c^hɪt^hi
read loud 3FSG-letter
'Read the letter aloud.'

Remarks

pait bha ka-yuŋ
see GOOD 3FSG-house
'See the house properly.'

Remarks

4 b^ha t^hok u-le? wom em wa daya-uyəŋ-u dεp payu NEG HAVE DVMgood 3MSGCL RP COMPL cheat 3MSGCL ACC-GENdo 3MSG-3_{MSG} brother

'He did not do well having cheated his own brother.'

Remarks

5 de? lai pait go go look 'Go and see.'

Remarks

6 u dat u ŋa ta lai u
3MSG hit 3MSGCL 1SG after go 3MSGCL
'He hit me and ran away.'

Remarks

XVI INFINITIVES, COMPLEMENTS

1 wom em u-spausuk o u-wan p^hi heini NEG HAVE DVM-like 1SGCL DVM-come 2SG(HON) here 'I don't like your coming here.'

Remarks

2 u-ye won kwa? u-bam b^ha who NEG want DVM-eat GOOD 'Who does not like to eat well?'

Remarks

3 neibha? ka-jiŋyaŋ-o ta daŋ ye braŋ ka-bei yəŋ-u u-im wan because 3FSG-GENafter PROG ABIL again 3FSG-GEN-DVM-NOM-3_{MSG} mother 3_{MSG} live come

'Because of his coming back his mother could survive.'

Remarks

4 da-əŋ u ya-ŋa wa da m₁? smat u ha c^h inon 3MSGCL ACC-3MSGCL to-village PERF-PERF RPgo soon say 1s_G out 'He told me that he was leaving the town soon.'

Remarks

5 da-əŋ kə wa ka-spausuk kə u-c^het

PERF-say 3FSGCL RP 3FSG-like 3FSGCL DVM-cook
'She said that she likes to cook.'

Remarks

6 ka-payu yon-a ya-na wa dai-met da-jur ınnin k^h ana slap PERF-3FSG-PERF-GEN-ACC-RP heavy yesterday sibling night tell 1s_G 1s_G rain 'My sister told me that it rained heavily last night.'

PHONEMIC INVENTORY OF PNAR

(Following IPA 93 convention)

Consonants

Place->	Bila	ıbial	De	ntal	Alve	eolar	Pal	atal	Ve	elar	Glo	ottal	
Manne	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd	Vl	Vd	
Plosive	Plosive UnAsp		b	ţ	d	t	d	С		k	j	3	
	Asp		b ^h	ţh	₫ ^h			Ch		k ^h	$\mathfrak{z}^{\mathrm{h}}$		
Fricative						S							
Nasal	Nasal		m				n		ŋ		ŋ		
Lateral							1						
Trill						r							
Approxim		W						y					

Vowels

]	FRC	NT		CI	ENTRA	L	BACK
HIGH	i						i	u
		I					U	
		-	e					0
MID				_ε		Э	^	ე_
LOW						a		

List of the Informants

(I) 1. Name: Phrangsni Pirto 2. Age/Sex 23/M 3. Native: Jowai 4. Education: M.A. (Eco) JNU 5. Languages known: Pnar, Khasi, English, bits of Hindi 6. Parents: Father Businessman Mother: Teacher turned Housewife 7. Occupation: Student 8. Informant's Position among Siblings: First Kyrpatlang Rymbai (II)1. Name: 2. Age/Sex 23/M 3. Native: Rymbai (Jintia Hills) 4. Education: M.A. (LIN).NEHU 5. Languages known: Pnar, Khasi, English, bits of Hindi 6. Parents: Mother: Housewife Father Businessman 7. Occupation: Student 2nd of 3 8. Informant's Position among Siblings: (III)1. Name: Virginia Memory Pakma 2. Age/Sex 23/f 3. Native: Jowai 4. Education: M.A.(LIN), NEHU 5. Languages known: Pnar, Khasi, English, bits of Hindi 6. Parents: Mother: Govt. Servant Father Businessman 7. Occupation: Student 8. Informant's Position among Siblings: First (IV) 1. Name: Curiously Bareh 2. Age/Sex 27/M 3. Native: Rymbai Ph.D. (LIN) 4. Education: 5. Languages known: Pnar, Khasi, English, bits of Hindi 6. Parents: Father Mother: 7. Occupation: Research Scholar 8. Informant's Position among Siblings: (V) 1. Name: **Eklis Suting** 2. Age/Sex 23/M

Jowai

M.A. (LIN), NEHU

3. Native:

4. Education:

5. Languages known: Pnar, Khasi, English

6. Parents:

Father Late Mother: Housewife

7. Occupation: Student

8. Informant's Position among Siblings: 7th of 9

(VI) 1. Name: Rebeca Slang

2. Age/Sex3. Native: Jowai4. Education: B.A.

5. Languages known: Pnar. Khasi, English

6. Parents:

Father Farmer Mother: housewife

7. Occupation: Teacher

8. Informant's Position among Siblings:

(VII) 1. Name: Rida Hun Suting

2. Age/Sex3. Native: Jowai4. Education: 10+2

5. Languages known: Pnar, Khasi, English

6. Parents:

Father Late Mother: Housewife

7. Occupation: Student

8. Informant's Position among Siblings:

(VIII) 1. Name: Driss Suting

2. Age/Sex3. Native: Jowai

4. Education: M.A. (LIN), NEHU 5. Languages known: Pnar, Khasi, English

6. Parents:

Father Late Mother: Housewife

7. Occupation: Teacher

8. Informant's Position among Siblings: Eldest

(IX) 1. Name: M. Sullai

2. Age/Sex 27/F

3. Native: Jowai, settled in Shillong

4. Education: B.A

5. Languages known: Pnar, Khasi, English

6. Parents:

Father Mother:

7. Occupation: Stenographer, Commerce Deptt, NEHU

8. Informant's Position among Siblings:

(X) 1. Name: Bingsen Jaitang Chian 2. Age/Sex 75/M 3. Native: Jowai staying in Shillong 4. Education: Illiterate 5. Languages known: Pnar, Khasi 6. Parents: Father Mother: 7. Occupation: Tea – Stall owner 8. Informant's Position among Siblings: (XI) Ronald vyne Sariang 1. Name: 2. Age/Sex 23/M 3. Native: Jowai M.A. (LIN), NEHU 4. Education: 5. Languages known: Pnar, Khasi, English 6. Parents: Mother: Teacher Father Businessman 7. Occupation: Student 8. Informant's Position among Siblings: First H. Wanni Passah (XII) 1. Name: 2. Age/Sex 22/M3. Native: Jowai M.Sc. (Zoology), NEHU 4. Education: 5. Languages known: Pnar, Khasi, Nagamese, Englsih 6. Parents: Father Mother: Late Late 7. Occupation: Student (XIII) 1. Name: Portia Shylla 2. Age/Sex 23/F 3. Native: Jowai 4. Education: B.A. 5. Languages known: Pnar, Khasi, English 6. Parents: Father Mother: 7. Occupation: Unemployed Lanusha Marboh (XIV) 1. Name: 2. Age/Sex 26/F 3. Native: Shillong 10+24. Education: 5. Languages known: Pnar, Khasi, English and Hindi. 6. Parents:

Father

Lawyer

Mother: Govt. Servant

7. Occupation: Housewife

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